

Vision and Mission

Vision: Charter School of the Dunes (CSD) is an educational setting of excellence where children achieve full potential in their academic, personal, physical, moral, environmental and cultural development.

Mission: Our mission is to inspire success through an innovative curriculum, while cultivating environmental stewardship and setting high standards for student achievement through family and community involvement.

Together, these beliefs are the heartbeat of the school and all aspects of the everyday functions of the school are implemented with the vision and mission in mind.

Goals and Academic Performance

After reviewing and analyzing the student performance data from NWEA, ISTEP+, Acuity, DIBELS, TRC, and mClass math (Appendix A), we identified those skills in which a majority of the students in the school showed deficiency and created goals to address the improvement needs. There are three English/Language Arts (ELA) goals and three math goals. Included in each of these goals are objectives and the action plan for the year: implementation steps, roles and responsibilities, implementation schedule, and how the success will be measured (Appendix B).

Although we have seen progress in some areas, we have not seen substantial enough growth to consider any skills as strengths.

In order to overcome the deficiencies of student performance, we need to understand why these deficiencies are occurring and what is needed to improve them. Two years ago, my first year at the school as the educational leader, we made great strides in student performance as we emphasized our instructional focus on the math and ELA deficiencies as determined by an analysis of the student performance data. Last school year, since we had shown strides, we decided to try various new initiatives in instructional practice and procedures. While our intentions were good, our implementation of too many initiatives at one time took away from our previous year's focus and as a result, our test scores unfortunately decreased. In addition to the various initiatives, another factor influencing the decrease in student performance was the transient population with new enrollment each year. For the past two years, we have gained a new student population of approximately 23% each year. Of those students, over 85% of them were behind at least a grade level. To overcome this obstacle and raise all student achievement, we used NWEA, DIBELS, TRC and mClass math to determine a benchmark for all students at the start of the school year. This year upon analyzing the data and identifying the deficiencies for each student, we set individual goals for each student and established small group instruction setting for those not on grade level. For small group as well as whole group, we chose specific research based interventions such as Response to Instruction (RtI), Voyager, Passport, and Total Participation Techniques (TPT) based on the needs of the students. The small instruction groups are based on skill set so if a

student has multiple deficiencies, they have various small groups throughout the day for more individualized attention. To monitor students' growth on their goals, progress monitoring occurs with DIBELS, mClass math, TRC, Fountas & Pinnell, NWEA, and Acuity. While progress monitoring, if a goal has been met, a new goal is created if a goal is not met, additional interventions are put in place during small and whole group instruction. To provide further assistance to those students having difficulties, we have also incorporated daily tutoring before and after school, SES tutoring, and ISTEP+ tutoring sessions.

In addition to individual goals, small group instruction, progress monitoring, and tutoring, we are incorporating various professional development (PD) activities, based on our six school goals, to improve teacher effectiveness. PD workshops provided for our staff include:

- Coaching model for effective teaching by Charlotte Danielson
- Curriculum mapping and pacing
- Aligning curriculum to the standards
- Data analysis and interpretation
- Goal setting (individual and class) based on data analysis
- Higher Order Thinking Questioning
- Total Student Engagement (TPT)
- Instructional Roundtables
- 6+1 Writing workshops
- Everyday Math Conference
- Guided Math Workshop
- ISTEP+ Workshop
- Smekens Education presenters specific to ISTEP+ criteria
- Math interventionist coach working with teachers individually
- ISTEP+ format for classroom activities and assessments
- Class work and assessment grading based on ISTEP++ rubric
- Weekly Grade Level Meetings to discuss instruction, plans, and data
- Weekly Collaboration Meetings for grade level instruction
- Response to Instruction (RtI)
- Science Notebooking to improve writing skills cross curricular

To determine whether these strategies are being effective, we monitor teaching through classroom observations, lesson plan preparation, and reviewing student work. We monitor teacher effectiveness based on student performance, with classroom assessments, and progress monitoring benchmarks.

Our cohort data of NWEA (Appendix C) over time shows the progress of students who have been at CSD for more than two years is much greater than newer students to our school. We are not out performing the local non-charter school yet, but with the newly designed small group instruction as well as focusing on researched-based interventions, we should raise the achievement of all students including those who are multiple grade levels behind. However, with the new students being so many grade levels behind, it will

take a couple of years to bridge the achievement gap between us and the local non-charter school and eventually surpass their scores (Appendix D).

In 2008, we met AYP. In 2010 (due to ISTEP++ restructuring there was no 2009 AYP results), we missed AYP by two categories: Student Group of Black and Overall for math performance. We missed AYP in 2011 by nine categories: English and Math performance for Overall, Black, F/R Meals, and Special Education as well as failed in the Attendance category (Appendix E). Since our population is over 96% Black and nearly 80% F/R Meals, these categories represented the majority of our students. With our new instructional and PD plans for this year, we are addressing both the primary and secondary indicators regarding our AYP status. We have addressed our failure in the Attendance category by adding the position of attendance officer this school year. This person will monitor tardies and absences and will work with the parents to eliminate these deficiencies. Ideally, reducing the tardies and absences should result in also raising student achievement as students will no longer be missing instructional time.

When reviewing our PL 221 results, we have always had the status of Academic Progress except for the years 2007 and 2011 in which we had a status of Academic Watch (Appendix F).

Our best performing year was 2008:

- Higher Growth/Higher Achievement for math and ELA were 15% of student body
- Higher Growth/Lower Achievement for math and ELA were 65% of student body
- Lower Growth/Lower Achievement for math and ELA were 20 % of student body

In 2010 our results were as follows:

- Higher Growth/Lower Achievement for math was 18% of student body
- Higher Growth/Lower Achievement for ELA was 26% of student body
- Lower Growth/Lower Achievement for math was 81% of student body
- Lower Growth/Lower Achievement for ELA was 69% of student body

Our lowest performing year was 2011:

- Lower Growth/Lower Achievement for math and ELA were 100% of student body

* When analyzing the data since 2006, no particular pattern was found with a certain cohort group or grade level (Appendix G).

When analyzing such deficiencies, we did realize that we need to address the transient population (25% of student population each year are new students) as nearly all the new students we acquire are below grade level, and although they may make gains as shown by their NWEA scores, they are still behind grade level for the ISTEP+ test which is

reflected above. In addition to focusing on our six schoolwide goals with new plans for instruction and PD, we have addressed the transient student population this year with evaluating the new students and creating intensive small group instruction for those behind grade level.

For our 17% Special Education population, we have alternative assessments of ISTAR and IMAST. Our Special Education students have had a 100% success rate for these alternative assessments (Appendix H).

Again, when reflecting on our past performance we realized that we needed to change our focus this year to address all deficiencies of academic performance. Although our students have shown academic growth as indicated by NWEA results, the growth has not been sufficient enough to be on grade level for the ISTEP+. Realizing this detriment, we have done the following this year to improve our academic performance:

- Developed Curriculum Maps and pacing guide in accordance to state guidelines
- Aligned Curriculum to state standards
- Create a more rigorous curriculum
- Eliminated new initiatives that were not part of our school's six academic goal action plan
- Developed classroom assessments and grading rubrics to align to ISTEP+
- Analyze data for individual and class goal-setting
- Small group instruction based on skill set
- Require Higher Order Thinking questioning on every lesson plan
- Require Total Participation Technique for all student engagement
- Weekly classroom walk throughs to each classroom to observe instruction
- Bring in ELA and math coaches to work with teachers and aides
- Various PD that correlate with our six schoolwide goals
- Hired an Attendance Officer to improve student attendance for instruction

High Quality Instruction

After reviewing past performance, we have revamped our teaching strategies as well as curriculum integration. For each grade level, K-9, we have created curriculum maps and have aligned our curriculum to the appropriate Core and Indiana State Standards. For teaching and classroom instruction methods, we ensure teachers are following their curriculum maps, lesson plans are including Higher Order Thinking questioning, and teachers are including TPT lessons while keeping focus on our six academic goals. Each week, teachers participate in a grade level meeting where team leaders review their plans and student work to make sure our instructional plan is being met. Team leaders also conduct weekly classroom walk throughs to observe teacher instruction and ensure our schoolwide plan is being followed. These changes are new this year, but we have already noticed an improvement in student achievement through progress monitoring and reviewing student class work and assessments. In addition, all teacher aides conduct progress monitoring with all grade levels, and discuss any patterns of deficiencies in

student performance from one grade level to another. This discussion has been helpful as teachers then adjust their instruction to better prepare students for the next grade level.

Our original charter had no relevance as a plan to increase student achievement. After reading the previous charter, it was no surprise as to why student achievement was not rising at a steady pace since no particular instructional plan was in place. When I became the instructional leader two years ago, we were creating our charter renewal, and the direction of the school changed to emphasize student achievement. This renewal contains strategies based on data analysis from multiple assessments and researched-based practices while complying with all legal requirements.

Clearly Defined Rigorous Curriculum

Our philosophical approach to educating students is to meet each student's individual academic needs. Individual student and class goal-setting is a unique and innovative approach that we have at CSD. These goals are teacher created based on the analysis of a student's initial benchmark assessment. Progress monitoring then takes place as often as every two weeks. During progress monitoring, if students have not met their goal, additional interventions are created to meet the students' needs. If during progress monitoring there is evidence that students have met their goal, then a new goal is created for them.

Our school design of individual goal-setting has improved educational outcomes for the student population as evidenced by the growth achieved by students during the NWEA assessment (Appendix I). In addition to assessments, we will know if our school's design has improved educational outcomes by evidence used for our management company's Focus Outcomes (Appendix J).

As we continue to build our educational foundation, we have expanded this year to ninth grade. If our charter is granted a renewal, we are requesting a program modification of adding a grade level each year until we are a K-12 grade school. Our rationale for additional grade levels is the same as our request for ninth grade (Appendix K).

Evaluating Student Achievement

All school assessments are aligned to the school's curriculum framework and state performance standards. Our schedule for assessments at CSD is as follows:

Assessment	Grades Taking	Windows
NWEA	3-9	Sept 1-Sept 30, 2011
NWEA	3-9	Dec. 1-Dec 22, 2011
NWEA	3-9	Apr. 18-May 18, 2012
ISTEP+- Multiple Choice Online	3-8	April 30-May 9, 2012
ISTEP+ Applied Skills	3-8	Mar 5-Mar 14 2012
IREAD	3	Mar 19-Mar 21 2012
ECA (must Narrow Window)	9	April 23-June 6, 2012

Acuity	3-8	Oct. 13- Oct 28, 2011
Acuity	3-8	May 21-May31,2012
Acuity	3-8	Mar 15-Mar 30 2012
Acuity	3-8	Jan 9- Jan 30-2012

*For our specific dates of testing for this school year see Appendix L.

To evaluate student performance, in addition to the above mentioned standard tests and progress monitoring, we also have teacher created assessments that align to the state standards. Teacher created assessments are ongoing throughout the school year.

To provide as effective instruction as possible for these assessments, teachers have aligned the curriculum to Core and State Standards and follow a curriculum pacing guide to ensure materials are learned in a timely manner. For all year preparation of ISTEP+ testing, we have incorporated schoolwide writing prompts as well as math extended response questions that occur monthly.

To optimize student achievement, analysis of the student data needs to occur in order to make adjustments in instruction. The process of data collection is listed below with each end result of discussing analyzed data with students and parents during individual meetings:

Acuity: Test Coordinator > Administrative Team > Teachers > Students and Parents

NWEA: Administrative Team > Teachers > Students and Parents

DIBELS, mClass math, TRC: Administrative Team > Teachers > Students and Parents

ISTEP+: Administrative Team > Teachers > Students and Parents

Test results and instructional strategies to meet the students' needs are also shared with the entire school community with presentations at a CSD board meeting as well as at a Parent Advisory Committee meeting.

The Administrative Team, consisting of the principal and team leaders, analyzes the student data for each assessment. After analyzing, strategies are then put in place to enhance the students' strengths and to improve knowledge in the deficient areas. Examples of these strategies are listed below:

- Individual goal-setting
- Intensive small group instruction based on skill set
- Researched-based intervention programs such as Voyager
- RtI
- Parent workshops to teach study skill strategies to parents to work with children at home
- Test preparation in all grades to learn common format and language

- Tutoring before and after school
- Summer school

For third grade, the IDOE has established IREAD-3, an assessment for reading. If a student in the third grade is not at a third grade reading level by the end of the school year, the child is to be retained in the third grade. In preparation of this law, CSD established this criterion last year with using NWEA as the assessment. Consequently, we retained ten students based on this criterion.

Another new procedure was put into place at the end of last school year. If a child had not shown substantial growth as evidence by the schoolwide assessments, then the child was required to attend summer school. If the student did not show substantial growth during summer school, the child was retained for the next school year. Approximately 42 students attended summer school as a result of this procedure.

Special Populations (submissions by AQS)

We clarify to all parents interested in sending their students to CSD that we accept all students, without reservations. This is emphasized during the Open House to attract new students, when we give tours to prospective families, and when we speak in our community. Our initial enrollment application asks nothing about the special needs of a student. It is not until after a student has been accepted, that we ask the parent to fill out the complete application which asks if their child receives special education services. We are able to retain our special needs students by giving them, and their families, personalized service. We adhere to the Individualized Education Plan (IEP), giving appropriate accommodations, modifications, specific minutes of instruction, and any needed auxiliary services. All teachers are trained in differentiated instruction, allowing all students to experience success within the curriculum.

Special education teachers receive additional training in writing appropriate IEPs, maintaining IEP compliance, use of the Indiana IEP (IIEP) system, and a deeper understanding of specific academic and behavioral strategies to use with their students. Additionally, we encourage our special education teachers to take advantage of the many professional development opportunities available to them statewide.

We feel that because CSD is such a close-knit community, we are quickly aware of any specific needs of our families. Our staff interacts with parents at least twice a day-at drop-off in the morning and pick-up in the afternoon. We encourage our staff to speak with parents and get to know each one. As a result, parents feel comfortable telling us of any hardship they are experiencing.

We also ask our classroom teachers to communicate frequently with parents through phone calls, emails, and face to face meetings; to ensure compliance, teachers maintain a communication log. We learn quickly if someone is in need or homeless. We have instructed our staff to let the office know immediately if a student becomes homeless so that we may take appropriate steps to ease their burden.

Once identified, the school therapist will meet with the family to offer an array of community services. The school therapist will also meet privately with the student during this difficult period. If not already receiving free lunch, breakfast and textbooks, we will move immediately to ensure that is done. If the student needs help adhering to the school dress code, we will provide that immediately as well.

We will offer a safe and quiet place before and after school for the student to receive extra academic help if this is warranted. We will look for alternative methods of transportation to ease the burden as well.

During our enrollment process, parents are required to fill out an application. Within that application we ask if the student receives special education services. If the parent checks that box, the school secretary notifies the special education staff and contacts the sending school for a complete special education file. While the new IIEP system will ease this in the future, we will continue to contact the previous school for a current, complete special education file until the entire state is on IIEP.

During the school year, if a parent requests a special education evaluation for his/her child, we begin student testing according to the federal guidelines. Based on these test results, the child is placed in the appropriate educational setting; this setting may or may not include special education services.

Any special needs student will be flagged in Power School so that staff will be aware of potential accommodations/modifications for that student. Before the school year begins, the special education staff will begin building their caseload of students. Once school begins, or whenever the student is enrolled, the classroom teacher will receive timely notice of appropriate accommodations, modifications, and goals pertaining to each student.

Each special education teacher maintains frequent contact with the classroom teacher to plan appropriate lessons, and to work together to assure student progress on their individual goals as well as in the general education curriculum. When appropriate, the special education teacher will deliver services within the general education classroom, working and planning this with the general education teacher involved.

Our school also identifies students with disabilities through our Response to Instruction (RtI) committee and framework. As the committee meets, they carefully monitor student response to interventions to discern a need for further interventions. If a student moves to a need for Tier III interventions, the committee will closely monitor the data to determine if the student should be tested for a disability. Once the need to test the student is determined, all appropriate timelines will be met and an IEP developed to ensure student success.

Due to new enrollment, testing requests, and RtI, our special education population has doubled in the past two years (33 students to 67 students). We are accommodating this increase by hiring additional special education staff.

Our goal is to have all students fully included in the general education classroom. Once identified, or upon a move-in conference, special education students are placed in the general education classroom for as much time as possible, according to their needs and testing results. If a special education student is struggling in the classroom, we will first attempt to offer help within the classroom. If still struggling, there may be a need to pull-out the student to reinforce the curriculum in a smaller setting with different strategies. We feel all students will succeed within the general education classroom because we emphasize differentiated learning strategies within all our classrooms. We feel that in most cases, the student will improve within the general education classroom where a rich curriculum is offered.

Within the general education classroom, as well as in all special classes, recess and the lunchroom, all of our students enjoy the company of each other under adult supervision. Staff encourages students to have lunch with anyone sitting alone, or to play with anyone standing alone. Classroom teachers develop classroom projects ensuring all students will be able to be actively involved and heard.

Once the school year begins, our testing coordinator works with the special education staff to identify all accommodations and modifications for our students with disabilities. Together they work to develop a list of students who will need a different environment, or a different schedule. The list of students and accommodations will be sent to the state some time before the testing dates. Once testing begins, students with disabilities will be afforded all accommodations and modifications identified within their IEP. It is our belief that all students will attend field trips, concerts, outings, and any convocation assemblies unless the student has made poor behavior choices resulting in a loss of these privileges. We believe this is an area of great educational benefit to our students, and we encourage all students to make the choices that will allow them to attend these activities.

Through our application process, or before the beginning of the school year, we will identify students from non-English speaking families. Once identified, we will administer the Home Language Survey to determine the level of need for English services. We will follow the state guidelines regarding Title III and the mandates regarding offering of services to those students identified as English Language Learners (ELL).

Although we have not had any students qualify as ELL, if we ever do then those students will receive the appropriate instruction services to help them attain English proficiency. We will administer LAS Links in the spring to those students, and will advise the parents of the results when received. Our goal is to have all of our ELL students achieve a Level 5 on the LAS Links within the proscribed two year program.

