



CHARTER SCHOOL OF THE DUNES

2022 Charter School Application

Administrative Team Members

Justin Stok - Superintendent

Kellie Easton - Principal

Mahdee Iqbal - Chief Operations Officer

Erin Nolan-Higgins - Title I Director

Sherry Knight - Special Education Director

Dan Cummins - Dean K-4

Rochanna Richardson - Dean 5-8

| | |
|---|-----------|
| Designated Representative | 5 |
| Proposed Grade Levels and Student Enrollment | 5 |
| Executive Summary | 5 |
| Mission and Vision of Charter School of the Dunes | 5 |
| Educational Need | 6 |
| Target Population | 7 |
| Community Engagement | 7 |
| Education Plan/School Design | 7 |
| Network Governance and Leadership | 9 |
| Section 1: Evidence of Capacity | 9 |
| Founding Group Membership | 9 |
| School Leader and the Leadership Team | 9 |
| Legal Status and Governing Documents | 12 |
| Governance Structure and Composition | 13 |
| Current Board Members | 13 |
| Governing Entity's Responsibilities | 13 |
| BOARD AUTHORITY | 13 |
| BOARD POWERS | 13 |
| Selection of Superintendent | 14 |
| BOARD MEMBER AUTHORITY | 14 |
| Procedures | 14 |
| REGULAR MEETINGS | 14 |
| SPECIAL MEETINGS | 14 |
| EMERGENCY MEETINGS | 15 |
| MEETING OF THE BOARD DEFINED | 15 |
| NOTICE OF BOARD MEETINGS | 15 |
| NOTICE OF REGULAR MEETINGS | 15 |
| Ethics and Conflicts of Interest | 16 |
| BOARD MEMBER ETHICS | 16 |
| CONFLICT OF INTEREST | 17 |
| Advisory Bodies | 18 |
| Marzano High-Reliability Schools | 18 |
| Indiana Charter School Network | 18 |
| SIP Committee | 19 |
| PBIS Committee | 19 |
| PSDI (Positive School Discipline Institute) | 19 |
| Grievance Process | 19 |

| | |
|--|-----------|
| PUBLIC COMPLAINTS AND CONCERNS | 19 |
| School Management Contracts- N/A | 22 |
| Growth Plan and Capacity | 22 |
| SWOT | 24 |
| Network Management | 26 |
| Section II: School Design | 27 |
| Education Plan | 27 |
| Curriculum | 27 |
| Mathematics | 27 |
| Reading | 27 |
| Phonics | 28 |
| Science | 28 |
| Writing | 28 |
| Social Studies | 29 |
| Technology | 29 |
| ExactPath | 29 |
| MindPlay | 29 |
| Reading Eggs | 29 |
| MyON Renaissance | 29 |
| Illuminate Education | 30 |
| Recruitment and Retention of Highly Effective Teachers | 30 |
| Evidence-Based Instructional Strategies | 30 |
| Marzano's High-Reliability Schools Model | 30 |
| Marzano New Art and Science of Teaching Framework | 31 |
| MTSS | 31 |
| Pupil Performance Standards | 35 |
| School Calendar and Schedule | 36 |
| School Culture | 36 |
| Typical Day From Student Perspective: | 37 |
| Typical Day From Teacher Perspective: | 38 |
| Supplemental Programming | 39 |
| Summer School | 39 |
| After-School | 39 |
| Brain Lab | 39 |
| Crown Counseling | 40 |
| Clubs/Athletics | 40 |
| Special Populations and At-Risk Students | 40 |
| Special Education | 40 |
| English Language Learners | 42 |

| | |
|---|-----------|
| | 4 |
| High Ability | 42 |
| Student Recruitment and Enrollment | 45 |
| Student Discipline | 45 |
| Parents and Community | 46 |
| Section III: Implementation Plan | 51 |
| Network-Wide Staffing | 51 |
| Management Organization Positions | 51 |
| CSD School Staff | 51 |
| School Leadership & Staffing Hiring, Management, & Evaluation | 52 |
| Start Up & Operations | 57 |
| Start Up Plan - N/A | 57 |
| Start Up Staffing and Costs - N/A | 57 |
| Transportation | 57 |
| Safety and Security | 57 |
| Technology Specifications and Requirements | 58 |
| Facility Plan | 59 |
| Budget and Finance | 59 |
| Section IV- Innovation | 59 |
| Teaching | 59 |
| Technology | 60 |
| Time | 60 |
| Section V - Portfolio Review & Performance Record | 61 |
| Academic Performance | 61 |
| Audited Financial Statements | 61 |
| Litigation | 61 |

Designated Representative

Legal Name of the group applying for Charter: Charter School of the Dunes

Designated applicant representative: Justin Stok

Address: 7300 Melton Road, Gary, IN 46403

Phone Number: 219-939-9690

Email Address: jstok@csdunes.org

Proposed Grade Levels and Student Enrollment

| Year | Grade Levels | Planned Enrollment | Maximum Enrollment | Virtual Enrollment |
|-----------|--------------|--------------------|--------------------|--------------------|
| 2021-2022 | K-8 | 700 | 700 | 50 |
| 2022-2023 | K-8 | 700 | 700 | 50 |
| 2023-2024 | PreK - 8 | 800 + 50 Pre-K | 900 + 100 Pre-K | 50 |
| 2024-2025 | PreK - 8 | 850 + 75 Pre-K | 900 + 100 Pre-K | 50 |
| 2025-2026 | PreK-8 | 900 + 100 Pre-K | 900 + 100 Pre-K | 50 |

Does Charter School of the Dunes expect to contract or collaborate with an Education Service Provider (ESP) or other organization for school management/operation? No

Will an application for the same charter school(s) be submitted to another authorizer in the near future? No

Previous submissions for the request to authorize Charter School of the Dunes over the past five years:

Authorizer: Calumet College of St. Joseph

Submission Date: November 1, 2017

Executive Summary

Mission and Vision of Charter School of the Dunes

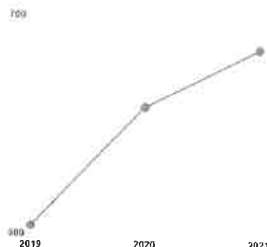
Mission-Through our belief that every student can succeed, we cultivate students with the ability to solve problems, set goals, accept responsibility and become active partners in the community.

Vision-The Charter School of the Dunes will be the school of choice for our community, with a reputation for excellence built on high academic standards, expectations, and achievement in a safe and welcoming environment.

Our professional educators will commit to creating a culture of life-long learning and collaboration in which all students meet or exceed high academic standards.

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. Our existing building holds approximately 675 students at full capacity. During the past four years, we have increased enrollment every year to over 700 students, including students who are virtual learners. The Charter School of the Dunes' school board and leadership see a need to expand facilities to continue growing enrollment.

What is the enrollment trend?



Over the next two to three years, a plan is being developed to build and open an early learning center on the property at 7301 Melton Road, which is already owned by Charter School of the Dunes. Charter School of the Dunes received over \$9 million in ESSER funding, which will be used to construct the new building. The first round of ESSER funding was used to upgrade the current building's air filtration system, install water bottle fillers, install temperature checks at all entrances, and purchase PPE for students and staff. The school board and leadership concluded that a new

Pre-K - 2 building will be the best use of new funding.

Educational Need

The analysis of the geographic area, student performance, and conversations in the community, have provided evidence of the need for Charter School of the Dunes and its future expansion. Charter School of the Dunes' team has worked diligently to create a safe learning environment for students in grades K-8. Charter School of the Dunes is positioned to create educational opportunities for those students who are often underserved.

- 78.5 % of Gary residents identify as African-American.
- The median household income (2015-2019) was \$31,936.
- 30.6% of residents in Gary, IN, live under the poverty line.

<https://www.census.gov/quickfacts/fact/table/garycityindiana#>

Nearby schools

| School | Enrollment | Race/Ethnicity | Economically Disadvantaged | Sped/ELL Population |
|------------------------|------------|---|----------------------------|--------------------------|
| Banneker K-5 | 396 | 90.9% African American 4.8% Hispanic 2.8% Multi-racial 1.3% White .3% Native American | 100% | SPED - 11.1% ELL 0.3% |
| Gary Middle School 6-8 | 458 | 92.1 % African American 3.3% Hispanic 3.7% Multiracial 0.9% White | 100% | SPED - 17% ELL N/A |

Target Population

Charter School of the Dunes serves Kindergarten - 8th grade with a plan to start a pre-k with the addition of the future building. Charter School of the Dunes dropped its high school program in 2015, and the current leadership team does not feel it is the right time to revive the program. The current leadership team wants to bring a top-tiered program for all students in grades K-8 before adding a high school. The decision to add a Pre-K program is due to our kindergarten students starting school without the prerequisite knowledge needed. A Pre-K program would allow students to learn the academic skills necessary to start in Kindergarten. This would also allow Charter School of the Dunes to begin a feeder program to increase enrollment in grades K-8.

Community Engagement

https://docs.google.com/document/d/1o-UWizvSDKtu_ss0uIq5khBOLvvV45JbIDZ_3hdDqPc/edit?usp=sharing

| | |
|---------------------------------------|--|
| Lotus Closet | African American Achievers Youth Group |
| Gary Literacy Coalition | AKA Sorority |
| Feed My Sheep RCI | Geminus Health Care |
| Starbase Indiana | NWI Urban League |
| Salvation Army/ Sojourner Truth House | Dr. Sudhish Chandra |
| IUN | Purdue University Northwest |
| Wild Ones | Dunes Learning Center |
| Gary Food Council | The Backpack Program |

Education Plan/School Design

Core Curriculum

https://docs.google.com/document/d/17oBpL3XIXwp247b9R5xalqg5hRzdbAoM3G3HLma1R_k/edit?usp=sharing

Mathematics

- Savvas enVision Mathematics Indiana
- Savvas Realize

Reading

- Benchmark Literacy
- Savvas myPerspectives English Language Arts (ELA Curriculum)

Phonics

- Benchmark Phonics and Word Work Boxes
- Kids Lips Sound Walls

Science

- Picture-Perfect Science (K-5)
- Savvas Science (6-8)

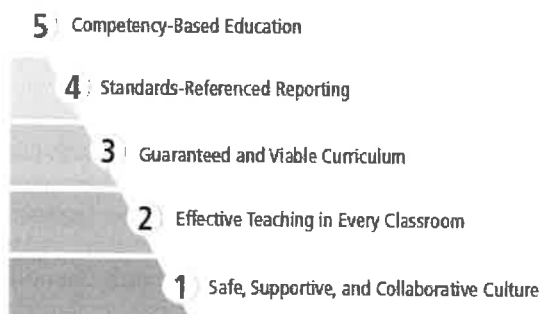
Writing

- Smekens Writing (K-8) Main program
- Benchmark Writing (K-6) supplemental program
- Think Certa (7-8)

Social Studies

- Lakeshore Kit (K-5)
- Sava SS (6-8)

Marzano



<https://www.marzanoresources.com/hrs/high-reliability-schools>

MTSS

<https://docs.google.com/document/d/1CY6SUm64YwIAqFLfzNdXstvFwPZ05t5X/edit?usp=sharing&oid=100090417429814098445&rtpof=true&sd=true>

Tier 1 – Universal or primary – Majority of students (75-90%)

As the largest tier and the foundation for the entire framework, Tier 1 encompasses the whole school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2. (PBISRewards.com)

Tier 2 – Secondary – Small groups of students (10-25%)

Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2, these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as reading groups. Check-In/Check-Out (CICO) interventions are usually a part of Tier 2, as well. This targeted support allows students to work toward catching up with their peers.

Tier 3- Tertiary – Individual students (< 10%)

A subset of students has significant challenges that do not respond to the interventions and support in Tier 1 or 2. Tier 3 gives these students individualized support and can include assistance from outside agencies such as behavioral counselors or family therapists.

Network Governance and Leadership

Charter School of the Dunes is a nonprofit organization and is fully tax-exempt pursuant to section 501c of the Internal Revenue Code. The school is governed by a volunteer Board of Directors that functions according to Bylaws and Indiana state law. Currently, there are five members on the board, and there is an active search for a parent representative to sit as the seventh board member. Each board member brings unique professional experience and a passion for Charter School of the Dunes to succeed. The school board is responsible for the mission and vision oversight and the hiring and firing of the school superintendent.

The school superintendent oversees the school's instructional leadership, program development, operations, and fiscal management. The superintendent manages the leadership team at Charter School of the Dunes, which consists of the Chief Operating Officer, Principal, HR Director, Title I Director, and Special Education Director. The leadership team has the autonomy to make day-to-day decisions in alignment with the mission and vision of Charter School of the Dunes.

Section 1: Evidence of Capacity

Founding Group Membership

Charter School of the Dunes was founded in 2003; however, there are currently no founding members presently involved in any aspect of the school. The current organization includes five board of directors who either live in Gary or are interested in the betterment of the school and the city. The school board has direct oversight of the management and works closely with the administration to ensure success in all aspects of the school. Three of the current board members are long-standing members, each with over eight years sitting on the board. Tom Cera has volunteered for eight years as a board member and currently serves as board president. Paul Orner is presently in his eleventh year as a CSD board member and serves as the board's vice president. Shalonda Drayton is in her ninth year as a volunteer board member and currently serves as the board treasurer. There are also two newer members of the board, George Rogge and Tamika White.

