Cornerstone Academy of Technology
Charter School

September 22, 2011
A. General Information Sheet

Name of Proposed School: Cornerstone Academy of Leadership Charter School
Organizer: ALWC Educational Services
(Address whose name appears on the IRS 501c3 not-for-profit certification)
Address: 928 W 68th PL
City, State, Zip: Merrillville, IN 46410
Telephone Number: Day: (219) 712-5708 Evening: (219) 736-0583
Fax: ( ) Other: ( )
E-mail Address: dgreene24@sbcglobal.net
Contact Person (if Organizer is a group): Dawn Greene
Address: 928 W 68th PL
City, State, Zip: Merrillville, IN 46410
Telephone Number: Day: (219) 712-5708 Evening: (219) 736-0583
Fax: ( ) Other: ( )
E-mail Address: dgreene24@sbcglobal.net
Brief Description of Proposed School (for media distribution): Cornerstone Academy of Technology Charter School (CATCS) is a public high school serving grades 9-12; open to any high school student residing in Indiana who is interested in a small school experience with a focus in project based learning, vocational education, technical training and career exploration. At CATCS, a staff of state-licensed teachers will assist students in meeting their educational objectives through Individualized Educational Plans for each student that will prepare them for educational success and preparation for high school curriculum. Class sizes are under 18 with faculty and staff well versed in educating students using a variety of teaching methods to appeal to children who have various learning styles. The school offers classes in foreign language, technology training, music, vocational preparation and advanced independent studies for Math, English and Science. We are located in Griffith, Indiana. For more information please contact us at 219-712-5708.
Address of Proposed School: 295 Broad St, Griffith, IN 46410
Local School District (where school will be located): Griffith Public School Corporation
Grades Served: Grades 9-12
Date Organizer Plans to Begin Operation: August 2, 2012
(operation begins when employees begin on school payroll)
Date School Plans to Begin Instruction: August 16, 2012
(students’ first day of school)
If the services of an Educational Management Organization (EMO) will be used, indicate the name of the EMO:

has or will the Organizer, file (d) a Proposal to Charter this school with other sponsors? Y or N
If yes, please list the sponsors:
As the Organizer(s) of this charter school, I (we) submit the attached Preliminary Proposal to Charter.
We have reviewed the Indiana Charter Law (IC 20-24) in detail and have based the responses in this Preliminary Proposal on the current Requirements for a Preliminary Proposal published by Ball State University and the requirements of the Indiana Charter Law. This Preliminary Proposal meets each of the requirements of the Indiana Charter Law and each of the current Requirements for a Preliminary Proposal as published by the University.
We understand that if this document is determined to be incomplete at any time, it may be returned to the Organizing Group without further consideration.
We understand that when submitted to Ball State University, this document will be deemed to be a “public document” subject to disclosure pursuant to the provisions of the laws of Indiana.
We agree that in the event approval is granted by the University for this school to be awarded a charter, its Organizer, board of directors and staff will fully comply with all requirements of the Indiana Charter Law, the Indiana Department of Education, the Indiana State Board of Accounts, and Ball State University.
We agree that if this school plans to contract with an Educational Management Company, the school and the Educational Management Company will adhere to the requirements of the Ball State University Office of Charter Schools: Policy on Contracting with an Educational Management Company (Attorney Opinion Letter).
We have reviewed each of the Office of Charter Schools Policies listed below and agree to meet all of the requirements included in each policy:
Charter Schools Policy Regarding Organizer Governance and Model Bylaws (Appendix A)
Policy Regarding Criminal Histories (Appendix B)
Policy Regarding Conflict of Interest (Appendix C)
Policy for School Assessment and Intervention (Appendix D)
Policy on Contracting with Educational Management Organizations (EMO)* (Appendix E)
Policy on Leasing From a Religious Organization* (Section N)
* If the proposed school does not contract with an Educational Management Organization (EMO) the Organizing Group and Board of Directors are not responsible for meeting the requirements of the EMO Policy. If the proposed school does not lease a facility from a religious organization, the Organizing Group and Board of Directors are not responsible for meeting the terms of the Policy on Leasing from a Religious Organization.

Cornerstone Academy of Leadership Charter School
Name of Proposed Charter School
_______________________________________
Dawn Greene
Signature of Organizer
___________________
928 W 68th PL, Merrillville, IN 46410
Address of Organizer
Merrillville, IN 46410
City and State of Organizer

9/1/2011
Date of Signature

Dawn Greene
Name of Organizer
## Staffing Matrix Years One and Two

<table>
<thead>
<tr>
<th>Employee Positions</th>
<th>Column #1</th>
<th>Column #2</th>
<th>Column #3</th>
<th>Column #4</th>
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<td></td>
<td>FY 1</td>
<td>FY 2</td>
<td>2012-2013</td>
<td>2013-2014</td>
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<tr>
<td>Total Number of Students</td>
<td>180</td>
<td>300</td>
<td>Employee Salaries</td>
<td></td>
</tr>
<tr>
<td>1. Head of School/Dean</td>
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<td>2</td>
<td>Employee Salaries</td>
<td></td>
</tr>
<tr>
<td>2. Administrative Registrar</td>
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<td>1</td>
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<td>3. Guidance Counselor</td>
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<td>1</td>
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<td></td>
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<tr>
<td>4. Classroom Licensed Teacher Secondary English</td>
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<tr>
<td>5. Classroom Licensed Teacher Secondary Math</td>
<td>2</td>
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<tr>
<td>6. Classroom Licensed Teacher Secondary History</td>
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<tr>
<td>7. Classroom Licensed Teacher Secondary Science</td>
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<tr>
<td>8. Vocational Classes</td>
<td>Classes</td>
<td>Classes</td>
<td>Ivy Tech Partnership /Contracts</td>
<td></td>
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<tr>
<td>9. Reading Coach</td>
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<td>1</td>
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<td></td>
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<tr>
<td>10. Classroom Licensed Teacher Foreign Language</td>
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<tr>
<td>11. Physical Education &amp; Health/ Music / Business Technology</td>
<td>1/.5/1</td>
<td>1/1/1</td>
<td>Employee Salaries</td>
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<tr>
<td>12. Media Resource</td>
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<td>13. Special Education Teacher</td>
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<td>14. Classroom Aides/Asst.</td>
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<td>4</td>
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<td>15. Food Service</td>
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<td>Service Contracts</td>
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<td>16. Health Care/Nurse</td>
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<td>17. Security</td>
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<td>18. Maintenance</td>
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<td>19. Technical/Data Analysis</td>
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### Grade Range of Pupils to Be Enrolled

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<th>Grade</th>
<th>No. of Pupils Minimum</th>
<th>No. of Pupils Maximum</th>
<th>Number of Classes</th>
<th>No. of Pupils Minimum</th>
<th>No. of Pupils Maximum</th>
<th>Number of Classes</th>
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<tr>
<td>9</td>
<td>60</td>
<td>70</td>
<td>4.5</td>
<td>110</td>
<td>115</td>
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<td>10</td>
<td>50</td>
<td>60</td>
<td>3.5</td>
<td>70</td>
<td>85</td>
<td>5</td>
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<td>11</td>
<td>40</td>
<td>40</td>
<td>2.5</td>
<td>60</td>
<td>70</td>
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<td>20</td>
<td>20</td>
<td>1.5</td>
<td>40</td>
<td>40</td>
<td>2.5</td>
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<tr>
<td>Total</td>
<td>170</td>
<td>190</td>
<td>12</td>
<td>280</td>
<td>310</td>
<td>19</td>
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</table>

### Table of Budget Worksheets for Proposal to Charter

**Schedule A (Template 18-a)** – Pre-operational budget worksheet, which should cover the time from the Proposal to Charter approval through June 30 of the first year of the school’s operation

**Schedule B (Template 18-b)** – Cash flow analysis for the first fiscal year of school operation (July 1 – June 30)

**Schedule C (Template 18-c)** – Cash flow analysis for the second fiscal year of school operation (July 1 – June 30)

**Schedule D (Template 18-d)** – Cash flow summary for the pre-operational period and the first two fiscal years of operation
**Who We Are:**

ALWC Services is a non-profit organization designed to meet the needs of the Northwest Indiana Community by bringing educational services to students and families through parent and student tutoring, GED preparation, college planning, mentoring and educational finance services. The mission of ALWC Services is to make education available and accessible to all learners. After humble beginnings as partnership between a small group of local educators who felt a need to address the growing population of diverse students and their need for mentoring and academic intervention in Merrillville Indiana. ALWC, located in Merrillville, grew from a school mentoring group into a community service that assists families through the services provided. ALWC will further support the mission dedicated to learning and educational options by the support and introduction of this charter school endeavor.