Code of Behavior and Discipline

At Charter School of the Dunes disciplinary measures are used to maintain a safe and orderly school environment that promotes CSD's philosophy of providing a college

preparatory education for all students. Students are expected to follow the guidelines as stated in the student handbook to ensure a positive learning environment. As stated in the handbook, progressive discipline is implemented when disciplinary infractions occur.

Charter School of the Dunes expects all students to conduct themselves in a socially responsible manner. Our standards of behavior are embodied in our school motto that states, "Today, I will respect myself, others, and the environment. I will be a problem solver, be responsible, and be ready to learn." These behavior expectations were created for interpretation and understanding by all age groups attending CSD.

Positive student behaviors are acknowledged through CSD's Positive Behavior Intervention Support system (PBIS). This acknowledgment system rewards students that display socially responsible behaviors. Students are able to earn Dunes Dollars to spend at the Dunes store for being a positive member of the school community. Another component of CSD's positive school environment is student recognition; students receive nominations for weekly and monthly rewards.

When students display behaviors that are disruptive to the positive learning environment, CSD implements the progressive discipline policy. This policy is divided into three tiered categories that define the behaviors and state possible consequences for the negative behaviors. As a student behavior negatively progresses, the consequences for the behavior is determined by previous infractions. However, each disciplinary case will carry its own merit and will be adjudicated according to the facts accompanying the case therefore students with identical behaviors but different disciplinary records may receive different consequences.

These policies create an environment for learning by acknowledging more desirable behaviors and discouraging negative student behaviors through progressive discipline. As a result of these policies, students will be able to actively engage in the learning process in a more positive educational setting.

The PBIS system allows students with a desire to display positive behaviors to be acknowledged as opposed to students with negative behaviors receiving that attention. Behaviors such as completing assignments, displaying Character Counts pillars, or showing respect towards others will contribute to creating an environment conducive to student achievement.

The progressive discipline policy allows the school to remove students that display behaviors that are disruptive to the learning environment. This policy is fair in that it allows the students to understand that with each infraction a more severe consequence will occur. For students with repetitive negative behaviors, the infraction may result in removal from the school community. The removal of these students allows students that are displaying positive behaviors the opportunity to learn without the threat of disruptions.

The intention of implementing progressive discipline was to emphasize the importance of instructional time and student behavior in regards to student learning. As a result of progressive discipline, along with an influx of newly enrolled students adjusting to our school culture and expectations, our suspensions more than doubled last year.

Professional Development for Teachers

The CSD administrative team is providing professional development on topics aligned with our six academic goal as we support our teachers in the area of student achievement. Each week, the Team Leaders meet with teachers and instructional assistants during their planning time to discuss instruction and to improve instructional practice. During these meetings, the Team Leaders reinforce topics covered in professional development, give additional supporting resources, and schedule visits with teachers to observe the use of strategies taught during professional development and to model quality and rigorous instruction (Appendix M).

Every Wednesday, which are early dismissal days, CSD teachers participate in professional development. This professional development is delivered by the Team Leaders or hired educational consultants on topics that promote student success including, but not limited to:

- Student engagement
- Higher order thinking skills
- Setting class and individual student goals
- Comprehension and vocabulary strategies
- Class and individual student goal setting
- Data analysis
- Standards based instruction
- Curriculum mapping and alignment
- Math interventions
- ISTEP+ strategies
- Science Notebooking
- Rubric Usage

On Thursdays, CSD teachers engage in collaboration meetings with their grade level teams. During these meetings our teachers come together to discuss progress made towards the six academic goals of our school. From their discussions, the teachers work together to create weekly lesson plans to help our students achieve goals (Appendix N). To ensure that the professional development provided is being utilized, the school administration monitors the use the strategies through classroom observations, walkthroughs, and individual meetings with teachers.

Two years ago, our test scores rose quite substantially due to a primary focus on math and ELA achievement. All of our professional development was centered on math and

ELA instruction and improvement. Last year, we implemented other initiatives outside of our math and ELA focus and found that our test scores dropped significantly. Because of this, this year we have refocused and are going back to basics to provide quality professional development aligned to our six academic goals to increase student achievement. Although our mid-year benchmark assessments are not yet complete, we are seeing significant gains thus far.

Our administrative team consistently evaluates the effectiveness of professional development and how it transfers into classroom practice. We use multiple strategies to evaluate how well the professional development provided is transferring into the classroom. These strategies include but are not limited to:

- Monthly teacher observations
- Weekly Grade Level Meetings
- Monitoring teacher progress through data collection and student work
- Feedback surveys for teachers
- Monitoring student progress through data collection and student work
- Giving consistent feedback to teachers (meetings, feedback forms, walk-through forms)
- Benchmark assessment data disaggregation

In using these various avenues of evaluation, our goal is to ensure that all of our teachers receive consistent feedback utilizing multiple methods that assess their effectiveness in transferring PD into classroom practice.

School Leadership (submissions by AQS)

Roles and Responsibilities of the school leaders:

Principal –

- Attends extracurricular activities for the purpose of supporting students and staff in all school functions and ensuring continued rapport with students and staff.
- Chairs meetings for the purpose of coordinating activities and ensuring that outcomes achieve school, AQS, and/or state objectives.
- Composes a wide variety of materials for the purpose of documenting activities, providing written reference and/or conveying information.
- Delegates responsibility for a variety of administrative functions to other personnel for the purpose of managing the workload more efficiently.
- Facilitates communication between personnel, students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Facilitates staff development and in-service programs for all certified personnel for the purpose of developmental opportunities and educational planning and knowledge.
- Implements policies, procedures and/or processes for the purpose of providing direction and/or complying with mandated requirements.

- Manages school administrative functions for the purpose of maintaining safe and efficient school operations within district guidelines.
- Prepares and administers the budget and insures all monies collected and disbursements made are properly accounted for the purpose of meeting district budget restrictions.
- Presents information for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
- Represents the school within community forums for the purpose of maintaining ongoing community support for educational goals and/or assisting with issues related to school environment.
- Screens requests for materials and supplies for the purpose of determining the relationship of materials to the program, school and district standards.
- Supervises all certified and classified personnel assigned to building for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's curriculum.

Team Leader-

- Coordinate programs within the team
- Coordinate between own team, other teams, and other teachers
- Serve on and appoint team members to various committees
- Familiarize new teachers and substitute teachers with school programs and other pertinent information
- Responsible for the development of new approaches from within the team and for keeping up with new trends and research in education
- Schedule and conduct team meetings
- Assist in the selection of personnel
- Coordinate parent/teacher conferences and report information to appropriate administration
- Develop and maintain a high level of morale among team members
- Responsible for the care and distribution of equipment and materials
- Serve as a first recourse for team members who encounter classroom problems
- Recognize and encourage professional growth of team members
- Perform other related tasks/activities as assigned by the principal and/or designee

Leadership Positions at CSD

Principal:

The job of the School Principal was established for the purpose/s of managing assigned school site operations; coordinating site activities; representing the school within the community; and addressing situations and resolving, problems and/or conflicts that could negatively impact the school (Appendix O).

Team Leader:

The Team Leader is a liaison between the administration and the team of teachers. This person provides day to day oversight to a team of teachers with the primary purpose of improving instruction (Appendix P).

Teacher:

The purpose of this position is to create a flexible educational program and a class environment favorable to learning and personal growth; to establish effective rapport with Teacher students; to motivate students to develop skills, attitudes and knowledge needed to provide a good foundation for education in accordance with each student's ability; to establish good relationships with parents and other staff members (Appendix Q).

- There have been no additional leadership roles since the original charter.

Teacher Evaluation System

This school utilizes a teacher observation and evaluation system that includes several elements of the Framework for Effective Teaching. All instructional staff members are observed and evaluated in accordance with these standardized procedures and forms and with the use of a consistent observation and evaluation process. The process includes pre and post observation conferences, informal visitations and formal, written observation reports and an additional Annual Summative Performance report (Appendix R).

The school looks at the following types of evidence or information in the formal teacher evaluation process: formal observation, informal, walk-through observations, pre and post observation conferences, teacher work samples, the teacher Professional Development Plan, teacher self-evaluation and evaluator narrative. The school utilizes the teacher evaluation system results to plan professional development, inform teachers Professional Development Plan, to inform recommendations for continued employment, to inform teacher placement decisions. Student achievement outcomes or student growth data are addressed in the required Annual Summative Performance Report Conference in relation to each individual faculty members' Professional Growth Plan.

During the mandatory individual and personal conference required as part of the process for this Annual Summative Performance Report, topics such as student achievement and a mutually designed Professional Improvement or Growth Plan is discussed between each faculty member and his/her Principal and/or Supervisor. The formal Observation Report form and the evaluation process requires actual observations of faculty carrying out assigned instructional duties in various settings and the format for written report includes performance indicators in the four major areas of Planning and Preparation, Classroom Environment, Instruction, and Professional responsibilities (Appendix S).

School-wide Accountability Measures

One measure of accountability is each month the school principal prepares written and oral report for the board of directors which includes information relative to enrollment,

academics, discipline, facilities, finances, parent involvement, and professional development. Board members are provided with this information prior to the meeting to ensure they have adequate opportunity to review the information provided and ask questions regarding information that may need clarifying or that may have been unintentionally omitted. After hearing an oral version of the principal's report and asking clarifying questions, the board then moves to accept the principal's report as provided. In addition to accepting the principal's report, the Board may also vote to approve any expenditures from the previous month (Appendix T).

Another measure of accountability that the principal is being an effective instructional leader is if the school has poor student performance, the Board may instruct the principal to create an improvement plan in the area(s) of concern (Appendix U).

CSD board of directors has grown tremendously as a governing board since the inception of the school. One of its strengths is proper governance which was learned from training and advanced training with Brian Carpenter. Another strength of the Board is the diverse make-up of the members through race, gender and professional backgrounds.

Challenges that the Board has encountered include poor management by an EMO, administrative turnover and low test scores on the ISTEP+. The board overcame the challenge of a poor performance of the EMO by terminating services with that EMO and hiring a new one. To combat high administrative turnover, the Board hired a local candidate who is vested in the community and has developed an action plan to overcome the last challenge of low ISTEP+ test scores. The Board addresses any organizational challenges during monthly board meetings and provides an opportunity at each meeting for any stakeholders to voice their concerns. As of date, no stakeholders have filed any formal complaints, but if that were to occur then the Board would discuss how the complaint should be addressed and initiate proper action.

School Board

- The school leader keeps the Board apprised of academic performance and progress, financial stability and organizational structure of the school by providing the Board at each monthly board meeting emphasizing each area (Appendix V).
- The school administration is evaluated by the management company, American Quality Schools (AQS) central office (Appendix W). To keep the Board informed, a copy evaluation will be shared with the school board.
- As assessment and evaluation of effectiveness, throughout the year, the Board reviews key components emphasized on Board governance as presented by Brian Carpenter during advanced board training and discuss the Board's compliance to this training

- For further governance training, the Board participates in yearly pod casts provided by Brian Carpenter and new board members receive initial training from the board president.
- The board of directors By-Laws provide an explanation of rules and policies for governance and operation of the school (Appendix X).
- CSD Board has approved a Conflict of Interest Policy (Appendix Y).
- School policies are changed or created when the Board or principal brings such suggestions to the Board, then the Board votes to change or accept the policies
- To ensure proper compliance to the Open Door Law, the Board was trained on this law by an attorney

Parental and Community Involvement

According to our original charter, we include parental involvement with surveys and the community with activities that are affiliated with the school. We have increased this involvement since I have become the instructional leader. Example of such activities include:

- Summer Community Open House with local business vendors and school enrollment information
- Health fair open to the community
- Monthly community meetings in the morning to acknowledge nominated Student of the Month for each class
- Monthly curriculum showcases
- Quarterly Academic awards ceremony
- End of year banquet for academic and student of the month candidates
- Veteran's Day program
- Invite a family/friend to lunch Day
- Parent Study Skills Breakfast
- Service Learning Projects (i.e. volunteer at local animal shelter, Beach Clean-up, food drives for local food pantries, donated items for local health organization, coat drive)
- Parent University (workshops for parents about nutrition, study skills, and managing finances)

Working together as an entire school community helps foster a child's education from all aspects and all of these activities are directly in line with our mission :

Our mission is to inspire success through an innovative curriculum, while cultivating environmental stewardship and setting high standards for student achievement through family and community involvement.

In addition to parental and community involvement, we have also expanded nationally to higher education institutions throughout the country through our involvement with No Excuses University (NEU). This network is designed to instill college readiness in all grades starting with kindergarten. Each class contacts a university of choice and asks if it will partner with the class to instill the importance of college. Once the university agrees with the partnership, the class is named after that university and the relationship begins. Universities will visit our classrooms and explain how the student can start preparing for college. The colleges represented at our school are:

Kindergarten: Ball State and Notre Dame

First Grade: Penn State and Ohio State

Second Grade: University of Tennessee, Northwestern, and Purdue University Calumet

Third Grade: Valparaiso University and American Musical & Dramatics Academy

Fourth Grade: Indiana State and Indiana University Northwest

Fifth Grade: Purdue and University of Illinois

Sixth Grade: University of Indianapolis

Middle/High School: Indiana University, IUPUI, and Dominican University

The NEU experience is aligned with our school goals as every No Excuses University has a well-defined process for identifying and creating the following exceptional systems:

1. Culture of Universal Achievement
2. Collaboration
3. Standards Alignment
4. Assessment
5. Data Analysis
6. Interventions

Finances (submissions by AQS)

Operating budget, past, present, and future:

- CSD has not experienced any significant variances between budgeted and actual financial performance over the last five years.
- CSD has a five year enrollment projections; the minimum enrollment expectation would be 85% of the projection for a given year and the maximum enrollment expectation would be no more that 110% of the projection for a given year (Appendix Z).
- While there are no significant changes projected in revenue sources, we project significant revenue increases due to increased enrollments, with a corresponding significant increase in facility cost due to the anticipated construction and occupancy of a new building (Appendix AA).

Describe the method for conducting annual audits of the financial, administrative and program operations of the school:

- Please see Section 12.6 of the attached AQS Policy Manual for the school's purchasing procedures and Section 10.0 for the school's payroll procedures (Appendix BB). Please see section 9.2 of the attached AQS Policy Manual for the school's policies on travel, professional development, and student field trips.
- AQS as the contracted agent for the Board, manages the School's finances on a day-to-day basis. AQS is financially responsible for managing the banking, petty cash, purchasing, payables, fixed assets and payroll for the School. AQS provides the Board and the established Finance Committee with monthly reports and fulfills all State reporting requirements. The Board's treasurer deposits all school funds in the School's bank account in a timely manner and reports to the Board on a monthly basis. Prior to the release of the funds, the Board must approve all expenditures. The School uses a numbered purchase order system and fund numbers are coded on all purchase orders. Items and services, when received are verified by the appropriate administrator and submitted to the AQS accounting department for processing. The records of all financial transactions are readily available on the automated accounting system.
- Please see attachment for the School's Management Response to negative findings of the most recent audit and for the School's Corrective Action Plan relating to the most recent negative audit findings (Appendix CC).
- Charter School of the Dunes fully complies with all Indiana and Federal regulatory requirements when hiring any independent contractors. The Board must approve all contracts prior to execution.

The school demonstrated sound and viable responsibility:

- The reporting of financial operations is increasingly important to the success of charter schools. Taxpayers are increasingly aware of the fact that the majority of public funds go towards financing public education. The School reports its financial information using traditional sources as furnished by the Indiana Department of Education. The School acknowledges it is subject to a biannual audit (and review in the off-audit years), and fully cooperates in such.
- In addition to the formal biannual audit, the board will avail itself to the financial information presented to it on the monthly reports provided by AQS which include: a) balance sheet, b) income statement, c) variance-to-budget report, statement of cash flow, bank reconciliation report, and current accounts payable report. In those years when the Indiana State Board of Accounts does not audit the financial condition of the School, the Board will cause an audit (or less-costly review), conducted by a reputable auditing firm to be performed.. The Board will make its financial information available to the local press and seek to inform local media about the School's financial condition whenever practical. The School publishes its financial information each year as required

- In terms of the School's budget, the process starts at the functioning level of the organization. Beginning in January, teachers and the other identified personnel are given work processing papers which will have the previous year's budget on those items directly under their control. The teachers and the other personnel will be in a position to make their recommendations for the upcoming school year. The team leaders and the principal will also be given worksheets to make their recommendations for the upcoming year. AQS then submits to the School's Finance Committee the proposed budget. The Finance Committee reviews and may make adjustments in consultation with AQS. The budget then goes to the entire board for final approval.
- In terms of expenditures, they are recommended to the principal through the administrative channel established for the School. Eventually, the request for expenditure is submitted to central administration for payment. The Board is kept informed by regular monthly reports that include the payee, the purpose of the payment, and any other data which is relevant to the payment. Each month the Board votes on the payments to all the vendors who have submitted appropriated paperwork and have been processed by the AQS staff. No expenditures are submitted to the central office without the principal's approval.

Demonstrate how the school is sufficiently able to operate and manage cash flow on a daily basis:

- Please see Appendix DD for the School's most recent Balance Sheet and Income Statements that reflect the school's fiscal solvency.
- The only current debt the school presently has is the Common School Loan with Deferral Letter and revised payment schedule (Appendix EE).
- Each month, as part of the Board Financial Report package that is submitted to the Board by AQS, is a Statement of Cash Flow that projects the school's estimated cash flow requirements for the next four months. This Statement of Cash Flow is also reviewed with the school's principal on a monthly basis with senior AQS financial managers. It is also the basis for the purchasing decision approval process by the school's designated Account Specialist.