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

School Leader and the Leadership Team

Justin Stok: Superintendent

Justin Stok has been in the school leader position at Charter School of the Dunes since March 2017 and currently serves in the role of superintendent. He currently holds an Ed.S. in educational leadership and is expected to graduate with his Ph.D. in educational leadership mid-2022. Since his time at Charter

School of the Dunes, Justin has taken on roles to improve his leadership skills while moving the school forward. His role as a board member of IPCSL enables him to be at the forefront of charter school issues while making connections throughout the state of Indiana. Justin also is on the IASP Legislative Committee to ensure charter schools have a voice in Indiana Legislation. Most recently, Justin has been accepted to the IDOE Charter School Advisory Board, where he will be an active member in moving charter schools forward.

Please see Attachment #2 for Justin Stok's current resume.

Mahdee Iqbal: Chief Operations Officer

Mahdee Iqbal graduated from Purdue University in 2013 with a Master's degree in accounting. Iqbal served as the business manager at HAST and a lecturer at Purdue Northwest before joining Charter School of the Dunes as Director of Finance, now Chief Operations Officer. Iqbal is a certified public accountant in Indiana and a graduate of the IASBO Leadership Academy, a cohort of 2019-21. Since being hired at CSD, Iqbal has been connected directly to improved relations with lending institutions, effective deployment of grants, and overall improvement of the financial health of the school. Iqbal currently oversees all budgetary functions of the school, such as payables, receivables, payroll, accounting, debt service management, grant management, pension plans, and benefits. Additionally, as the COO, Iqbal also oversees food service operations and transportation services. Iqbal is also active in community outreach and student enrollment, a member of the Gary Rotary Club and the Miller Citizens Corporation.

Kellie Easton: Principal

Kellie Easton, a native and resident of the Miller neighborhood in Gary, comes from a family of educators and active community members. Her mother was a biology teacher at Wirt High School and her father served as an administrator at Pulaski Middle School, Horace Mann, and Lew Wallace High School. In addition to being from a family with deep roots in education, Kellie earned a bachelor's degree in Biology from Earlham College in Richmond, IN; and in 2001 she began teaching botany, zoology, and biology at Morton High School. In 2008, Kellie launched Morton's *Project Lead the Way* Program for students that were interested in the pursuit of medical careers. As a result of this program, Morton High School drastically increased the number of graduates in pursuit of a medical career. To ensure that Morton students were exposed to concepts beyond the core curriculum, Kellie served as the Fine Arts Club and Dance Team sponsors. It was the time with students beyond the classroom that allowed her to build deeper connections with students at Morton High School.

As a result of her excellent instructional capacity and ability to reach all levels of learners, Mrs. Easton was promoted to Instructional Coach in 2010. In this role she led building wide initiatives and strategies to increase teacher competency and student outcomes.

In 2015, Mrs. Easton earned a Master's degree in Educational Leadership from Ball State University. In 2017 she came to Charter School of the Dunes as the Assistant Principal, and the next year was awarded District 1 Assistant Principal of the Year by the Indiana Association of School Principals. In 2020 she became principal and is working on her educational specialist degree (Ed.S) at Indiana State University. This is her 4th year at Charter School of the Dunes.

Erin Nolan-Higgins: Director of Title I

Erin Nolan-Higgins joined Charter School of the Dunes in 2019 as the Director of Title I. Her primary roles with CSD include serving as the Corporation Test Coordinator, Data Specialist, Title III/EL Program Administrator, Reporting Specialist, Paraprofessional Team Supervisor, and a Member of the CSD Safety Team.

Nolan-Higgins earned a B.S. in Elementary Education from Valparaiso University, with licensure in 1-6 General Elementary; M.S. in Language Education from Indiana University with licensure in K-12 Gifted and English as a Second Language; and an Ed.S. in School Superintendency from Ball State University with licensure in Building-Level and District-Level Administration.

Her professional experience has included serving as a classroom teacher, high ability resource teacher, data coach, instructional coach, K-12 district high ability coordinator, EL program administrator, middle school principal, and Director of Title I. Her educator and administrative roles have included leadership and facilitation in compliance reporting, school improvement planning, corporation test coordination, data analysis, district program development, curriculum planning, instructional leadership, facility management, supervision, grant writing, budget management; professional evaluation, mentorship program development, outreach/partnership coordination, and crisis prevention. Nolan-Higgins has also been a certified School Safety Specialist since 2018.

Sherry Knight-Cook: Director of Special Education/MTSS & High Ability Coordinator

Sherry Knight-Cook, M.S.Ed., is in her third year with Charter School of the Dunes. She serves as the Director of Special Education, MTSS Coordinator, and High Ability Coordinator. She is also a member of PBIS. She currently possesses a Master of Science in School Administration as well as Mild Interventions. Mrs. Knight-Cook has sixteen years of experience as an educator in the public and charter school settings. Her teaching philosophy is, "I believe that all children are unique and have something special that they can bring to their education. I will assist students to express themselves and accept themselves for who they are, as well as embrace the differences of others." Knight-Cook is a strong believer in the power of positive thinking in the workplace. Also, developing relationships is the foundation of everything she does, both professionally and personally. She enjoys vacationing and spending time with my family.

Dan Cummins: K-4 Dean of Students

Dan Cummins is a graduate of Indiana State University where he completed a Bachelor's Degree in Music Education and a Master's Degree in School Administration and Supervision. He is an active school leader, conductor, and trumpet player from Hammond, Indiana, who enjoys working with young people to develop their passion for the arts while creating reflective participants in the community. As a musician, Mr. Cummins has performed with numerous orchestras including the Columbus Philharmonic Orchestra and South Shore Chamber Orchestra, and with prominent artists in multiple genres. In addition to his US appearances, in 2013 Mr. Cummins toured China as a performer in the premier musical, "Rhapsody in Swing." Returning to China in the Summer of 2017, Mr. Cummins escorted faculty and students of the Hammond Academy for the Performing Arts to study Chinese music and culture at the Central Conservatory of Music in Beijing.

As a teacher, Mr. Cummins has worked with numerous school arts programs across the Midwest; instructing marching bands, concert bands, jazz ensembles, and teaching privately. As an administrator, Mr. Cummins focuses his energy on restorative practices, conflict resolution, and developing young

people to think about their actions and reactions. He is currently the Dean of Students at the Charter School of the Dunes; Director of Music at Calumet College of St. Joseph; and the Director of the Midwest Youth Band with the nonprofit Books, Brushes, and Bands for education.

Rochanna Richardson: 5-8 Dean of Students

Rochanna Richardson has been in education for over 25 years. Rochanna has a BS from Indiana State University majoring in Communications (Radio, TV, and Film) and minoring in Journalism and Psychology. She then earned her Masters in Communications while working for Indiana State University as the administrative assistant to the Dean of the School of Analytic Business. Rochanna always enjoyed being in the classroom from substitute teaching for the Gary school system on and off since 1992 and then finally becoming a full-time teacher with Gary Community School Corporation in 1998. While at Gary Community Schools, Rochanna attended the UTEP program at IUN. After being a successful classroom teacher for the Gary School System, Rochanna was recruited to join Charter School of the Dunes in 2004 where she became the Dean of Students in 2006. After other positions in education as a dean, a curriculum specialist, director of an alternative to expulsion program, an educational consultant, and an interim principal; Rochanna came back to Charter School of the Dunes in 2017 and is currently the dean for grades 5-8. Rochanna earned her English teaching certification from Indiana Wesleyan University and then earned her Master of Science in Teacher Leadership and then her Principal Licensure in 2020. Rochanna is a longtime resident of Gary, IN (Miller Section) and has four children, a daughter, 26 (who attended CSD), a son, 24 (who attended CSD), a son, 15, and a daughter, 14. She also has twin grandchildren (Jordan and Jada), who are currently third graders at CSD.

Rose Carbone: Director of HR

Rose Carbone is a bilingual Army veteran, with an extensive background in Organizational Development. She is a graduate with a master's degree in Human Resources and a minor in Learning and Development. Her experience in human relations and team management ranges from C-suite, corporations with over 500 employees to start-ups with 35 team members. "When I am not applying my skills at CSD, you can find me jogging, riding my bike, baking, binge-watching TV, or spending time with my family."

Ken Orris: Director of Technology and Facilities

A lifelong Northwest Indiana native along with his wife, Becky, and our four children; Madeleine (9), Leah (6), Kenny (5), and Hannah (2). This is Ken's fourteenth year at CSD running two departments (technology and facilities). He has many interests including singing, playing guitar, board games, playing sports (as opposed to watching them on TV), researching various topics of whatever he happens to be interested in at the time (especially Bible), woodworking, alternative health/wellness, and history. He has an insatiable thirst for knowledge. Mr. Orris also likes to be outside and spend as much time with his family as he possibly can.

Please see Attachment #3 for 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 approved Indiana Sales Tax exemption certificate.

Please see Attachment # 4 for a copy of the tax exemption certificate, the articles of incorporation, and the Bylaws.

Governance Structure and Composition

The governing body for Charter School of the Dunes is the board of directors. The board of directors is chosen from qualified applicants from the community who are interested to serve voluntarily.

Current Board Members

The current board consists of five members, however, there is an active search for two more members; one of which would be a parent representative.

Tom Cera- President

Paul Orner- Vice President

Sha Drayton- Treasurer

Tamika White- Member

George Rogge- Member

Governing Entity's Responsibilities

BOARD AUTHORITY

The supervision of this Corporation shall be conducted by the School Board of Directors, hereinafter sometimes referred to as the "Board", which is constituted and is governed by the laws of the State of Indiana.

BOARD POWERS

The School Corporation shall be a body corporate, and, as such, capable of suing and being sued, contracting and being contracted with, acquiring, holding, possessing and disposing of real and personal property, and taking and holding in trust for the use and benefit of the Corporation, any grant or devise of land and any donation or bequest of money or other personal property.

The Board shall exercise all powers expressly granted to the Corporation by statute or through rules adopted by the State Board of Education and those powers necessary or desirable in the conduct of the Corporation's affairs, even if the power is not granted by statute or rule. The Board may exercise any power the Corporation possesses to the extent that the power is not expressly denied by the State Constitution, statute, or State Board rule and is not expressly granted to another entity.

The Board shall retain the power to act, through written policies, in situations in which there is no Constitutional or statutory provision requiring a specific manner for the Corporation to exercise power and no Constitutional or statutory prohibition to the exercise of that power.

The School Board shall have the management and control of all facilities and programs in the Corporation and the employees, students, and other persons entering upon its premises.

Selection of Superintendent

The School Board shall exercise its executive power in part by the appointment of a Superintendent/Principal who shall enforce the statutes of the State of Indiana, administrative guidelines of the State School Board, and the policies of this Board.

Before entering into a contract of employment with a Superintendent, the Board shall comply with the requirements of I.C. 20-26-5-4.3 regarding notice and hearing. See also Board Policy 1220 regarding Employment of the Superintendent. After entering into a contract of employment with the Superintendent, the Board shall comply with the requirements of I.C. 20-26- 5-4.3 regarding posting the Superintendent's contract.

BOARD MEMBER AUTHORITY

Individual members of the Board do not possess the powers that reside in the School Board, but no member of the Board shall be denied documents or information to which s/he is legally entitled and which are required in the performance of his/her duties as a Board member.

Access to Corporation personnel records shall be subject to the following guidelines:

- A. Examination of school employee personnel records by the School Board shall be conducted only at executive sessions of the Board. Any Board member may request that the Superintendent bring the personnel records of a designated employee(s) to an executive meeting of the Board.
- B. Personnel records shall, in their entirety, be returned to the custody of the Superintendent at the conclusion of the executive session of the Board.
- C. Information obtained from employee personnel records by members of the Board shall be used only for the purpose of aiding the members in fulfilling their legal responsibilities in making decisions in matters such as appointments, assignments, promotions and demotions, remuneration, discipline, and dismissal or to aid the development and implementation of personnel policies, or for such other uses as are necessary to enable the Board to carry out its legal responsibilities.

Procedures

REGULAR MEETINGS

The Board shall hold a meeting on a date and at a time and place determined annually by a resolution of the Board.

In the event the date, time, or place of a meeting needs to be changed, which change is in the best interest of the Board and/or the Corporation, such change may be made by the action of the Board, provided that the proper notice is given.

SPECIAL MEETINGS

Special meetings of the Board may be called by the President or the Superintendent provided there is compliance with the notice provision of these Bylaws.

EMERGENCY MEETINGS

In the event of a severe and imminent threat to the health, safety, or welfare of the Corporation, its employees, or students, any member of the Board, or the Superintendent may call an emergency session if it can be shown that delay would be detrimental to efforts to lessen or respond to the threat. No formal notice to Board members of any emergency meeting shall be required, but the press and public shall be notified.

MEETING OF THE BOARD DEFINED

As used in these by-laws, "meeting" means a gathering of a majority of Board members for the purpose of taking "official action" as defined at I.C. 5-14-1.5-2(d) on public business. The term "meeting" does not include the following:

- A. A social or chance gathering not intended to avoid the principles of the Indiana Open Door law set forth in I.C. 5-14-1.5-1.
- B. An on-site inspection of a project, program, or facility of applicants for incentives or assistance from the Board.
- C. Traveling to and attending meetings of organizations devoted to the betterment of government.
- D. A caucus as defined at I.C. 5-14-1.5-2(h).
- E. A gathering to discuss an industrial or a commercial prospect that does not include a conclusion as to recommendations, policy, decisions, or final action on the terms of a request or an offer of public financial resources.
- F. An orientation of members of the Board on their role and responsibilities as public officials, but not for any other official action.
- G. A gathering of Board members for the sole purpose of administering the oath of office specified in I. C. 20-26-4-2 to a Board member or members.

