

School Improvement Plan 2025-2028

(updated 7.2025)

SCHOOL INFORMATION

School Name	Brummitt Elementary School
School Number	6819
Street Address	2500 Indian Boundary Road
City	Chesterton
Zip Code	46304

Table of Contents

SCHOOL and CONTACT INFORMATION	4
SCHOOL IDENTIFICATION	5
SCHOOL IMPROVEMENT PLANNING	6
PLANNING COMMITTEE	6
SCHOOL AND COMMUNITY NARRATIVE	8
ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS	10
ESSENTIAL INFORMATION & CORE ELEMENTS	12
CORE ELEMENT 1: CURRICULUM	12
CORE ELEMENT 2: INSTRUCTIONAL PROGRAM	15
CORE ELEMENT 3: ASSESSMENT	16
CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES	17
CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT	18
CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT	21
CORE ELEMENT 7: CULTURAL COMPETENCY	23
CORE ELEMENT 8: REVIEW OF ATTENDANCE	25
CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT	26
CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS	27
SCHOOL IMPROVEMENT PLAN	28
SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES - [GOAL #1]	28
PROGRESS INDICATORS - [GOAL #1]	32
SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES - [GOAL #2]	33
PROGRESS INDICATORS - [GOAL #2]	37
SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES - [GOAL #3]	38
PROGRESS INDICATORS - [GOAL # 3]	42
PROFESSIONAL DEVELOPMENT PLAN	43

SCHOOL and CONTACT INFORMATION

Principal	Antonino Cammarata
Phone number	219-983-3660
Email	ncammarata@duneland.k12.in.us

Superintendent	Dr. Chip Pettit
Phone number	219-983-3600
Email	cpettit@duneland.k12.in.us

Grant contact	Kevin Zeck
Phone number	219-983-3600
Email	kzeck@duneland.k12.in.us

Other contact	jjenks@duneland.k12.in.us
Position	Assistant Principal
Phone number	219-983-3660
Email	

SCHOOL IDENTIFICATION

For implementation during the following years:	2025-28 ▾
This is an initial three year plan.	Yes ▾
This is a review/update of a plan currently in use.	Yes ▾

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No ▾
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No ▾
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No ▾
This school is not identified as CSI, TSI, or ATSI.	Yes ▾

(TSI and ATSI only - NOT APPLICABLE)

Underperforming student groups identified by the federal government.

Choose ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾
Choose ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾

SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: <i>Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Antonino Cammarata	Principal	SIP ▾	UDL, BIT, MTSS
Justin Jenks	Assistant Principal	SIP ▾	UDL, BIT, MTSS
Courtney Commers	Instructional Coach	SIP ▾	UDL BIT, MTSS
Kelly McBride	Reading Specialist	SIP ▾	MTSS
Katie Curiel	Teacher	SIP ▾	
XXXXX	Parent	SIP ▾	
Katie Curiel	Teacher	SIP ▾	UDL BIT
Brandi Beckwith	Teacher	SIP ▾	UDL BIT
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	

SCHOOL AND COMMUNITY NARRATIVE

A narrative description of the school, community, and educational programs.

Brummitt Elementary is part of larger Duneland School Corporation (DSC). Nestled in a unique location just under an hour from Chicago, DSC serves a diverse and evolving community blending suburban and rural lifestyles. With a student enrollment that has remained stable, hovering around 5,800 students over the past five years, Duneland continues to build upon its strong academic reputation and community engagement. currently Brummitt Elementary provides educational programming to students in grades K-4..

DSC employs over 415 licensed professionals and more than 420 support staff, including instructional aides, maintenance teams, transportation workers, and cafeteria and custodial personnel. While English remains the primary language spoken in most households, the district has seen growth in multilingual families—particularly Spanish-speaking with a total of 17 languages now represented.

In Fall 2024, the district completed consolidation of schools with redistricting to develop five K-4 elementary schools, two grade 5-8 buildings with separate 5-6 intermediate and 7-8 middle schools within each, as well as maintaining the 9-12 grade high school. Duneland also offers an online school for grades K-12 as well as an alternative learning environment for grades 9-12 and developmental preschool programming.