EMO/AQS (submissions by AQS)

- A summary report of academic performance for the last three years is provided by AQS, CSD's EMO (Appendix FF). State assessment results for the district in which the school is located is also provided by AQS.
- AQS performance goals are for the school to strive to achieve a 6% increase per year in the ISTEP+ composite score. The ultimate goal is to reach and exceed the statewide average composite score on the ISTEP+ test.
- The official EMO policy in cases which a school does not meet academic performance goals is as follows:

ACADEMIC GROWTH

Approved by AQS Board – September 19, 2011

Any AQS school failing to show academic growth on state assessments will:

1. Immediately report to AQS central office administrators the officially announced test results.
 2. Prepare a comprehensive academic remediation plan focusing on raising academic achievement results with fifteen work days of the announcement of state test results.
 3. After approval of the plan by AQS central office administration, the school principal will present the plan to the particular school's board at the next scheduled board meeting.
 4. Failure to result in a determined measure of academic growth on state assessments at the school will result in the school being placed on AQS academic probation. Schools remaining on probation for a second year will result in:
 - a) No increased overall compensation for school administrators, teachers, or staff.
 - b) Individual teachers who achieve according to the AQS Performance Based reward system will be compensated for their performance
 - c) The AQS central office assuming the overall direction and operation of the school, including personnel assignment, as well as a reformulation and implementation of a remediation plan.
- No schools under AQS's management have been closed or not renewed.
 - AQS has never been terminated by a charter holder. The Chicago Charter School Foundation decided to operate its own schools with its current subsidiary organization and is now operating five schools previously managed by AQS. The decision was not for "cause" and this is a documented fact. AQS has, on one occasion on its own, decided not to see renewal of a Chicago "contract" school due to circumstances in which the school was not receiving certain support from the central district.
 - AQS has not ever been sued by one of its schools.

Reflection

The City of Gary is an urban community with a great deal of crime and violence. For example, Gary was ranked first in homicides per capita for the 50,000 to 99,999 population in 2010 (Associated Press, 2011). CSD is a safe and nurturing environment that is an alternative to the traditional public schools in Gary (Appendix GG). CSD offers

a unique educational experience as we address individual needs by developing goals specific for each student. By doing so, it is as though each student has his/her own Individualized Education Plan. Considering the number of students who enroll in our school that are academically behind at least a grade level, this strategy offers an exceptional educational experience for students. In addition to individual goal-setting, CSD offers an education with an environmental focus. Each year as a specials class, students take an environmental science class. We use the surrounding environment of the National Lakeshore Dunes and Lake Michigan to expand our students' knowledge about the environment and how to preserve this habitat. Another need this school fulfills is Character Education. Curriculum in each class incorporates the six pillars of Character as outlined by the Josephson Institute: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. CSD also has a specials class that focuses on Character Education through drama and art activities. By including Character Education in our curriculum, our goal is to instill these important pillars into a child's everyday life so they can become productive citizens of Gary and begin to break the chain of violence that plagues the city. Aside from being unique academically, we offer a free education at CSD with no tuition or book fees. Providing an education free of any cost is an extremely beneficial practice as nearly 80% of our students qualify for free/reduced meals. We also offer assistance to help purchase uniforms and supplies for families in need. Through the years, we discovered that many of our families have transportation issues due to cost of automotive repair or shift work. These conflicts make dropping off students for school in a timely manner difficult. To accommodate this transportation need, we have incorporated bus service this year. As a pilot program, we started with three buses but due to an overwhelming response, we will be expanding to a full bus schedule next year. We believe that all children have a right to a quality educational alternative, and financial hardship should not stand in the way of such an opportunity.

CSD has the following strengths in each of the categories below:

High Academic Attainment and Improvement:

- No Excuses University school promoting college readiness
- Students who have been at CSD for more than two years show substantial growth over those who are new to the school
- Individual and class goal-setting
- Data driven strategies to improve academic achievement

Responsive Education Program and Environment:

- Small group instruction based on student needs
- Tutoring before and after school daily
- Teaching assistants at each grade level
- Full Day Kindergarten
- Summer school

Responsible School Leadership, Governance, and Management:

- Administrative team academically and experientially qualified to provide leadership to the school
- Administrative team analyze data and adjust strategies to meet the needs of students
- Administrative team uses rigorous evaluation tool for teacher effectiveness
- Board has training with Brian Carpenter for proper governance
- Board evaluates EMO to ensure effective management

Financial Sustainability and Internal Controls:

- Financially sound with substantial savings
- Administration works within or under budget each year to remain financially sound
- Procedures in place for consistent internal controls

Strong Culture and Supportive Relationships:

- Safe environment
- Character Education
- Environmental Focus
- Community Service Learning Projects
- Parent Advisory Committee partnership to offer workshops for parents to learn strategies to help their child at home to raise student achievement
- Community Open House with local business in the summer

CSD has overcome various organizational challenges throughout this charter period. One challenge is high administrative turnover as the school is in its ninth year of operation and there have been nine principals. I am beginning my third year at CSD, and I am the longest reigning principal in the history of the school. I believe this high turnover has been a detriment to student achievement as there has not been a consistent educational plan. Having a principal who has local roots and, therefore, has vested interest in the community creates an educational environment of unity which builds the culture and climate of a school while moving the school forward with a consistent educational plan. Another significant organizational challenge has been the involvement with an inadequate management company. In the fall of 2009, CSD School Board fired their previous management company for lack of performance. This management company offered no assistance with professional development or strategies for raising student achievement. Due to this experience, the Board has created expectations for a management company and evaluates the EMO's performance throughout the school year.

While analyzing our data, we realized we were not moving in a consistent upward direction for student achievement and, therefore, revamped our approach to instruction as well as incorporate new curriculum strategies. We then identified the barriers that existed

to establish the success we ultimately wanted to achieve. As a result, we have created curriculum maps for all grade levels and subjects along with aligning all curricula to the Core and State Standards. Also, determined by initial student assessment, teachers created individual goals for every student and engaged in progress monitoring to determine if the goal has been achieved. If the goal was met, a new goal was created. If a student needs additional assistance in achieving the goal, alternative interventions are initiated. We have also reconfigured our small group settings to better reflect the needs of the students by having small group instruction settings that are for moderate remediation while other groups have been established for intensive remediation. We have also included Higher Order Thinking questions for all lesson plans as well as including TPT lessons for student engagement. Additionally, we are focusing heavily on teacher effectiveness. We are incorporating a new coaching/evaluation tool to ensure teachers are being effective instructionally. Although teachers have had contracts that were not renewed due to performance in the past, this year we are incorporating a more rigorous evaluation tool and will not renew a contract if the teacher does not meet the criteria established in this new rigorous evaluation tool. Finally, we are addressing our high transient student population. With this influx, comes new students who are academically behind at least a grade level. We have approximately 23% of our student population new each year and over 85% of them are below grade level. To overcome this barrier, we have created intensive small group instruction for those students who are at least a grade level behind.

CSD needs to improve in the following areas: student performance in math and ELA state assessments and teacher effectiveness. Throughout this charter renewal, especially in the sections of Goals and Academic Performance and High Quality Instruction, I have emphasized what strategies we have in place to improve these deficiencies. Although I do believe there will be immediate improvements, it will take time to obtain the results we are ideally looking to achieve: raising all student achievement to the level at or above the state average. To obtain our goals, each year we will be analyzing the data throughout the school year so proper adjustments can be initiated.

APPENDIX A

2011 ISTEP+ Results by Class and Standard

		ELA			Math												
		Vocabulary		Nonfiction information text	Literary Text		Writing Process	Writing Applications	Language Conventions		Math						
Class	Standard										Number Sense	Computation	Algebra & Functions	Geometry	Measurement	Data Analysis & Probability	Problem Solving
3-S	Number Mastery	12	10	10	12	9	11	8	10	7	8	8	NA	10			
3-S	% of Mastery	52%	43%	45%	52%	41%	50%	36%	45%	30%	35%	36%	NA	45%			
3-D	Number Mastery	15	16	16	14	16	15	9	9	9	9	8	NA	9			
3-D	% of Mastery	65%	70%	70%	61%	70%	65%	39%	39%	39%	39%	35%	NA	39%			
4-U	Number Mastery	11	11	12	12	12	11	7	7	7	5	6	5	6			
4-U	% of Mastery	65%	65%	71%	71%	71%	65%	41%	41%	41%	29%	35%	29%	35%			
4-S	Number Mastery	11	10	10	11	10	9	10	9	7	10	11	6	8			
4-S	% of Mastery	52%	48%	48%	52%	48%	43%	48%	43%	33%	48%	52%	29%	38%			
5-C	Number Mastery	11	11	11	13	14	12	14	13	13	13	12	13	13			
5-C	% of Mastery	52%	52%	52%	68%	74%	63%	74%	68%	68%	68%	63%	68%	68%			
5-V	Number Mastery	1	1	2	3	4	4	7	7	7	6	8	6	7			
5-V	% of Mastery	7%	7%	13%	20%	27%	27%	47%	47%	47%	40%	53%	40%	47%			
6-H	Number Mastery	8	10	9	12	11	12	12	10	11	10	9	12	11			
6-H	% of Mastery	42%	56%	47%	63%	61%	67%	63%	56%	61%	53%	50%	63%	61%			
6-J	Number Mastery	5	7	4	7	6	7	7	8	8	9	8	8	7			
6-J	% of Mastery	29%	41%	24%	41%	35%	41%	41%	47%	47%	53%	47%	47%	41%			
7-L	Number Mastery	10	10	9	11	11	11	2	3	3	2	3	2	2			
7-L	% of Mastery	48%	48%	42%	52%	52%	52%	11%	16%	16%	11%	16%	11%	11%			
7-M	Number Mastery	12	11	10	13	13	14	10	9	9	8	9	8	8			
7-M	% of Mastery	67%	61%	59%	72%	76%	82%	56%	53%	53%	44%	53%	44%	47%			
8-J	Number Mastery	10	8	7	9	X	9	3	3	4	3	4	3	4			
8-J	% of Mastery	42%	35%	29%	38%	X	36%	13%	13%	18%	13%	18%	13%	18%			

ool Assessment Report: 2010 - 2011

CHARTER SCHOOL OF THE DUNES

3rd Grade Language Arts

Test Delivery: Online ;Untimed

District: CHARTER SCHOOL OF THE DUNES

Report Date: 12/06/11

Test Name: Acuity Indiana LA Grade 3
Diagnostic Form 1

Dates Test Completed: 10/18/10 - 10/25/10

Number of Students Assigned Test: 47

Number In Grade who Completed Test: 46 out of 47

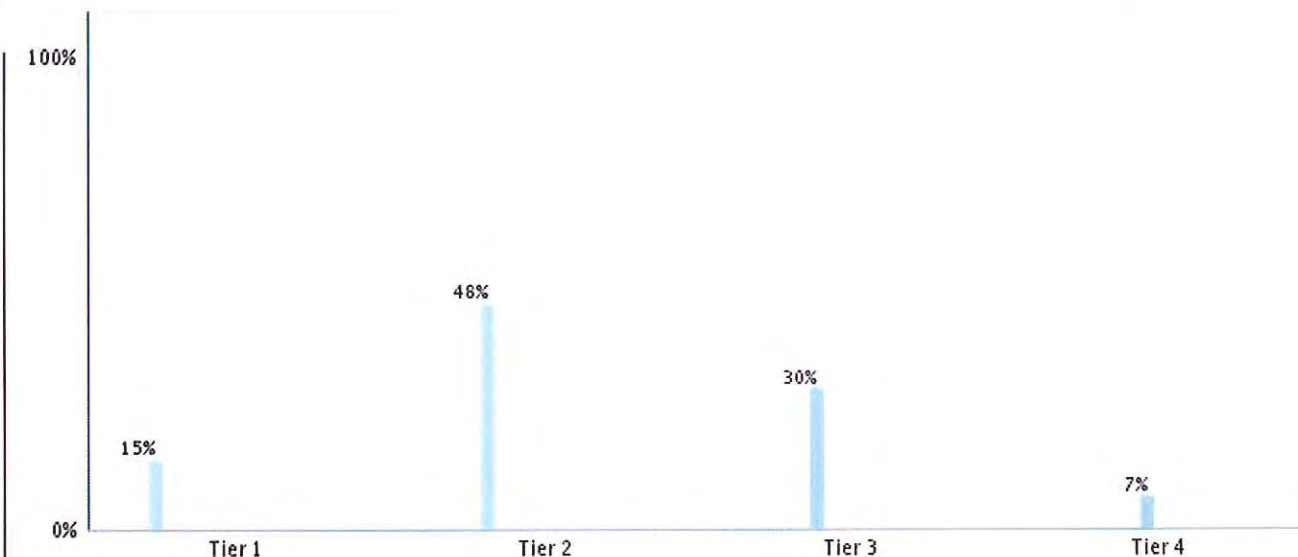
Number of Students partially scored: 0

Summary Test Performance

Average % Points Obtained: 45%

School Performance Tier Distribution:

This School District This performance data is not available at this time.



Average % Points Obtained By Item Type:

Multiple-Choice Items	Constructed Response and Observational Items	Grid-In Items
45%	N/A	N/A

The score ranges for each performance tier are as follows: Tier 1 (0-25%), Tier 2 (26-50%), Tier 3 (51-75%), and Tier 4 (76-100%).

Test Performance

CHARTER SCHOOL OF THE DUNES

Test Name: Acuity Indiana LA Grade 3 Diagnostic Form 1

Test Performance					
Grade	% of students who scored in each Performance Tier (based on % Points Obtained)				Average % Points Obtained
Standard Objective	(0-25) Tier 1	(26-50) Tier 2	(51-75) Tier 3	(76-100) Tier 4	
Assessment Totals:	15%	48%	30%	7%	45%
Grade 3	15%	48%	30%	7%	45%
Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development	24%	35%	28%	13%	50%
3.1.1 Know and use more difficult word families (-ight) when reading unfamiliar words.	24%	39%	0%	37%	57%
3.1.2 Read words with several syllables.	28%	28%	24%	20%	45%
3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings). Example: Understand that words, such as fair and fare, are said the same way but have different meanings. Know the difference between two meanings of the word lead when used in sentences, such as 'The pencil has lead in it' and 'I will lead the way'	26%	50%	0%	24%	49%
3.1.6 Use sentence and word context to find the meaning of unknown words.	26%	37%	0%	37%	55%
Standard 2 READING: Comprehension	35%	52%	7%	7%	36%
3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.	20%	50%	0%	30%	55%
3.2.3 Show understanding by identifying answers in the text. Example: After generating a question about information in a text, skim and scan the remaining text, find the answer to the question.	65%	30%	0%	4%	20%
3.2.4 Recall major points in the text and make and revise predictions about what is read. Example: Listen and view Steve Jenkins book Actual Size; discuss his examples representing the physical dimensions of various animals and their habitats. Also discuss the artistic methods Jenkins used to represent the animals.	50%	37%	0%	13%	32%
Standard 3 READING: Comprehension and Analysis of Literary Text	26%	30%	22%	22%	48%
3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. Example: Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as Why Mosquitoes Buzz in People's Ears retold by Verna Aardema or How the Leopard Got Its Spots by Justine and Ron Fontes. Plot each story onto a story map.	30%	35%	0%	35%	52%
3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. Example: Discuss and write about the comical aspects of the motorcycle-riding mouse, Ralph S. Mouse, the main character in Beverly Cleary's book by the same name.	22%	22%	24%	33%	56%
3.3.8 Identify the problem and solutions in a story.	48%	39%	0%	13%	33%
Standard 4 WRITING: Process	54%	35%	11%	0%	35%
3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.	43%	46%	0%	11%	34%
3.4.8 Revise writing for others to read, improving the focus and progression of ideas.	39%	50%	0%	11%	36%
Standard 6 WRITING: English Language Conventions	17%	35%	28%	20%	54%
3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation. "Declarative: This tastes very good. "Imperative: Please take your seats. "Interrogative: Are we there yet? "Exclamatory: It's a home run!	28%	52%	0%	20%	46%
3.6.3 Identify and use subjects and verbs that are in agreement (we are instead of e is).	33%	37%	0%	30%	49%

CHARTER SCHOOL OF THE DUNES

Test Name: Aculty Indiana LA Grade 3 Diagnostic Form 1

st Performance

Grade	% of students who scored in each Performance Tier (based on % Points Obtained)				Average % Points Obtained
	(0-25) Tier 1	(26-50) Tier 2	(51-75) Tier 3	(76-100) Tier 4	
Standard					
Objective					
3.6.8 Spell correctly one-syllable words that have blends (walk, play, blend), contractions (isn't, can't), compounds, common spelling patterns (qu-; changing win to winning; changing the ending of a word from -y to -ies to make a plural, such as cherry/cherries), and common homophones (words that sound the same but have different spellings, such as hair/hare).	9%	50%	0%	41%	66%
Note: Only the portion of the Grade Level Expectations (GLE) covered by the assessed curriculum are measured on this form of the Diagnostic Assessment. Thus, inferences from students' performances should not be made to the GLE as a whole, but only to the assessed portion of the GLE. A specific GLE is measured by items on this form only when the GLE comprised at least five percent of the assessed content as indicated by the pacing guide; GLEs that did not comprise at least five percent of the curriculum are not measured by this form. Also, the reported results for GLEs measured with fewer items are less reliable than for GLEs measured with more items. Thus, when small numbers of items are used to measure a GLE, other measures (e.g., observations, homework, etc.) should be used to confirm the results reported here.					

Comparing Measures on mCLASS:Reading 3D

By Districts For Charter School of the Dunes District

Charter School of th..., IN

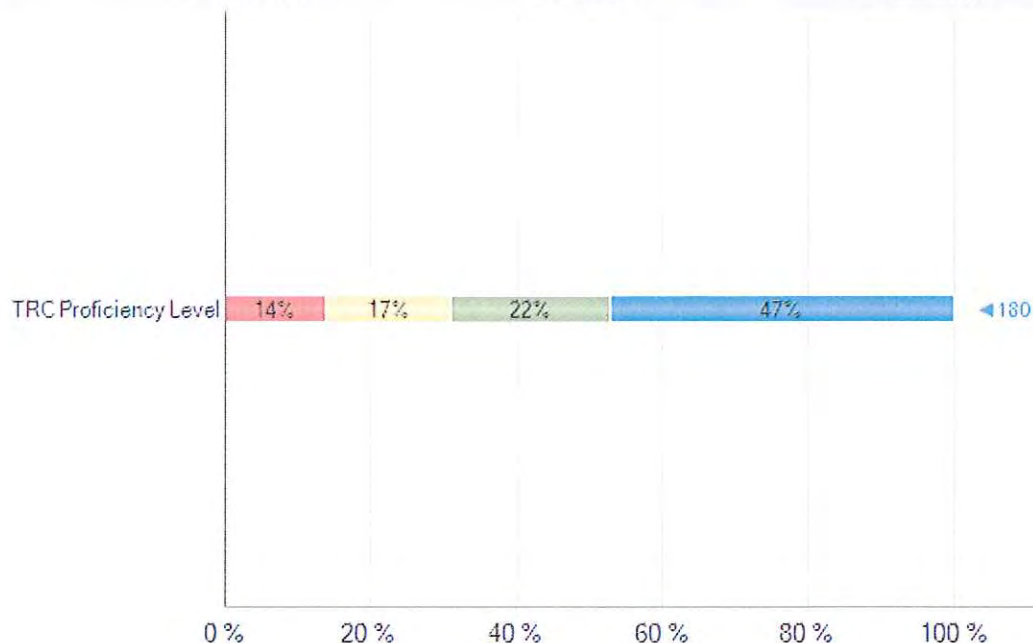
Student Population	Time	Measure
Districts: Charter School of the Dunes District	Students enrolled on test day	mCLASS:Reading 3D All Assessment Measures
Grade: K,1,2,3 Subject: Official Class	10-11 EOY	Total Students Assessed Red Yellow Green Blue
	*Refresh date: 12/05/2011	

▲ To Account

▼ To School

To Grade ►

To Ethnicity ►



Institutions with no data are not included.