NOTICE OF BOARD MEETINGS

The Board will give notice of regular, special, and emergency Board meetings to Board members, news media, and the general public in compliance with Indiana law on the organization and operation of the governing body of a school corporation and the Open Door Law.

As used in this bylaw, "legal holiday" means a day listed in I. C. 1-1-9-1.

Notice of any meeting of the Board shall also contain the following statement:

"The Board's meeting site is fully accessible to all persons. Any person requiring further accommodation should contact the school's Superintendent/Principal or the School Corporation's administrative office at 219-939-9690."

NOTICE OF REGULAR MEETINGS

As used in this bylaw, "regular meeting" means a meeting of the Board held in compliance with a schedule of meetings approved by the Board at its annual organizational meeting. Notice need not be given to a Board member for holding or taking any action at a regular meeting.

Public notice of regular Board meetings will be given only once a year by posting a copy of the notice at the administrative offices of the School Corporation and delivering notice to all news media which submit an annual written request for such notice for the next calendar year to the Board on or before December 31 of the preceding calendar year.

In addition to the notice of regular meetings to the news media, the Board shall give public notice to persons who give the Board a written request for notice of meetings not later than December 31 of the preceding calendar year. The Board shall give this notice by e-mail or by publishing notice of regular meetings on the Board's Internet website at least forty-eight (48) hours in advance of the meeting excluding Saturdays, Sundays, and legal holidays.

Changes in the Date, Time, or Place of a Regular Meeting and Notice Required; Notice of Executive Sessions and Reconvened Meetings

Additional notice of a regular meeting shall be given by the Board of the date, time, or place of a regular meeting is changed. Notice to the public of a change in the date, time, or place of a regular Board meeting, executive session, or any rescheduled or reconvened meeting shall be given at least forty-eight (48) hours (excluding Saturdays, Sundays, and legal holidays) before the meeting is to convene by posting a copy of the notice at the administrative offices of the School Corporation and delivering notice to all news media which submit an annual written request for such notice for the next calendar year to the Board on or before December 31st of the preceding calendar year. With the exception of executive sessions, this requirement does not apply to reconvened meetings where the announcement of the date, time, and place of the reconvened meeting is made at the original meeting and recorded in the memoranda and minutes of the meeting if there is no change in the agenda.

Ethics and Conflicts of Interest

BOARD MEMBER ETHICS

A School Board member should honor the high responsibility which his/her membership demands by:

- A. thinking always in terms of "children first";
- B. understanding that the basic function of the School Board member is "policy-making" and not "administrative", and by accepting the responsibility of learning to discriminate intelligently between these two functions;
- C. accepting the responsibility along with his/her fellow Board members of seeing that the maximum of facilities and resources is provided for the proper functioning of schools;
- D. refusing to "play politics" in either the traditional partisan or in any petty sense;
- E. representing at all times the entire school community;
- F. accepting the responsibility of becoming well informed concerning the duties of Board members, and the proper functions of public schools;
- G. recognizing responsibility as a State official to seek the improvement of education throughout the State.

A School Board member should respect his/her relationships with other members of the Board by:

- A. recognizing that authority rests only with the Board in official meetings and that the individual member has no legal status to bind the Board outside of such meetings;
- B. recognizing the integrity of his/her predecessor and associates and the merit of their work;
- C. refusing to make statements or promises as to how s/he will vote on any matter which should properly come before the Board as a whole;

- D. making decisions only after all facts bearing on a question have been presented and discussed;
- E. respecting the opinion of others and by graciously conforming to the principle of "majority rule";
- F. refusing to participate in irregular meetings such as "secret" or "star chamber" meetings, which are not official and which all members do not have the opportunity to attend;
- G. attempting to fairly appraise both the present and future educational needs of the community.

A School Board member should maintain desirable relations with the Superintendent/Principal of Schools and his/her staff by:

- A. striving to procure, when the vacancy exists, the best professional leader available for the head administrative post;
- B. giving the Superintendent/Principal full administrative authority for properly discharging his/her professional duties, and also by holding him/her responsible for acceptable results;
- C. acting only upon the recommendation of the Superintendent/Principal in matters of employment or dismissal of school personnel;
- D. having the Superintendent/Principal present at all meetings of the Board except when his/her contract and salary are under consideration;
- E. referring all complaints to the proper administrative office and by discussing them only at a regular meeting after the failure of an administrative solution;
- F. striving to provide adequate safeguards around the Superintendent/Principal and other staff members to the end that they can live happily and comfortably in the community and discharge their educational functions on a thoroughly professional basis;
- G. presenting personal criticisms of any employee directly to the Superintendent/Principal.

A School Board member should meet his/her responsibilities to his/her community by:

- A. attempting to appraise fairly both the present and future educational needs of the community;
- B. regarding it as a major responsibility of the Board to interpret the aims and the methods of the schools of the community;
- C. insisting that all school business transactions be on an open, ethical, and above-board basis;
- D. vigorously seeking adequate financial support for the schools;
- E. refusing to use his/her position on a School Board in any way whatsoever for personal gain or personal prestige;
- F. refusing to discuss personnel matters or any other confidential business of the Board in his/her home, on the street, or in his/her office;
- G. winning the community's confidence that all is being done in the best interests of school children.

CONFLICT OF INTEREST

Board directors shall utilize the authority of their position solely for the benefit of the school community. To this end:

A. Conflict of Interest Disclosure

If a Board director or a spouse or dependent has a pecuniary interest in a contract or purchase to be approved by the Board, or a Board director or a spouse or dependent will profit from a contract or purchase to be approved by the Board, the Board director shall submit a written Conflicts of Interest disclosure on State Board of Accounts Form 236.

When a Board director makes a Conflicts of Interest disclosure as provided above, the disclosure shall be submitted for approval by the Board before the Board considers approval of the contract or purchase addressed in the disclosure, provided the contract or purchase will be funded entirely by funds other than those received from a Federal grant or award.

The Board director shall not participate in the discussion or vote on the acceptance of his/her disclosure or approval of the contract or purchase, and the role played by this Board director shall be described in the minutes of the meeting.

A written conflict of interest disclosure on State Board of Accounts Form 236 that is approved by the Board shall be filed by the Superintendent with the State Board of Accounts and the Clerk of the Circuit Court within fifteen (15) calendar days after approval by the Board. I.C. 35-44.1-1-4

B. Profiteering From Public Service

For one (1) year after leaving the Board, a director of the Board shall not obtain a pecuniary interest in any contract or purchase which was approved by the Board during his/her Board service unless the former director:

1. was screened from any participation in the contract or purchase
2. has not and will not receive a part of any profit from the contract or purchase by the Board; and
3. promptly gives notice to the Board of his/her interest in the contract or purchase.

This limitation does not apply if the Board director receives less than \$250.00 of the profits from the contract or purchase.

Advisory Bodies

Marzano High-Reliability Schools

Dr. Marzano's vision for K–12 education is simple: the vast majority of schools can be highly effective in promoting student learning. To show how he created the Marzano High-Reliability Schools™ framework. This framework, based on 40 years of educational research, defines five progressive performance levels that a school must master to become a high-reliability school—where all students learn the content and skills they need for success in college, careers, and beyond.

Indiana Charter School Network

The Indiana Charter School Network serves as Indiana's charter school association. A great majority of Hoosier charter schools are dues-paying members. ICSN works closely with the IQE policy team to develop policy positions to be shared with policymakers to ensure our charter school members are represented well at the state level. ICSN provides member schools with communications on policy issues, grant opportunities, charter-related research, events of interest, and other relevant information. ICSN

offers professional development opportunities for charter school staff and connects member schools to vendor partners, offering our schools exceptional service or discounts.

SIP Committee

A school-level advisory committee is comprised of administrators, teachers, and paraprofessionals. This committee conducts a comprehensive needs assessment to identify academic needs at Charter School of the Dunes. The committee sets goals for the school and a plan to achieve those stated goals.

PBIS Committee

The PBIS team helps drive the school's initiative forward, both schoolwide and at the classroom level. Their efforts are crucial to the success of PBIS at Charter School of the Dunes. The most fundamental duties of the team include:

- Establishing a schoolwide matrix
- Reviewing data
- Adjusting expectations
- Promoting PBIS to students and staff

PSDI (Positive School Discipline Institute)

The Children's Policy and Law Initiative of Indiana will train two cohorts of schools through the Positive School Discipline Institute during the 2021-22 School Year. This training is built on a national best practice model, The Trauma-Informed School, led by Jim Sporleder. The Institute targets educators and school safety personnel serving K through 12th grades. It provides the training, tools and strategies to help school administrators, teachers, and school resource officers reduce high suspension rates and excessive exclusionary disciplinary practices that undermine student academic success. A 7-member Core Team (Cummins, Richardson, Taylor, McClelland, LaBuda, Feurtado, Spann) will be trained in culturally-responsive, trauma-informed practices. The team engages in a school-wide planning process to advance positive school discipline and helps lead reform of school disciplinary practices in their own school.

Additionally, the PSDI Master Trainer Program (MTP) offers additional training for two designated team members (Cummins, Taylor) to become the School Trauma Lead Coach, who coordinates the implementation of school-wide training on culturally-responsive, trauma-informed practices, and conducts professional development using the online MTP curriculum and resource.

Grievance Process

PUBLIC COMPLAINTS AND CONCERNS

Any person or group having a legitimate interest in the operations of this Corporation shall have the right to present a request, suggestion, complaint, or concern relating to Corporation personnel, the program, or the operations of the Corporation. At the same time, the School Board has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint and concern in a fair and impartial manner and to seek a remedy where appropriate.

It is the desire of the Board to rectify any misunderstandings between the public and the Corporation by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences, shall more formal procedures be employed.

Any requests, suggestions, complaints, or concerns reaching the Board, Board members, and the administration shall be referred to the Superintendent for consideration according to the following procedure.

Matters Regarding a Professional Staff Member

A. First Level

If it is a matter specifically directed toward a professional staff member, the matter must be addressed, initially, to the concerned staff member who shall discuss it promptly with the complainant and make every effort to provide a reasonable explanation or take appropriate action within his/her authority and Corporation administrative guidelines.

This level does not apply if the matter involves suspected child abuse, substance abuse, or any other serious allegation which may require investigation or inquiry by school officials prior to approaching the professional staff member.

As appropriate, the staff member shall report the matter and whatever action may have been taken to the School Principal

B. Second Level

If the matter cannot be satisfactorily resolved at the First Level, it shall be discussed by the complainant with the staff member's supervisor.

C. Third Level

If a satisfactory solution is not achieved by discussion with the direct supervisor and/or the staff member, a written request for a conference shall be submitted to the Superintendent. The complaint form can be obtained in the school office or on the school website.

This request should include:

1. the specific nature of the complaint and a brief statement of the facts giving rise to it;
2. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
3. the action which the complainant wishes taken and the reasons why it is felt that such action should be taken.

Should the matter be resolved in conference with the Superintendent, the Board may be advised of the resolution.

D. Fourth Level

Should the matter still not be resolved, or if it is one beyond the Superintendent's authority and requires a Board decision or action, the complainant shall contact the board president by email. The Board, after reviewing all material relating to the case, shall provide the complainant with its decision by email, phone, or mailed letter.

The Board's decision on the matter will be final, and it will not provide a hearing to other complainants on the same issue.

If the complainant contacts an individual Board member to discuss the matter, the Board member shall inform the complainant that s/he has no authority to act in his/her individual capacity and that the complainant must follow the procedure described in this policy.

Matters Regarding the Superintendent

Should the matter be a concern regarding the Superintendent which cannot be resolved through discussion with the Superintendent, the complainant may submit a written request or email to the Board. This request should include:

- A. the specific nature of the complaint and a brief statement of the facts giving rise to it;
- B. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
- C. the reason that matter was not able to be resolved with the Superintendent;
- D. the action which the complainant wishes taken and the reasons why it is felt that such action should be taken.

The Board, after reviewing the request, may grant a hearing before the Board or a committee of the Board or refer the matter to an executive session.

The complainant shall be advised, in writing, of the Board's decision within thirty (30) business days. The Board's decision will be final and not subject to appeal.

Matters Regarding an Administrative Staff Member

Since administrators are considered members of the Corporation's professional staff, the general procedure specified in "Matters Regarding a Professional Staff Member" shall be followed.

Matters Regarding a Support Staff Member

In the case of a support staff member, the same procedure is to be followed as for "Matters Regarding a Professional Staff Member".

Matters Regarding Corporation Services or Operations

If the request, suggestion, complaint, or concern relates to a matter of Corporation procedure or operation, it should be addressed, initially, to the Principal and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

Matters Regarding the Educational Program

If the request, suggestion, complaint, or concern relates to a matter of the Corporation program, it should be addressed, initially, to the Principal and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

Matters Regarding Instructional Materials

The Superintendent shall prepare administrative guidelines to ensure that students and parents are adequately informed each year regarding their right to inspect instructional materials and the procedure for completing such an inspection.

If the request, suggestion, complaint, or concern relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the Corporation, the following procedure shall be followed:

- A. The criticism is to be addressed to the Superintendent in writing, and shall include:
 1. author;
 2. title;
 3. publisher;
 4. the complainant's familiarity with the material objected to;
 5. sections objected to, by page and item;
 6. reasons for the objection.
- B. Upon receipt of the information, the Superintendent may appoint a review committee which may consist of:
 1. one (1) or more professional staff members including a school administrator
 2. one (1) or more Board members;
 3. one (1) or more laypersons knowledgeable in the area.
- C. The Superintendent shall be an ex officio member of the committee.
- D. The committee, in evaluating the questioned material, shall be guided by the following criteria:
 1. the appropriateness of the material for the age and maturity level of the students with whom it is being used
 2. the accuracy of the material
 3. the objectivity of the material
 4. the use being made of the material
- E. The material in question may be withdrawn from use pending the committee's recommendation to the Superintendent.
- F. The committee's recommendation shall be reported to the Superintendent in writing within ten business days following the formation of the committee. The Superintendent will advise the complainant, in writing, of the committee's recommendation and advise the Board of the action taken or recommended.