DSC's demographics are shifting, with increased student diversity. The student population in 2024 was 75.9% white, down from 89.5% in 2012, while the Hispanic population rose to 15.8%. Multi-racial, Black, Asian, and American Indian students comprise the remaining percentage. About 28% of students qualify for free or reduced-price lunch, and 19% of students receive special education services—a 5% increase over ten years, largely due to growing needs in areas such as emotional disabilities, autism, and other health impairments.

Duneland is deeply committed to instructional excellence and whole-child support. Aligned with its Strategic Plan, the district has embedded Multi-Tiered Systems of Support (MTSS), data-informed instruction, and Professional Learning Communities (PLCs) across all schools. Central to this effort is the development of a Guaranteed and Viable Curriculum (GVC) delivered through Canvas, the district's learning management system. This ensures consistent, high-quality Tier I instruction and promotes equity and coherence across grades and buildings. Universal Design for Learning (UDL) is also being emphasized to strengthen the Tier 1 core through a 4 year professional development and coaching cycle. This initiative compliments previous strategic plan goals but also aligns with training on student behaviors and co-teaching practices which are further supporting a more inclusive school community.

Instructional practices continue to evolve, with emphasis on technology integration (1:1 devices K-12), inquiry-based learning, and embedded literacy instruction across content areas. A team of instructional coaches supports classroom teachers through Jim Knight's coaching model. Visual and performing arts remain strong, with K-12 music, art, and PE programs, and robust elective offerings in journalism, debate, world languages, and career readiness as well as a broad host of competitive athletic and academic co and extra curricular programs.

Link additional information here
(if necessary) □

www.duneland.k12.in.us

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals. Assess the school's alignment with the district using this page.

District Vision

Duneland is committed to inspiring growth, igniting curiosity, and unlocking potential for all.

School Vision

Brummitt is committed to inspiring growth, igniting curiosity, and unlocking potential for all.

District Mission

Duneland provides a safe, collaborative and engaging environment where all students are empowered to explore their talents, build their curiosity, embrace high expectations and become responsible, caring adults.

School Mission

Brummitt provides a safe, collaborative and engaging environment where all students are empowered to explore their talents, build their curiosity, embrace high expectations and become responsible, caring citizens.

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS (continued)

District Goal(s)
<p>Student Achievement & Growth Goal: Address needs and expectations for continuous improvement at the local state, and federal levels.</p> <p>People & Culture Goal: Become a preferred employer by maximizing efforts to attract, retain, develop and recognize all school corporation employees.</p> <p>Finance & Facilities Goal: Align available financial and other resources to meet the school corporation's strategic initiatives.</p> <p>Safety & Operations Goal: Develop, implement, and monitor safety and security systems.</p>

Does the school's vision support the district's vision?	Yes ▾
Does the school's mission support the district's mission?	Yes ▾
Does the school's vision and mission support the district's goals?	Yes ▾

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to become aligned?	
Not Applicable - All school Improvement goals for each of the Duneland schools are established with support and guidance from district leadership to establish district-wide alignment PreK-12. This further supports the district's focus on district-wide/systems accreditation through Cognia and the district strategic plan.	
Link additional information here (if necessary) <input type="checkbox"/>	https://www.duneland.k12.in.us/strategic-plan/strategic-plan

ESSENTIAL INFORMATION & CORE ELEMENTS

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. An 'X' in the last column denotes that additional consideration was given by the school's planning team when reviewing data and/or developing school goals.