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Comparing Measures on mCLASS:DIBELS

By School For Charter School of the Dunes

Charter School of th..., IN

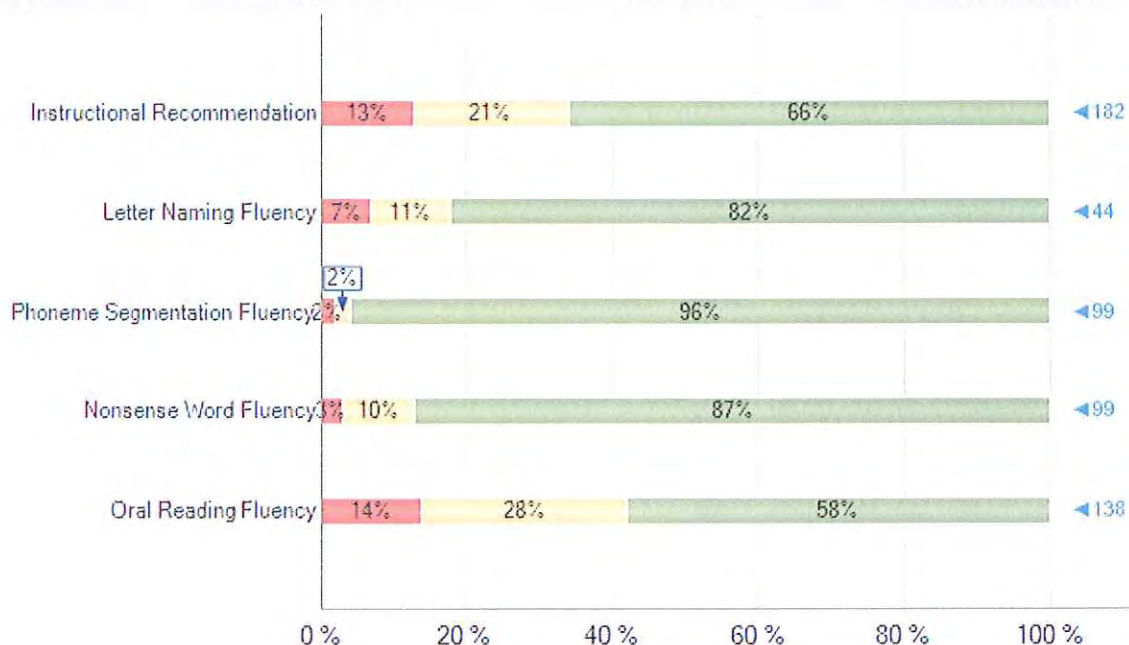
Student Population	Time	Measure
Districts: Charter School of the Dunes District School: Charter School of the Dunes	Students enrolled on test day 10-11 EOY *Refresh date: 12/05/2011	mCLASS:DIBELS All Assessment Measures ◀ Total Students Assessed Red Yellow Green
Grade: K,1,2,3 Subject: Official Class		

▲ To Districts

▼ To Teacher

To Grade ►

To Ethnicity ►



Institutions with no data are not included.

Page 1 of 1

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Comparing Measures on mCLASS:Math

By School For Charter School of the Dunes

Charter School of th..., IN

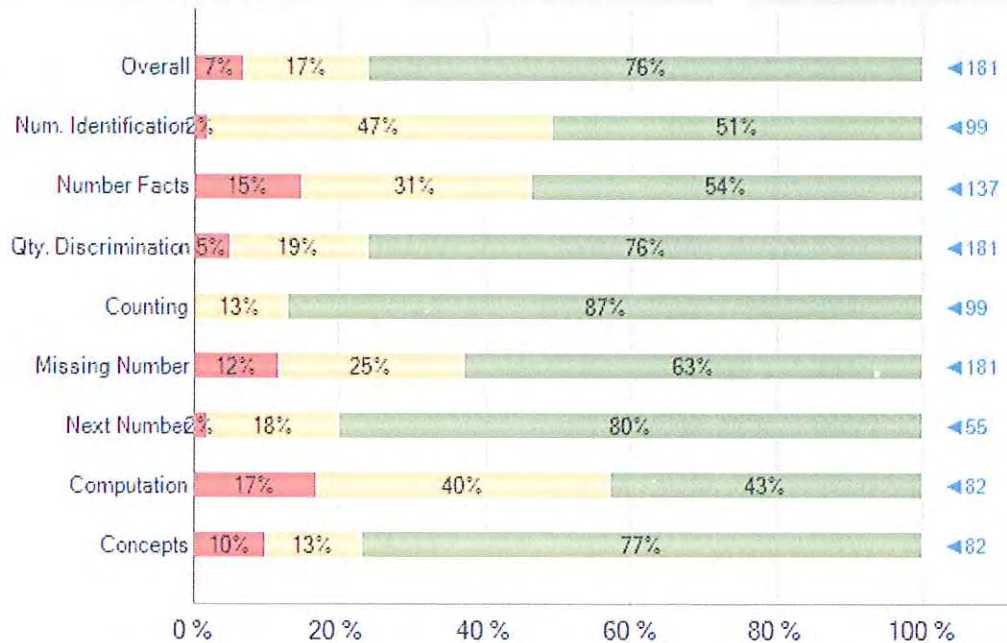
Student Population	Time	Measure
Districts: Charter School of the Dunes District School: Charter School of the Dunes	Students enrolled on test day 10-11 EOY	mCLASS:Math All Assessment Measures
Grade: K,1,2,3 Subject: Official Class	*Refresh date: 12/05/2011	Total Students Assessed Red Yellow Green

▲ To Districts

▼ To Teacher

To Grade ►

To Ethnicity ►



Institutions with no data are not included.

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NWEA Student Goal Setting Worksheet

Student: _____ Term Range: **Fall 10 - Spring 11**

Teacher: _____ Initial Grade: **4**

Students may want to challenge themselves for higher RIT growth than what is typical. The My Goal space can be used to identify that higher goal. Classroom assessment data should also be considered to ensure targeting the correct skill.

Subject	Fall 2010		Winter 2011		Spring 2011		Fall 10 - Spring 11		
	RIT	%ile	RIT	%ile	RIT	%ile	Typical Growth	RIT Target	My Goal
Reading	198	45	201	44	203	40	7	205	5
Mathematics	207	60	201	28	223	77	9	216	16
Language Usage	204	59	193	20	191	12	6	210	(13)

Reading

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range	
	Fall 2010	Winter 2011
Word Recog & Vocabulary	197-213	182-199
Inform Text: Structures	200-215	209-225
Inform Text: Comprehension	177-194	198-214
Literary Text: Structures	182-199	191-206
Literary Text: Comprehension	195-210	182-199
Lexile® Range	471-621	524-674

Student Action Plan: _____



NWEA Student Goal Setting Worksheet

Student: _____

Term Range: **Fall 10 - Spring 11**

Teacher: _____

Initial Grade: **4**

Mathematics

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range		
	Fall 2010	Winter 2011	Spring 2011
Number Sense	206-223	201-218	208-225
Computation	177-198	196-212	219-235
Algebra & Functions	199-216	183-201	214-230
Geometry	218-239	195-211	230-253
Measurement	200-217	196-212	217-233
Stats / Data / Probability	203-220	191-206	204-222
Problem Solving	189-206	191-206	211-227

Student Action Plan: _____

Language Usage

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range		
	Fall 2010	Winter 2011	Spring 2011
Writing Process & Features	191-203	185-198	183-200
Diff Types of Writing Applic	199-212	179-192	168-184
Conventions: Grammar	210-224	185-197	190-204
Conventions: Mechanics	191-205	196-209	195-212

Student Action Plan: _____

APPENDIX B

Charter School of the Dunes

860 N. Lake St., Gary, IN 46403 ♦ Phone: (219) 939-9690 ♦ Fax: (219) 939-9031
www.csotd.org

Goal: Math Computation

During the 2011-12 school year, non-proficient students (as indicated by the ISTEP+ math computation subtest) at CSD will improve their math computation skills by 10% as measured by the ISTEP+ math computation subtest.

Objective:

- 1) Students will practice basic math facts in addition, subtraction, multiplication and division
- 2) Teachers will align the curriculum and instruct to reflect the knowledge needed for the ISTEP+ math computation subtest.

Implementation Steps (What will be done?)	Roles and Responsibilities	Implementation Schedule	How will success be measured?	Notes:
1a) Train teachers on boot camp program strategies.	1a) Team Leaders, Teachers, and Teacher aides	1a) August PD	-Teacher assessments weekly or bi-weekly -NWEA assessment, Sept. 1-30, Dec. 1-22, Apr. 18-May 18 -Acuity assessment, Oct. 13-28, Jan. 9-30, Mar. 15-30, May 21-31 - ISTEP+ assessment, Mar. 5-14, Apr. 30-May 9	
1b) Students participate in Math Boot Camp	1b) Teachers	1b) September – mastery		
1c) Assign students to skill level group based on boot camp scores	1c) Teachers and Teacher aides	1c) September		
1d) Create individual plans to help students achieve boot camp goals	1d) Teacher and Teacher aides	1d) September-mastery		
1e) Monitor student progress and plan remedial instruction based on data from timed tests	1e) Teacher and Teacher aides	1e) Weekly		
2a) Train teachers on aligning curriculum to Indiana State Standards and Core Standards.	2a) Team Leaders and Teachers	2a) August PD, Wed. PD, weekly grade level meetings and weekly collaboration meetings		

2b) Train teachers on analyzing Descartes data from NWEA and data analysis from mClass, DIBELS and TRC.	2b) Team Leaders, Teachers and Teacher aides	2b) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2c) Train teachers on new lesson plan template that is based on UbD	2c) Team Leaders, Teachers and Teacher aides	2c) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2d) Monitor teacher instruction for differentiation and best teacher practice	2d) Team Leaders and Director	2d) Bi-weekly observations and weekly walkthroughs		
2e) Assign new teachers a teacher mentor	2e) Team Leaders and Director	2e) Weekly collaboration meetings		
2f) Assign teachers to PD opportunities based on teacher needs	2f) Team Leaders and Director	2f) Throughout the year when needed		
Implications for Professional Development:	Increased student achievement, higher teacher performance			
Implications for Family Involvement:	Increased student achievement, increase student attendance			



Charter School of the Dunes

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Goal: Measurement During the 2011-12 school year, non-proficient students (as indicated by the ISTEP+ measurement subtest) at CSD will improve their measurement skills by 10% as measured by the ISTEP+ measurement subtest.				
Objective: 1) Students will employ different measurement skills effectively (i.e. length, volume, area, perimeter) 2) Teachers will align the curriculum and instruct to reflect the knowledge needed for the ISTEP+ measurement subtest.				
Implementation Steps (What will be done?)	Roles and Responsibilities	Implementation Schedule	How will success be measured?	Notes:
1a) Train teachers on effective ways to increase measurement skills.	1a) Team Leaders and Teachers	1a) Oct. PD and throughout the year at Wed. PD	-Teacher assessments weekly or bi-weekly -NWEA assessment, Sept. 1-30, Dec. 1-22, Apr. 18-May 18 -Acuity assessment, Oct. 13-28, Jan. 9-30, Mar. 15-30, May 21-31 - ISTEP+ assessment, Mar. 5-14, Apr. 30-May 9	
1b) Organize class into small groups based on test data.	1b) Teachers and Teacher aides	1b) Throughout the year after assessments		
1c) Integrate measurement in cross-curricular activities.	1c) Team Leaders and Teachers	1c) Throughout the year		
2a) Train teachers on aligning curriculum to Indiana State Standards and Core Standards.	2a) Team Leaders and Teachers	2a) August PD, Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2b) Train teachers on analyzing Descartes data from NWEA and data analysis from mClass, DIBELS and TRC.	2b) Team Leaders, Teachers and Teacher aides	2b) Wed. PD, weekly grade level meetings and weekly collaboration meetings		

2c) Train teachers on new lesson plan template that is based on UbD	2c) Team Leaders, Teachers and Teacher aides	2c) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2d) Monitor teacher instruction for differentiation and best teacher practice	2d) Team Leaders and Director	2d) Bi-weekly observations and weekly walkthroughs		
2e) Assign new teachers a teacher mentor	2e) Team Leaders and Director	2e) Weekly collaboration meetings		
2f) Assign teachers to PD opportunities based on teacher needs	2f) Team Leaders and Director	2f) Throughout the year when needed		
Implications for Professional Development:	Increased student achievement, higher teacher performance			
Implications for Family Involvement:	Increased student achievement, increase student attendance			



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Goal: Math Problem-Solving

During the 2011-12 school year, non-proficient students (as indicated by the ISTEP+ problem-solving subtest) at CSD will improve their math problem-solving skills by 10% as measured by the ISTEP+ problem-solving subtest.

Objective:

- 1) Students will analyze and solve math extended response questions daily.
- 2) Teachers will align the curriculum and instruct to reflect the knowledge needed for the ISTEP+ problem-solving subtest.

Implementation Steps (What will be done?)	Roles and Responsibilities	Implementation Schedule	How will success be measured?	Notes:
1a) Demonstrate and instruct students on the four square math technique.	1a) Teachers	1a) August	-Teacher assessments weekly or bi-weekly -NWEA assessment, Sept. 1-30, Dec. 1-22, Apr. 18-May 18 -Acuity assessment, Oct. 13-28, Jan. 9-30, Mar. 15-30, May 21-31	
1b) Implement four square math technique during guided and independent practice	1b) Teachers and Teacher aides	1b) Daily	- ISTEP+ assessment, Mar. 5-14, Apr. 30-May 9	
1c) Monitor student progress and plan instruction based on four square writing samples	1c) Teachers and Teacher aides	1c) Daily		
1d) Provide remediation based on four square math progress	1d) Teachers and Teacher aides	1d) Daily		

2a) Train teachers on aligning curriculum to Indiana State Standards and Core Standards.	2a) Team Leaders and Teachers	2a) August PD, Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2b) Train teachers on analyzing Descartes data from NWEA and data analysis from mClass, DIBELS and TRC.	2b) Team Leaders, Teachers and Teacher aides	2b) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2c) Train teachers on new lesson plan template that is based on UbD	2c) Team Leaders, Teachers and Teacher aides	2c) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2d) Monitor teacher instruction for differentiation and best teacher practice	2d) Team Leaders and Director	2d) Bi-weekly observations and weekly walkthroughs		
2e) Assign new teachers a teacher mentor	2e) Team Leaders and Director	2e) Weekly collaboration meetings		
2f) Assign teachers to PD opportunities based on teacher needs	2f) Team Leaders and Director	2f) Throughout the year when needed		
Implications for Professional Development: Increased student achievement, higher teacher performance				
Implications for Family Involvement: Increased student achievement, increase student attendance				



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Goal: ELA Literary Text

During the 2011-12 school year, non-proficient students (as indicated by the ISTEP+ literary text subtest) at CSD will improve their reading comprehension skills by 10% as measured by the ISTEP+ literary text subtest.

Objective:

- 1) Students will utilize reading comprehension strategies.
- 2) Teachers will align the curriculum and instruct to reflect the knowledge needed for the ISTEP+ literary text subtest.

Implementation Steps (What will be done?)	Roles and Responsibilities	Implementation Schedule	How will success be measured?	Notes:
1a) Train new teachers and enrich veteran teachers on comprehension and vocabulary strategies.	1a) Team Leaders, Teachers, and Teacher aides	1a) August PD, and throughout the year on Wed. PD	-Teacher assessments weekly or bi-weekly -NWEA assessment, Sept. 1-30, Dec. 1-22, Apr. 18-May 18	
1b) Organize classes into flexible reading groups based on test data.	1b) Teachers and Team Leaders	1b) Beginning of school year and after teacher assessments	-Acuity assessment, Oct. 13-28, Jan. 9-30, Mar. 15-30, May 21-31 - ISTEP+ assessment, Mar. 5-14, Apr. 30-May 9	
1c) Participate in small group instruction daily.	1c) Teachers, Teacher aides and students	1c) Daily		
1d) Set individual goals for each student and log their progress.	1d) Teachers and Teacher aides	1d) Activities for goal work daily, benchmark bi-weekly		
2a) Train teachers on aligning curriculum to Indiana State Standards and Core Standards.	2a) Team Leaders and Teachers	2a) August PD, Wed. PD, weekly grade level meetings and weekly collaboration meetings		

2b) Train teachers on analyzing Descartes data from NWEA and data analysis from mClass, DIBELS and TRC.	2b) Team Leaders, Teachers and Teacher aides	2b) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2c) Train teachers on new lesson plan template that is based on UbD	2c) Team Leaders, Teachers and Teacher aides	2c) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2d) Monitor teacher instruction for differentiation and best teacher practice	2d) Team Leaders and Director	2d) Bi-weekly observations and weekly walkthroughs		
2e) Assign new teachers a teacher mentor	2e) Team Leaders and Director	2e) Weekly collaboration meetings		
2f) Assign teachers to PD opportunities based on teacher needs	2f) Team Leaders and Director	2f) Throughout the year when needed		
Implications for Professional Development: Increased student achievement, higher teacher performance				
Implications for Family Involvement: Increased student achievement, increase student attendance				



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Goal: Vocabulary

During the 2011-12 school year, non-proficient students (as indicated by the ISTEP+ vocabulary subtest) at CSD will improve their vocabulary skills by 10% as measured by the ISTEP+ vocabulary subtest.