School Management Contracts- N/A

Growth Plan and Capacity

The following Projections are based on two factors:

1. A new building is constructed and ready to open for students at the beginning of the 2023-2024 school year.
2. Charter School of the Dunes continues its contract with Edmentum for virtual instruction.

The current facility is at maximum capacity with 700 students.

| Year | Grade Levels | Planned Enrollment | Maximum Enrollment | Virtual Enrollment |
|-----------|--------------|--------------------|--------------------|--------------------|
| 2021-2022 | K-8 | 700 | 700 | 50 |
| 2022-2023 | K-8 | 700 | 700 | 50 |
| 2023-2024 | PreK - 8 | 800 + 50 Pre-K | 900 + 100 Pre-K | 50 |

| | | | | |
|-----------|----------|-----------------|-----------------|----|
| 2024-2025 | PreK - 8 | 850 + 75 Pre-K | 900 + 100 Pre-K | 50 |
| 2025-2026 | PreK-8 | 900 + 100 Pre-K | 900 + 100 Pre-K | 50 |

Due to the influx of funding through ESSER, Charter School of the Dunes received approximately \$9 million. As the current facility is at capacity, the board and leadership team review options to construct a new building. The decision was not to add a high school and instead add a pre-K while focusing on grades K-8. Charter School of the Dunes enrollment is 700 students in grades K-8 with 57 of those students on virtual learning through Edmentum.

Increasing enrollment:

1. Construct a new building- The new building, Charter School of the Dunes Early Learning Academy, will educate 300 students in grades Pre-k-2. It will also house a “district” office suite to alleviate the lack of space in the current building. This building will allow Charter School of the Dunes a pre-k option. Students entering kindergarten at CSD are behind where they need to be academically, and a pre-k option will ensure students are ready to start kindergarten. Pre-k will be funded through grants while continuing to watch for federal funding.
2. Continue offering Virtual Learning with Edmentum- Virtual learning proved to be a viable choice for some students who learn better without the distractions of a brick and mortar school. While the partnership with Edmentum is new, the initial reaction is that this is an excellent option to offer virtual learning for CSD students.

Charter School of the Dunes has been building a foundation to be successful in future years. When new leadership took over four years ago, a complete school turnaround was estimated to be 3-5 years. The impact of COVID-19 has forced school leaders to reevaluate the timeline. However, even with the pandemic, CSD is in a better position today than it was in 2017. The school’s financial standing is in a strong position due to the increase in enrollment and sound financial practices. The school’s financial resources have been used for various projects to improve the quality of education.

The school’s long-term success can be attributed to a solid leadership team. The superintendent, COO, and principal have all been dedicated to the success of CSD since the change in leadership four years ago. The school board also has three long-term members who continue to lead the school towards success. In 2021, CSD created a human resources position to ensure the recruitment of passionate qualified educators. The consistency of leadership and recruitment of top educators will be a driving factor in the success at CSD.

In 2020 and 2021, Charter School of the Dunes was named a Family Friendly School by the IDOE. The team at CSD has put in a lot of time creating solid relationships with families and the community. CSD has partnered with many different organizations to gain resources for our students. The most recent partnership with the Gary Food Council and Purdue University Northwest made it possible to start the CSD Community Garden. To provide a top-notch educational experience, we must have strong relationships with our families and be active partners in the community.

Two long-time teachers at CSD were promoted to Instructional Coach positions for the 21-22 school year. There were also two paraprofessionals promoted to full-time classroom teacher positions. The grow-from-within philosophy will help strengthen the culture at CSD. CSD’s vision states that its

educators will be committed to lifelong learning. The leadership at CSD takes this responsibility seriously and has encouraged many individuals to complete or continue their education. We aim to train our staff to the best of our ability to ensure we have top talent teaching our students. The more educators learn and implement will improve academics for our students.

CSD has taken great care in planning for a solid academic program. The following items have been implemented or will be implemented which will establish long-term success.

- The curriculum has been replaced with a research-based curriculum from Benchmark and Savvas.
- In order to supplement the core curriculum, Exact Path for math and Mindplay for reading, are computer-based programs to enhance learning.
- CSD is one-to-one with Chromebooks and also provides internet access for those families in need.
- A focus on core state standards and mastery of those standards is key to teaching students the most important information.
- Curriculum maps are created by teachers to focus on the most important state standards.
- Trailblazer time is an additional 30 minutes of differentiated instruction in small groups for math.
- Common formative assessments to ensure mastery of standards
- Data deciphering and continuous learning happen in weekly PLC meetings.

SWOT

| Strengths | Weaknesses | Opportunities | Threats |
|-------------------------|------------------------|---------------------------|------------------------------|
| Leadership Team | Qualified Teachers | Enrollment Growth | ILEARN |
| Financial standing | ILEARN test scores | Pre-K | Gary Community Schools |
| Enrollment | Transportation | Promote from within | Other Charter Schools |
| 1 to 1 technology | Middle school programs | ESSER Funding | Transient Student Population |
| New curriculum | | Edmentum virtual learning | COVID |
| Community relationships | | New facilities | Charter Label |
| Marketing | | | Homeschooling |
| Growth on NWEA | | | Teachers leaving CSD |

ILEARN- The ILEARN state standardized test was implemented in 2018. The majority of students at CSD are below proficiency according to ILEARN and they will be further behind after the pandemic. Students need to be recruited at a young age and they need to be retained to be fully educated at CSD. Opening

Pre-K sections would increase opportunities for students to learn the state standards and be ready for K-8. During the next 3 years, the focus needs to be on growth instead of proficiency to improve student confidence and teacher efficacy.

Gary Community Schools/ Other Charter Schools- Competition is a given in any industry and is more prevalent in education when there are charter schools in the area. Gary community schools have seen an influx of funding through a passed referendum and ESSER. The local charter schools have also seen an increase in funds through ESSER. Charter School of the Dunes also received a large sum of money through ESSER. In order to stay ahead of the competition, CSD will use the funds to build a new facility, which will give us the capacity to grow enrollment while starting a pre-k to improve academics in the long run. CSD also benefits from the location in Miller. CSD is the only charter school east of I65 which limits the competition for students in the area. Gary Community School has an elementary and middle school in close proximity. It is the job of CSD to perform better than the Gary schools in all aspects of students' education.

Transient Student Population- 49.4% of Gary residents are renters which is the main reason for the transient population. CSD must retain the majority of its students and families each year to limit the amount of recruitment that is needed. CSD also has the capacity to market to all of Gary through billboards, Facebook, face-to-face, and enrollment fairs. Through these marketing strategies, we can increase enrollment to make up for those families that leave the area.

COVID- While there is no controlling the pandemic, CSD has put safeguards in place to continue in-person schooling. Air filtration, water bottle fillers, and temperature scanners have been installed to combat the transmission of COVID. While we feel the school is safe to hold in-person learning, students' academics have been greatly affected over the past year and a half. CSD has begun an in-house after-school program that offers tutoring and homework assistance. CSD is looking at a pre-school to have students more prepared for kindergarten. At the beginning of the school year, each student will be tested on academic skills on the NWEA test to see where they stand academically. We also have received a grant from the IDOE to administer the Panorama SEL survey to gain an understanding of where students are socially and emotionally. It is not fully known how the pandemic will affect our students in the future, but CSD is putting plans in place to alleviate any of the harm that has been caused.

Charter Label- There is a lot of misinformation about charter schools and the funding of charter schools. It is the responsibility of the board and leadership to engage in conversations to educate the public and potential CSD families. As we form relationships in the community, we can spread the word about public charter schools. We also must have an open door for people to see what is happening in the school. CSD's parent liaison will work to get parents involved in speaking about the positive aspects of the school.

Homeschooling - Due to the fear of COVID, there are families who have withdrawn students to homeschool. Homeschooling can be a daunting task for many parents. During the 2021 school year, CSD has partnered with Edmentum to offer virtual learning opportunities for those families who do not want to return to the building. This option allows CSD the opportunity to keep students enrolled while giving them another option in their education.

Teachers leaving/Turnover - During the 20-21 school year, CSD had no turnover of classroom teachers from the previous year. However, going into the 21-22 school year was a different story as there were 8

teachers who needed to be replaced. While much of the turnover was due to burnout from COVID, leadership understands the importance of creating a positive culture to keep top talent. Leadership promoted four individuals at the beginning of the 2021 school year. We are looking to keep employees long-term and give them a way to fulfill their goals.

Network Management

| Function | Network/ Management Org. Decision Making | School Decision Making |
|---|---|-------------------------------|
| Performance Goals | Superintendent | Principal |
| Curriculum | Superintendent | Principal |
| Professional Development | Superintendent | Principal |
| Data Mgmt and Interim Student Assessments | Superintendent | Principal |
| Grade Level Promotion Criteria | Superintendent | Principal |
| Culture | Superintendent | Principal |
| Budgeting, Finance, Accounting | COO | COO |
| Student Recruitment | Superintendent/COO | Superintendent/COO |
| Staff Recruitment and Hiring | Superintendent/HR/Principal | HR/Principal |
| HR Services (payroll, benefits, etc) | HR/COO | HR/COO |
| Development | HR | Principal |
| Community Relations | Superintendent/COO | Superintendent/COO/Principal |
| Information Technology | COO | Technology Director |
| Facilities Mgmt | COO | Technology Director |
| Vendor Mgmt/ Procurement | COO | COO |
| Other operational functions | Office Manager | Office Manager |

Please see the current organization chart in Attachment 10A.

Please see the proposed organization chart if a second site is added in Attachment 10B.

Section II: School Design

Education Plan

Charter School of the Dunes currently serves Kindergarten through eighth grade in one building. We currently have three sections at each grade level with a maximum capacity of 25 students in each section unless there are extenuating circumstances that may raise the capacity. We also have one section of self-contained special education students. To deepen teacher content knowledge and increase efficacy third through eighth-grade classes are departmentalized according to subject.

Future plans consist of adding pre-k at Charter School of the Dunes. Demographic data shows that many of our students enter kindergarten unprepared to learn Indiana state standards. Charter School of the Dunes can begin to address this problem by starting students earlier in a structured educational environment. We field-tested this hypothesis by inviting incoming kindergarteners to summer school prior to the start of the 21-22 school year. Students that usually struggle with social skills and other foundational skills have been performing at a more age-appropriate level. For example, students that were unable to write their name or adapt socially to a school setting during summer school were able to write their name and avoid an emotional crisis by the start of the school year.

In order to incorporate Middle Schools' additional instructional requirements (ie-Computer Science and Career Readiness instruction, 2023 addition of consumer science) we will be a new building to shift students in order to accommodate these instructional needs.

Curriculum

Mathematics

Savvas enVision Mathematics Indiana math program is used in Grades K-8. It includes problem-based learning, critical thinking, and visual learning to develop a conceptual understanding of math. The program helps students develop an understanding of math concepts through small-group interventions with a focus on reasoning and modeling.

Savvas Realize is the online math platform used for digital content, assessments, student data, and tools that are used to easily customize lessons and integrate into Google Classroom.

Reading

Benchmark Literacy is a comprehensive, research-proven program that empowers teachers with tools for vertically aligned K-6 reading, writing, speaking, listening, and language instruction. It builds foundational skills such as phonics, word study, and fluency, scaffolds ALL students to access complex informational and literary texts, and guides students to use text evidence in close reading. It also provides opportunities for students to develop collaborative conversations.

Savvas myPerspectives English Language Arts (ELA Curriculum) is used for Grades 6-8. This program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. It encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection.

Phonics

Benchmark Phonics and Word Work Boxes

Students receive explicit, systematic daily instruction in phonological and phonemic awareness to ensure a solid foundation for reading and writing.

Kids Lips Sound Walls

Sound walls align with the science of reading. The goal is to elevate daily tier 1 instruction by reviewing the 44 speech sounds and the options for spelling each of the sounds. By doing this daily review, it becomes automatic for students to access sounds and know how to match spelling to each sound.

Science

Picture-Perfect Science (K-5)

Lessons convey how science, technology, engineering, and mathematics intersect in the real world. They embed reading-comprehension strategies that integrate the STEM subjects and English language arts through high-quality picture books. Through these lessons and activities, all young students, including reluctant scientists and struggling readers, will quickly find themselves absorbed in STEM-related discovery.

Savas Science (6-8)

Lessons engage students in scientific inquiry; STEM activities; and problem-based, hands-on learning. Blended print and digital experiences engage students and support Next Generation Science Standards (NGSS)*. *Interactive Science* includes strong literacy connections for elementary learners. High-quality science resources, strategies, and guidance help teachers awaken students' sense of curiosity as they learn about science.

Writing

Smekens Writer's Workshop (K-8) Main program

1. Strategies to establish the writer's workshop environment through routines, procedures, and expectations.
2. Methods to define the ingredients of quality writing so everyone is using a common language.
3. Foundation-building mini-lesson ideas that teach students how to

Benchmark Writing (K-6) supplemental program

Print + Digital • English & Spanish

Writing diverse genres turns students into authors who understand other authors.