CORE ELEMENT 1: CURRICULUM

The following lists primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most teachers. Subject/Courses include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Items indicate alignment with Indiana Academic Standards (IAS) as well as how the resource is used.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
ELA	K-4	Fountas and Pinnell	Yes ▾	Tier 1 ▾	Core Reading instruction	Yes ▾	<input checked="" type="checkbox"/>
ELA	K-4	Kendore	Yes ▾	Tier 1 ▾	Core Reading Instruction	Yes ▾	<input checked="" type="checkbox"/>
ELA	K-1	Heggerty	Yes ▾	Tier 1 ▾	Core Reading Instruction	Yes ▾	<input checked="" type="checkbox"/>
ELA	K-4	Kendore	Yes ▾	Tier 3 ▾	Tier 3 Support	Yes ▾	<input checked="" type="checkbox"/>
Math	K-4	Reveal	Yes ▾	Tier 1 ▾	Core Math Instruction	Yes ▾	<input checked="" type="checkbox"/>
Math	K-4	Reveal	Yes ▾	Tier 2 ▾	Tier 2 Support	Yes ▾	<input checked="" type="checkbox"/>
Math	K-4		Yes ▾	Tier 3 ▾	Tier 3 Support	Yes ▾	<input checked="" type="checkbox"/>
Social Studies	K-4	Studies Weekly	Yes ▾	Tier 1 ▾	Core Social Studies Instruction	Yes ▾	<input checked="" type="checkbox"/>
Science	K-4	Science	Yes ▾	Tier 1 ▾	Core Science Instruction	Choose ▾	<input type="checkbox"/>
IXL	K-4		Choose ▾	Choose ▾		Choose ▾	<input type="checkbox"/>
			Choose ▾	Choose ▾		Choose ▾	<input type="checkbox"/>
			Choose ▾	Choose ▾		Choose ▾	<input type="checkbox"/>

Link additional information here
(if necessary) □

<https://www.duneland.k12.in.us/programs-services/dsc-teaching-and-learning/guaranteed-and-viable-curriculum/new-page>

CORE ELEMENT 1: CURRICULUM

(continued)

Best Practice/Requirements Self-Check	Yes/No	X
The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.	Yes ▾	<input type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes ▾	<input type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes ▾	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes ▾	<input type="checkbox"/>

The public may view the school's curriculum in the following location(s)	
<p>The district has developed a Guaranteed and Viable Curriculum for it's courses. Information regarding the GVC can be found on the district website. Families may access courses through the Student Learning Management System, at school sites, and by requesting an appointment through the District Teaching and Learning Office.</p>	
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	<p>https://www.duneland.k12.in.us/programs-services/dsc-teaching-and-learning/guaranteed-and-viable-curriculum</p>

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. The school has assessed their practices using the chart below.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at-risk of failure.	Yes ▾	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes ▾	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes ▾	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	<input type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process	Yes ▾	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes ▾	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	<input type="checkbox"/>

CORE ELEMENT 3: ASSESSMENT

The school utilizes the following assessments and related data to inform instruction as well as identify goals.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
ILEARN	3-4	Sum... ▾	State Assessment	Yes ▾	<input type="checkbox"/>
IREAD	2-3	Sum... ▾	State Assessment	Yes ▾	<input type="checkbox"/>
ILEARN Checkpoints	3-4	Form... ▾	Formative State Assessment, drive instruction	Yes ▾	<input type="checkbox"/>
District CFA/CSA	K-4	Form... ▾	Formative assessment, drive instruction	Yes ▾	<input type="checkbox"/>
mClass	K-2	Benc... ▾	Tier 3 identification and remediation	Yes ▾	<input type="checkbox"/>
NWEA	K-4	Benc... ▾	Tier 3 identification and remediation	Yes ▾	<input type="checkbox"/>
MEFS	K	Benc... ▾	Tier 3 identification	Yes ▾	<input type="checkbox"/>
CogAT	K, 2, 4	Form... ▾	High Ability identification	Yes ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes ▾	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ▾	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes ▾	<input type="checkbox"/>

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

Briefly describe how technology is used by students to increase learning.

Duneland School Corporation has been a 1:1 technology district for over eight years, with students in grades K–8 using iPads and high school students using laptops. Even prior to the pandemic, the district had established e-learning days and integrated technology into instruction, which enabled a smooth transition to remote learning in 2020.

As part of its Guaranteed and Viable Curriculum (GVC) model, over 90 courses have been built into the Canvas Learning Management System, incorporating blended learning practices across all subject areas. These efforts are led by teacher teams and supported by instructional coaches in every building who provide embedded professional development.