Objective:

- 1) Students will utilize vocabulary strategies and identify word parts to decode and make meaning of unknown words.
- 2) Teachers will align the curriculum and instruct to reflect the knowledge needed for the ISTEP+ vocabulary subtest.

Implementation Steps (What will be done?)	Roles and Responsibilities	Implementation Schedule	How will success be measured?	Notes:
1a) Participate in professional development focused on effective teaching of vocabulary.	1a) Team Leaders, Teachers, and Teacher aides	1a) August PD, and throughout the year on Wed. PD	-Teacher assessments weekly or bi-weekly -NWEA assessment, Sept. 1-30, Dec. 1-22, Apr. 18-May 18	
1b) Engage in word structure instruction daily during guided practice	1b) Teachers and Teacher aides	1b) Daily	-Acuity assessment, Oct. 13-28, Jan. 9-30, Mar. 15-30, May 21-31 - ISTEP+ assessment, Mar. 5-14, Apr. 30-May 9	
2a) Train teachers on aligning curriculum to Indiana State Standards and Core Standards.	2a) Team Leaders and Teachers	2a) August PD, Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2b) Train teachers on analyzing Descartes data from NWEA and data analysis from mClass, DIBELS and TRC.	2b) Team Leaders, Teachers and Teacher aides	2b) Wed. PD, weekly grade level meetings and weekly collaboration meetings		

2c) Train teachers on new lesson plan template that is based on UbD	2c) Team Leaders, Teachers and Teacher aides	2c) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2d) Monitor teacher instruction for differentiation and best teacher practice	2d) Team Leaders and Director	2d) Bi-weekly observations and weekly walkthroughs		
2e) Assign new teachers a teacher mentor	2e) Team Leaders and Director	2e) Weekly collaboration meetings		
2f) Assign teachers to PD opportunities based on teacher needs	2f) Team Leaders and Director	2f) Throughout the year when needed		
Implications for Professional Development: Increased student achievement, higher teacher performance				
Implications for Family Involvement: Increased student achievement, increase student attendance				



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Goal: Writing Applications

During the 2011-12 school year, non-proficient students (as indicated by the ISTEP+ writing applications subtest) at CSD will improve their writing skills by 10% as measured by the ISTEP+ writing applications subtest.

Objective:

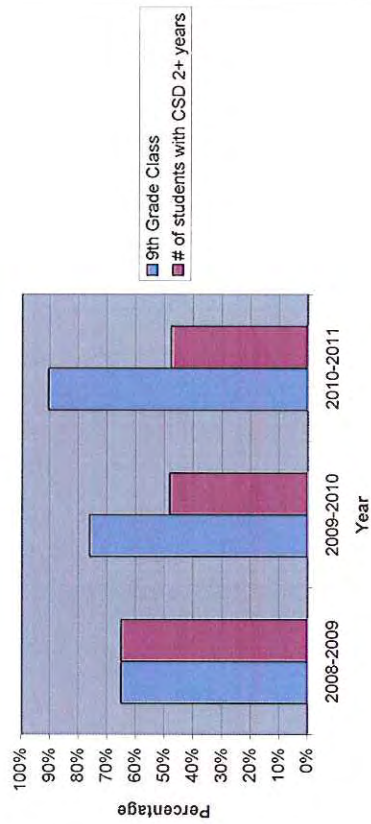
- 1) Students will identify and utilize the 6+1 writing traits to increase skills in extended written responses.
- 2) Teachers will align the curriculum and instruct to reflect the knowledge needed for the ISTEP+ writing applications subtest.

Implementation Steps (What will be done?)	Roles and Responsibilities	Implementation Schedule	How will success be measured?	Notes:
1a) Train new teachers and enrich veteran teachers on the 6+1 writing traits	1a) Team Leaders, Teachers, and Teacher aides	1a) August PD, and throughout the year on Wed. PD	-Teacher assessments weekly or bi-weekly -NWEA assessment, Sept. 1-30, Dec. 1-22, Apr. 18-May 18	
1b) Post 6+1 writing traits posters in all classrooms	1b) Teachers and Teacher aides	1b) August	-Acuity assessment, Oct. 13-28, Jan. 9-30, Mar. 15-30, May 21-31 - ISTEP+ assessment, Mar. 5-14, Apr. 30-May 9	
1c) Incorporate Writer's Workshop into daily instruction	1c) Teachers and Teacher aides	1c) Daily		
1d) Produce one timed writing sample bi-weekly	1d) Teachers	1d) Bi-weekly		
2a) Train teachers on aligning curriculum to Indiana State Standards and Core Standards.	2a) Team Leaders and Teachers	2a) August PD, Wed. PD, weekly grade level meetings and weekly collaboration meetings		

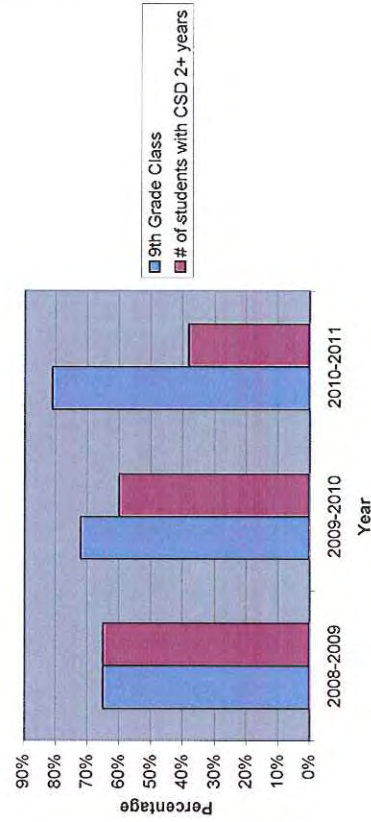
2b) Train teachers on analyzing Descartes data from NWEA and data analysis from mClass, DIBELS and TRC.	2b) Team Leaders, Teachers and Teacher aides	2b) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2c) Train teachers on new lesson plan template that is based on UbD	2c) Team Leaders, Teachers and Teacher aides	2c) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2d) Monitor teacher instruction for differentiation and best teacher practice	2d) Team Leaders and Director	2d) Bi-weekly observations and weekly walkthroughs		
2e) Assign new teachers a teacher mentor	2e) Team Leaders and Director	2e) Weekly collaboration meetings		
2f) Assign teachers to PD opportunities based on teacher needs	2f) Team Leaders and Director	2f) Throughout the year when needed		
Implications for Professional Development:	Increased student achievement, higher teacher performance			
Implications for Family Involvement:	Increased student achievement, increase student attendance			

APPENDIX C

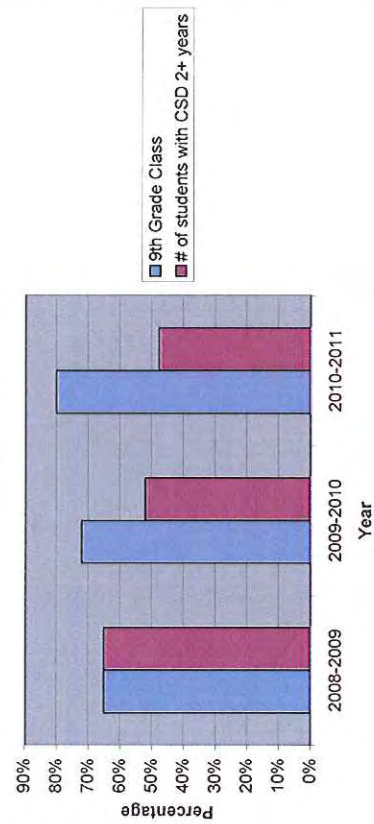
Percentage of Freshman Meeting NWEA Language Growth Goal by Cohort

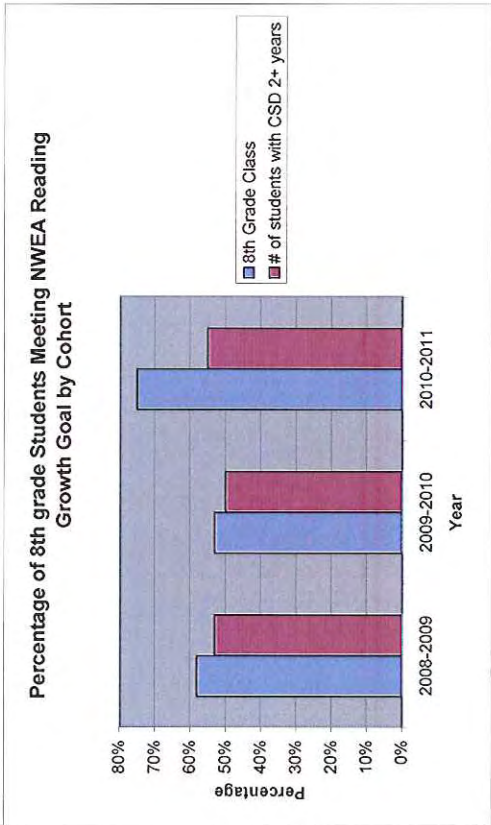
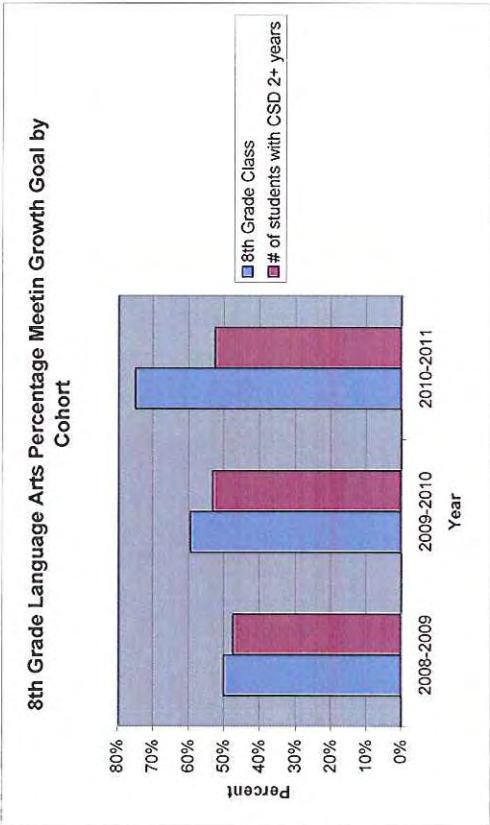
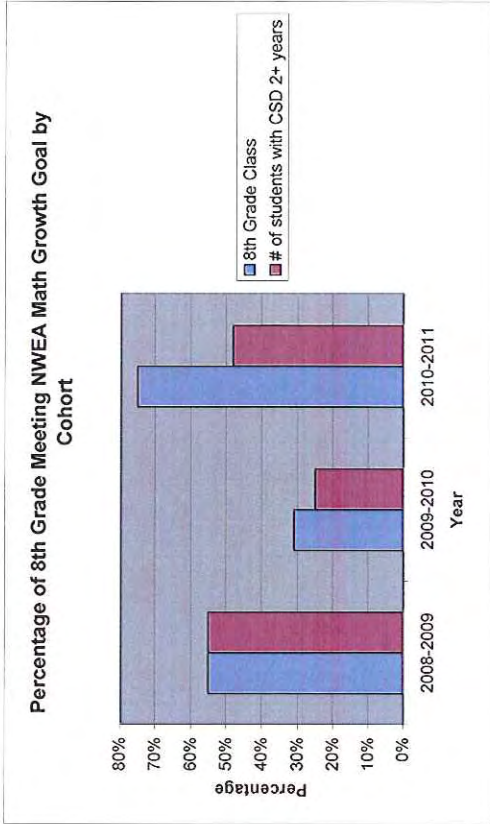


Percentage of Freshman Meeting NWEA Math Growth Goal by Cohort

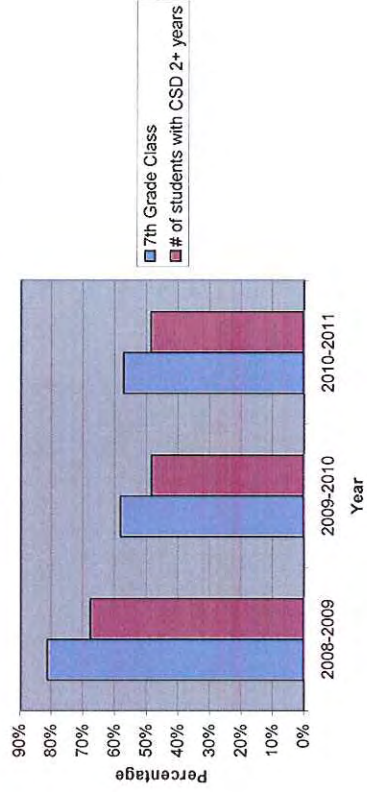


Percentage of Freshman Meeting NWEA Reading Growth Goal by Cohort

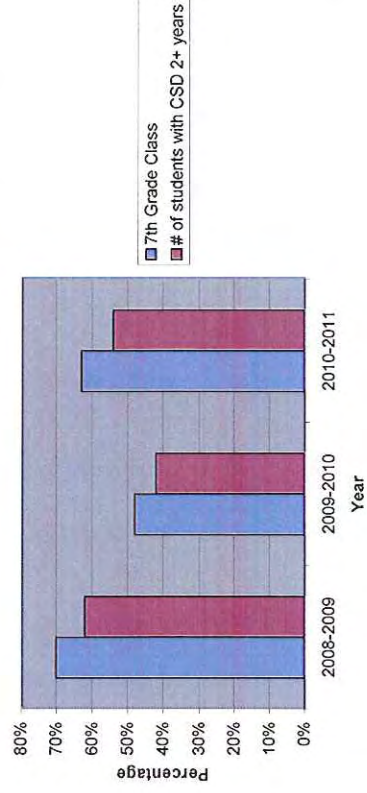




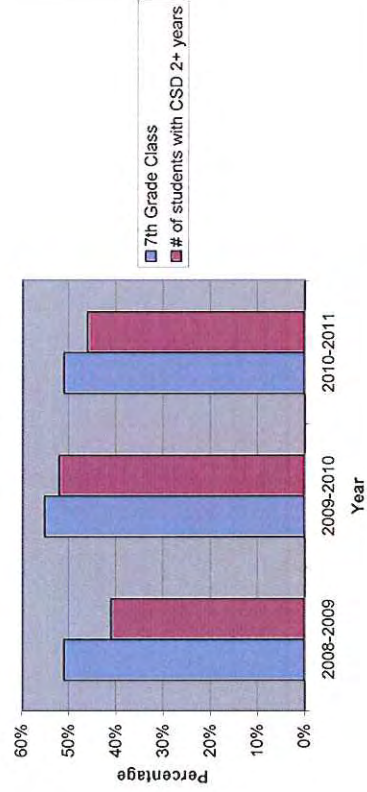
Percentage of 7th grade Students Meeting NWEA Language Growth Goal by Cohort



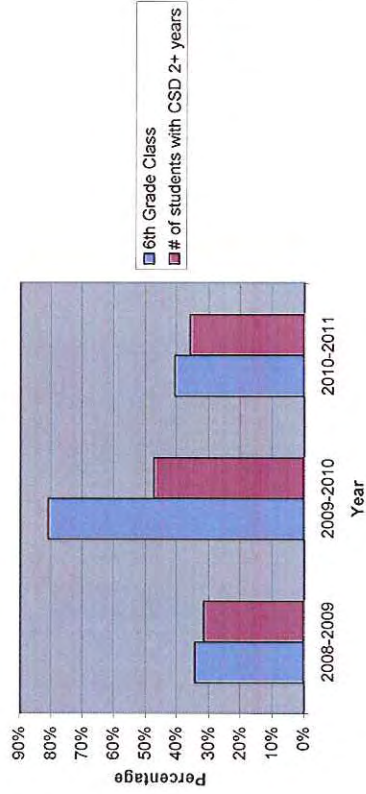
Percentage of 7th Grade Students Meeting NWEA Math Growth Goal by Cohort



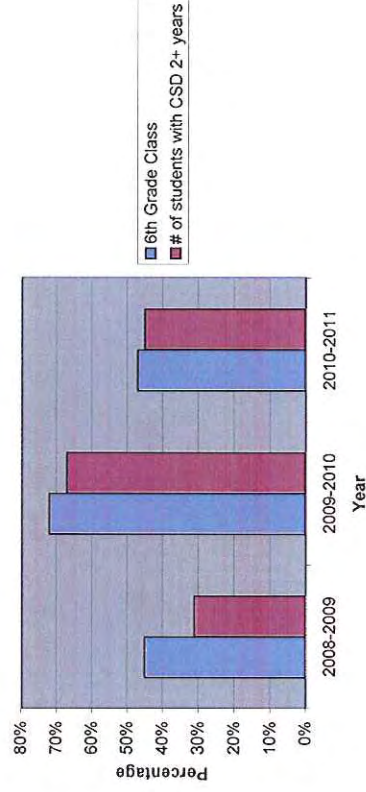
Percentage of 7th grade Students Meeting NWEA Reading Growth Goal by Cohort



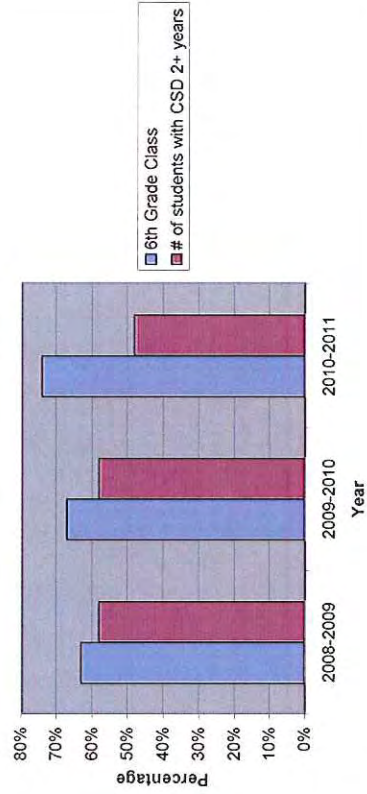
Percentage of 6th grade Students Meeting the NWEA Language Growth Goal by Cohort