Genre-based writing programs give teachers the tools they need to be effective writing mentors.

Genre analysis teaches essential skills, mandated by state standards. Modeling genre features build reading comprehension and writing fluency. Differentiated strategies support English Learners, struggling writers, and advanced writers.

Think Cerca (7-8) To be prepared for the world ahead, research shows students need regular writing practice across subjects. With ThinkCERCA, students learn how to consume information, think about it critically, and express their thoughts effectively in ELA, social studies, science, and math.

Social Studies

Lakeshore Kit (K-5)

Our students experience hands-on social studies lessons that integrate reading and writing! Each resource box has props that provide a tactile and visual sense of important topics—from a replica of the Liberty Bell to an authentically detailed totem pole.

Savvas SS (6-8)

Social studies focuses on democratic values, community, and cultural diversity.

Technology

Each student at CSD is assigned a Chromebook. Teachers use Google Classroom to deliver instruction that is accessible remotely or in school. The Chromebooks were essential for virtual learning during the pandemic closure.

Currently, all classrooms at Charter School of the Dunes have SmartBoard projectors. During the 2020-2021 school year, the projectors will be updated with Promethean Panels which have greater capabilities. The Promethean Boards were funded through the School Improvement Grant.

The ActivPanel Nickel interactive display is designed to provide teachers with everything they need straight out of the box. Internet-ready and preloaded with teaching tools, the ActivPanel Nickel is a long-term, reliable solution for schools looking to replace outdated whiteboard systems with an easy-to-use and highly capable interactive display.

<https://www.prometheanworld.com/products/interactive-displays/activpanel-elements-series/>

ExactPath

Our adaptive diagnostic assessments pinpoint students' individual learning gaps and academic strengths within a vertical K–12 progression of skills. Performance from each administration will help benchmark learning needs and chart growth. Integrations with NWEA® MAP® and Renaissance® Star® are also available to kickstart learning using schools' existing data without the need for additional testing.

<https://www.edmentum.com/products/exact-path>

MindPlay

MindPlay Literacy is designed for K-12 and adult students with diverse reading skills and instructional needs. <https://mindplay.com/>

Reading Eggs

Reading Eggs makes learning to read interesting and engaging for kids, with great online reading games and activities. <https://readingeggs.com/>

MyON Renaissance

Renaissance myON® Reader is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each individual student's interests, grade, and Lexile® reading level. Combined with a suite of close reading tools and embedded supports, myON Reader fosters student engagement and achievement.

Illuminate Education

Standards-based assessment creation and administration solution providing instant scoring, formative feedback, interactive reporting, and targeted activities. <https://www.illuminateed.com/>

Recruitment and Retention of Highly Effective Teachers

Recruitment and retention of high-quality teachers is of the highest priority at Charter School of the Dunes. The leadership team understands the importance of stable staff and works hard to limit turnover. It is also evident that we must address the teacher shortage of qualified teachers and intense competition with neighboring schools with a comprehensive retention program.

As the student population has risen so has the need for highly qualified teachers. In order to fill these positions, Charter School of the Dunes created and hired a Human Resources Director during the 2020-2021 school year. This position works closely with school administrators to recruit quality candidates for open positions.

| | |
|--|--|
| Recruitment Activities: <ul style="list-style-type: none"> • Job Fairs • Partnerships with local colleges and universities • IDOE job bank • Indeed • Handshake • Referral bonus • Promotion from within | Retention Activities: <ul style="list-style-type: none"> • Competitive Pay • Bonuses • Yearly Raises • Professional Development • Instructional Support • Recognition • Mentor Program |
|--|--|

Evidence-Based Instructional Strategies

Marzano's High-Reliability Schools Model

Level 1: Safe, Supportive, and Collaborative Culture

Level 1 Leading Indicators

- The faculty and staff perceive the school environment as safe, supportive, and orderly.
- Students, parents, and the community perceive the school environment as safe, supportive, and orderly.
- Teachers have formal roles in the decision-making process regarding school initiatives.
- Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

- Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
- The school acknowledges the success of the whole school well as individuals within the school.
- The school manages its fiscal, and operational, and technological resources in a way that directly supports teachers.

Level 2: Effective Teaching in Every Classroom

Level 2 Leading Indicators

- The school communicates a clear vision as to how teachers should address instruction.
- The school supports teachers to continually enhance their pedagogical skills through reflection and professional growth plans.
- The school is aware of and monitors predominant instructional practices.
- The school provides teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- The school provides teachers with job-embedded professional development that is directly related to their instructional growth goals.
- Teachers have opportunities to observe and discuss effective teaching.

Level 3: Guaranteed and Viable Curriculum

Level 3 Leading Indicators

- The school curriculum and accompanying assessments adhere to state and district standards.
- The school curriculum is focused enough that teachers can adequately address it in the time they have available.
- All students have the opportunity to learn the critical content of the curriculum.
- The school establishes clear and measurable goals that are focused on critical needs regarding improving overall student achievement at the school level.
- The school analyzes, interprets, and uses data to regularly monitor progress toward school achievement goals.
- The school establishes appropriate school- and classroom-level programs and practices to help students meet individual achievement goals when data indicate interventions are needed.

Marzano New Art and Science of Teaching Framework

https://docs.google.com/document/d/11cUvO8So3yDrFz_amsq8nWFsocsM11vqGPriqxlMMW4/edit?usp=sharing

MTSS

<https://www.pbisrewards.com/blog/what-is-mtss/>

<https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/mtss-what-you-need-to-know>

PBIS 2021-2022 Goals:

- 50% reduction in student behavior referrals between the times of 7 am & 9 am (by time)
- 10% reduction in PA referrals (Physical Aggression)
- 15% reduction in classroom referrals

Tier 1 - Tier 1 – Universal or primary – Majority of students (75-90%)

As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2. (PBISRewards.com)

- Building-wide:

-All students will be involved in school-wide celebrations, including attendance incentives and attendance competitions

*Monthly assemblies celebrating student success (Deans)

-All students will be trained on the school-wide Matrix

*PBIS Matrix training schedule that ensures all students have access to school-wide expectations. (Deans)

-All students will attend a classroom that has a Culture and Climate plan

*Deans will provide all teachers with a framework and training on how to use the framework and build a culture and climate plan. This plan will entail expectations, incentives, and behavior modification. (Deans)

-All students will participate in the monthly SEL focus

*Every month the Life Coach/Brain Lab and Therapist will lead with an SEL focus. (Brain Lab/Therapist)

*All students will receive an SEL Screener (SEL Team)

-All students will have access to teachers who have access to the PBIS Resource and SEL Library

*The deans will assign every Grade-level team a PBIS representative (Deans)

*During the staff meetings, time will be set aside to discuss PBIS/resources (Deans/Grd-Lvl reps)

-All parents/guardians will have access to CSD's School-wide Matrix

*Parent meetings will be held to discuss the School-wide Matrix (Parent-Family Liaison)

- Classroom:

-All students will be involved in classroom celebrations

*Each classroom will develop a plan on how it will regularly celebrate students and classroom accomplishments. (Deans/Taylor)

-All students will be acknowledged for their efforts

*Each classroom will develop a plan on how students will be celebrated for their work and effort. (Deans/Taylor)

-All students will be trained on classroom expectations

*Each classroom will develop a plan on how students will be taught and regularly trained on classroom expectations, and how they will be actively involved in ensuring expectations shape culture and climate. (Deans/Taylor)

-All students will receive classroom training and support around SEL, including Restorative Justice, Social-Emotional Learning, Trauma-Informed Practices, and Growth Mindset

*Weekly- students will receive support around SEL, Restorative Justice, Social-Emotional Learning, Trauma-Informed Practices, SEL, and Growth Mindset. (Taylor and Therapist)

-All students will have access to teachers who are knowledgeable about and employ researched-based behavioral interventions

*Interventions and discussions around interventions are available on the CSD Command Center under Culture and Climate Strategies. (Deans)

*Each grade-level team will receive a copy of the Behavior Intervention Handbook to use to target specific behaviors. (Deans)

*Each grade-level team will meet twice a month with Deans to discuss how to incorporate behavior interventions using the Behavior Intervention Manual. (Deans).

-All students will have access to Culture and Climate stations where they will be taught to address SEL concerns, resolve minor conflicts, and work on specific behavior and soft skills.

*Each teacher will receive training and resources on how to build Culture and Climate Stations. (Deans/Taylor)

Tier 2

Tier 2 – Secondary – Small groups of students (10-25%)

Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as reading groups. Check-In/Check-Out (CICO) interventions are often a part of Tier 2, as well. This targeted support allows students to work toward catching up with their peers.

Guided Questions:

Does evidence exist that demonstrates current support systems/programs are effective?

What changes (if any) should be considered for 2021-22?

- Building-wide:

**** An organized structure of support:** Each support system will provide small group support to identified students for the purpose of a) behavior modification, b) soft skill development, c) conflict resolution, d) character development, e) grit, and f) mindset reflection.

**** Using several data points,** including SWIS, Universal SEL Screener, Grade-level Team Recommendations and Dean recommendation, a list of students will be identified for Tier-2 support.

Tier 2 Team (organized structure of support)

- Classroom:

- Students in this Tier will have access to Culture and Climate Stations designed for self-assessment, behavior modification support, soft skill development, conflict resolution, character development, and mindset reflection. (small group work)

Tier 3

Tier 3- Tertiary – Individual students (< 10%)

A subset of students has significant challenges that do not respond to the interventions and support in Tier 1 or Tier 2. Tier 3 gives these students individualized support and can include assistance from outside agencies such as behavioral counselors or family therapists.

Guided Question:

1. What external partners are available to assist with this work?
2. Who are CSD's current external partners, and have we evaluated the relationship?

- Building-wide:

****Students at this Tier will have access to a Social Worker, School Resource Officers, Brain Lab, PBIS Training, and access to a Dean**

- Classroom:

- Students in this Tier will have access to Culture and Climate Stations designed for behavior modification support, soft skill development, conflict resolution, character development, and mindset reflection. (INDIVIDUAL reflection)

Things to consider:

- How will students be identified:

SWIS Data, SEL Screener, grade level teachers, and staff recommendations

Staff Development Plan:

Guided question:

Are we currently using teachers' time effectively/productively?

- Staff meetings
- PLC time
- Grade Level meeting

Challenges:

1. Teacher Buy-in
2. Staff development time
3. Administration's mindset
4. Deans cannot spend hours investigating minor offenses
5. Building-wide, moving from a reactive mindset to the proactive thinking process
6. Incentives

Recommended Resources:

- Mindful Affirmations and Activities- a kid's guide... (Tomar)
- Mindfulness Workbook for Teens...(Bixby)
- Coping skills for Kids Workbook: Over 75 Coping.... (Halloran)
- The Teen's Guide to Social Skills (Fitzsimons)
- Colorful Emotions: A workbook to help Children... (Moore)
- The Ultimate Self-Esteem Workbook for Teens... (MacCutcheon)
- CBT Toolbox for Children and Adolescents: Over 200 Worksheets... (Phifer)
- The Self-Esteem Workbook for Teens (Schab)
- The Grit Workbook for Kids: CBT Skills to help... (Nebolsine)
- 20 Ways To Implement Social-Emotional Learning in... (Minasian)
- Feeling Better: CBT Workbook for Teens (Hutt)
- Life Strategies for Teens Workbook (McGraw)
- Smart but Scattered Teens...(Guare)

Additional Resources:

- Culturally Responsive Teaching and The Brain (Hammond)
- Behavior Intervention Manual (Hawthorne)
- The PBIS Team handbook
- Interventions (Safe and Civil Schools)
- Pre-Referral Intervention Manual (Hawthorne)

Pupil Performance Standards

In order to be promoted from one grade to the next, students should demonstrate knowledge of the Indiana State Academic Standards identified as critical.

Knowledge of these standards will be assessed by a combination of the following:

- NWEA Scores & Growth
- ILEARN Growth and/or proficiency
- IREAD (Grade 3)
- MindPlay

- ExactPath
- Classroom Grades
- Teacher Observation

If a student has the potential to be retained, CSD will:

1. Go through the MTSS process
2. Review all student data
3. Meet with the classroom teacher
4. Meet with parent and student

Other Considerations:

- Age
- Maturity
- Attendance
- Previous retentions
- Special Education identification
- Summer School

Initial parent meetings should take place no later than the beginning of the second semester to identify possible retentions and plan to rectify academic deficiencies.

Following the meetings, retention will be determined on a case-by-case basis.

Please See Attachment 12 for 8th grade Indiana State Standards.

School Calendar and Schedule

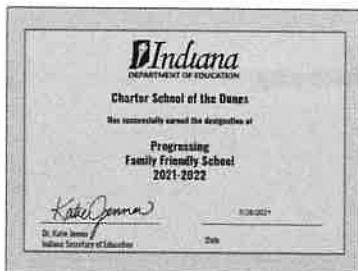
Please see Attachment 13 for the 2021-2022 school calendar and K-8 Master Schedule.

Charter School of the Dunes provides 180 days of instruction during the school year. School hours are 7:45 - 2:45 for all grades k-8. All grade levels will have at least 375 instructional minutes and will adjust based on needs.

The school also holds summer school during the month of June for 12-15 days. These days are 8:00 AM - 12:00 PM and focus on math or reading skills.

School Culture

Charter School of the Dunes understands that school culture impacts student achievement. Teachers, staff, parents and students are surveyed at least once a year to determine how we can improve and maintain culture. Charter School of the Dunes was identified by the Indiana Department of Education as a Family Friendly School for two years in a row.