The community of Northwest Indiana has several large high schools, but some students seek a high school experience that caters to the student seeking the small school and classroom experience. Surrounding high schools within the target area of Gary, Griffith, Merrillville and Schererville hosts students in excess of 2,000 – 7,000. Students who need smaller learning communities get overwhelmed within larger schools. Currently, charter schools offer a vehicle for these students to find their small school niche.

In addition, there is a need for technical and vocational training within the student base of Northwest Indiana. This community supports increased technical training and development to meet the needs of area manufacturers who are increasing their labor force to include technically trained workers skill in technically enhanced trades. With the evolution of these technical needs, local companies like Arecelor Mittal, NIPSCO, steel mills and BP (oil refineries) stand to gain from early preparation of students in technical and vocational trade.

Cornerstone Academy of Technology Charter School is being established to address the need for educational alternative in the Northwest Indiana area. The premise behind the school design is based on the ability of the school to offer a diversified curriculum that is inclusive of vocational and technical training, as well as collegiate preparation with an emphasis on the educating the non-traditional learner. Non-traditional learners are defined as urban learners that may have learning styles that don’t fit into the traditional larger high school setting. Small learning communities and project based learning designs differentiate the school as a learning center for current day learners.

**School Mission and Vision**

The mission of Cornerstone Academy of Technology Charter Schools is “Creating Learning Environments that Promote Academic Success” for all students and families. At Cornerstone we operate under the vision that all students can be learners and all learners can be successful given a nurturing and supportive academic environment. We seek to meet the needs of all
student learners through diverse offerings; project based learning and family community support.

**Purpose of Cornerstone Academy of Technology Charter School**

The purpose of Cornerstone is to fill a need that is present in northwest Indiana for grades 9-12. Through a project based, technological and vocationally based curriculum, students will be enabled to learn concepts from their learning perspectives and using that own learning styles. This school will focus on the unique needs within our community to address the educational call for vocational and technological preparation. The school supports the tenets of alternative schools through the development of individual plans of learning, character education, smaller class size, extended school year, and flexible methods of educating children through traditional classes, educational software, and independent study. As a transformational school, we clearly communicate to our students, staff, and families that enrollment and participation in our program is not entitlement but a decided choice.

The mission of Cornerstone Academy for Technology Charter School is “Creating Learning Environments that Promote Academic Excellence” for all students and families.

At Cornerstone we believe that:

a. Every student can learn, and a multi-disciplinary educational environment can serve as a vehicle for self-awareness and actualization of that potential.

b. Student character and respect for self, others, and all life are the basis for positive human interaction and can be taught, modeled, and expected of every student and staff.

c. Different people have different learning styles, and these differences should be embraced when teaching students.

d. Parent involvement is essential in student education.

e. Learning is a lifelong pursuit for which students must take responsibility and interest.

f. Vocational/technical training curriculum is a necessary component to a quality education plan.

Cornerstone classes are taught by competent professionals charged with providing classroom engagement for a diverse population of learners. In addition to meeting Core 40 state credit requirements for graduation, the school requires the completion of a freshman vocational projects and participation in school wide mentoring and community service projects.

**A. ACADEMIC DESIGN**

1. **Describe the core philosophy or underlying purpose of the proposed school**
The purpose of the Cornerstone Academy of Technology Charter High School is to provide academic and technical education for high school students who desire to undertake vocational and/or college-level study. The four-year curriculum will enable students to complete a high school diploma and college credit, simultaneously, in either academic transfer or dual credit education options. The combined high school and college educational programs will be distinguished by an application of varied instructional delivery and learning styles, a technology-across-the curriculum approach and opportunity to recover lost credits at student pace.

We seek to:

- To encourage all students to participate in programs of academic rigor.
- Develop interdepartmental collaboration will be provided to enhance the productivity of Professional Learning Communities in the traditional high school setting.
- Continue professional development to enhance smaller leaning communities within the school for all programs.
- Increase initiatives directed toward the alignment of our programs with post secondary education. These initiatives include participation in vocational programs and college credit courses and a collaborative program with Indiana University Northwest, Calumet College and Ivy Tech for student classes and teacher support.

2. Educational Pillars (Goals)

Five essential educational pillars provide the foundation on which the charter school is based:

1. Students will develop competent skill in Mathematics and Language Arts through project based learning and cross curricular integration as evidence by successful attainment of End of Course Assessments at 55% in Mathematics and 68% in Language Arts in the second year of operation. Measurement of this goal will be seen in end of course assessment scores and daily assignment completion.

2. Students will have access to educational technology that is purposeful in facilitating academic progression as evidenced by 90% of all classrooms having technology utilized in the classroom during the first two years of operation. Measurement of this goal will be comparing beginning course performance to end of course performance after the intervention.

3. Students will have the opportunity to explore their educational aspirations and move forward in their educational pursuits despite past academic obstacles. This will be evidenced in the student’s Individualized Education Plan which 100% of our
students will have during the first year of operation. Measurement of this goal will be seen through written educational plans in students’ accumulative files.

4. Students will be vocationally prepared should their aspiration be trade or technical in nature-this will be accomplished by preparing 70% of the students with vocational college credit and experiences prior to leaving high school. Measurement of this goal will result from enrollment records and final grade reports.

5. Students will learn the importance of character and social responsibility through service projects and mentoring/character building. 100% of the students will be involved in a character program and mentoring opportunities within the first year of operation. Measurement for this goal will be the Senior Character Project for Community Service due prior to graduation.

3. Rationale

- With the incorporation of the junior graduate scholarship during the Indiana Legislative session (2010) students are encouraged to take advantage of accelerated instructional programs in high school. Our educational program will meet this challenge.
- Ivy Tech partnerships are seen as advantage as this community college is now a success indicator for many matriculating college freshman by allowing them exposure to college in a smaller setting.
- Educational programs must incorporate technology and innovative curriculum choices to compete with the multi-media world of our student population.
- Northwest Indiana has a variety of large public high schools but few offer the small class experience for students. Cornerstone Academy of Technology Charter School is designed for the small school experience allowing students to reach their academic potential.
- When given the challenge, opportunity and support, high school age students will work to succeed with exposure to college level expectations.
- High school age students will benefit from the opportunity to enter a high-wage technical career upon graduation from the Cornerstone Academy of Technology Charter High School with both the high school diploma and college credit options.
- Students will benefit from the opportunity to complete a customized plan of education, which will guide them in their educational pursuit.
- Students will benefit from an educational program which incorporates a “technology across-the-curriculum-approach” that provides each student with access to a computer.

4. Student Population Served
The Cornerstone Academy of Technology Charter High School will target students in grades nine (9) through twelve (12) in a program of study that satisfies Core 40 high school graduation requirements and meets the requirements for dual college credit transfer or technical programming. Regardless of the program initially selected, the primary goal of the charter school is to provide an academic environment that enables all students to successfully and simultaneously complete the high school diploma and college credit. Admission to each program is on first come, first served basis. If the number of applicants exceeds the capacity of a program, class, grade level, or building, however, all applicants shall have an equal chance of being admitted through an annual lottery system. Credit recovery and remediation programs are offered to assist high school students who do not initially qualify for the dual enrollment program.

The target population is high school aged students who have the ability to perform at the college level, who have reached a maturity level sufficient for college level work, and who have potential to be committed to academic success. Given that all students have the ability to learn and be successful given a nurturing and supportive learning environment, the Cornerstone Academy of Technology is seeking any high school student that is willing to work toward the goal of accelerated completion.

**School Enrollment Process:**

I. Students are admitted upon presentation of previous school records-records should include:
   1. Discipline Record
   2. Transcripts
   3. IEP/Psychological Evaluations
   4. Completion of forms:
      a. Application
      b. School Lunch Form
      c. Internet/Technology Policy
      d. Student Handbook
      e. Medical Forms
      f. Individualized Learning Plan Questionnaire

II. Students accepted to capacity at each grade level before the implementation of a student lottery for order in waiting list.

III. Attendance expected as soon as accepted into the school. All forms must be completed and submitted in a timely fashion (prior to deadlines). Failure to attend school, parent meetings, registration and orientation will forfeit attendance.

**B) EDUCATIONAL PROGRAM AND CURRICULUM**

1. **Description of School educational program and curricular offerings for student base:**

   **ACADEMIC POLICIES**
Indiana’s Academic Standards are embedded in Cornerstone Academy of Technology’s curriculum and are continually addressed in classroom instruction. The result is data specific instruction that meets the needs of students as they are introduced to the standards at the beginning of each Core 40 class, and all lessons are linked to appropriate standards. It is the desire of our staff to see that each of our students successfully completes the graduation requirements for a High School Diploma or a Core 40 Diploma.