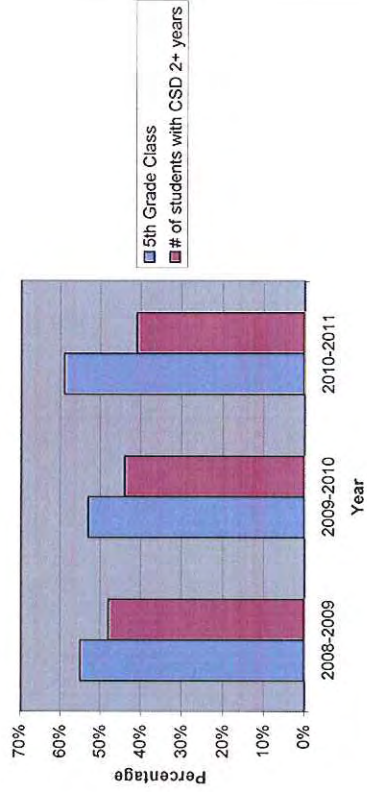
Percentage of 6th grade Students meeting NWEA Math Growth Goal by Cohort



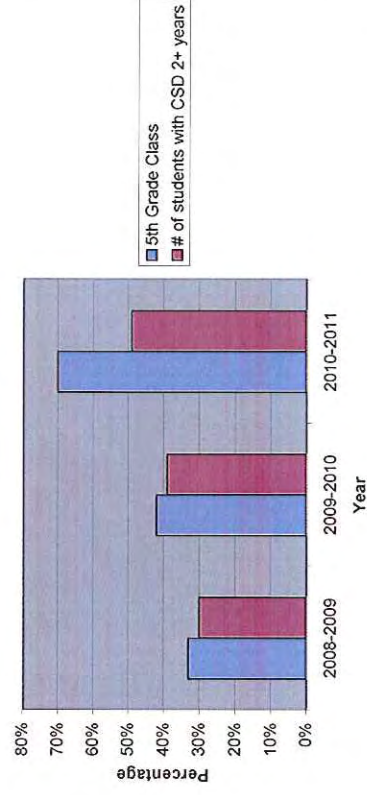
Percentage of 6th grade Students Meeting NWEA Reading Growth Goal by Cohort



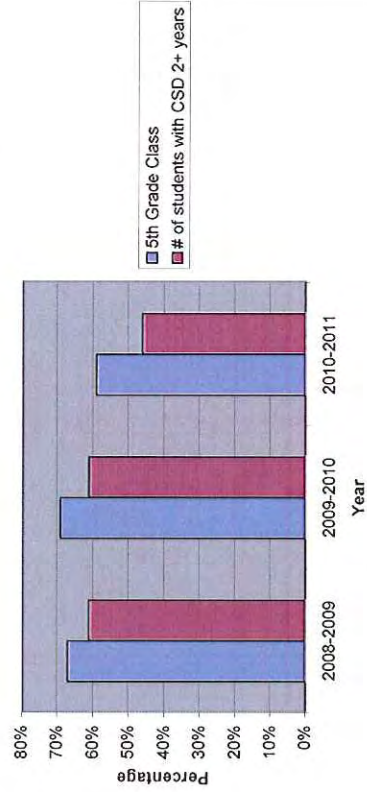
Percentage of 5th Grade Students Meeting the NWEA Language Growth Goal by Cohort



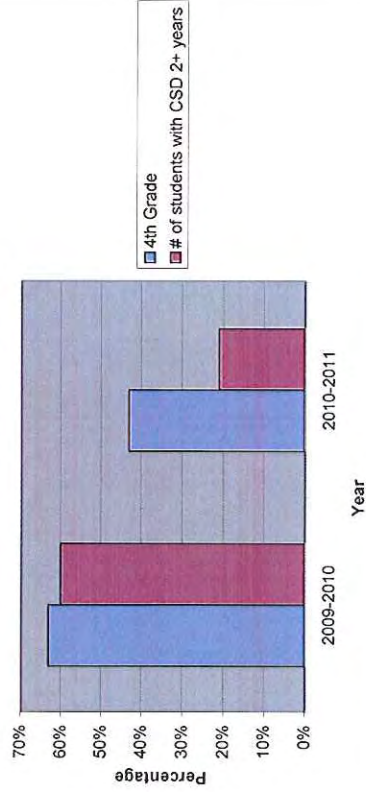
Percentage of 5th Grade Students Meeting NWEA Math Growth Goal by Cohort



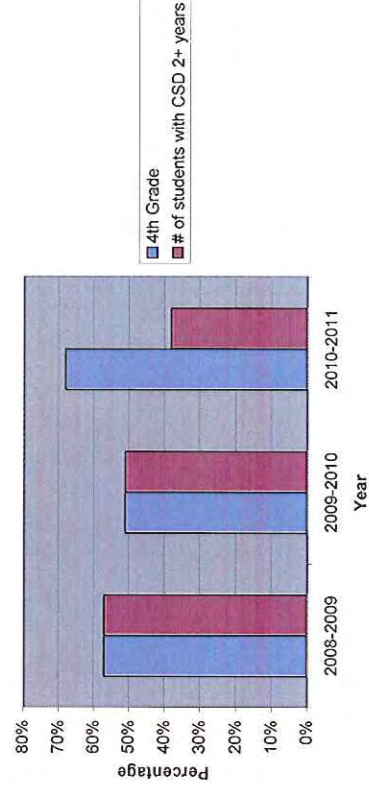
Percentage of 5th grade Students Meeting NWEA Reading Growth Goal by Cohort



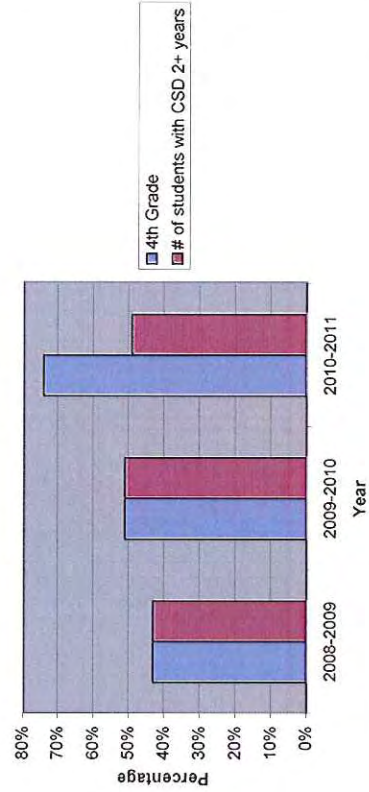
Percentage of 4th grade Students Meeting the NWEA Language Growth Goal by Cohort



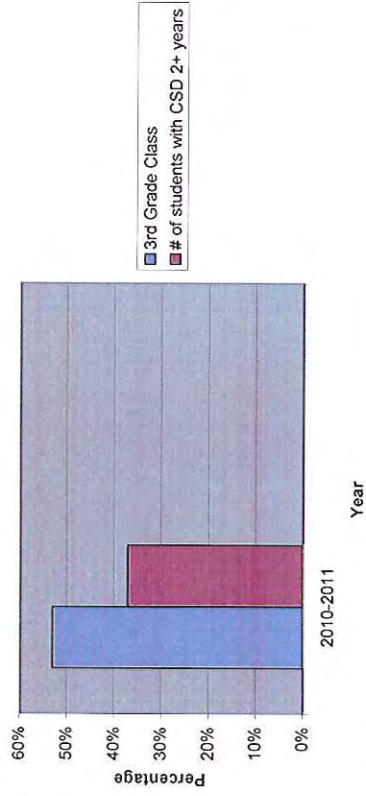
Percentage of 4th grade Students Meeting NWEA Math Growth Goal by Cohort



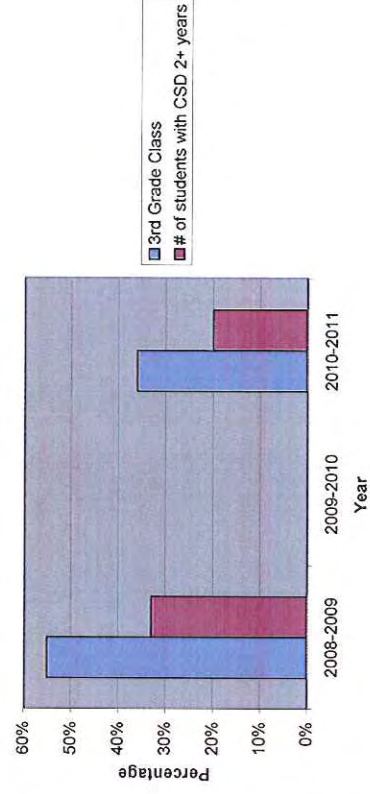
Percentage of 4th Grade Students Meeting NWEA Reading Growth Goal by Cohort



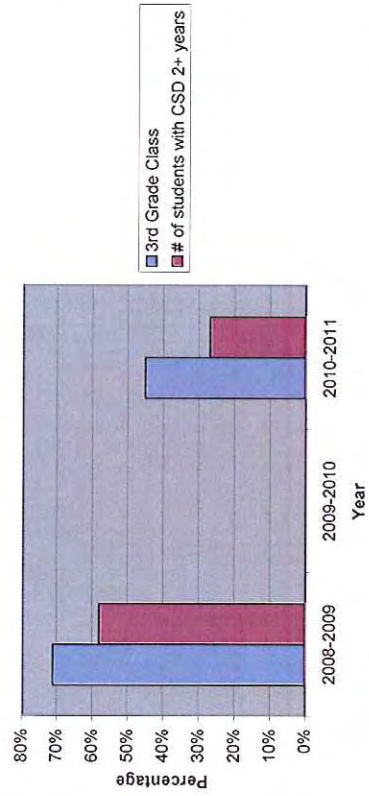
Percentage of 3rd Grade Students Meeting NWEA Language Grade Goal



Percentage of 3rd Grade Students Meeting NWEA Math Growth Goal by Cohort

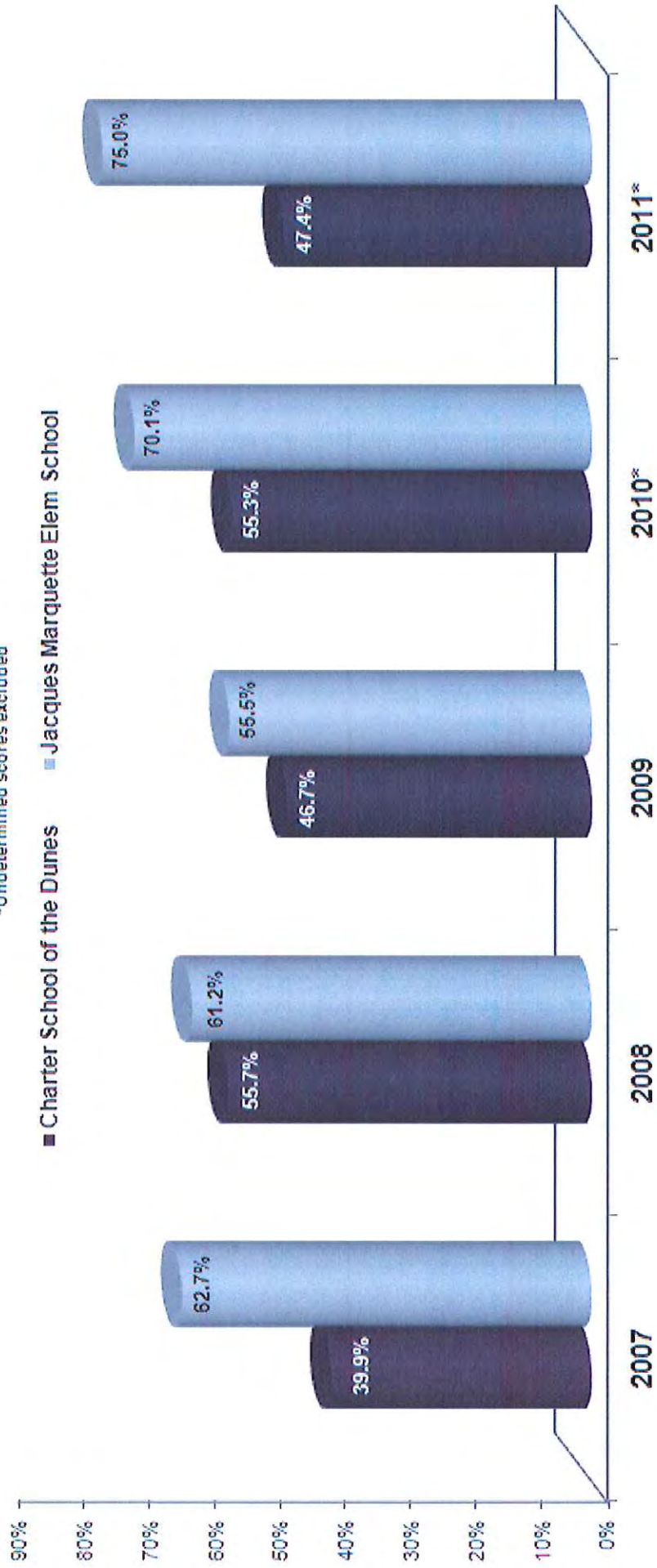


Percentage of 3rd Grade Student Meeting NWEA Reading Growth Goal by Cohort



APPENDIX D

Indiana Statewide Testing for Educational Progress (ISTEP)
ENGLISH/LANGUAGE ARTS
Percent of Students Pass/Pass+
*Undetermined scores excluded



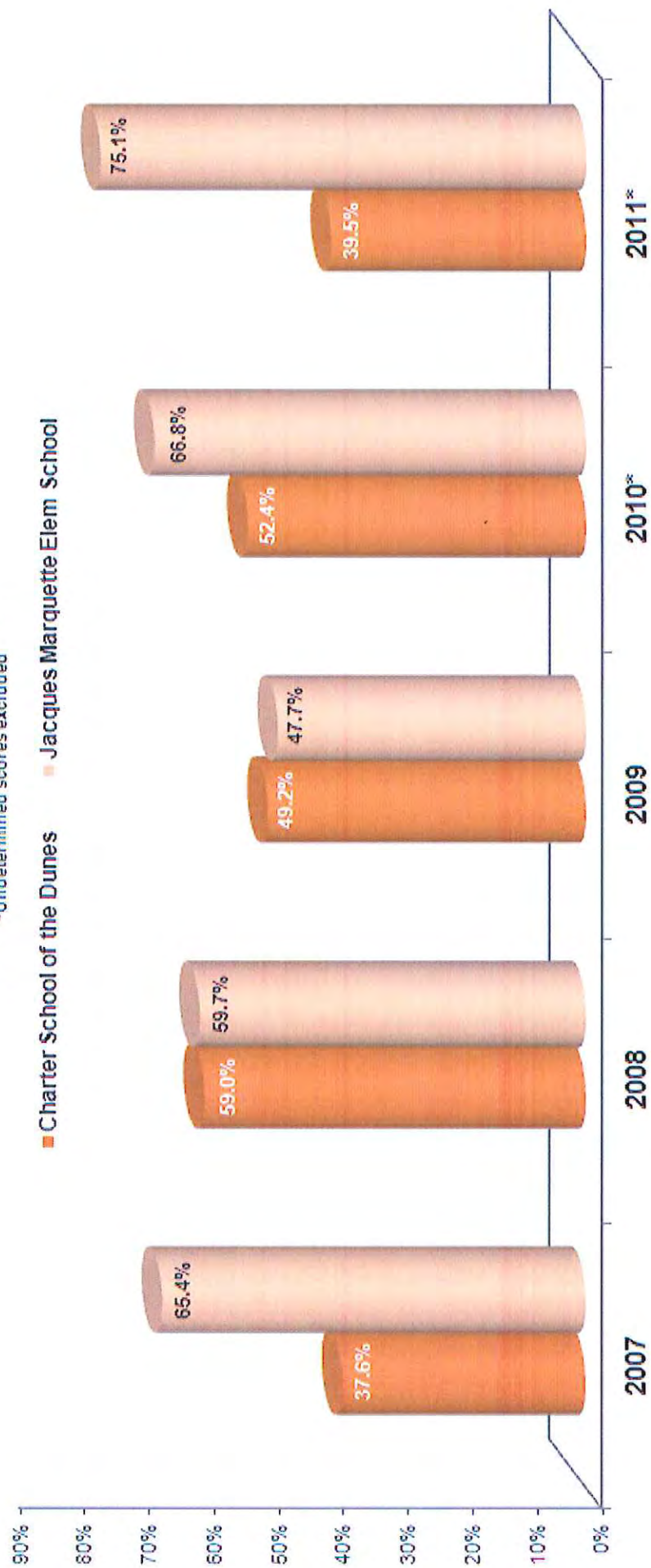
Indiana Statewide Testing for Educational Progress (ISTEP)