Charter School of the Dunes has implemented the following to improve school culture:

- Weekly teacher professional learning community (PLC) meetings to provide ongoing professional development
- PBIS
- Promotions from within
- “Fri-yay” awards for students
- Grit Awards for teachers
- Monthly Birthday Celebrations
- Restorative Justice training
- Cultural Awareness training
- Merit pay increases
- Teacher Appreciation Grant
- Leadership Liaison Meetings
- Mentor Program for new staff
- Quality check surveys for staff

Typical Day From Student Perspective:

Day in the life of an 8th grader

Written by: Shaniya Boston

Beep, beep, beep. My alarm goes off at 6:20 a.m.

I get up and check Google Classroom to see what assignments we might do today. And then, I check PowerSchool to see what I’m exceeding in and struggling in.

I get up and head to the bathroom. Washing my face and brushing my teeth. Then I go wake up my younger brother, which takes a while, but I still manage to do it.

He goes into the bathroom and I go into my room, to choose my uniform.

Once we’re both done, we wait by the door for the bus to come. And when the bus arrives, we quickly make our way across the street. On the bus, I contemplate how I can push myself today differently than yesterday.

I was so focused on the bus, I didn’t notice we made it to school.

After getting my temperature checked, I went upstairs to my classroom. Miss Johnson had a video playing, so I was able to sneak in mostly unnoticed. I sat at my desk and greeted my peers quietly. I held a nice conversation while pulling out my designated supplies for Reading class.

My pencil case, Reading notebook, and just in case, My Reading textbook.

I got my Chromebook, to answer the attendance question. I pondered who’ll pick the question today and what it’ll be.

Once we did the morning question, attendance question, and our vote, our class sat quietly while the announcements were being read. Now, it was time for our lesson. Miss Johnson stood by the board, explaining the lesson for today. We were going over Themes, and how to identify what the theme is about.

After the lesson, we started transitioning to math. In math today, we went over Rational and Irrational numbers. I wanted to study hard in all my classes for our test in 3 weeks. I have been taking notes and participating in class a lot, So I hope that my understanding of everything on the test is correct.

Miss Jackson wrapped up her lesson and lined us up for the gym. We went down to the gym and did fun exercises. It felt nice to converse with my friends for a while, before Trailblazer time.

When our Gym time was over, we went back to our classroom. I sat down and started my work for trailblazer time. Before I knew it, lunch was on the U table and Briean was passing out milk.

I closed my Chromebook and took my lunch. I talked with my friends about any topic that came to mind, we laughed and had a good time. As lunch settled down, Mrs. Peterschmidt came in. I got out pear deck and tried to be first, but I wasn't. I smacked my lips and narrowed my eyes at Mrs. Peterschmidt, thinking she rigged something for me not to win. After my tantrum, I pulled out my social studies notebook and wrote down the title for today. A debate on whether Columbus Day should be changed to Indigenous day. I believed that Indigenous people's day should replace Columbus day, even though we still go to school on the new holiday.

I tried my best to jot down the notes at Mrs. Peterschmidt's pace. But, I always fall behind or get distracted, and have to copy it down from my peers. Now it was time for the CNN of the day, a bit cringy but tolerable because of the news. I never watch the news, like never. So, it's nice to get a look at the outside world from a trusted source.

Mrs. Peterschmidt asked us questions about the video and that was the end of class. I finalized work on my Chromebook, and shut it off. I carefully placed my Chromebook in its designated slot and charged it correctly. Then I packed all of my belongings into my backpack and waited patiently for dismissal.

Miss Johnson asked me to check the Chromebooks. Once I did that, I cleaned the board and desks. When Round 1 was dismissed, I said goodbye to Anissa and waited bored for my bus.

Occasionally, water would be splashed or another devious act that would get someone a consequence.

I sat absent-mindedly until 'Bus 4, Round 2' sounded over the muffled intercom. I grabbed my backpack and waved goodbye to Miss Johnson and any remaining students left waiting. Walking down the blue stars, past the vivid mural, I reflected on another good day at Charter School of the Dunes.

Typical Day From Teacher Perspective:

Written by: Kayla Greene

On an average day, I wake up around 5:30 and get ready for the day, leaving just enough time to get my daily dose of coffee. I arrive at the building no later than 7:00 A.M. When I get to the building, I usually go straight to my room to make sure my room is orderly and ready to go for the day. I have about 15 minutes before my students begin to arrive at the door. Students walk into the room from the time of 7:15 A.M. until approximately 7:40 A.M.; during this time, students are expected to eat their breakfast and do Math Maintenance. I will usually be in the hallway greeting the students as they come in, and passing out computers to them. After breakfast, I will do a morning check-in, where I simply have the students close their eyes and rate their mood from the current morning (1- being great all the way to 5- being extremely aggravating). I love to do this, as it gives me some reason to why behavior might be off track for the day, while also displaying understanding from the moment they walk in. We then go straight into our morning meeting and wrap up with Trailblazer time. During this time, we go over the previous cycle's math work to give extra support. Next, I walk my students down to specials; they have music with Mr. Robinson, which they love. During my prep, I either catch up on grading, have a meeting with my team, PLC's, or on very hectic days specifically, I listen to rain sounds to soothe and organize myself. Shortly after this, it is time to go downstairs to retrieve my students. We quickly take a bathroom break,

then hurry back to start Block One Reading. My agenda for class is usually very similar: We do Mindplay through our restroom break, Read- aloud on the carpet, journal a reading response question, then get into Benchmark curriculum (Mini-lesson and stations).

Afternoons

When block 1 is over, I immediately transition into Mrs. Spann's room for Block 2. Usually, we will take a quick restroom break, where they can also catch up on their Mindplay minutes for the week. After another ten minutes, we transition into recess time, following lunch. When we return from lunch, we continue to follow the same agenda as Block 1. The same is done for the final block, Mindplay/ Restroom break, read-aloud, journal response, Benchmark. Lastly, we return to our homeroom class to do our SEL Checkout.

Dismissal

For dismissal, teachers stay in homerooms and hold car riders, and round 2 bus riders. By now we have all memorized not only student bus rounds and numbers but also the times of most parent pick-ups. I take this time to bond with the students, while also having them clean up the messes that have been created in the room all day. There is an assigned clean-up crew to vacuum, wipe down all surfaces, organize the journal bin, and put up all the chairs. After all students have been dismissed, teachers are free to go around 3:15 to get prepared for the next school day.

Supplemental Programming

Summer School

Summer School is offered for at least three weeks in June, Monday through Friday, 8:00 AM - 12:00 PM. Students are referred to summer school based on a variety of data points including, grades, NWEA scores, teacher observations, and state assessments. Students who do not pass IREAD-3 are automatically enrolled in summer school to receive reading remediation. Beginning the 2021 school year, Charter School of the Dunes started a kindergarten kickoff program to give students a jump start on their K-12 education. Summer School is funded through the state summer school reimbursement program and the school's general fund.

After-School

The afterschool program runs every school day from 3:00-6:00. Students receive homework help, tutoring, exercise, and supplemental educational activities. Students also will have time to work within our online applications, ExactPath and MindPlay, to improve their academic performance in reading and math. Our after-school program is free to families and is available on a first-come-first-serve basis. The afterschool program is funded through the school's general fund as well as donations from a variety of sources.

Brain Lab

Goals:

- To enhance our students' cognitive, emotional, and social well-being.
- Educate students about how their brain works.

- Support students as they explore their thinking and feelings.
- Helping students regroup, reset, and refocus.
- A unique, alternative, proactive approach towards discipline.

The Brain Lab is a student and teacher-friendly environment that focuses on metacognition (awareness and understanding of one's own thought process). Students can develop their skills in self-reflection, by paying attention to emotional regulation.

Crown Counseling

Licensed Social Workers are available on-site to all CSD students and staff during each school day for the entirety of the school year. Referrals for services can be made by school staff, parents/guardians, or can be self-referred. These skilled mental health professionals utilize a number of therapeutic approaches and services, including but not limited to, individual therapy, group therapy, family support, risk assessment, and crisis response. Our staff and students are assisted in identifying negative thoughts/beliefs and inappropriate coping mechanisms, as well as overcoming various interpersonal and social/emotional challenges. Additionally, the social workers at CSD aid in the IEP process for students who may need additional behavioral and emotional support in their educational settings. This includes attending IEP case conferences, behavioral support, professional recommendations, and interprofessional collaboration. The combination of these services provides students and staff at CSD with insight and tools that they may need to overcome personal, professional, and educational barriers and obtain positive mental health and success.

Clubs/Athletics

| | |
|--|---|
| <ul style="list-style-type: none"> • Spanish Club • Drama/Theater Club • Creative Writing Club • Art/Book Club • National Junior Honor's Society • Science • Student Council • Anti-Bullying Council | <ul style="list-style-type: none"> • Volleyball • Cheerleading • Pep Squad • Dance • Girls Basketball • Boys Basketball • Track & Field • Softball/Baseball • Pickleball |
|--|---|

Special Populations and At-Risk Students

Special Education

The school's plan to serve students with special needs includes inclusion classroom support and a self-contained classroom. The inclusive education classroom model is where students with special needs are taught in classrooms alongside their general education peers. Under this model, students receive support from the Special Education teacher in the general education setting. The self-contained classroom meets the needs of students with mild to moderate and severe to multiple disabilities. In the self-contained classroom, students receive individualized support from the Special Education teacher as well as paraprofessionals. Also, we offer pull-out services where students are able to receive additional support in a small group setting in the resource classroom. Currently, we serve the following special

populations: Specific Learning Disabilities, Developmental Delay Disabilities, Autism Spectrum Disorder, Emotional Disabilities, Intellectual Disabilities, Other Health Impairment Disabilities, Multiple Disabilities, Speech Impairment, and Language Impairment.

The school will identify and meet the needs of students with mild, moderate, and severe disabilities in the least restrictive environment by offering special education support in the general education setting. Therefore, students with these disabilities will be in the general education classroom for 80% or more of the day. Charter School of the Dunes will offer the following programs, strategies, and support for students with mild, moderate, and severe disabilities: develop a behavior management plan, use universal design principles to create accessible classrooms, and use a variety of instructional formats. Also, adaptations, accommodations, and modifications need to be individualized for students, based upon their needs and their personal learning styles and interests.

a. The school will identify students with special education needs when a student has arrived at the Tier 3 level of MTSS (Multi-Tiered System of Supports). In interpreting evaluation data for the purpose of determining if a child is a child with a disability and in need of special education, each public agency is to draw upon information from a variety of sources, including aptitude and achievement tests (but not restricted to these results), parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior.

b. Charter School of the Dunes will employ a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs by designing programs to meet the specific and unique instructional needs of each student, allowing students to be grouped homogeneously by developmental stage (ability) rather than age. Teachers will provide aid and instruction based on the students' skill level, rather than biological age.

c. The school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP) by providing progress reports to parents on a quarterly basis or at the request of the parent/guardian. Also, communicating on a regular basis via text message, Class Dojo, letters, or phone calls with parents/guardians about the progress of special education students.

d. The school's plan for promoting graduation for students with special education needs includes students receiving a Certificate of Completion, General Diploma, or Core 40 Diploma. Currently, we have two students in the self-contained classroom that are on track to graduate with a Certificate of Completion. The remainder of the special education students will obtain either a General Diploma or Core 40 Diploma.

e. The school will provide qualified staffing for students with special education needs by hiring certified staff members that have received special education training from a college or university. Also, making sure that staff members attend professional development and training from the IEP Resource Center.

f. Here are examples of an existing network of schools that have adjusted the course scope and sequence, daily schedule, staffing plans, and/or support resources to meet the diverse needs of students at our existing schools by adapting instruction. Adapting the content, methodology, and/or delivery of instruction is an essential element in special education and extremely valuable support for students. It's equally essential to know as much as possible about how instruction can be adapted to address the needs of an individual student with a disability. There are times a student may need to have changes made in classwork or routines because of his or her disability. Modifications can be made to address what a child is taught and/or how a child works at school. The special education teacher who serves on the IEP team can contribute his or her expertise in this area, which is the essence of special education. Special education teachers and paraprofessionals have a daily schedule that is followed to meet the needs of special education students. Furthermore, some special education students will receive the

following related services: speech-language pathology, psychological services, counseling services, and physical and occupational therapy.

English Language Learners

Identification

English Learners (EL) are identified via a language other than English designation on the original Home Language Survey upon registering to any Indiana School. Once said the designation is determined the students are given the WIDA Placement Test to identify the current level of language proficiency. If the student transfers into the district, information from the previous school (i.e. WIDA ACCESS proficiency scores) are provided to determine language proficiency.

EL Service Model

Students who are identified Level 1-2.9 will receive a combination of structured immersion and content-based ESL with added minutes for resource goal practice. Daily minutes of support from the TOR and EL paraprofessional range from 60-150. The Teacher of Record will create lessons that build language acquisition at the proficiency level of the student, while still offering the content appropriate for the grade level. The TOR also supports the teachers of service to modify the curriculum at the grade level, where necessary. The TOR and EL paraprofessional will provide additional real-time, push-in classroom support in core academic classes.

Students who are identified as Level 3.0-4.9 will receive either structured immersion or content-based ESL with added minutes for resource goal practice. Daily minutes of support from the TOR and EL paraprofessional range from 60-120 in the form of push-in and pull-out, as needed. The TOR also supports the teachers of service to modify the curriculum at the grade level, where necessary. The EL paraprofessional will provide additional real-time classroom support in core academic classes.