A district-level Instructional Technology Coordinator offers ongoing training to enhance instructional practices, with recent emphasis on the role of artificial intelligence in K–12 education. This has included the development of an AI Usage Rubric to guide appropriate use by students and staff, as well as the integration of tools like Khanmigo and Magic School, supported by Digital Learning grants. The district also promotes peer-led learning through the Duneland Learning Academy, an after-hours program where teachers share effective instructional and technology strategies.

Duneland’s commitment to innovation is further reflected in its award-winning robotics program and technology-rich high school career courses in PLTW, engineering, radio, and television.

Link additional information here
(if necessary)

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes ▾	<input type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes ▾	<input type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs	Yes ▾	<input type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes ▾	<input type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes ▾	<input type="checkbox"/>

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Grades K-5 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Yes ▾	Career day/fair or community day	Yes ▾
Career simulation (JA/Biztown, etc.)	No ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Yes ▾
Career-focused classroom lessons	Yes ▾	Guest speakers	Yes ▾
Not currently implementing career exploration activities		No ▾	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Career exploration activities are implemented within the school.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and well-being are crucial factors in learning, the questions below reflect conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families	Yes ▾	<input type="checkbox"/>
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	<input type="checkbox"/>
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	<input type="checkbox"/>

Briefly answer the following:

What practices are in place to maintain a safe environment?
<p>Our school is committed to supporting the social, emotional, and physical well-being of students and staff through a range of proactive programs, training, and services.</p> <p>The school has access to school resource officers and has at least one certified school counselor on staff as well as at least one registered nurse on-site during school hours. A district Licensed Mental Health Counselor also services the district in conjunction with two outside counseling partnerships with Porter Starke and Crown Counseling. Due to grant funding these partnerships with local mental health organizations provide counseling services at no cost to families.</p> <p>An Advisory period, also known as Trojan Time, has been implemented across all schools to build meaningful relationships and deliver instruction in Indiana Department of Education (IDOE) Social-Emotional Learning (SEL) competencies, Second Step lessons, and Trust-Based Relational Intervention (TBRI). Recent facility renovations have created dedicated sensory spaces, including amygdala reset stations and calm-down corners.</p> <p>All certified teachers and additional staff receive training to recognize signs of child abuse, neglect, suicidal ideation, and other social-emotional concerns. In 2022–2023, all staff in grades 5–8 participated in adolescent-focused training from the Berckemeyer Consulting Group. The district has also increased Crisis</p>

Prevention Intervention (CPI) training, specifically in trauma-informed care and verbal de-escalation, and extended these efforts to include teachers, aides, administrators, transportation personnel, and soon, food service, custodial, and office staff. During the 2023–2024 school year, K–4 staff were trained in the Zones of Regulation program, while grades 5–8 are complete TBRI training during 2024–2025 school year with continued coaching during the 2025-2026 school year. Training has been supported through the ParaProfessional Grant. SNT Consulting with Kevin Dill has been used throughout the 2024-2025 school year to support the development of restorative behavior programs with specific focus on our Exceptional Learning students. This process will continue and expand with him into the following year. Additionally, a Behavior Coach has been hired for the district and the district was awarded the IDOE Behavior Grant to further support many of the previously mentioned initiatives as well as address new needs.

The Student Support Services Coordinator leads initiatives to enhance staff and student awareness of trauma-informed and neuroscience-based practices. Staff wellness is also prioritized through programs coordinated by Human Resources, including health education, wellness checks, and regular communication promoting participation.

Additionally, in 2023–2024, the district transitioned from a localized tip line to the Sandy Hook Promise’s "See Something, Say Something" reporting system. Each school now hosts a SAVE Promise Club to support this initiative and foster a culture of student advocacy and safety.

The district’s 2024–2028 Strategic Plan outlines continued efforts to strengthen safety practices, including comprehensive risk assessment procedures and regular training in CPI, TBRI, and QPR for staff across all roles.

Link additional information here
(if necessary)

CORE ELEMENT 7: CULTURAL COMPETENCY

Identify the racial, ethnic, language-minority, and socio-economic groups in your school.