MATHEMATICS

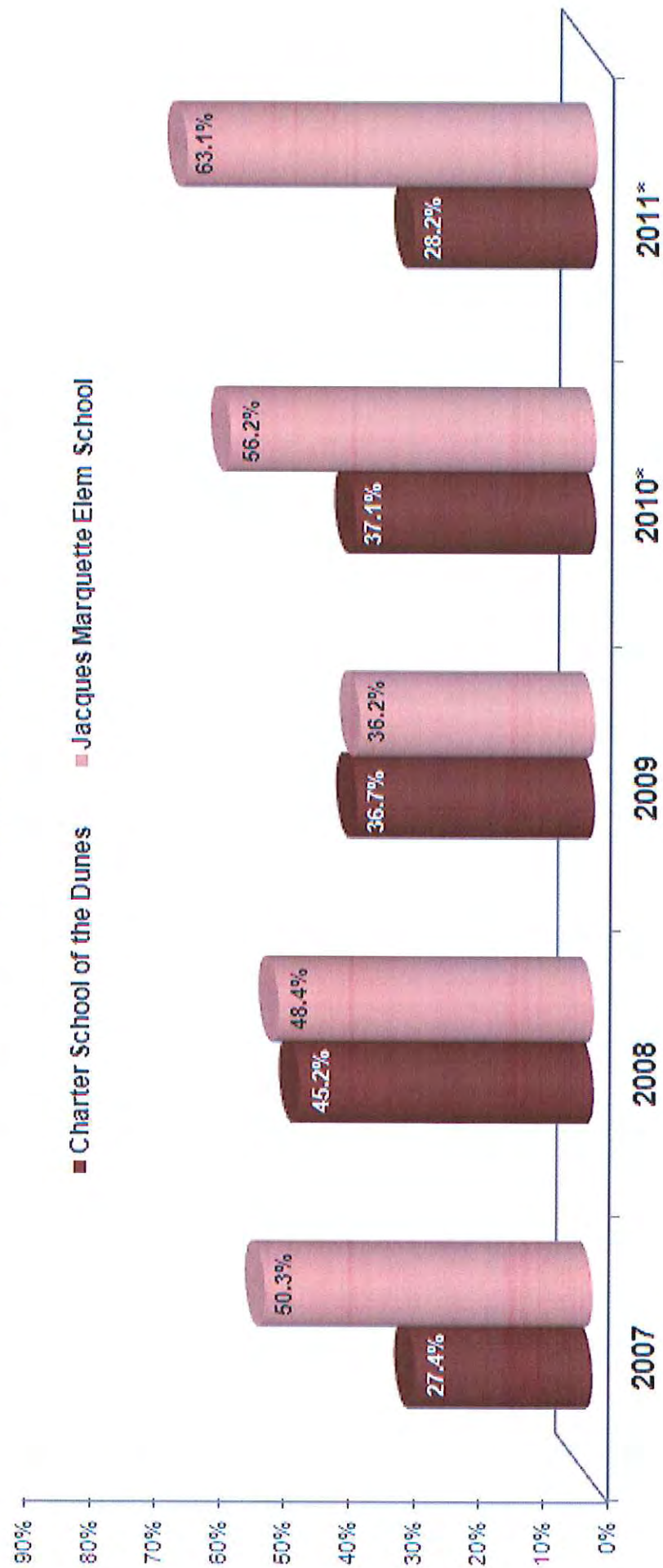
Percent of Students Pass/Pas+

*Undetermined scores excluded

■ Charter School of the Dunes ■ Jacques Marquette Elem School



**Indiana Statewide Testing for Educational Progress (ISTEP)
Percent of Students Passing both English/LA and Math**
*Undetermined scores excluded



APPENDIX E

AYP FAQ PL 221 FAQ AYP Results PL 221 Results

Year: 2011

2011 AYP Results

9310 - Charter School of the Dunes: 0 of 1 schools made AYP

1535 - Charter School of the Dunes: Missed AYP (6 of 15 categories)

Student Group	English Performance					Math Performance					English Participation			Math Participation			Other Indicator			
	Student N	Pass %	Target Pass %	SH	Made	Student N	Pass %	Target Pass %	SH	Made	Student N	Tested %	Made	Student N	Tested %	Made	Type	Rate	Target Rate	Made
Overall	199	48.7	72.8	N	N	197	43.7	71.9	N	N	208	98.7	Y	208	98.5	Y	Attend.	92.4	95.0	N
Black	188	48.9	72.8	N	N	184	42.4	71.7	N	N	195	98.5	Y	195	97.8	Y				
F/R Meals	161	49.1	72.1	N	N	159	41.5	71.1	N	N	167	98.3	Y	167	98.1	Y				
Special Ed.	35	40.0	63.8	N	N	35	37.1	62.6	N	N	less than 40			less than 40						

AYP History: 2004=N, 2005=N, 2006=N, 2007=N, 2008=Y, 2010=N

AYP FAQ PL 221 FAQ AYP Results PL 221 Results

Year: 2010

2010 AYP Results**9310 - Charter School of the Dunes: 0 of 1 schools made AYP****1535 - Charter School of the Dunes: Missed AYP (11 of 13 categories)**

Student Group	English Performance					Math Performance					English Participation			Math Participation			Other Indicator				
	Student N	Pass %	Target Pass %	SH	Made	Student N	Pass %	Target Pass %	SH	Made	Student N	Tested %	Made	Student N	Tested %	Made	Type	Rate	Target Rate	Made	
Overall	178	57.3	64.8	Y	Y	179	52.5	63.6	N	N	197	98.8	Y	197	99.0	Y	Attend.	94.9		93.8	Y
Black	159	56.6	64.4	Y	Y	159	50.3	63.2	N	N	175	98.3	Y	175	98.1	Y					
F/R Meals	139	54.7	63.8	Y	Y	140	50.0	62.6	Y	Y	155	98.6	Y	155	98.7	Y					

AYP History: 2004=N, 2005=N, 2006=N, 2007=N, 2008=Y



SCHOOL DATA

AYP School History, Charter School of the Dunes

Indiana Department of Education



Pupils	English	English Conf Int	Math	Math Conf Int	Other Indicator	Safe Harbor Engl Math	95% Other Part.
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1535 Charter School of the Dunes

2003 New School

Overall

< 40
Enrolled

2004 *

Overall	175	34.3 *	50.1	26.3 *	48.4	N	N	Y
Black	151	33.1 *	49.5	24.5 *	47.7	N	N	Y
Free Lunch	88	30.7 *	46.6	20.5 *	44.8	N	N	Y

2005 *

Choice

Overall	245	41.2 *	58.6	37.5 *	57.2	94.91	92.39 *	Y	Y	N	
Black	238	40.3 *	58.5	37.8 *	57.1			Y	Y	N	92.6% 92.9% *
Free Lunch	145	35.9 *	56.5	33.1 *	55.0			Y	Y	N	93.0% 93.0% *

2006 *

Choice, Supplemental Services

Overall	275	46.9 *	59.0	39.3 *	57.6			Y	N	Y	
Black	241	45.6 *	58.6	37.8 *	57.1			Y	N	Y	
Free Lunch	178	41.0 *	57.4	33.1 *	55.9			Y	N	Y	

2007 *

Choice, Supplemental Services, Corrective Action

Overall	283	39.2 *	59.1	36.7 *	57.7			N	N	Y	
Black	258	37.6 *	58.8	35.5 *	57.3			N	N	Y	
Free Lunch	187	35.3 *	57.6	32.8 *	56.1			N	N	Y	
Special Ed	35	14.3 *	47.0	18.9 *	45.4			Y	Y	Y	

2008

YR 3 Comprehensive Support

Overall	213	55.9 *	65.5	61.5 *	64.3			Y	Y	Y	
Black	190	55.3 *	65.1	61.1 *	63.9			Y	Y	Y	
Free Lunch	150	49.3 *	64.1	58.7 *	62.9			Y	Y	Y	

*=Did Not Meet
Explanation

Indiana Accountability System for Academic Progress
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APPENDIX F



Year: 2011

2011 P.L. 221 Results**1535 - Charter School of the Dunes: D (Academic Watch)****Student Performance**

Performance Pass % Determination					
Student N	Eng. Test N	Eng. Pass N	Math Test N	Math Pass N	Performance Pass %
206	206	100	204	88	45.9

Student Improvement

Current Year						Prior Year						Improvement % Determination				
Student N	Eng. Test N	Eng. Pass N	Math Test N	Math Pass N	Pass %	Eng. Test N	Eng. Pass N	Math Test N	Math Pass N	Pass %		CurYr Imp. %	1YrPr Imp. %	2YrPr Imp. %	3Yr Avg Imp. %	
151	151	78	148	70	48.8	151	86	148	82	58.2		-7.4	2.0	18.1	3.6	

Improvement % used for PL 221 status determination will be the greater of the current year % and the 3 year average %. Value used is highlighted in blue.

P.L. 221 Status Determination

Pre AYP Gap Status Determination			AYP Gap Determination			Final Status
Performance Pass %	Improvement %	Pre AYP Cap PL 221 Status	Made AYP CurYr	Made AYP PrYr	PL 221 Status Capped?	Final PL 221 Status
45.9	3.6	D (Academic Watch)	N	N	N	D (Academic Watch)

P.L. 221 Status Determination Grid

Performance Pass %	Improvement %				
	A (Exemplary Progress)	B (Commendable Progress)	C (Academic Progress)	D (Academic Watch)	F (Academic Probation)
>= 90%					
>= 80%	>= 1%	< 1%			
>= 70%	>= 3%	>= 2%	>= 1%	< 1%	
>= 60%	>= 4%	>= 3%	>= 2%	>= 0%	< 0%
>= 50%	>= 5%	>= 4%	>= 3%	>= 1%	< 1%
< 50%		>= 5%	>= 4%	>= 3%	< 3%

P.L. 221 Status History

- 2010 Academic Progress
- 2008 Academic Progress
- 2007 Academic Watch
- 2006 Academic Progress
- 2005 Academic Progress

APPENDIX G

DOE Growth Model

Math

ELA

Grade	Quadrant	% of Student Body	Grade	Quadrant	% of Student Body
2006					
3	Lower Growth Lower Achievement	21%	3	Lower Growth Lower Achievement	20%
4	Lower Growth Lower Achievement	21%	4	Lower Growth Lower Achievement	21%
5	Lower Growth Lower Achievement	15%	5	Higher Growth Lower Achievement	15%
6	Higher Growth Lower Achievement	20%	6	Higher Growth Lower Achievement	20%
7	Higher Growth Lower Achievement	13%	7	Higher Growth Lower Achievement	13%
8	Lower Growth Lower Achievement	10%	8	Lower Growth Lower Achievement	11%
2007					
3	Lower Growth Lower Achievement	14%	3	Lower Growth Lower Achievement	14%
4	Higher Growth Lower Achievement	20%	4	Higher Growth Lower Achievement	20%
5	Lower Growth Lower Achievement	19%	5	Higher Growth Lower Achievement	19%
6	Lower Growth Lower Achievement	12%	6	Higher Growth Lower Achievement	12%
7	Higher Growth Lower Achievement	17%	7	Lower Growth Lower Achievement	18%
8	Lower Growth Lower Achievement	17%	8	Lower Growth Lower Achievement	18%
2008					
3	Lower Growth Lower Achievement	20%	3	Lower Growth Lower Achievement	20%
4	Higher Growth Higher Achievement	15%	4	Higher Growth Higher Achievement	15%
5	Higher Growth Lower Achievement	20%	5	Higher Growth Lower Achievement	20%
6	Higher Growth Lower Achievement	15%	6	Higher Growth Lower Achievement	15%
7	Higher Growth Lower Achievement	11%	7	Higher Growth Lower Achievement	11%
8	Higher Growth Lower Achievement	19%	8	Higher Growth Lower Achievement	19%

Math

ELA

Grade	Quadrant	% of Student Body	Grade	Quadrant	% of Student Body
2009					
3	Lower Growth Lower Achievement	21%	3	Higher Growth Lower Achievement	21%
4	Higher Growth Higher Achievement	20%	4	Higher Growth Lower Achievement	20%
5	Higher Growth Lower Achievement	20%	5	Lower Growth Lower Achievement	20%
6	Higher Growth Lower Achievement	10%	6	Higher Growth Lower Achievement	10%
7	Higher Growth Lower Achievement	11%	7	Lower Growth Lower Achievement	11%
8	Lower Growth Lower Achievement	17%	8	Lower Growth Lower Achievement	17%
2010					
3	Lower Growth Lower Achievement	21%	3	Lower Growth Lower Achievement	21%
4	Lower Growth Lower Achievement	19%	4	Lower Growth Lower Achievement	19%
5	Higher Growth Lower Achievement	18%	5	Lower Growth Lower Achievement	16%
6	Lower Growth Lower Achievement	16%	6	Higher Growth Lower Achievement	13%
7	Lower Growth Lower Achievement	13%	7	Lower Growth Lower Achievement	13%
8	Lower Growth Lower Achievement	12%	8	Higher Growth Lower Achievement	13%
2011					
3	Lower Growth Lower Achievement	20%	3	Lower Growth Lower Achievement	19%
4	Lower Growth Lower Achievement	17%	4	Lower Growth Lower Achievement	17%
5	Lower Growth Lower Achievement	18%	5	Lower Growth Lower Achievement	18%
6	Lower Growth Lower Achievement	16%	6	Lower Growth Lower Achievement	16%
7	Lower Growth Lower Achievement	20%	7	Lower Growth Lower Achievement	21%
8	Lower Growth Lower Achievement	9%	8	Lower Growth Lower Achievement	9%

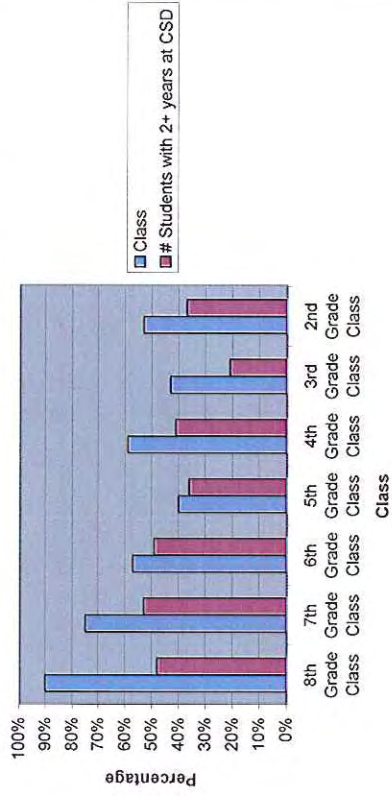
APPENDIX H

Special Education Alternative Assessments

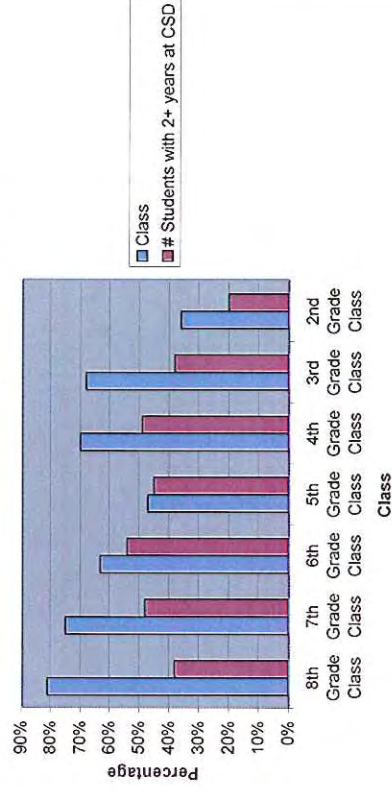
Math														
	# of Special Ed Students	# of Students Taking ISTEP	% SPED Testing ISTEP	% SPED Passing ISTEP	% SPED Pass + ISTEP	% SPED DNP ISTEP	# of Students taking IMAST	% SPED Testing IMAST	% SPED Passing IMAST	% SPED Pass + IMAST	% SPED DNP IMAST	# SPED Testing ISTAR	% SPED Testing ISTAR	% SPED Passing ISTAR
Special Ed 2006-2007	21	17	81%	12%	0%	0%	NA	NA	NA	NA	NA	4	19%	100%
2007-2008	18	15	83%	27%	0%	0%	NA	NA	NA	NA	NA	3	17%	100%
2008-2009	21	17	81%	29%	0%	0%	71%	NA	NA	NA	NA	4	19%	100%
2009-2010	24	13	54%	31%	0%	0%	69%	7	29%	0%	100%	4	17%	100%
2010-2011	31	16	52%	19%	0%	0%	81%	11	35%	10%	64%	4	13%	100%
ELA														
	# of Students Taking ISTEP	% SPED Testing ISTEP	% SPED Passing ISTEP	% SPED Pass + ISTEP	% SPED DNP ISTEP	# of Students taking IMAST	% SPED Testing IMAST	% SPED Passing IMAST	% SPED Pass + IMAST	% SPED DNP IMAST	# SPED Testing ISTAR	% SPED Testing ISTAR	% SPED Passing ISTAR	
Special Ed 2006-2007	20	16	80%	0%	0%	NA	NA	NA	NA	NA	4	19%	100%	
2007-2008	18	15	83%	13%	0%	NA	NA	NA	NA	NA	3	17%	100%	
2008-2009	21	17	81%	24%	0%	76%	NA	NA	NA	NA	4	19%	100%	
2009-2010	24	15	63%	27%	0%	73%	7	21%	8%	0%	71%	4	17%	100%
2010-2011	31	17	55%	18%	0%	82%	13	42%	10%	0%	90%	4	13%	100%

APPENDIX I

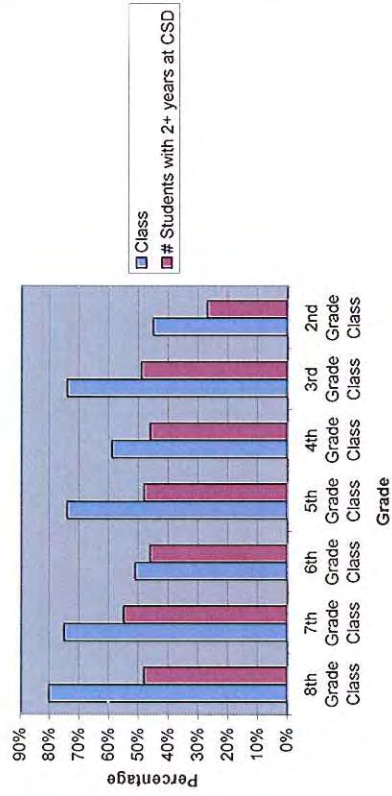
2010-2011 Students Meeting NWEA Language Growth Goal



2010-2011 Students Meeting NWEA Math Growth Goal



2010-2011 Students meeting NWEA Reading Growth Goal



APPENDIX J

FOCUS OUTCOMES

1. By February 2012, 100% of AQS 3rd Grade students will achieve mastery of 0-11 multiplication facts. Mastery is determined by 95-97% accuracy of each set of tables.
2. As indicated in Reading &/or Math, based on NWEA baseline scores, 100% of the top quartile students in each school will grow by at least one year by May 2012.
3. In Fall 2011 for all AQS schools, all admin teams will meet with 100% of parents/guardians of students performing at the 35th percentile in Reading &/or Math to discuss an RTI plan that will be implemented during the traditional school day and complete home action contracts directly related to sub skill deficits to ensure student improvement over time. These students will automatically become Tier II students along the RTI continuum and begin receiving an additional 30 minutes of instruction per subject area per week during the traditional school day.
4. In Winter 2012, 100% of students who have not experienced growth since Fall 2011 will be placed on a teacher created, Team Leader approved, action contract which addresses their sub skill deficits. Teachers must produce evidence of contract implementation through the Spring 2012 NWEA Testing Cycle. 100% of these students must experience $\frac{3}{4}$ year of growth at the end of the 2012 Spring NWEA Testing Cycle.
5. 100% of students in all AQS schools will achieve growth in extended response/applied skills in Reading and Math on ISAT/ISTEP during Spring 2012 testing.
6. 100% of all AQS schools will achieve their 2011-2012 NWEA targets in Reading & Math as indicated on the AQS NWEA Target Matrix.
7. 100% of AQS schools will participate in Character Counts and Character Education
8. 100% of AQS schools will create and implement curriculum alignment maps that are aligned to the Common Core/State Standards and school based resources for all grade levels served.