Teachers of Service will differentiate the curriculum to appropriately challenge and grow English Learning students. Additional support through individualized applications (Exact Path, Reading Eggs, and MindPlay) will assist with further building deficit skills.

High Ability

Please visit the following link for the full High Ability Overview at Charter School of the Dunes:

https://docs.google.com/document/d/19MKtYr7-cjBJ_E1h3dosGvtyUjgHLWXNkPyzY0b8tPg/edit?usp=sharing

Identification

The high ability program identification is a committee decision based on multiple assessment measures, including, but not limited to:

- NWEA
- CogAT
- ILEARN
- IREAD
- Classroom Assessment
- Classroom Observation
- SIGS
- Teacher Observation

- Parent Observation

In order to avoid bias in the identification process, the reviews are done blindly.

Students that are seeking entry into the high ability program will go through pathway 1: assessment or pathway 2: nomination.

Pathway 1- Assessment

Screener

- NWEA
 - 80% nationally, 90% locally
- ISTEP/ILEARN
- CogAT Screener
 - 2nd grade (K & 5th)

Identification

In order to qualify for the program, students must reach at least two of the following (in the same subject):

- Students must score in 8 or 9th stanine on the CogAT or above the 93rd percentile
- Score above the 93rd percentile nationally on NWEA
- Score above the 96th percentile locally NWEA
- Pass+ on ILEARN
- Score 2 standard deviations above their peers on NWEA

Pathway 2- Nomination

Screener

Teachers may also nominate students for the program.

- Complete [nomination form](#) and return to high ability coordinator.
 - Student will complete the CogAT or
 - Parent and teacher will complete the Scales for Identifying Gifted Students (SIGS)

Identification

In order to qualify for the program:

- Students must score in 8 or 9th stanine on the CogAT or above the 93rd percentile or
- Score in the gifted range on the SIGS
- Score in the ranges above (NWEA, ILEARN, etc.)

Exiting the Program

A child may be removed from the program at any time by a parent by providing the high-ability coordinator with a written request.

Should a parent/guardian, the high ability teacher, administration, or classroom teacher request the probationary status of program services due to poor performance or for any other reasons, the following protocol will be followed:

1. A conference will be held with the student and his/her parent or guardian addressing concerns.
2. A probationary period will follow allowing time for the student to modify his/her performance.
3. A second conference will be held to evaluate the student's further participation in the program.
4. Provided the family still wishes to discontinue their child's participation in the program, a written letter from the student's parent or guardian stating reasons for discontinuance must be submitted to the high ability coordinator.
5. If the request for discontinuance in the program was made by the high ability instructor or classroom teacher, and the student does not make reasonable progress during the trial period, a

committee (including the building principal and/or high ability coordinator, classroom teacher, high ability teacher and the child's parent/guardian or designee) will meet to evaluate the student's lack of progress and make a recommendation to continue or discontinue the high ability program services.

Students could be placed on probationary status when:

- Grades drop below 83% for two consecutive grading periods
- Grades drop below 70%
- Student does not show growth on NWEA
- Student is referred to Academic RTI

Programming Options

CSD will service high-ability students in grades K-8.

- Pull-out- Students will be pulled out of the general education setting to receive direct services from the high-ability teacher in a small group setting for a specified amount of time.
- Differentiated Instruction- All high-ability students will receive differentiated instruction in the general education setting from their classroom teacher.
- Subject Advancement- When appropriately determined by the committee, some high-ability students will advance to a higher grade for specific subject instruction. This is only applicable when it works within the different grade level schedules.
- Grade Advancement- When appropriately determined by the committee, some high-ability students will advance to a higher grade for instruction.
- Cluster Grouping- When high-ability students are placed in a classroom within their grade to be instructed by a teacher with training in differentiation for gifted learners.

Professional Development

Students identified as high ability will be served by professionals who are involved with ongoing professional development in the areas of differentiated content and instructional methods. Appropriate school personnel receive training through IDOE workshops, state and national conferences, and local in-service/collaboration opportunities.

In addition, CSD has an on-site high-ability coordinator/instructional coach and a licensed high-ability teacher. These individuals are teachers with high interest and growing expertise in the area of high ability; they are responsible for site-based staff professional development.

Specific areas targeted for site-based professional development include:

- Indiana's requirements for high ability students
- Process of nominating and identification of high ability students
- Characteristics of high ability students and behaviors indicating high ability potential
- Grouping and instructional strategies
- Social and emotional needs

Program Evaluation

The High Ability Program will be reviewed and evaluated annually. The Broad-Based Planning Committee, consisting of educators, parents, students, community members, and other stakeholders, meets a minimum of one time per year to review the High Ability Program. The High Ability Program is also evaluated annually by the high ability committee using data showing the progress of students in the program.

Student Recruitment and Enrollment

Student enrollment is the main source of funding for charter schools. The enrollment has increased each year for the past four years to the 2021-2022 school year total of 700 students. The team actively markets and recruits students through a variety of avenues.

- Facebook Ads
- Billboards
- Mailers
- Vendors at local events
- Professional Commercial- <https://elocallink.tv/e/cp.php?v=psv#size=xtlrg&ap=1>
- Recruitment Fairs
- Partner with local preschools
- Tours of the school
- Updated marketing materials and logos
- Updated website (2022)

Student Discipline

Charter School of the Dunes expects all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment that promotes CSD's philosophy of providing a high school and college-preparatory education for all students. Charter School of the Dunes believes in forming strong relationships with students and families to promote a positive environment. Charter School of the Dunes' staff is trained in cultural awareness and restorative justice which assist in a positive discipline policy.

This discipline code applies to the actions of students during school hours, before and after school, while on school property, at all CSD-sponsored events, and when the actions affect the mission of CSD. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours when the misconduct disrupts the orderly educational process at CSD.

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. The Charter School of the Dunes' staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, and academic placement of a student
- Prior conduct
- The attitude of a student
- Cooperation of parents
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a student assistance program
- Special needs

Please refer to Attachment 15 for the full discipline policy.

Parents and Community

Charter School of the Dunes values the input and participation of our families. It is the belief of CSD that it takes a village to raise a child. Having consistent parent involvement is pivotal. During the pandemic, we began monthly virtual family activities in each grade level. Parents' willingness to participate virtually increased parent involvement. Charter School of the Dunes has been recognized by the IDOE as a Family Friendly School two years in a row. Below are some examples of parent participation at Charter School of the Dunes.

- Parent-School Compact
- Back to School Night
- Parent-Teacher Conferences
- 21st Century Scholars support events
- High school transition events
- Math/Literacy/Art Night
- Field trip chaperones
- Support with clubs and athletics
- Panorama, Marzano, and other quality assurance surveys
- Trunk-or-Treat and other celebratory events
- Community Clean-up days
- High Ability Broad-Based Planning Committee
- School Improvement Planning Committee
- Truancy Prevention Parent classes through Ivy Tech (Credits available)

Describe how you will engage parents in the life of the school: Charter School of the Dunes 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. The school will develop the capacity of all Charter School of the Dunes' employees to work with families through initiatives that will be created to support families, and help guide their children's learning. Parents are offered opportunities to volunteer at special events such as math night and science night.

How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement?: Communication, between staff and families, will be utilized through Class Dojo, the CSD Facebook page, and Swift K-12 to highlight success stories, upcoming events, and opportunities to volunteer. It is our goal to recruit parents for involvement in professional opportunities, meetings, conferences, field trips, 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: When the positivity rate for Covid allows the school completely opens to visitors, Charter School of the Dunes will implement classroom opportunities for parents to volunteer. Parents will be asked 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 snacks, help at sports events, do fundraising and help as a community resource.

What community resources will be available to students and parents? Describe any partnerships the school will have with a community organization, business, or other educational institutions:

Community resources go beyond the school building. 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 have various personal needs, information from community resources and service institutions that provide free public assistance will be made available.

Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student-learning opportunities:

Institute of Leadership and Performance Improvement- Our accelerated learning program (ALP) will identify students with disproportionate academic gains during the pandemic by attendance records, in-class performance, test scores, counselor and social worker reports, and as required per the Every Student Succeeds Act (ESSA) education plans that support children in their school of origin. Our focus will be on literacy, numeracy, and STEM with an emphasis on remediation and recovery affected by the pandemic. Further, students with prior trauma and Socio-Emotional Learning challenges before the pandemic; as well as, those who experienced trauma during this time will have access to trauma-informed and SEL resources.

Our accelerated learning program (ALP) will utilize the Indiana Academic Standards, including NWEA, ILEARN, IREAD, Indiana Employability Standards, and Social-Emotional Learning Competencies, to address recovery learning for college and career readiness. Appropriate differentiated curriculum and instruction will be provided for exceptional learners.

StarBase- Starbase Indiana is a premier education program, sponsored by the Office of the Assistant Secretary of Defense for Reserve Affairs. At DoD Starbase, students participate in challenging hands-on, mind-on activities in Science, Technology, Engineering, and Math. The program provides students with 25 hours of stimulating experiences at the National Guard Armory in Gary, IN.

Dunes Learning Center- Charter School of the Dunes partners with Dunes Learning Center to offer STEM-based, hands-on programming for students in grades 4-8. Programs included are Nature Navigators for grades 4-6 (formerly Mighty Acorns Project), and Citizen Science (7/8). Nature Navigators focuses on ecosystems, succession, native plants, and the effects of human interaction in natural environments. Our students begin with standards-based learning in the classroom, with extensions via virtual and on-site sessions, as well as field trips led by DLC Naturalists. Citizen Science is an opportunity for students to address real-world problems in ways that may include formulating research questions, conducting scientific experiments, collecting and analyzing data, interpreting results, making new discoveries, developing technologies and applications, and solving complex problems. Citizen Science focuses on 5 core steps: *Scope Your Problem, Design a Project, Build a Community, Manage Your Data, and Sustain and Improve.*

Performance Management

1. What goals will the students at Charter School of the Dunes be expected to achieve?

- By June 2022, 60% of students in grades 5-8 who are identified as in need of special education services, will demonstrate growth in Math and ELA as measured by the NWEA Fall-Spring Growth Report.
 - By June 2023, 65% of students in grades 5-8 who are identified as in need of special education services, will demonstrate growth in Math and ELA as measured by the NWEA Fall-Spring Growth Report.
 - By June 2024, 70% of students in grades 5-8 who are identified as in need of special education services, will demonstrate growth in Math and ELA as measured by the NWEA Fall-Spring Growth Report.
 - By June 2025, 74% of students in grades 5-8 who are identified as in need of special education services, will demonstrate growth in Math and ELA as measured by the NWEA Fall-Spring Growth Report.
 - By June 2026, 78% of students in grades 5-8 who are identified as in need of special education services, will demonstrate growth in Math and ELA as measured by the NWEA Fall-Spring Growth Report.
-
- By June 2022, 45% of students will meet the projected in ELA as measured by the NWEA Fall-Spring Growth Report.
 - By June 2023, 50% of students will meet projected growth in ELA as measured by the NWEA Fall-Spring Growth Report.
 - By June 2024, 55% of students will meet projected growth in ELA as measured by the NWEA Fall-Spring Growth Report.
 - By June 2025, 59% of students will meet projected growth in ELA as measured by the NWEA Fall-Spring Growth Report.
 - By June 2026, 63% of students will meet projected growth in ELA as measured by the NWEA Fall-Spring Growth Report.
-
- By June 2022, 45% of students in grades 3-8 will meet projected growth in MATH as measured by the NWEA Fall-Spring Growth Report.
 - By June 2023, 50% of students in grades 3-8 will meet projected growth in MATH as measured by the NWEA Fall-Spring Growth Report.
 - By June 2024, 55% of students in grades 3-8 will meet projected growth in MATH as measured by the NWEA Fall-Spring Growth Report.
 - By June 2025, 59% of students in grades 3-8 will meet projected growth in MATH as measured by the NWEA Fall-Spring Growth Report.
 - By June 2026, 63% of students in grades 3-8 will meet projected growth in MATH as measured by the NWEA Fall-Spring Growth Report.
- 2. Identify the primary interim assessments Charter School of the Dunes will use to assess student learning needs and progress throughout the year.**

NWEA MAP Growth is the most trusted and innovative assessment for measuring achievement and growth in K–12 math, reading, and language usage. It provides teachers with accurate, and actionable evidence to help target instruction for each student or group of students regardless of how far above or below they are from their grade level. It also connects to the largest set of instructional content providers, giving educators flexibility in curriculum choices.- <https://www.nwea.org/map-growth/>

- 3. Explain how the school will collect and analyze student achievement data, use the data to refine instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.**

Student data will be collected from a variety of sources to ensure we have information that covers more than academics. Mrs. Knight-Cook, Special Education Director, will be collecting SEL data from the Panorama survey given at the end of September through the beginning of October. This data will be analyzed by the SEL team to determine the students who are in need of additional support. Mrs. Nolan-Higgins, Title I Director, will collect data from NWEA as well as all state standardized testing. Along with other members of the administrative team, Mrs. Nolan-Higgins will analyze data to determine the academic direction of the Charter School of the Dunes. The Instructional Coaches, Ms. Smith, and Ms. Lindskog will work with teachers during PLCs to analyze formative assessment data each week and during an additional PLC every 3 weeks. Mr. Jefferson will be responsible for collecting data on attendance and truancy while Ms. Richardson and Mr. Cummins will collect data on discipline. Mr. Stok and Mrs. Easton will be using this combined data and input from team members to make decisions that will guide Charter School of the Dunes for the foreseeable future.