Group	X	Group	X	Group	X
American Indian/Alaskan Native	<input type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>
Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White	<input checked="" type="checkbox"/>

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Identification occurs as part of the enrollment process by families. Information gathered here is included within our student information system (Skyward). Home language surveys are used to identify students who speak other languages. If the survey indicates a language other than English, the student then takes an English language proficiency placement test that demonstrates the need for English language services. Socio economics status is contained within our system, but is not information that is shared with staff due to privacy restrictions. These processes align with federal, state, and local code, guidelines, and practices.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

Student performance is consistently monitored through Professional Learning Communities (PLCs) using common formative and summative assessment data. PLCs analyze this information to provide targeted interventions based on identified needs. Standardized assessment data is also reviewed by each building's Multi-Tiered System of Support (MTSS) team to guide additional interventions.

These foundational systems ensure equitable access for all students. Training in Universal Design for Learning (UDL) further removes barriers and expands access to the core curriculum. In addition, assessment data is regularly reviewed to increase student enrollment in honors and Advanced Placement (AP) courses, ensuring that more students have opportunities to engage in advanced academic pathways

Link additional information here
(if necessary)

CORE ELEMENT 7: CULTURAL COMPETENCY (continued)

What professional development might be necessary for staff to work effectively in cross-cultural situations?

The district has made a commitment through their strategic plan with emphasis on training for Universal Design for Learning. Professional development in UDL equips staff with strategies to remove barriers and provide equitable access to learning for all students, regardless of background. By focusing on flexible approaches to instruction, UDL training helps educators adapt content and delivery to meet diverse cultural and linguistic needs. This prepares staff to work more effectively in cross-cultural situations by fostering inclusive practices that honor and support every learner's strengths.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

Curriculum materials in Duneland are adopted by the School Board of Trustees based on recommendations from stakeholder teams that include teachers, administrators, students, and parents. These teams carefully review available options to ensure alignment with Indiana Academic Standards and state requirements. The adopted resources are selected to provide representation of diverse cultures, supporting recognition and appreciation of all students' cultural differences. UDL training guides teachers to building opportunities for students to engage in choice during their instruction. When students are given multiple ways to connect with and engage in meaningful, high-interest curricular content, they gain opportunities to express their voice and share their cultural identity through their work.

Link additional information here
(if necessary)

CORE ELEMENT 8: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?	Brummitt Elementary is still feeling the effects of COVID. We struggle with the expectations from some homes that it is not important to be at school regularly.				
What procedures and practices are being implemented to address chronic absenteeism?	Communicating with families at benchmarks (5 and 10 days) with phone calls and in person meetings. Research on student achievement is shared with families. Weekly student and class recognition for improved attendance.				
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	Attendance is monitored weekly.				
Number of students absent 10% or more of the school year:					
Last Year:		Two Years Ago:		Three Years Ago:	

Best Practice/Requirements Self-Check	Yes/No
The school has and follows a chronic absence reduction plan.	Yes -
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students	Yes -
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

How does the school maximize family engagement to improve academic achievement?

Classroom teachers share course information and testing dates with families. Results are communicated in a timely manner. Reading Specialist, RtI Interventionist and Instructional Coach collaborate closely with classroom teachers to improve tier one instruction and inform tier 3 instruction. They also will participate in meetings held for academically struggling students. Parents are invited in for informative meetings for new initiatives like moving to standards based grading, or new state testing expectations. There is always a question and answer period during these presentations.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Parents/families are able to meet with teachers, specialists, or school administration as necessary. Teachers have daily prep periods during the school day to address parents over the phone or in person. This time is communicated with families. They also set up meetings before and after school to accommodate parents schedules. The principal and assistant principal also schedule meetings this way.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

Attendance is monitored weekly. Student attendance data is reviewed regularly. Letters, phone calls, and in person meetings are used to communicate with families about attendance goals/expectations. At Brummitt students are recognized for perfect attendance from the prior week. The students have their picture taken and put in our weekly newsletter. This picture is displayed on our "A+ perfect Attendance" bulletin board. The bulletin board is hanging in a main hallway. students pass it several times a day. Pictures stay up all year.

How do teachers and staff bridge cultural differences through effective communication?