EVIDENCE

Report progress on all focus outcomes in monthly Regional Manager Results meeting. Quarterly evidence of student work related to multiplication fact mastery.

1. Multiplication plan due mid-September 2011. Evidence of student work due Nov., Jan., Mar
2. Top quartile plan due mid-October 2011. Evidence of student work due Dec., Feb., and Apr.
3. Submission of agenda for Fall &/or Winter Parent Meetings and Excel Template of student population & parent signatures, copy of certified mail & letter for parents who did not attend; sample action contract and RTI plan.

4. Submission of sample action contract & Excel template of relevant student population with Team Leader approval documentation; evidence of student work monthly beginning in Feb. 2012.
5. Submission of extended response plan at the end of September 2011. Evidence of student work Oct., Dec., Feb., Apr., and June.
6. All other evidence of efforts to meet this target; Jan. & May NWEA Testing will serve as benchmark toward analysis of the focus outcome.
7. By September 1st, all administrators, faculty and staff will be introduced and trained in Character Counts! All AQS schools will schedule character education twice per week for 30-45 minutes at each grade level. Character education will be taught in a separate, concentrated effort, other than within the subject of the class period during which it is being held. By mid-year, all schools will have incorporated at least one of the marketing suggestions from the sheet ***Making Character Counts! A Part of Your School.*** By the end of the 2011-2012 academic year, students at all grade levels will be able to identify the six pillars of character, what the colors stand for, and the meaning of each pillar.
8. Submission of detailed school wide action plan that outlines school based activities including deliverables to Regional Managers by September 1st.

APPENDIX K



Charter School of the Dunes

860 N. Lake St., Gary, IN 46403 ♦ Phone: (219) 939-9690 ♦ Fax: (219) 939-9031
www.csotd.org

Rationale:

The demographics of Charter School of the Dunes are:

- 93% African American
- 1% Hispanic
- 3% Caucasian
- 3% Multi-Racial
- 80% of students are enrolled in the free and reduced lunch program

Charter School of the Dunes has been making great strides towards student achievement. When new students enroll, they are generally two or three grade levels behind. In efforts to catch them up to grade level, we have incorporated individual goals for each student and progress monitor throughout the year to ensure goals are met and new goals are established. The more education a student receives at Charter School of the Dunes, the greater success students are having in achievement. Specific successes in our primary grades are due to:

- Increased number of instructional aides
- Consistent usage of scientifically-based intervention programs such as Voyager
- Utilized TRC component of DIBELS to track reading comprehension progress
- Progress monitoring of basic skills and learning goals
- Goal Setting

Adjustments for Schoolwide Success include:

- Re-assign teachers to enhance strengths
- Non-renewal for teachers not performing
- Increase instructional aides: at least one per grade level
- Progress monitoring expanded for 4-8th grades
- Improve testing experience: mobile lab and testing windows
- Hiring consultants focused on reading and math achievement
- Summer Reading Program with Reading is Fundamental grant

Financial adjustment with expansion to 9th grade:

Teacher assignments were adjusted to accommodate a middle school concept for grades 6th-8th and would accommodate an expansion to 9th grade.

- One non-performing 6th grade teacher was replaced with two part-time content area teachers (ELA and mathematics)
- With the above changes, adjustment in expenses for these salaries and benefits would be an increase of approximately \$12,000 to be paid from the general fund.

Facility

To accommodate a 9th grade at our current location, the entire dynamics of the classrooms have been reconfigured. By doing so, we are able to keep the older students separated from the younger students to maintain a safe and orderly educational environment.

Safety aspect

We have created a safe educational environment at Charter School of the Dunes. We adhere to a strict discipline policy and Code of Conduct. Our eighth graders in the past have had limited options for choices in high schools. Unfortunately, many are forced to attend traditional public schools in the area that have high volumes of violent acts including drug, weapon, and gang related activity. Because of this violence, the traditional public schools in this area have installed metal detectors, but violence with weapons still occurs in those schools with students bringing knives and guns to school. In addition to weapon issues, there are territorial issues with gangs. Our students are from the east side of Gary. If they are forced to attend a traditional public Gary high school located in another part of the city, this will cause a hostile situation of west side students versus east side students resulting in physical altercations. This past school year, one of our former eighth graders who was a freshman in one of those traditional public schools was beaten at school so severely that she was transported to Riley's Children Hospital in Indianapolis. We want to have the opportunity to expand our school to high school so that our students can remain in the safe educational environment that they have been accustomed to during their years at Charter School of the Dunes. The parents of Charter School of the Dunes students deserve peace of mind knowing their child is in a safe educational environment. See attached report of discipline issues from local traditional public high schools for more information.

APPENDIX L

Charter School of the Dunes

2011-2012 School Calendar

July 2011						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2011						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	PD	PD	PD	PD	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2011						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2012						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
Su	M	Tu	W	Th	F	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2012						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

-  School Closed
 -  Open House 10am-4pm
 -  Professional Development (no school for students)
 -  Report Cards
 -  First and Last Day of School
 -  Parent Teacher Conferences 1:45pm-8:00pm
 -  NWEA Testing
 -  Acuity Testing
 -  End of Marking Period
 -  ISTEP+ Writing 3rd-8th 3/5-3/14
 -  ISTEP+ Progress 3rd-8th 4/30-5/9
 -  Community Open House 12pm-5pm
 -  Early Dismissal Wednesdays at 1:45pm
- IREAD- 3/19-3/21 3rd Grade Spring ECA-4/23-6/6

mClass Testing Dates	Reading Intensive	Reading Strategic	Reading Benchmarked	Math Intensive	Math Intensive	Math Intensive
August						
8-22 to 8-26	B	B	B			
8-29 to 9-2	B	B	B			
September						
9-5 to 9-9	B	B	B			
9-12 to 9-16	B	B	B	B	B	B
9-19 to 9-23				B	B	B
9-26 to 9-30				B	B	B
October						
10-3 to 10-7						
10-10 to 10-14	PM					
10-17 to 10-21		PM		PM		
10-24 to 10-28	PM		PM		PM	
10-31 to 11-4				PM		
November						
11-7 to 11-11	PM	PM				PM
11-14 to 11-18				PM		
11-21 to 11-25	PM				PM	
11-28 to 12-2			PM	PM		
December						
12-5 to 12-16	PM	PM				
12-19 to 12-23				PM		
12-26 to 12-30	////////	////////	////////	////////	////////	////////
January						
1-2 to 1-6	////////	////////	////////	////////	////////	////////
1-9 to 1-13	B	B	B	PM	PM	
1-16 to 1-20	B	B	B			PM
1-23 to 1-27	B	B	B			
1-30 to 2-3				B	B	B
February						
2-6 to 2-10	PM			B	B	B
2-13 to 2-17		PM		B	B	B
2-20 to 2-24	PM					
2-27 to 3-2				PM		
March						
3-5 to 3-9	PM		PM			
3-12 to 3-16		PM		PM		
3-19 to 3-23	PM				PM	
3-26 to 3-30				PM		PM
April						
4-2 to 4-6	PM					
4-9 to 4-13	////////	////////	////////	////////	////////	////////
4-16 to 4-20	B	B	B	PM		
4-23 to 4-27	B	B	B			
4-30 to 5-4	B	B	B	B	B	B
May						
5-7 to 5-11				B	B	B
5-14 to 5-18	PM			B	B	B
5-21 to 5-25						
5-28 to 6-1	PM					

APPENDIX M



Grade Level Meeting

October 25, 2011

Our goal is that every CSD Student, without exception or excuse will be proficient or advanced in Math, Reading, and Language Arts!

Items for Information:

“SAY BOO TO DRUGS NIGHT”

- ✓ Please check with the Team Leaders for your role
- ✓ Promote candy collection to your class
- ✓ Boo Night tickets for sale in the lobby Wednesday and Thursday

Evaluations and Evaluation Meetings

- ✓ Evaluations will be conducted in November
- ✓ Key things we will look for across all grade levels are:
 - Differentiated instruction/small groups
 - Rigorous instruction
 - Classroom management and order maintained
 - Teacher-Student interaction
 - Circulation
 - Student engagement
 - Higher-order questions
 - Lesson alignment to curriculum maps
 - Professionalism
 - Teacher Preparedness

Items to Submit:

- Math Boot Camp Sheets
- Higher Order Questions/Total Participation Techniques
(Questions should increase in complexity and rigor as lesson progresses)
 - ✓ Discuss improvements and incorporating TPT's into lessons
 - ✓ Create a lesson that includes higher-order questions and TPT techniques

Items for Action:

- ISTEP+ Preparation
 - ✓ Receive ISTEP+ Prep Outline (ISTEP+ blueprints and vocabulary were given to you previously at a previous grade level meeting)
 - ✓ Discuss plans for preparation
 - ✓ Review ISTEP+ rubrics and formulate plans for implementation
- NEU Goal Work
 - ✓ Discuss the work that will be done towards creating resource binders
 - ✓ Start creation with comprehension/non-fiction

Data Meeting Agenda

Fall 2011

- Review whole class NWEA data
 - ~ Math
 - ~Reading (+Lexile Levels)
 - ~Language Arts
 - Student Goal Setting Worksheets
 - Flexible Groupings and Strategic Instruction
 - Using DesCartes
-

NOTES:

APPENDIX N



Thursday Collaboration Meeting Agenda

Date: 11/10/11

Location: A2

Attendees: Vaughn, Girven, Charpentier

Meeting Topics:

Writing Project
Curriculum Maps
Math- Unit 3

Collective Agreements:

6+1: After the non-fiction writing (DARE essay and States report) we will begin working on narrative writing for the book project and figurative language.

Reviewed curriculum map and highlighted covered standards.

Math- Angles measurement is okay for most students, will keep practicing.

Items for Follow-Up at Next Team Meeting:

Math
Curriculum Map

APPENDIX O

SCHOOL PRINCIPAL

Purpose Statement

The job of the School Principal was established for the purpose/s of managing assigned school site operations; coordinating site activities; representing the school within the community; and addressing situations and resolving problems and/or conflicts that could negatively impact the school.

RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Attends extracurricular activities for the purpose of supporting students and staff in all school functions and ensuring continued rapport with students and staff.
- Chairs meetings for the purpose of coordinating activities and ensuring that outcomes achieve school, AQS, and/or state objectives.
- Composes a wide variety of materials for the purpose of documenting activities, providing written reference and/or conveying information.
- Delegates responsibility for a variety of administrative functions to other personnel for the purpose of managing the workload more efficiently.
- Facilitates communication between personnel, students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Facilitates staff development and in-service programs for all certified personnel for the purpose of developmental opportunities and educational planning and knowledge.
- Implements policies, procedures and/or processes for the purpose of providing direction and/or complying with mandated requirements.
- Manages school administrative functions for the purpose of maintaining safe and efficient school operations within district guidelines.
- Prepares and administers the budget and insures all monies collected and disbursements made are properly accounted for the purpose of meeting district budget restrictions.
- Presents information for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
- Represents the school within community forums for the purpose of maintaining ongoing community support for educational goals and/or assisting with issues related to school environment.
- Screens requests for materials and supplies for the purpose of determining the relationship of materials to the program, school and district standards.
- Supervises all certified and classified personnel assigned to building for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's curriculum.

REQUIRED SKILLS AND KNOWLEDGE:

- **SKILLS** are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: Adhering to safety practices; operating standard office equipment; performing accounting procedures; planning and managing projects; preparing and maintaining accurate records; using pertinent software applications.
- **KNOWLEDGE** is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: accounting/bookkeeping principles; age appropriate activities; keyboarding; office methods and procedures; pertinent codes, policies, regulations and/or laws; stages of child development; standard office software.
- **ABILITY** is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and

operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is moderate. Specific ability-based

- competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; establishing effective relationships; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; working with detailed information/data; working with frequent interruptions.

TERMS OF EMPLOYMENT:

- Appointment term based upon contract
- Salary based upon experience and past performance

PERFORMANCE APPRAISAL:

- Annual evaluation by the regional manager and/or designee

APPENDIX P

TEAM LEADER
(Supplemental Position)

DESCRIPTION OF MAJOR RESPONSIBILITIES OF POSITION:

The Team Leader is a liaison between the administration and the team of teachers. This person shall report directly to the principal or designee.

RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Coordinate programs within the team
- Coordinate between own team, other teams, and other teachers
- Serve on and appoint team members to various committees
- Familiarize new teachers and substitute teachers with school programs and other pertinent information
- Responsible for the development of new approaches from within the team and for keeping up with new trends and research in education
- Schedule and conduct team meetings
- Assist in the selection of personnel
- Coordinate parent/teacher conferences and report information to appropriate administration
- Develop and maintain a high level of morale among team members
- Responsible for the care and distribution of equipment and materials
- Serve as a first recourse for team members who encounter classroom problems
- Recognize and encourage professional growth of team members
- Perform other related tasks/activities as assigned by the principal and/or designee

REQUIRED SKILLS AND KNOWLEDGE:

- Two (2) years teaching experience desired
- Ability to communicate positively and effectively with other professionals
- Knowledge of middle school team concepts

TERMS OF EMPLOYMENT:

- Supplemental position
- Salary based upon approved Supplemental salary schedule

PERFORMANCE APPRAISAL:

- Annual evaluation by the principal and/or designee

APPENDIX Q

JOB DESCRIPTION – TEACHER

The Teacher at American Quality Schools serves as the primary instructor of academic course content, the key developer of skills and strategies for critical thinking and problem solving among students, and the chief nurturer of positive values and self confidence among children in the classroom. At all times the teacher is a key role model for his/her students and a positive representative of the American Quality Schools Corporation. The above concepts will manifest themselves in the following ways. The classroom teacher will:

- Be thoroughly knowledgeable in the age-appropriate subject matter to be taught in his/her grade.
- Be fully prepared each day to conduct class so as to impact meaningful knowledge, skills, and values to students.
- Maintain an orderly and disciplined classroom at all times.
- Demonstrate on a daily basis a genuine caring about children and a sincere belief that all have the innate capacity to find success in some realm.
- Maintain a clean and attractive classroom, which creates an optimum environment for learning.
- Regularly attend and participate in all professional development activities, committees, and projects, which are directly related to the success of children's learning, the school operation, and the American Quality Schools Corporation.
- Be on time for the opening of each school day and commit the necessary after-classroom time to fulfill their professional responsibilities and obligations as teachers.
- Have a regular attendance record except for illness and other matters which have been approved by the School Director/
- Fully participate as a member of an academic team and carry out all assignments and meet all responsibilities designed to achieve AQS organizational goals.
- Follow on a daily basis the mission, goals, and philosophy of the American Quality Schools Corporation (AQS). This is manifest by a focused

implementation of a curriculum, which follows the Illinois State Standards, the Core Knowledge Sequence and the Junior Great Books Program where appropriate. The curriculum must be delivered through the philosophy, structure and strategy of the Paideia principles.

- Make regular professional contact with the parents/guardians of students in his/her classroom, so as to inform them of the progress or problems of their child's school achievement and other relevant matters.
- Answer all parent inquiries on the day the inquiry was received.
- Maintain careful records of student progress and problems, which are readily accessible to the School Director or member of the AQS corporate staff.
- Maintain all other such records and documentation as may be required by the School Director or the AQS corporate staff.
- Conduct oneself with the highest level of professionalism with students, fellow teachers, administration, school staff, and parents at all times.
- Follow the policies of AQS regarding the faculty dress code.
- Demonstrate a willingness to continuously learn and improve one's teaching and student achievement.
- Follow all other school-related requests and directives as may be given by the School Director or the AQS corporate staff.
- Demonstrate a willingness and ability to work in a "team" concept in the school and as an employee of the American Quality Schools Corporation.
- Demonstrate a working understanding of the policies regarding decision-making authority and of the policies regarding reporting relationships of The American Quality Schools Corporation.

All teaching personnel will be evaluated on the basis of the above listed criteria. Evaluations will be conducted by three parties:

Team Leaders- Team Leaders have a major responsibility for the evaluation of teachers who are part of their team. Their evaluation will be the culmination of daily exposure to the knowledge, skills, attitudes and professionalism of individuals who are part of their teams. Team Leaders will write evaluations of each teacher in their team at the end of each semester, which will be presented to the School Director. The results of these written evaluations will be shared with the individual teacher.

School Director- The School Director will play a major role in teacher evaluations based

on the above standards. The Director will observe all teachers in classroom situations on a bi-monthly basis and keep a written account of the observations, which he/she will share with the observed teacher in a timely manner. The School Director will write a final year-end evaluation of each teacher, which will be discussed with the teacher and forwarded to the AQS corporate office.

Outside Evaluators- For one or more times during each semester, each teacher will be observed and evaluated by an outside³ evaluator. This individual will be an experienced successful current or former teacher, who will have no personal or professional ties to the teacher being evaluated. The outside evaluator will present a written evaluation to the School Director, which will be shared with the teacher during the Director's scheduled evaluation meeting with the teacher.

The combination of all the above written evaluations will be forwarded to the AQS corporate office for review and action. This documentation will form the basis for all salary decisions, bonus decisions, reassignments, remedial programs, or termination.

This position reports directly to the School Director.