- 4. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.**

The SIS at Charter School of the Dunes is PowerSchool. Powerschool holds information about students that is necessary for operations, however, the data warehouse is not as comprehensive as the chosen product for data which is Illuminate. Illuminate has the capability to produce teacher-created formative assessments as well as house the data for all students. "Aggregate your whole child data to see trends in student learning and needs, monitor and improve universal instruction, evaluate intervention and program effectiveness, and track progress toward school goals"
<https://www.illuminateed.com/solutions/data-visualization/>. Drive system-level improvements and impactful resourcing decisions in real-time with an interactive dashboard tool to help drive strategic alignment, measure progress toward key initiatives, and drive engagement across stakeholders

- Easily pull in and visualize any data from Google Sheets, such as survey results, school climate data, and budget information
- Develop targeted dashboards for specific needs, such as monitoring for equitable practices, driving catch up growth, allocating stimulus funds, and more
- Connect visualizations to the built-in action plan tool to enter goals or assign action items to users
- Securely share images to drive community engagement and stakeholder buy-in
- https://www.illuminateed.com/products/achievement-dashboard/?utm_source=Website%3A+Data+Visualizations+Solution+Page&utm_medium=Website&utm_content=CTA+Learn+More+About+Achievement+Dashboard&utm_campaign=2020+Website+Updates

- 5. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.**

Staff Professional Learning Communities: Data Thursday

- PLC Data Thursdays have been implemented to practice analyzing and interpreting performance data for trends, strengths, and goal development. Data meetings are led by the instructional coaches or a member of the leadership team (Director of Title I, Superintendent, Principal, or Dean). Effective questioning and Root Cause Analysis will be key pieces to identifying trends. The next steps include intentional grouping, differentiation, reteaching/extension, and/or maintenance.
 - Types of Data for Review and Analysis
 - Curriculum Standards (Cycle)
 - Interim
 - High stakes test
 - Online applications (MindPlay, Exact Path, Reading Eggs)
 - SWIS-Behavior
 - Attendance
 - Monitoring Data (Walk-throughs)

Leadership Team Data Analysis and Training

- Members of the CSD Leadership Team will routinely review key data at Leadership Team meetings to ensure all leaders are reviewing key trends and determining root causes.
 - The Director of Title I will lead the team on Root Cause Analysis using the 5-Whys Method.
- Members of leadership will attend the IDOE Data 101 training, and other offerings from the IDOE in order to better facilitate data analysis sessions with staff.

6. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by CCSJ and the Indiana Department of Education. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Charter School of the Dunes has implemented levels of support and progressive discipline for employees directly responsible for academic achievement. Teachers have the most impact on student achievement due to their direct involvement with students on a daily basis. Teachers who are not performing based on academic performance data will be placed on a growth plan and work directly with an instructional coach. School leadership such as the deans and instructional coaches all play a key role in improving academic performance. Those who are not performing their role up to the high standards in place may be placed on a growth plan or face disciplinary action from the school principal. The principal, SPED Director, and Title 1 director is an integral part of making the mission and vision of Charter School of the Dunes a reality. These high-level positions require planning, implementation, and monitoring on a daily basis. Those individuals in these positions will work closely with the superintendent if their job performance is not producing academic achievement results. These individuals may face the same corrective actions such as growth plans, progressive discipline, or non-renewal of their administrative contract. Finally, the superintendent should take the ultimate responsibility for student achievement, and that position answers directly to the board. If the superintendent is not performing the functions of the job to improve academic performance, the board will take the necessary steps to improve the superintendent's performance or not renew the contract.

Section III: Implementation Plan

Network-Wide Staffing

| | 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 |
| Total Schools | 1 Charter K-8 | 1 Charter K-8 | 1 Charter K-8 | 1 Charter K-8 | 1 Charter K-8 |
| Student Enrollment | 700 | 700 | 800 | 850 | 900 |

Management Organization Positions

- Superintendent - 1
- Chief Operating Officer - 1
- Title I Director - 1
- Human Resources Director - 1
- Technology Director - 1
- Office Manager -1
- Office Clerks - 2

CSD School Staff

| | | | Addition of new facility | Addition of new facility | Addition of new Facility |
|------------------------------------|--------|--------|--------------------------|--------------------------|--------------------------|
| Position | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Principal | 1 | 1 | 2 | 2 | 2 |
| Assistant Principal | 0 | 0 | 1 | 1 | 1 |
| Dean of Students | 3 | 3 | 2 | 2 | 2 |
| SPED Director | 1 | 1 | 1 | 1 | 1 |
| Classroom Teachers (Core Subjects) | 27 | 27 | 30 | 33 | 36 |

| | | | | | |
|------------------------------|----|----|----|----|----|
| High Ability Teachers | 2 | 2 | 2 | 2 | 2 |
| SPED Teachers | 3 | 3 | 4 | 4 | 4 |
| ELL Teachers | 1 | 1 | 1 | 1 | 1 |
| ELL Paraprofessionals | 1 | 1 | 1 | 1 | 1 |
| Classroom Teacher (Specials) | 5 | 5 | 7 | 7 | 7 |
| Paraprofessionals | 11 | 11 | 12 | 12 | 12 |
| SPED Paraprofessionals | 6 | 6 | 7 | 7 | 7 |
| Permanent Substitutes | 4 | 4 | 4 | 4 | 4 |
| Interventionists | 1 | 1 | 2 | 2 | 2 |
| After - School Coordinator | 1 | 1 | 1 | 1 | 1 |
| After - School Staff | 3 | 3 | 4 | 4 | 4 |
| SROs | 2 | 2 | 2 | 2 | 2 |
| School Nurse | 1 | 1 | 2 | 2 | 2 |
| Family/Community Liaison | 1 | 1 | 1 | 1 | 1 |
| Maintenance | 5 | 5 | 7 | 7 | 7 |
| Lunch matrons | 4 | 4 | 5 | 5 | 5 |

School Leadership & Staffing Hiring, Management, & Evaluation

1. If the organization is applying for more than one charter, explain your process and timeline for developing or identifying leaders across each of your Indiana schools. How does this process align with the 5-year growth projections described in the business plan? Who will lead this process? How much will it cost? N/A
2. Describe your strategy and timeline for recruiting and hiring teachers across the network. Explain key selection criteria and any special considerations relevant to your school design.

What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.

In 2021, Charter School of the Dunes hired a Human Resources Director to improve the recruitment and retention of high-quality teachers.

The human resources director posts positions on the following job posting sites:

- Handshake
- IDOE Job Bank
- Indeed
- Charter School of the Dunes website

Along with posting on job boards, the team at Charter School of the Dunes will participate in job fairs with teacher applicants. These face-to-face interactions will assist in finding quality applicants while selling the benefits of working at the school.

Over the past four years, Charter School of the Dunes has made an effort to form relationships with the local universities and colleges. These partnerships have been a source of teachers through the student-teacher program. Those student-teachers who spend time in the classrooms and show promise are possible permanent teachers once they graduate. Mr. Stok has also volunteered at Indiana State University Northwest for the past three years to conduct mock interviews with students who are near graduation. These college graduates are an important resource as there will be a shortage of teachers in the foreseeable future.

One of the best sources of new teachers is referrals from current employees. Charter School of the Dunes implemented a referral program that pays employees when they refer a candidate who is hired and stays on staff for a school year.

Hiring and retaining quality teachers will bring stability that our school and students desperately need. Charter School of the Dunes looks to hire a diverse workforce with the following attributes:

- Passion
- Education Licensing
- Trauma-Informed
- Cultural Awareness
- Team Player
- Experience in an Urban Setting
- Content Knowledge
- Strong Pedagogy
- Understanding of Data

3. **Describe the staffing plan (leadership, instructional, and support roles; reporting relationships; and accountability for student outcomes) your network will use to ensure that every student at each school has access to excellent teaching? Will the staffing model incorporate technologies, new roles for teachers and other staff, or innovative instructional techniques toward that end? If yes, how?**

The staff at Charter School of the Dunes has grown significantly over the past four years. The growth is based on budget, enrollment, and student needs.

| Position | Supervisor | Duties |
|-------------------------------|----------------|---|
| Superintendent | Board | Operations & Academics - Leading the school to achieve its mission and vision. |
| COO | Superintendent | All financial aspects & Operations |
| Title I Director | Superintendent | Compliance with Title I, SIP, Data; Corporation Test Coordinator; Paraprofessional Supervisor |
| HR Director | Superintendent | Recruitment and Retention of Staff |
| Principal | Superintendent | Academic achievement and day to day operations |
| Dean of Students (2) | Principal | There are two deans to handle discipline issues, supervision of students, and academics |
| Dean of Attendance | Principal | There was a need for one person to be dedicated to ensuring students are attending school on a regular basis. |
| Director of Special Education | Principal | Management and compliance with special education laws according to Article 7. |

Charter School of the Dunes has the goal of licensed teachers in each classroom to ensure students have access to excellent teachers. The leadership team in the chart above supports classroom teachers and staff to help them continuously improve their craft. Aside from classroom teachers, Charter School of the Dunes prides itself on providing students with a plethora of support staff.

- SPED Teachers- Provide services to students with IEP and work with general education teachers on techniques to differentiate instruction and provide accommodations.
 - High Ability Teachers- Provide services to students identified in the high ability program and assist general education teachers with students who perform at higher academic abilities than average CSD students.
 - SEL Coordinator- Students who are experienced trauma will be serviced by the SEL coordinator to get to the root of the problem and help students learn to understand and cope with their problems.
 - Paraprofessionals- These individuals assist the teacher and work with students on improving their academic performance. They provide support for the school and students in all areas of school operations.
 - Interventionists- Students who need additional academic support and are identified through MTSS will work with the interventionists.
- 4. Explain how - and how frequently - the school/network will evaluate the performance of the school leader and teachers. What key elements drive evaluations, and who will conduct them?**

The School Board shall adopt a plan for annual performance evaluations of each certificated employee, as defined in I.C. 20-28-11.5- 0.5, employed by the School Corporation. This includes

each certificated employee as defined in I.C. 20-29-2-4 and, in each school year beginning after June 30, 2014, each teacher as defined in

I.C. 20-18-2-22. This plan may be amended as needed, subject to any required discussion with the teachers.

The plan approved by the Board shall include the following components:

- performance evaluations for all certificated employees, as defined in I.C. 20-28-11.5-0.5, conducted at least annually;
- objective measures of student achievement and growth to significantly inform the evaluation. The objective measures may include:
 1. methods for assessing student growth for certificated employees; and/or
 2. student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments;
- rigorous measures of effectiveness, including observations and other performance indicators;
- an annual designation of each certificated employee, as defined in I.C. 20-28-11.5-0.5, in one (1) of the following rating categories:
 - highly effective
 - effective
 - improvement necessary
 - ineffective
- an explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected;
- a provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective;
- Discussion of the evaluation between the evaluated employee and the evaluator.

In developing a performance evaluation model, the Corporation may consider the following:

- test scores of students (both formative and summative)
- classroom presentation observations
- observation of student-teacher interactions
- knowledge of the subject matter
- dedication and effectiveness of the teacher through time and effort on the task
- contributions of teachers through group teacher interactivity in fulfilling the school improvement plan
- cooperation of the teacher with supervisors and peers
- extracurricular contributions of the teacher
- outside performance evaluations
- compliance with Corporation rules and procedures
- other items considered important by the Corporation in developing each student to the student's maximum intellectual potential and performance

The Corporation's annual performance evaluation plan shall be in writing and shall be explained to the Board in a public meeting before the evaluations are conducted. Prior to the plan being

explained to the Board, the Superintendent shall discuss the plan with the teachers. This discussion is not subject to the Open Door Law.

The Principal of each school in the Corporation shall report in the aggregate the results of staff performance evaluations for the school for the previous year to the Superintendent and the Board at a public Board meeting held before August 15 of each year on the schedule determined by the Board.

The Corporation annually shall provide the Indiana Department of Education with the disaggregated results of staff performance evaluations for all schools in the Corporation before November 15 of each year.

<https://drive.google.com/file/d/1D4l1sFitbwyisyn7jmvJKoZcJrLDRhT/view?usp=sharing>

5. Explain how the school/network would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school/network identify and address development needs or concerns?

Teachers and school leaders who do not satisfactorily perform their job duties are placed on a growth plan. The employee and their supervisor work together to create goals based on evaluations. Those individuals who do not complete their growth plan with satisfactory results may have their employment terminated.

6. Provide an overview of the organization's compensation system (including benefits) and how this aligns with the performance evaluation process. For legislative requirements regarding employee benefits, see example the following: IC 20-24-6-7.

As a charter school, employee compensation is the subject of management policy and is not negotiated with a union nor guided by a master contract. Initial salaries are designed to be competitive within the region and attract qualified employees. Compensation adjustments are similarly at management's discretion, much of it relying on the financial position of the school. Unless for the exception of an adverse financial projection, compensations are and will be adjusted annually based on the duration of service, evaluation by a supervisor, and academic achievement of the student body. Grants such as the Title II grant and the Teachers Appreciation Grant are leveraged to supplement teacher salaries for exceptional performance. All staff compensation except for the superintendent's falls under these general guidelines, the superintendent's compensation and subsequent adjustments are arranged by the board.

All employees of Charter School of the Dunes, full-time and part-time, are enrolled in the state's pension program as required by law. The school makes all contributions to the Indiana Public Employee Retirement System including the mandatory employee portions. CSD also offers health insurance coverage at rates subsidized by the school to keep coverage affordable. CSD also offers 403B account services through Vanguard, the largest provider of mutual funds in the United States.