Approximately one hundred seventy (170) students will be initially admitted to Cornerstone Academy of Technology Charter high school in the initial year. The will be approximately sixty (60) students at freshman level, fifty (50) at sophomore level, forty (40) at junior level and twenty (20) senior at level. The charter school curriculum will consist of two programs, the academic honor through dual credit program and the vocational training program. Both programs will lead to the Core 40 High School diploma, however, the former focuses on college-preparatory instruction and the latter will combine high school and vocational trade preparation for enrolled students.

**Indiana Core 40 Diploma requires:**  
8 Credits English/Language Arts  
6 Credits Mathematics  
6 Credits Science  
6 Credits Social Studies  
5 Credits Directed Electives  
2 Physical Education  
1 Health and Wellness  
6 Electives

**Cornerstone Academy will offer:**  
8 Credits English/Language Arts  
6 Credits Mathematics*  
6 Credits Science*  
6 Credits Social Studies*  
7 Credits Directed Electives*  
(additional 2 will be Technology specific)  
2 Physical Education  
1 Health and Wellness  
6 Electives* with Vocational/Technical emphasis.

*Students completing this curriculum with 2 additional credits in Mathematics, Science, Social Studies and Technological Electives will be eligible for the Core 40 with Technical Honors diploma upon completing all state mandated additional requirements.

**Student Work Week:**

Students should generally arrive at Cornerstone Academy of Technology Charter School traditional program between 7:15 and 7:25 AM. Students will not be considered tardy until 8:00 a.m.; however the majority of students tend to arrive before 7:25 a.m. To allow students the opportunity for structured Academic Enrichment through focused tutoring and individualized instruction, an “Early Hour” will be implemented between the hours of 7:27 and 7:57 a.m. This hour is non-credit producing and strictly voluntary. The purpose of this time is to enrich the students academically through individualized assistance.
Additionally, students will have the opportunity for mentoring, expression and tutoring through the Academic Enrichment time which is placed in the schedule between third and fourth periods. This time is designed to support students in academic achievement, meet their social development needs and address areas of deficit and needed development and they surface throughout the academic year.

**CORNERSTONE ACADEMY OF TECHNOLOGY CHARTER SCHOOL**

**BELL SCHEDULE 2012-2013**

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<th>Academic Enrichment</th>
<th>7:27 a.m. – 7:57 a.m.</th>
<th>30 Minutes</th>
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<td>54 Minutes</td>
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<td>8:54 a.m. – 8:57 a.m.</td>
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<td>54 Minutes</td>
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<td>54 Minutes</td>
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<td><strong>Passing</strong></td>
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<tr>
<td>“A” Lunch</td>
<td>10:51 a.m. – 11:16 a.m.</td>
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<td>“B” Lunch</td>
<td>11:19 a.m. – 11:46 a.m.</td>
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<td><strong>Period 4</strong></td>
<td>11:51 a.m. – 12:17 p.m.</td>
<td>54 Minutes /25 Minute Lunch</td>
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<td>12:20 p.m. – 1:14 p.m.</td>
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<td>1:17 p.m. – 2:11 p.m.</td>
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<td><strong>Period 7</strong></td>
<td>2:14 p.m. – 3:08 p.m.</td>
<td>54 Minutes</td>
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**EVENING PROGRAM**

**MONDAY/WEDNESDAY/FRIDAY**

3:15 – 5:15 p.m.

**CORNERSTONE CLASSES AND ACADEMIC YEAR:**

Cornerstone Academy of Technology Charter School will meet for 185 day in the academic year. This attendance schedule is well above the state required minimum of 180 days of instruction. Given the extended academic year schedule and the 53 minute schedule of instruction (meaning that each class will meet for 53 minutes daily), students will experience the full benefit of extended instructional time. Given a climate that supports increased academic time, Cornerstone is scheduled beyond the state minimum requirements for attendance. Zero hour academic enrichment is offered from 7:27 – 7:57 AM for all students. This enrichment time is inclusive of structured tutoring in Math and English for all students on a voluntary basis.

**Course Directory:**

**Fall/Spring Summer Semester Grades 9-12**

- Course Offerings:
- Math: Algebra, Geometry, Algebra 2, Bridge to Algebra, Statistics, General Math, Pre-Calculus
- English: English 9-12, Film Literature, Contemporary Literature, British Literature, Modern Novels, Speech, Creative Writing
- Science: Physics, Earth/Space, Life Science, Biology, Advanced Biology, Chemistry, Environmental Science
- Business: Careers, Computer Applications, Business Foundations, Entrepreneurship, Desktop Publisher, Finance, Accounting 1 & 2
- Foreign Language: Spanish 1, Spanish 2
- Physical Education: Physical Education, Advanced Physical Education, Health
- Art: General Art, 3-D, Drawing, Painting, Graphic Arts
- Electives: Music, Journalism, Sociology, Psychology
- Computerized: AP Chemistry, AP Geometry, Honors English, Honors Calculus
- Virtual: Individual needed classes
- Vocational: Culinary, Landscaping and Construction

**Curriculum:**

**Character Building:** All Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>Traditional Program</th>
<th>Non-Traditional/On-Line</th>
<th>Vocational/Technical</th>
<th>Evening</th>
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<tbody>
<tr>
<td>9</td>
<td>Biology, Algebra or Geometry, World Civilization, English 9 / English Honors, Spanish or French, Electives, Physical Education or Health, Study Skills, Speech</td>
<td>Math, English, Science, History Credit Recovery for 17 years and older only.</td>
<td>Traditional Program, with up to one additional vocational or technical class on schedule.</td>
<td>N/A</td>
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<tr>
<td>10</td>
<td>Biology or Chemistry, Geometry or Algebra II, Geography or US History, English 10/Honors, Electives, Language II.</td>
<td>Math, English, Science, History Credit Recovery for 17 years and older only.</td>
<td>Traditional Program, with up to one additional vocational or technical class on schedule.</td>
<td>N/A</td>
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<tr>
<td>11</td>
<td>Chemistry or Physics/Anatomy or Zoology, English II/Honors, US History or AP History, Algebra II</td>
<td>Math, English, Science, History Credit Recovery for 17 years and older only.</td>
<td>Traditional Program, with one additional vocational and one additional technical class on schedule. Extended day schedule</td>
<td>Completion credits in Math, English, Science and SAT/ISTEP Prep.</td>
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</table>
or Pre-Calculus, Language III, Electives will be necessary.

| 12 | Anatomy or AP Science, Pre-Calculus or Calculus, Government, Economics, Finance, English 12/Honors, Electives, Final Project. | Math, English, Science, History requirement completion. | Traditional Program, with one additional vocational and one additional technical class on schedule. Extended day schedule will be necessary. | Completion credits in Math, English, Science and SAT/ISTEP Prep. |

**Grading Scale:**

- **A** – 90 – 100%
- **B** – 80 – 89%
- **C** – 70 – 79%
- **D** – 60 – 69%

No Grade – 59% and below*

*No grade will give students the opportunity to repeat the class with minimal impact on grade point average.

**The Program**

Depending upon their placement scores, students in Cornerstone Academy of Technology will enroll either in high school-only courses or in a combination of high school courses and dual courses. The pre-collegiate student will follow an individualized learning plans leading to the standard high school diploma. Depending upon the student’s rate of progress, the pre-collegiate student may qualify for the Dual Enrollment Program and complete both the high school diploma and college credit. Any student may complete a proportionate number of college credits up to associate degree requirements.

In order to assist students in meeting the high academic standards, Cornerstone Academy of Technology High School will provide a strong counseling component through student service specialists dedicated to the program and its students. Student progress will be monitored on a weekly basis by the staff, and students will be supported and coached through the entire program. This monitoring relationship will be the basis for creating the Individualized Learning Plan for each student.

**Technology-Across- the-Curriculum**

In recognition of the growing importance of information technology skills in school, career, and life itself, the charter school educational program includes an innovative technology-across-the
curriculum component. In the tradition of the highly effective writing-across-the-curriculum model, technological skills will be interwoven into multiple classes and activities rather than taught as a single, stand-alone area. All English composition classes will be taught in a computer lab setting and selected assignments in wellness, fine arts, mathematics, social sciences and other courses will be internet or otherwise software-based. Selected projects, quizzes, tests and simulations the in the natural sciences will be conducted on computer. Algebra and higher-level mathematics classes will be taught using graphing calculators. The integrated academic seminars will involve internet research and include graded assignments using presentation software. In addition, all charter school faculty and staff will be accessible by e-mail and students will be expected to use such as one of the means of communication with their instructors. A student access lab will offer internet connectivity so that students may “plug in” technology and to high quality printers any time on campus.