Teachers utilize The GLOBO program to intentionally translate information for parents. We also utilize our ELL Coordinator to assist in finding translators in the event we need to meet over the phone or in person.

Link additional information here
(if necessary)

SCHOOL IMPROVEMENT PLAN

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES - [GOAL #1]

GOAL			
Goal	80% of students in grades 3-4 will achieve proficiency or above proficiency on the ILEARN ELA assessment		
Sub-group focus	Students qualifying for special education		
The strategies we are going to implement are	UDL, Kendore Phonics, Collaborative Teaming (PLC)		
To address the root cause	Students need to engage in lessons properly prepared, continuously implemented, and monitored regularly by teachers at each grade level to develop necessary reading skills to demonstrate proficiency on state assessments.		
Which will help us meet this student outcome goal*	By increasing student engagement in Kendore lessons K-4, providing foundational phonics skills, and using a data-driven decision making process to guide instruction.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Universal Design Learning (UDL)	Novak, K., & Rodriguez, K. (2016). <i>Universally designed leadership: Applying UDL to systems and Schools</i> . CAST Professional Publishing	Building administration and teaching staff	August 2025- May 2028
Kendore Phonics	Orton-Gillingham. (n.d.). How Orton-Gillingham can support struggling readers. Retrieved July 17, 2025, from https://www.orton-gillingham.com/how-orton-gillingham-can-support-struggling-readers/	Building administration and teaching staff	August 2025- May 2028
Professional Learning Communities (PLC)	Marzano, R. J, Heflebower, T., Hoegh, J.K., Warrick, P., Grift, G.. (2016). <i>Collaborative teams that transform schools: The next step in PLCs</i> . Marzano Research.	Building administration and teaching staff	August 2025-May 2028

Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	UDL					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Create a Building Implementation Team (BIT)	Provide in-depth training to a selected cadre of individuals that can guide further UDL implementation efforts at Brummitt Elementary	Administration	IU Cell Trainings BIT Agendas	IU Cell Training Time	2025-2026 School Year	In Progress ▾
Train Staff on UDL Principles	Provide overview of UDL principles to staff in preparation for more in-depth training	Administration Instructional Coach	Surveys	Time	2025-2026 School Year	In Progress ▾
Use BIT to Coach/Train Staff on UDL	Use trained members of BIT to coach and provide individualized support for remaining staff as they implement UDL in their classrooms	Administration Instructional Coach BIT	BIT Agendas Team Notes	Time Coverage for BIT as they attend meetings	2025-2026 School Year	Not Started ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	The 2024-25 school year was spent training the first half of the BIT through the IU Cell training sessions. Minus a few unforeseeable personal events that impacted attendance for the BIT members, training went well.					
How has student achievement been impacted? What is the evidence?	At this point, there are not enough staff trained in UDLE to make a judgement at this time. Two teachers trained thus far have begun implementation of UDL principles in their rooms.					
How will implementation be adjusted and/or supported moving into next year?	We are sending our Assistant Principal and school counselor to join us in this years group of teachers being trained.					

Link additional information here
(if necessary)

Strategy #2		Kendore Phonics				
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Professional Development of Kendore phonics curriculum	Untrained staff will train with Jennifer Hasser on Kendore components and implementation	Administration Teachers Instructional Coach	ELA Formative/Summative assessment results	Time, Money Canvas	2025-26 school Year	Not Started ▾
Through implementation of phonics curriculum	Appropriate skill application and Intentional focus on teaching pedagogy of phonics curriculum to each grade level	Administration Teacher Instructional Coach	Lesson Plan PLC Notes	Time	2025-26 School Year	In Progress ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		The GVC is operational and being utilized by all Duneland Staff. Updating and expectation of daily use of the GVC and CFA/CSA contained in the GVC.				