**Integrated Academic Seminars**
All students will take part in integrated academic seminars each term. The seminars will be developed and taught in individual and team format by the faculty members and invited guest speakers. The seminars will be designed to help students relate their studies to the real world and to learn the interconnectivity of the subjects and topics presented. Seminar content will be structured in an interdisciplinary format to reinforce the complexity of the world and to illustrate that life is more than a series of segmented, stand-alone topics. Typical of the seminar themes under consideration are: “Life Evolutionary Processes”, “Law, Science and Society”, and “Twenty-First Century Challenges”.

A variety of instructional methods will be used to deliver appropriate academic instruction. Selected services will be provided to enable each student to develop individual talents at the student’s achievement and ability level. Delivery methods will include direct instruction, collaborative learning, integrated technical strategies including interactive computer- assisted instruction, purposeful independent study, hands-on laboratory experiences, portfolio production, performance assessment, and school-to-work and community service opportunities for integrating and synthesizing classroom experiences into a relevant composite of educational experience. Non-traditional delivery of curriculum content will be used as appropriate according to a student’s academic needs, learning styles, level of ability.

The Cornerstone Academy of Technology Charity High School will work to identify the special needs of students and to meet all applicable state and federal requirements including Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). Needs of Exceptional students will be met through individualized programs of study (IEP’s), while all other students will have an Individualized Learning Plan (ILP).

When preparing the Individualized Learning Plans (ILP’s) for a student of limited proficiency in the English language, and the parent(s) of the student will plan the means for further instruction of the student in the English language and/or will specifically indicate how instruction will be modified in the basic subject areas.
The Cornerstone Academy of Technology Charter High School will be evaluated on a number of levels. The results of all evaluation and effectiveness efforts will be used to improve the programs and services of the school. In addition to review and analysis of state and locally mandated accountability reports and student performance measures, the charter school will employ the following recurring charter school evaluation activities:

- Annual program survey using the Ball State format.
- Student evaluation of faculty and instruction on a course-by-course basis.
- Annual in-house parent survey of effectiveness and satisfaction.

Goals and Assessment Strategies:

GOAL: Each student will attain a passing score on the Algebra I and English 10 End of Course Assessment (ECA)

- Of students who have been continuously enrolled at Cornerstone Academy of Technology for the entire school year 12-13, 68% will pass the English 10 ECA on the first attempt.
- For 13-14, 70% will pass English 10 ECA, from those continuously enrolled
- For 14-15, 80% will pass English 10 ECA, from those continuously enrolled

- Of students who have been continuously enrolled at Cornerstone Academy of Technology for the entire school year 12-13, 55% will pass the Algebra I ECA on the first attempt.
- For 13-14, 65% will pass Algebra I ECA, from those continuously enrolled
- For 14-15, 70% will pass Algebra I ECA, from those continuously enrolled

STRATEGIES: Strategies for attaining these goals include:

- Providing staff with professional development
- Small class sizes to facilitate effective instruction and remediation
- Providing students with individualized instruction and advisors who monitor their progress
- Providing staff members time during the school day to plan collaboratively
- Centering all professional development on student learning outcomes

ASSESSMENTS:

- Algebra I ECA
- English 10 ECA
- Individual teacher assessment
- NWEA Testing

GOAL: Enroll every student into a vocational course within the first two years:

- As a school, all students who have been continuously enrolled at Cornerstone Academy of Technology will enroll initially in a project based vocational class through Ivy Tech College.

STRATEGIES: Strategies for attaining these goals include:
• Providing students with additional training for vocational preparation.
• Providing students with individualized instruction and advisors who monitor their progress
• Centering all professional development on student learning outcomes

ASSESSMENTS:

• TABE scores
• Ivy Tech Instructor assessment (pre and post test)
• Individual teacher assessment

GOAL: Enroll every student in classes rich in Technology throughout their stay at Cornerstone.

• As a school, all students who have been continuously enrolled at Cornerstone Academy of Technology will offer classes with technology emphasis.

STRATEGIES: Strategies for attaining these goals include:

• Providing students with additional training for technology preparation.
• Providing students with individualized instruction and advisors who monitor their progress
• Centering all professional development on student learning outcomes

ASSESSMENTS:

• Teacher Instructor assessment
• Individual teacher assessment

GOAL: Maintain Mathematics scores for all students:

• Students will obtain a passing grade of C or better in all of their math class credit requirements taken at Cornerstone Academy of Technology.

STRATEGIES:

• Students will progress through the Core 40 required six-credit curriculum for mathematics.
• Teachers will provide lesson plans and instruct students to use math knowledge in their lives. Project-based learning will develop math skills around the personalized programs developed with students and parents that reflect student interest, motivation, and engagement in their own learning.
• Cornerstone Academy will expand and strengthen their math class offerings.

ASSESSMENT:

• Algebra I end of course assessment (ECA)
• NWEA
• TABE
• Individual teacher assessment

GOAL: Maintain English Language Arts scores of all students:

• Students will obtain a passing grade of C or better in all of their English/Language Arts class credit requirements taken at Cornerstone Academy of Technology Charter School.

STRATEGIES:

• Students will progress through the Core 40 required eight-credit curriculum in English.
• Teachers will provide lessons and instruct students to use English knowledge in their lives. Project-based learning will develop langue skills around the personalized programs developed with students and parents that reflect student interest, motivation, and engagement in their own learning.
• Cornerstone Academy of Technology will expand and strengthen their English class offerings.

ASSESSMENT:

• English 10 end of course assessment (ECA)
• NWEA
• TABE
• Individual teacher assessment

GOAL: Increase student retention and matriculation into higher education:

• Students will complete core subjects with a grade of “C” or better.
• Self-reported responses via their exit surveys will reflect that an increasing number of students will plan on attending some form of post-secondary education.

2012-13 school year 60%
2013-14 school year 66%
2014-15 school year 70%

STRATEGIES:

• Classroom teachers will instruct students on the use of planning techniques for a project (outlines, graphic organizers and timelines) to organize their ideas.
• Data driven instructional emphasis will be utilized.
• All teachers will collaborate in teaching students how to use research materials efficiently.
  ➢ Ability to reflect on and evaluate one’s own and others’ learning
  ➢ Teachers will teach thinking skills so that students can analyze their learning
Teachers will periodically teach (and review) note-taking skills

**ASSESSMENT:**
- Successful completion of each student project
- Teacher observation
- Annual Survey

**Student-focused Non-Academic Goals**

**GOAL:** We expect to achieve the following enrollment:

- **Projected enrollment:**
  - 2012-13: 180 Students
  - 2013-14: 300 Students
  - 2014-15: 300 Students
  - 2012-13: 300 Students

**STRATEGIES:**
- An enrollment process that includes a timeline for a broad-based recruiting and application process
- The development of promotional and informational materials that are distributed in various types of mediums

**ASSESSMENT:**
- Indiana State Department of Education ADM report
- At minimum, the use of two different mediums to advertise the lottery process

**GOAL:** Attendance at Cornerstone Academy of Technology will average at 90%:

- 80% of Cornerstone Academy of Technology students will attend 170 of 185 days of school.

**STRATEGIES**
- For each absence, parents must notify the office by 8:30 a.m. Any non-reported absences will be investigated by telephone or other means deemed appropriate as per the handbook
- Students will be given awards for exemplary attendance
- Parents will be called and may be brought in for a conference if deemed necessary
- If needed, child neglect for non-attendance will be reported according to state law
ASSESSMENT:

- Indiana State Department of Education ADM report
- Telephone logs kept of absences

GOAL: Increase retention of Cornerstone Academy of Technology students from year to year.

- 53% of eligible students enrolled in the 2012-13 year will re-enroll for the following year.
- 58% of eligible students enrolled in the 2013-14 year will re-enroll for the following year.
- 62% of eligible students enrolled in the 2014-15 year will re-enroll for the following year.

STRATEGIES

- By personalizing the education at the school, students will be engaged in learning and wish to stay at the school
- Parent involvement strategies will continue to give chances for input and empowerment of families in the development of the school, increasing satisfaction and retention of students
- Annual surveys will be conducted to determine student and parent satisfaction
- Reasons for students leaving the school will be analyzed by the school each year and corrective action taken

ASSESSMENT:

- Comparison of roster from one year to the next
- Contacts with non-returning students to determine cause of leaving and encourage enrollment in Cornerstone Academy of Technology Charter School.

GOAL: Increase Family (defined as parent, guardian, relative, and/or caregiver) satisfaction with Cornerstone Academy of Technology Charter School:

- As measured through the Ball State Constituent surveys developed by the authorizer, Cornerstone will exceed 80% satisfaction with staff and administration at the end of the charter agreement.

STRATEGIES:

- Family will be involved and integral to the school improvement process as active participants
- At least one family member will sit on Cornerstone Charter School Council
- Family will have email access to staff and administrators on a daily basis to express concerns or ask questions and be invited to come to the school at any time
- The family will be encouraged to attend school case conferences, events, and other activities such as open houses
ASSESSMENT:
- Parent surveys developed by Ball State University
- School surveys
- Sign in sheets

GOAL: Cornerstone Academy of Technology will recruit and retain professional/credentialed staff.
- State wide solicitation of certified teaching staff will be advertised and promoted.
- Each school year professional staff retention rate will be 80% or better in comparison to the year before.

STRATEGIES:
- Partnerships with educational preparation institutions of higher education will be made (Calumet College, Indiana University Northwest, Purdue Calumet).
- Collaboration times for teachers, such as common preparation times
- Sharing positive outcomes, so staff members can learn from one another
- Professional development and empowerment through creativity
- Competitive salary and benefit options for staff

ASSESSMENT:
- The assessment will be the number of teachers accepting contract offer for the following school year.
- Teacher receives two (2) evaluations annually.

Student Assessment:

The Cornerstone Academy of Technology Charter High School will work with the Indiana Department of Education and Ball State to solidify additional assessment models for the academic program. The plan will begin with two fundamental assessments:
- The End of Course Assessments
- NWEA Testing
Intermediate and continuous assessments will be done within every classroom and on a continual basis to ensure educational quality, engagement and mastery learning.

1. Baseline Standards of Achievement
Baseline standards for incoming students will be established as follows for all Cornerstone Academy of Technology Charter High School Students (as appropriate to grade level):
- Performance on the TABE (Test of Adult Basic Education)
- Performance on other standardized tests in student’s immediate past
- Verification of beginning grade level
• Verification of incoming GPA

2. Student Outcomes
Student outcomes will be defined on school-wide, program, and individual bases. The extent to which individual outcomes are attained will be a function of grade level, time enrolled at the Charter School, and baseline levels.

Expected Outcomes
Charter School students will:
• Demonstrate progressive mastery of content and performance standards across the core curriculum in communications, mathematics, social sciences, natural sciences, humanities, physical education and life management
• Demonstrate progressive mastery of technological and vocational innovations within the classroom. This will be evidenced in technology and research skills through computer software and internet applications.
• Demonstrate progressive mastery of critical thinking, career, educational planning, and problem solving skills.
• Demonstrate the ability to work collaboratively and effectively in cooperative groups.
• Demonstrate a commitment to community, citizenship, and service to society.

3. Methods of Measurement
Among the formal measures that will be used to document academic progress and provide comparative achievement information are as follows:
• Standard grades in individual classes
• Pre-and post TABE (Test of Adult Basic Education) upon entrance and the semester prior to graduation
• Graduation/completion rates
• Overall GPAs
• Course retention and success rates
• SAT and ACT

School Climate and Student Discipline
Cornerstone Academy disciplinary policies have been developed with the needs of our students in mind. Our teachers have been instructed in dealing with the many facets of at-risk students. We will utilize a system that incorporates both consequences and positive reinforcement for good behavior. This form of Positive Behavior Intervention Supports (PBIS) is effective in supporting student achievement.

At registration each year, the student handbook will be distributed to families of our students, and parent/guardian is required to sign for the handbook, confirming receipt. During the first two days of school, the Principal/Director of Education will go over the handbook with small
groups of students. He/she will speak to the “bottom lines” of what is expected in the ways of behavior.

Our system includes several layers of progressive discipline in an effort to keep our students in classroom, and learning. An Independent Learning room will be available to students who are having difficulty during the day, which is intended as a quick method to de-escalate any poor behaviors, and to get the student back on track and in the classroom. Cornerstone will hold detentions before and after school, a Friday afternoon school, formulate student contracts and arrange conferences with parents and staff before moving on to suspension and eventually expulsion.

Cornerstone Expectations:

At Cornerstone we emphasize “Mutual Respect for all students in all situations”. To ensure a productive, safe school environment, Cornerstone aggressively processes incidents that fail to meet the school’s expectation of behavior:

No fighting, intimidation, or self-abuse
No weapons
No drugs (including alcohol and tobacco)
No harassment
No direct defiance of a staff member

Possession of Illegal or Dangerous Objects
The possession and/or use of any item that could be considered a weapon or explosive (including fireworks) will result in severe disciplinary action and notification of civil authorities. These items include, but are not limited to, knives of any sort, guns, brass knuckles, or look-a-like items intended to threaten or intimidate others. Possession of the above items will result in a request for expulsion for the maximum time allowed by state law.

Gang/Cult Activities
Students are prohibited from participation in any activities that can be considered disruptive to the educational process. The school will not tolerate any reference to racist, gang, or cult-related activities. This includes written symbols, gestures, clothing, or jewelry that is meant to identify oneself to such groups.

Profanity/Obscene/Illegal Activities
Excessive cursing and use of profanity or obscene language are not allowed in the school setting. Such acts will result in disciplinary action.

Theft / Damage of Property
Stealing property or intentional damage to property belonging to someone else or the school will result in disciplinary action and remuneration of losses incurred. In addition, the student may face possible prosecution by civil authorities, and the school reserves the right to prosecute.

**Harassment/Extortion**
Harassment, including but not limited to threats, extortion, and initiation activities by students is prohibited. Sexual harassment is also prohibited. Examples of harassment could include verbal harassment or abuse, repeated remarks to a person with demeaning implications, unwelcome touching, pressure for activity, displaying pictures, posters, calendars, graffiti, or other materials which are suggestive, demeaning, or pornographic. A student who is a victim of harassment or related activities should immediately report this to the teacher, counselor, principal, or director.

Consequences for harassment: A student involved in any form of harassment is in direct violation of school behavior policies, and such action can result in suspension and/or a request for expulsion.

**Phones/Other Electronic Equipment**
Students may bring phones and MP3 players, to school, but they are to be secured in the student locker upon arrival and not to be removed or used during the school day. The first time a student violates this policy, the item will be secured for the day and returned at the end of the day. The second offense will require a parent or guardian to pick up the item. All offenses will result in securing the item for parent retrieval and disciplinary action.

**Cheating/Plagiarism**
Any form of cheating or plagiarism will not be tolerated. When students are having difficulty with an assignment, teachers are available to assist with learning difficulties. Cheating is not necessary and is not an option. Cheating exists when a student copies another student’s work, or a student allows another to copy his work, use notes, and cheat sheets or other reference materials during a quiz or exam. Plagiarism exists when information is copied from another source without so noting the source. A grade of zero will be given for any assignment that was completed through cheating or plagiarism and parents will be notified of the offense.

**Lockers**
Students will be issued a locker at the beginning of each school year. According to Indiana state law, school lockers remain the property of the school, and school authorities have a responsibility and a right to examine the contents of lockers for reasons of health, safety, and security. All lockers are periodically opened for inspection for housekeeping, safety, and hygienic purposes.

**Common School Attire Policy**
Cornerstone has adopted a common school attire policy. This policy is to further the school’s emphasis on creating a productive learning environment. Students are expected to abide by the Common School Attire Policy from their arrival in the school building in the morning until
the end of the school day. Students participating in approved school field trips during the school day are also expected to follow this policy unless informed otherwise.

Garments include: Navy blue or white polo shirts, turtlenecks, T-shirts, sweatshirts, or pullover sweaters.
Only plain white shirts may be worn under tops - No lettering
Tan/khaki pants
Tan/khaki shorts—No cutoffs or cargo pockets, knee-length
Fully-soled and closed shoes
No sagging pants will be allowed

Consequences
Cornerstone realizes students can make poor choices, and at times specific actions need to take place in order to ensure the safety of students and continuity of our learning environment. Disciplinary measures used at the school may include, but are not limited to, the following:

Meeting with counselor or Principal/Director of Education
Community service on or off campus (Parent input required)
Parent conference at school
Completion of discipline packets and debriefing with staff
Detention
Discipline Card
Assigned after-school detention
In-school suspension (Maximum two assignments per semester)
Out-of-school suspension (Maximum two assignments per semester)
Suspension with request for expulsion

Positive Reinforcement/Rewards:
College Tours
Dress Down Rewards
Lunch Passes
Reading time
Teachers for a Day reward
Student Incentive Rewards
Student of the Month
Student of the Year

Cornerstone Governance Structure
The Cornerstone Council consists of retired and active educators, as well as parents, business professionals, other nonprofit executives, and higher education individuals from northwest Indiana. The group’s collective qualifications, which include teaching, school administration, business, and non-profit administration, demonstrate they are aware and prepared for the
challenge of school governance. Council members have been actively involved with education in Northwest Indiana for many years. Considering the council members’ scope of experience, qualifications, and relevant affiliations, we believe we in the success of Cornerstone Academy of Technology Charter School. The Cornerstone Council strongly exemplifies commitment, creativity, high energy, and determination in its abilities to oversee a high-quality charter school.