How has student achievement been impacted? What is the evidence?	IREAD-3 for second and third grades continue to improve and be strong.
How will implementation be adjusted and/or supported moving into next year?	Teachers who are missing parts of the training or who have no training with Kendore will have an opportunity to be trained by program creator Jen Hasser. PLC discussion for feedback on implementation strategies.
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #3	Grade-Level Team Collaboration Meetings (PLC)					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Weekly dedicated scheduled time for each grade-level including Exceptional Learning to meet	Collaborate to review data fromCFAs/CSAs and plan for necessary tier 2 instruction or tier 3 instruction	Administration Teachers Reading Specialist Instructional Coach	Team meeting notes Tier 2-3 lesson plans Tier 2-3 Remediation results	Time/schedule People	2025-26 School Year	In Progress ▾
						Choose ▾
						Choose ▾

<p>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</p>	<p>Professional Learning Communities are operational. Having time carved out in the daily schedule for the intentional purpose of planning for PLC questions (How will we know if they have learned it? What will we do if they don't learn?)</p>
<p>How has student achievement been impacted? What is the evidence?</p>	<p>IREAD 3 scores are strong</p>
<p>How will implementation be adjusted and/or supported moving into next year?</p>	<p>Data meeting of student progress held in May of 2025. Students placed in tiers 2 and 3 for the start of the 2025-26 school year</p>
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	

PROGRESS INDICATORS - [GOAL #1]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	ILEARN Checkpoints NWEA Reading	ILEARN Checkpoint NWEA Reading	ILEARN Checkpoints NWEA Reading	ILEARN Checkpoints NWEA Reading
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES - [GOAL #2]

GOAL			
Goal	80% of students will meet the IDOE attendance goal of 94% (being in attendance at school 94% of the available school days)		
Sub-group focus	Students with chronic absenteeism (more than 10 days)		
The strategies we are going to implement are	UDL, MTSS, Intentional Outreach Efforts		
To address the root cause	By increasing student engagement, intentionally monitoring attendance, and contacting families to support their students regular attendance at school		
Which will help us meet this student outcome goal*			
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
UDL	Novak, K., & Rodriguez, K. (2016). <i>Universally designed leadership: Applying UDL to systems and Schools</i> . CAST Professional Publishing.	Building administration and teaching staff	August 2025-May 2026
Improved feedback and Relationships	Hattie, J. & Zierer, K. (2018). <i>10 mindframes for visible learning: Teaching for success</i> . Routledge	Building administration and teaching staff	August 2025-May 2026
Intentional Outreach Efforts	Rogers, T., & Mapp, K. (n.d.). Nudge letters reduce chronic absenteeism. Harvard Graduate School of Education. Retrieved July 17, 2025, from https://www.gse.harvard.edu/ideas/ed-magazine/24/05/um-where-everybody	Building administration and teaching staff	August 2025-May 2026
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	UDL					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Create Building Implementation Team (BIT)	Provide in-depth training to a selected cadre of individuals that can guide further UDL implementation efforts	Administration	Attendance at IU Cell Trainings BIT Agendas	IU Cell Training Time	Begin in 2025-26 School Year	Not Started ▾
Train Staff on UDL Principles	Provide overview of UDL principles to staff in preparation for more in-depth training	Administration Instructional Coach	Surveys	Time	Begin in 2025-26 School Year	Not Started ▾
Use BIT to Coach/Train Staff on UDL	Use trained members of BIT to coach and provide individualized support for remaining staff as they implement UDL in their classrooms	Administration Instructional Coach BIT	BIT Agendas Team Notes	Time Coverage for BIT	Begin in 2025-26 School Year	Not Started ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This is a new strategy.					
How has student achievement been impacted? What is the evidence?	This is a new strategy.					
How will implementation be adjusted and/or supported moving into next year?	This is a new strategy.					

Link additional information here
(if necessary)

Strategy #2		Improved Feedback and Relationships				
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Mindframes Training	Provide staff with training on the importance of Hattie's Mindframes research	Administration Instructional Coach	Surveys	Time	Begin in 2025-26 School Year	Not Started ▾
Providing Improved Feedback	Provide training on Hattie's research on the impact targeted feedback can have on student results.	Administration Instructional Coach	Surveys Team Notes	Time	Begin in 2025-26 School Year	Not Started ▾
Building Improved Relationships	Provide training on Hattie's research on how teachers can intentionally build improved relationships with students.	Administration Instructional Coach	Surveys Team Notes	Time	Begin in 2025-26 School Year	Not Started ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		This is a new strategy.				