The Cornerstone Council is composed of seven (7) members. They are responsible for the advising the ALWC Board of charter school activities, Policy changes, and expenditures of public funds. The Cornerstone Council will meet publicly once a month and post meeting dates within the school, building, as well as provide notification to the local media. The 2012-2013 membership for the Cornerstone Council is:

- Gerard McClendon – Community Entrepreneur and Media Specialist
- Frederick Greene – Educator with over 15 years of Teaching experience
- Dawn Greene – Educator with over 12 years of Teaching and Administrative Financial Experience
- Kim Murray – Health Benefits Administrator (Retired)
- Michelle Berger-Guidance Counselor/Parent
- Lynette Carpenter – Educator with Administrative Experience in grant management
- Rosie Thompson – Social Service and Healthcare Administrator
- Rick Soria – Attorney, Ivy Tech Administrator

Guidance: Bruce Hillman-CEO and Social Services Administrator

**Charter School Council Responsibilities and Governance Procedures**

1. Require that the Cornerstone Council members be educated and informed about ongoing educational issues as they relate to charter schools in Indiana
2. Proper program oversight in compliance with the charter
3. Monitor ongoing relationship with Ball State University and other parties with legal responsibility for schools/charter schools
4. Create the mission statement and review it periodically for accuracy and validity
5. Participate in the selection and evaluation of the performance of the Principal
6. Provide proper financial oversight, including adoption and monitoring of the charter school budget
7. Ensure adherence to legal standards and ethical norms
8. Work with Principal and participate in developing a strategic plan and assist in implementation of same
9. Recruit and orient new council members and call for review and update
10. Enhance the school’s public standing in the community as an educational choice.
11. Require information needing action be made available prior to meetings, so that decisions are not made in haste and without study

**General Expectations of Individual Members**

1. Know the school’s mission, purposes, goals, programs, services, strengths and needs
2. Attend mandatory training prior to participating in board meetings.
3. Prepare and participate in council and committee meetings
4. Ask timely and substantive questions, always supporting the majority decision after the vote
5. Ensure that policy-related matters are addressed in the best interests of students
6. Exercise prudence in the control of funds and faithfully read and understand financial statements; approve the budget, and see that yearly audits are completed
7. Insure that those with grievances use proper procedure to have their issues addressed.
8. Participate in council development and education when offered, including self-council evaluation
9. Avoid conflicts of interest, and disclose any possible conflicts in a timely manner

**Administrative Management**

**Organization and Management**
The Principal/Director of Education serves as the chief administrative officer for the charter school reporting to the Cornerstone Council. The Principal/Director of Education will be responsible for the effective managing and general administration of all instruction, business or other operations of the charter school in accordance with established board procedure.

The Cornerstone Principal/Director of Education will have educational autonomy with input and direction from the Cornerstone Council and will be responsible for administering, overseeing, communicating, and coordinating all educational programming, including day-to-day operations that ensure educational programs are effective, efficient and safe. The Principal/Director of Education will provide oversight/supervision to all educational staff, including the assistant to the principal, teachers, teaching assistants, school counselor, and secretary. The Principal/Director of Education will communicate effectively with students, parents/guardians, faculty, staff, fellow Directors, and business and residential communities and participates in civic activities. The council is responsible for evaluation of the Principal/Director of Education (Use of Indiana Administrative Principal Evaluation tool). Teachers, parents and students will also make commentary on performance of the principal through survey response.

The school counselor will be supervised by the Principal/Director of Education. Responsibilities for this position include developing and monitoring educational schedules for all charter school students; maintaining organized records of each student’s progress; ensuring all charter school students have accurate permanent records; assuring compliance with Ball State University charter, Cornerstone Council policies and procedures, and Indiana Department of Education laws and regulations; reporting processing, including grades and required reports to the
Department of Education on a timely basis; providing career counseling; assisting in administering ECA’s, TABE, NWEA, and other testing requirements for students.

The school secretary will be supervised by the Principal/Director of Education and is responsible for providing clerical support to the Principal/Director of Education. Responsibilities for this position include maintaining accurate student records in accordance with state licensing requirements; clerical support to various departments; preparing all correspondence; providing consistent communication to parents, teachers and state and charter offices verbally, manually, and/or through the internet computerized system.

Cornerstone Academy of Technology will employ teachers licensed in the state of Indiana to provide ongoing instruction to students in their educational topic of licensure. They will be responsible for a safe learning environment and instructional oversight of students and teaching assistants. A senior teacher will be available to mentor, coach and model for all first and second year teachers.

Teaching assistants will be employed to assist the licensed teacher in the classroom in the areas of student tutoring, classroom management, computer, and instructional support. The school will utilize custodial teaching assistants, as well as assigned instructional assistants for specific classrooms.

**Staff Qualifications:**

Cornerstone Academy of Technology Charter school is critically aware of the importance of retaining highly qualified staff in order to provide the best possible services to children and families. The school will require all employees complete professional development in Classroom Engagement and Classroom Differentiation prior to working in the building. All new employees complete a two-day course on the Cultural Competency, in addition to the classroom techniques seminar for engagement and differentiation. We will hire college graduates for all professional positions and encourage all paraprofessionals to have a college degree or more than 60 hours of college credit. Teaching Assistants are required to take the PRAXIS II exam or B.S. degree in order to obtain their substitute teaching license. All staff is required to pass criminal history, finger printing, and drug screenings. The school will promote extensive training opportunities, within and outside the agency, to meet the educational needs of our employees to be successful with our youth.

**Teacher Training:**

Teacher will have the benefit of embedded professional development as well as individualized professional development that will be determined by coaching/mentoring relationships as well as teacher evaluation. Teacher training will be focused on student achievement factors and inclusive of the utilization of data.
Teacher Evaluations:

Cornerstone Academy of Technology will utilize the state performance evaluation tool (Indiana Teachers Evaluation tool used) for all teachers and building leaders (principals). To ensure that the teacher and building leader quality is inclusive of all special considerations and needs of our student population, the Annual School Wide Climate Survey will be considered as evaluative at 5% consideration. Teachers will be evaluated in December and again in February with feedback and opportunity for growth and development between evaluation dates. Self evaluation will be performed during the year to address desired training needs and opportunities for mentoring/coaching. Student performance will also be considered in these evaluations.

How Cornerstone Academy of Technology will Incorporate Technical and Vocational Goals:

School Goals:

A. Provide safe and monitored internet access to all student computers.

B. Install voicemail and intercom connection within all classrooms and offices.

C. Offer extensive computer availability through labs and classrooms with access to three operational stations per room.

D. Install data projectors, Document Readers/DVD player on mobile cart for ease of setup and use by students and staff.

E. Upgrade and expand digital video system to all classrooms.

F. Appoint key staff to provide relevant professional development in all technical applications.

G. Offer laptop opportunities to all juniors and seniors with wireless capability throughout the building.

I. All graduating students will have a working knowledge of all technical applications.

J. All freshman students will be exposed to one vocational class and offered the opportunity to continue in technical or vocational training.

Technology will be used to support teaching and learning by:

At Cornerstone Academy of Technology Charter School, instructional technology will be used extensively by providing tools for graphic presentation, public presentation, instructional use, practice tests and writing. Additionally, use of Excel and Publisher in the classroom will build skills in presenting mathematical information and technical writing. Comprehensive projects
will be completed prior to graduation at Cornerstone and the use of Word, PowerPoint, Excel, and Publisher will be an essential component of the process. All staff and student computers will have supervised access to the internet.

Power Grade/Power School software will be used for grade books and our school management system which is accessible over the internet. Required testing will be completed via computers utilizing three tests two times a year (every fall and spring); they are NWEA, TABE and ECA. The TABE (Test of Adult Basic Education) is a placement pre- and post test of sorts for student achievement. NWEA (Northwest Evaluation Association) has three tests we must complete: Reading, Language and Math. ECA’s (End of Course Assessments) also focuses on three core areas but will focus on Science that began last year with other core subjects soon to follow; they are required for students to not only pass the class but to graduate high school altogether. Plato will be used for independent study courses in lieu of classes that are not being offered in a given trimester. This helps students to graduate early or on time. Our guidance department will utilize career assessments and personality inventories for career testing and exploration.

**Serving Students with Special Needs**

Cornerstone Academy will mainstream special needs students into the general education classroom as much as possible to meet their least restrictive environment (LRE). The school will supply a Special Education Teacher/Coordinator who will meet the requirements for Special Education servicing by creating and maintaining Individualized Education Plans (IEP)s and relaying accommodation needs of the students. This teacher may also be responsible to providing resource accommodations when necessary. Cornerstone Academy will comply with any federal or state statutes that are currently implemented to meet the needs of exceptional learners.

To ensure the ongoing understanding and education of staff concerning exceptional learners, we will have annual professional development opportunities to insure staff members are current in special education law and policies. We will minimally have one person on staff with a special education license. All staff, as well as the Principal, will be involved in professional development opportunities through state and local sources. The entire staff will be involved with annual student case conferences (teacher of record) at some point through-out the school year. This process will lead to a better understand of special education procedures/process and how special needs teaching techniques can be implemented in the classroom setting. Beginning at application, students previously identified will be provided appropriate services.

If a student is not progressing academically or behaviorally, a wraparound meeting will be held involving all supporting parties that have impact in the student’s life to identify way the school can assist in his/her learning process. If a student appears to need special education services
based on teacher observation we will begin the referral for the student for Special Education Testing after having exhausted all Response to Intervention (RTI) levels.

Health and Safety

Building Entry:

The outer doors to Cornerstone Academy will always remain locked and will require physical or buzzer release entry from the outside. In order to enter the building, one must have a key or be let in after identification has been established. Upon entering, the visitor must show identification and sign in so that a visitor’s pass may be issued.

Drills:

School Officials will conduct one drill every two months for fire, tornado, earth quake and emergency response throughout the year. In order to provide for the health and safety of students, staff and visitors, emergency response has been established.

Emergency Response:

Code Blue: OWL Response Team (4 members from staff)

For assistance in securing a student who presents an immediate danger to self or others:
   1. Use staff resources present to attempt de-escalation
   2. Email or call “Code Blue in room number”.
   3. OWL response team made up of teachers and staff respond to assist with student
   4. If student de-escalates the team will withdraw from the room, if the student escalates, the teacher can remove other students will staff and witnesses on hand for protection of the disruptive student and all others.
   5. Police and parents called.

For situations involving dangerous or life threatening situations, 911 is immediately called.

MEDICAL EMERGENCY:

If a student or staff member is in medical distress (whether he or she is unconscious and does not appear to be breathing), you should:
   1. Note the time and your location
   2. Summon help while remaining at the person’s side
   3. If there is a phone near, call 911 or have someone call 911
   4. Shout or yell if necessary
   5. When speaking to 911 official state your emergency and location

FIRE EMERGENCY:
SMELL SOMETHING BURNING, BUT SEE NO SMOKE - Call Maintenance Personnel

SMOKE OR FIRE SIGHTED:

1. Rescue anyone in immediate danger
2. Activate fire alarm and Evacuate building

   1. Evacuation should be coordinated with one of the following:
      a. Director
      b. Safety Officer
      c. Local Police and Fire Personnel
3. Assign someone to be on the lookout for the fire department.
4. If time allows, turn off all lights and close doors behind you as you leave.
5. Do not run.
6. Follow the evacuation routes and plans outlined in the unit specific fire plan.

BOMB THREAT/HARASSING PHONE CALLS:

1. If you receive a telephone bomb threat or harassing telephone call:
   a. Do not hang up.
   b. Remain calm.
   c. Try to prolong the conversation and get as much information as possible.
   d. Note what you hear. Are there background noises, such as music, voices or cars?
   e. How does the caller’s voice sound? Any accent? What sex? What age? Any unusual words or phrases?
   f. Does the caller seem to know about the school? How is the bomb location described? Does the caller use a person’s name? Does the caller give his name?
2. When the call is over, notify your supervisor IMMEDIATELY.
3. Stand by for further instructions.
4. If deemed necessary, 911 and report a bomb threat. Identify yourself—give your name, address, and phone number. Give the operator all the information you collected on the checklist.
5. If it is deemed necessary to evacuate, you will be notified by a Director. Evacuate via the primary route for your area or by the alternate route if so directed. Exit through building rear and congregate at adjacent church. If shelter is needed, implement church entry plan.
**EMERGENCY WEATHER PLAN:**

*If prior to start of school day*

- The procedure for school closing is as follows. Based on information received from weather sources, the Principal/Director of Education will determine if school is closed. S/he will inform Food Services. The Principal/Director of Education will notify the local broadcast stations and all student information sources including the updating of the school web page.

*If during school day:*

- The Principal/Director of Education will review the situation and develop instructions for the staff and students, including transportation arrangement and family notifications.
- All staff members who are currently at school must remain as long as students are present.
- In the event the power goes out, the generator in the school will power a limited number of lights, heating, and air conditioning units, as well as computer backup systems. Students will be dismissed as soon as it is determined that it is not safe to operate at diminished capacity.

**Emergency Evacuation:**

- Coordinate transportation by calling busses to report to school
- Coordinate emergency responders
- Send out parent informational call service
- Controlled release according to room chart
- Ensure building is clear of students and all students have left premises
- Release staff
- Send out follow-up call

**Medical Concerns:**

A Registered Nurse is at the school to administer these services:

- Review of immunizations records and other health requirements for students enrolled in public schools in Indiana
- Proper handling of medical records
- First aid and emergencies
- Medications and medical treatments
- Hearing and scoliosis screening (note vision screening are not required for high schools.)
- Participation in Individual Educational Plan (IEP) meetings, as needed

In addition, our registered nurse responds to any medical crisis, and all staff members are required to be certified in First Aid/CPR. The nurse provides education to students and staff on
a variety of topics, such as proper response to seizures, reduction of flu and cold risks, and possible side effects of medication.

**Describe how the school will address the nutritional needs of students:**

Cornerstone Academy will ensure state licensure to adhere to all state and federal mandates for dietary guidelines set by the United States Dietary Association. Our school will participate in the National School Lunch Program, and our students will enjoy a variety of health conscious foods. Cornerstone Academy’s menu meets the dietary standards set by the United States Dietary Association. Cornerstone has a registered dietician on staff that develops daily menus, so students can enjoy nutritious meals that meet the standards set by the USDA. The entire food Service staff will be certified to prepare and serve meals to students. Training will be provided to staff on an ongoing basis, so that our staff maintains all standards set by the state of Indiana.

To ensure full participation in the school nutrition program, families will be given the opportunity to complete free lunch enrollment forms. During school enrollment, families will be given information on the Federal Free and Reduced Lunch Program. All families will be asked to fill out this paperwork just in case they are eligible for this program. Cornerstone will respect the privacy of all students and follow all federal laws and policies of the Department of Agriculture; Cornerstone is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. Families can file a complaint of discrimination by writing to the U. S. Department of Agriculture Director, and the Office of Civil Rights, if they believe that they were treated unfairly.

**Financial Management**

The Cornerstone Council falls under the auspices of the ALWC Services Board of Directors and therefore this body has responsibility for the oversight of the financial management of the school. The financial management team for the school will be selected and interviewed by ALWC Services. The staff member who is directly responsible for the school must have no less than two years experience with school finances. Additionally, this person must also possess a BS degree in Accounting or a Business related field. Further, the selected staff will have experience in federal, state and local grants management.

**Financial Responsibilities:**

The financial management team of ALWC Services along with an independent bookkeeping firm will prepare all of the financial data for the Cornerstone.
a. The annual budget is created through input from the Staff, Principal/Director of Education, and Financial Management staff. Once the budget is completed it is approved by the Cornerstone Council.

b. School expenditures are approved by the Principal/Director of Education, School Treasurer & the Cornerstone Council. The Financial Management Team in tandem with the bookkeeping service (Outsourced school bookkeeping firm) prepares the financial statements on a monthly basis. The statements consist of a balance sheet, monthly revenue/expense statement, year-to-date revenue/expense statement and specific fund reports.

Recruitment and Admissions Procedures

The marketing plan for attracting students:

Cornerstone Academy for Technology Charter School will open for enrollment to any persons in grades 9-12. However, our marketing and promotion of school enrollment will focus on families in Northwest Lake County, Indiana. Assuming that the school will draw its students primarily from Gary, Merrillville, Hobart, Lake Ridge and Schererville, there may be need for transportation which will be provided by Student First Bus Company. Cornerstone will cater to all students by actively seeking to serve an at-risk population, including teenage parents and victims of school bullying or violence, addressing attendance, academic, and gender issues.