How has student achievement been impacted? What is the evidence?	This is a new strategy.
How will implementation be adjusted and/or supported moving into next year?	This is a new strategy
Link additional information here (if necessary) □	

Strategy #3		Intentional Outreach Efforts				
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
ParentSquare attendance Communication	Use the ParentSquare platform to keep families up to date with both what is happening at school and their child's attendance record	IT Building Administration Attendance Secretary	Attendance records	ParentSquare Skyward	Begin 2025-26 School Year	Not Started ▾
Direct communication with families	Targeted outreach to support families whose students are struggling with attendance	Building Administration Attendance Secretary	Attendance records	ParentSquare Skyward	Begin 2025-26 School Year	Not Started ▾
						Choose ▾

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This will be a new strategy.
How has student achievement been impacted? What is the evidence?	This will be a new strategy.
How will implementation be adjusted and/or supported moving into next year?	This will be a new strategy.
Link additional information here (if necessary) <input type="checkbox"/>	

PROGRESS INDICATORS - [GOAL #2]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	Attendance records	Attendance records	Attendance records	Attendance records
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES - [GOAL #3]

GOAL			
Goal			
Sub-group focus			
The strategies we are going to implement are			
To address the root cause			
Which will help us meet this student outcome goal*			
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
						Choose ▾
						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
						Choose ▾
						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
						Choose ▾
						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS - [GOAL # 3]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)				
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

PROFESSIONAL DEVELOPMENT PLAN

Professional Development Goal(s)	All certified staff will be trained in Universal Design for Learning best practices by Fall 2028
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Title II General funds
Plan for coaching and support during the learning process	<p>IU Cell is leading the district in a four year professional development and implementation cycle that covers the following:</p> <ul style="list-style-type: none"> ● Initial Cohort Training (new cohort each year): 2-6 Teachers, Instructional Coaches and Administrators will participate in training provided by IU Cell. This includes five training days and additional embedded coaching cycles. ● Continued Cohort Training (following initial training): Cohorts will participate in Think Tank coaching cycles and CAST Level 1 and Level 2 certification. ● Instructional Coach Training: IU Cell will be working in year 2 of the cycle to train and support instructional coaches in local ownership of embedded coaching cycles as well as facilitating training for new cohorts. ● Ongoing Support: Building Implementation Teams and the District Implementation Team provide oversight to further expand and develop professional learning opportunities and ongoing support for implementation beyond the four years with IU Cell. ● Building Based Training: High Impact Teaching Strategies are embedded into the Certified Employee Evaluation with an emphasis on UDL. Ongoing training throughout the year is provided to support HITS and therefore UDL for all staff.
Evidence of Impact	District Capacity Assessment Student Performance Data Cognia Surveys and Inventories
How will effectiveness be sustained over time?	The District and Building Implementation Teams are receiving concurrent training to provide ongoing support and oversight to solidify a district culture to support sustainability. The DIT and BITs will be responsible for training and support beyond the four years with IU Cell.
Link additional information here (if necessary) <input type="checkbox"/>	

Professional Development Goal(s)	Kendore Phonics implementation
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	District Referendum Funds and Title II Funds
Plan for coaching and support during the learning process	Instructional Coach and administration taking lead role in working with teaching staff
Evidence of Impact	Continual increase in IREAD pass rates in both the 2nd and 3rd grades.
How will effectiveness be sustained over time?	School CFA/CSA data, mClass data (2nd grade), NWEA data, ILEARN Checkpoint data
Link additional information here (if necessary) □	

Professional Development Goal(s)	
Is professional development linked to SIP goals?	Choose ▾
Possible Funding Sources	
Plan for coaching and support during the learning process	
Evidence of Impact	
How will effectiveness be sustained over time?	
Link additional information here (if necessary) □	

Professional Development Goal(s)	
Is professional development linked to SIP goals?	Choose ▾
Possible Funding Sources	
Plan for coaching and support during the learning process	
Evidence of Impact	
How will effectiveness be sustained over time?	
Link additional information here (if necessary) □	