Student recruitment will encompass word-of-mouth referrals, radio advertisement and newspaper articles about the school. We will place advertisements in local papers and advertisements on local radio about enrollment for the coming school year. We will also offer a tour of the facilities and informational sessions to ensure public awareness of the coming school. All of this is to explain the purpose and goals of the school, as well as the enrollment and lottery processes. Press releases will go out to the local media, as well as to local educational agencies, community centers, and churches.

By March 15: Begin statewide advertising campaign to begin recruitment of students for the coming year.

By April 2: Begin staff recruitment and advertising for the teaching and administrative staff for the school.

By May 1: Have all legal and educational set-up complete so that the educational facility may operate as a school in Northwest, Indiana.

By May 6: Cornerstone Academy, Inc. will inform BSU, Office of Charter Schools of this schedule and intent to draw names in a lottery for any open spots available in the Charter School. A BSU representative will be invited to attend this drawing.
**By May 9:** Begin sorting existing applicants into lists of 9, 10, 11 and 12th grade rosters.

**By May 16:** Put each individual name on separate pieces of paper of identical size. Divide names will be put into groups of 9, 10, 11 and 12th grade potential students.

**Between May 16 and May 20:** In an advertised, public meeting, names will be drawn by an independent third party. That person will draw names from the 9th grade potential group until all names have been drawn. He will announce the names publicly, and each name will be recorded in the exact drawn order. He will continue the same procedure for 10th grade, then 11th grade, then 12th grade. Siblings of current students will automatically be given any open available spots.

**After May 20:** Applications received after the drawing shall be added to the end of the waiting list in the order received. Siblings of current students will automatically be given any open available spots during the same or following year.

**By June 1:** Training begins for the administrative staff for the month of June.

**By June 18:** Notifications of pending school opening dates and information packets will be sent to students.

**By June 25:** Announcement of the dates for parent meetings held prior to the official acceptance of the student. Parents will need to fill out a complete application and submit any transcripts from previous schools, as well as complete records concerning special education, immunization and parental information. If there are not enough applications for spaces available, all names will be accepted and enrollment will continue on a first-come, first-serve basis until all positions are filled. If the number of applications exceeds the available space, a lottery will take place. All names will be drawn and the order of the drawing will be recorded. Based on the number of available spaces, the names will be accepted in order, and any remaining students will be placed on the waiting list in the same drawn order.

**By July 1:** Training begins for the in-coming staff for the month of July.

**By August 1:** First day of school.

Once names are drawn in the lottery by May 16th, all accepted families will be contacted via letter and telephone and instructed to come to the school to complete the application and registration processes. Families will be given one week to complete the application and registration processes. If the family does not complete the processes within the time allotted, the name will then be placed at the end of the waiting list, and the first name on the waiting list will be contacted to enroll in the school.
Cornerstone Academy will develop several community partners that are willing to work with the school. The school will develop a dual-enrollment agreement with Ivy Tech State College for certain vocational courses. The school will affiliate with the Hammond Area Career Center and begin working with the Northwest Indiana Educational Service Center to provide career and technical education, and professional development with educational resources. The school’s affiliation with ALWC Services will give the school value-added services in finance, administration, facilities, support services, and maintenance.

**Family-School Partnerships**

Parental involvement is sought as a part of the policy and decision-making processes in the school. The school will also start a Parent-Teacher Organization (PTO) to further support involvement and assistance. The school will maintain sign-in logs for school events and involvement activities and connect the sheets to the student roster for the percentage of student families participating in family involvement activities. School families and faculty will play a significant role in the management and operation of the school.

**Facilities**

Cornerstone Academy of Technology will lease a vacant school building in Griffith Indiana that contains nineteen (16) classroom areas located in a two story free standing building on grounds in Griffith, Indiana. The educational building was built in 1990 for educational services with a total of 18,000 square feet. The classrooms are designed to hold up to twenty (22) students each. The building contains a cafeteria for up to 170 and a kitchen, with staff lounge and office space for the Principal/Director of Education, gym, guidance counselor, school secretary, parent involvement room, staff workroom, and conference room. Two 20-station computer labs are in the building, and each classroom has the option of three computers.

**Desegregation Orders**

Cornerstone is committed to comply with any relevant desegregation orders within Lake County communities. To the best knowledge of the applicant, no desegregation orders exist that apply to the school or the school’s service communities.

**Transportation**

Transportation is the responsibility of the parent and/or guardian. However, with enrollment need we will employ the services of Student First bus services for one bus to incorporate centralized stops.

**Resume**
DAWN Y. GREENE

928 W. 68th Place
Merrillville IN, 46410
(219) 736-0583
dgreene24@sbcglobal.net

OBJECTIVE

My career goal is to secure a position that will give the opportunity to utilize both my educational and financial experiences.

EXPERIENCE

2010            Campagna Academy                                    Schererville, IN
Building Principal/Educational Director

■ Staffing and Personnel management for a 25 employee school setting
■ Responsible for 25 employees in three divisions of the school with three separate budgets. Implemented a “by class budget system” to control costs and ensure fiscal responsibility for supplies and classroom needs. Worked with agency to ensure federal grants and proper compliance with all financial regulation. Curriculum direction and alignment of curricular offerings to meet special needs and exception student differentiation.
■ Creation of budgets inclusive of several federal and state funding sources.
■ Collaborative relationship with Ball State University, local schools and educational entities, government and state regulatory agencies

2005-2010     School City of East Chicago                     East Chicago, IN
Assistant Superintendent/Director of Federal Programs/Dep. Treasurer

■ Federal Program compliance and reporting/grant writing.
■ Outsourcing assessment and facilitation of process
■ Union/Corporate contract review and negotiation for programs.
■ Leadership/Staff interviews and organizational placement.
■ Supervision and oversight of employees at multiple levels.
■ Deputy Treasurer assignments/Assist with budget process and annual reporting/Contract Bidding/Board Reporting.
■ Strategic Planning for district initiatives and community relations.
■ Mentoring initiatives for teachers and administrators.
■ Implementation of legislative changes concerning Indiana public education including personnel, operational and financial.
■ Curriculum/School Improvement Budgeting/Title I, Title II
■ Personnel Department oversight and management.

2001-2005 School City of Hammond (Clark MS/HS) Whiting, IN
Business Education and Technology Teacher (Team Leader)

■ Specialized in Accounting, Business Law, and Technology.
■ Sponsored Business Professionals, Yearbook, Class and Debate.
Completed Administrative Internship under High/Middle School Principal.
Co-Chair School Improvement and District Cash Flow Committees, member of Principal’s Advisory, Staff Development and Safety teams.

1999-2001 State of Indiana Merrillville, IN
Coordinator of Services for Developmental Disabilities
- Secured Educational and Medical Services for disabled clients.
- Handled complaint investigations and legal appeals/hearings.
- Student transitions from school to community employment.

1994-1999 Indiana Wesleyan University Marion, IN
Assistant Director/Administrator Upward Bound High School Program
- Teacher/Staff recruitment, training and retention.
- Student and Volunteer Staff recruitment.
- Program Marketing, Funding (Grants) and Administration.
- Curriculum development, teacher and mentor.

PROFESSIONAL LICENSURE & ASSOCIATIONS
- Administration and Supervision #1005440
- Business Education K-12 #960939
- Indiana Association of School Business Officials
- Indiana Association of Public School Superintendents
- National Association of Secondary Principals

Essential Skills
- Essential school financial and basic accounting knowledge.
- Efficient, detail-oriented, highly organized with strong analytical and problem solving skills.
- Designed a teacher/administrator mentoring and coaching model for a district of 6,000
- Created, maintained and implemented budgets for schools and individual departments
- Designed and organized a Grant Management Department for a school district
- Obtained grants in excess of 5 million from federal, state and local funding sources.

ADDITIONAL EXPERIENCE

Adjunct Faculty for Indiana Wesleyan University & Ivy Tech State College (Grant County).
- Intro to Business, Accounting, Essential Skills, and Law

Trust Accounting Manager of Norwest Bank, NA Fort Wayne, IN
- Personnel Supervision Trust Operations Department
- Portfolio Management and Accounting
EDUCATION

Purdue University                           December Candidate 2011 Doctoral Educational Studies
West Lafayette, IN

Purdue University Calumet 12/2006 MA Educational Administration
Hammond, IN

Indiana Wesleyan University 1998 MBA-Human Resources Marion, IN
Calumet College 1995 BA-Business Management Whiting, IN

REFERENCES: Upon Request