

School Improvement Plan 2025-2028

(updated 7.2025)

SCHOOL INFORMATION

School Name	Westchester Intermediate School
School Number	219-983-3710
Street Address	1050 S. 5th St.
City	Chesterton
Zip Code	46304

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SCHOOL and CONTACT INFORMATION

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Superintendent	Dr. Chip Pettit
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Grant contact	Kevin Zeck
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Other contact	Kyle Hernandez
Position	Assistant Principal
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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 ▾

SECTION A

NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

CNA Data Review

The following data was used to create and review for this plan.

General Academic	Specific Student Groups		General School Data
<input checked="" type="checkbox"/> Statewide Assessments	<input checked="" type="checkbox"/> Statewide Assessment Data	<input checked="" type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input checked="" type="checkbox"/> Attendance*
<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Federal (ESSA) Data	<input checked="" type="checkbox"/> Individual Education Plans (IEPs)	<input checked="" type="checkbox"/> School Discipline Reports*
<input checked="" type="checkbox"/> District Assessments	<input checked="" type="checkbox"/> IAM Assessment	<input checked="" type="checkbox"/> Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/> Bus Discipline Reports*
<input type="checkbox"/> Dyslexia Assessments	<input checked="" type="checkbox"/> Aptitude Assessment(s)	<input checked="" type="checkbox"/> Staff Training	<input checked="" type="checkbox"/> Surveys (parent, student, staff) *
<input checked="" type="checkbox"/> Common Formative Assessments	<input type="checkbox"/> Special Education Compliance Rpt	<input checked="" type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/> Daily Schedule Configuration
<input type="checkbox"/> PSAT/SAT/ACT	<input type="checkbox"/> Subgroup Assessment Data	<input checked="" type="checkbox"/> Current High Ability Grant	*Including student subgroups
List or Link Other Data Sources Below			
Link:		Link:	
Link:		Link:	

Goal Review

Previous Year Goal #1	Students will improve reading comprehension across the curriculum as evidenced by EOY NWEA scores.	Measurable Outcome Met?	Yes ▾
If the goal was met, how will the school further improve or sustain this level of performance?	Continue best practices regarding reading comprehension, collaborative teaming, and data-driven instruction and grouping.		
If the goal was not met, should the school continue to work toward this goal?	N/A ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	N/A		
Root Cause Analysis Review (if applicable):			
N/A			

Previous Year Goal #2	Through the use of Advisory time, students will maintain and continue to grow in Social Emotional Learning.	Measurable Outcome Met?	Yes ▾
If the goal was met, how will the school further improve or sustain this level of performance?	Promoting a positive and safe school environment has been shown to increase student engagement and performance. We have yet to have full year scores to show student growth demonstrating the impact of our advisory period on student achievement.		
If the goal was not met, should the school continue to work toward this goal?	N/A ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	N/A		
Root Cause Analysis Review (if applicable): N/A			

Previous Year Goal #3	Improve stakeholder involvement opportunities	Measurable Outcome Met?	Yes ▾
If the goal was met, how will the school further improve or sustain this level of performance?	We have continued to enhance the way in which our faculty and the building administrators interact with families and community members. We have been working to improve		

	opportunities for families to be more involved in our PTO. We will continue our outreach and will add parent nights for families to come in and learn about the resources we are using and how they can help at home.
If the goal was not met, should the school continue to work toward this goal?	N/A ▾
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	N/A
Root Cause Analysis Review (if applicable): N/A	

SIOT ANALYSIS

The following is a summary review of the SIOT Analysis completed by the school.

SIOT Analysis	
Strengths	Areas of Improvement
<ul style="list-style-type: none"> ● Committed PLC foundation: Weekly protected collaboration time; Solution Tree partnership; staff buy-in to “learning, collaboration, results.” Clear goals & checkpoints: Defined data cycles (BOY/MOY/EOY; PLC forms); measurable ILEARN/NWEA targets. ● Core curriculum in place: F&P Classroom, Amplify ELA (6), Reveal Math (5–6), TCI SS, PLTW infusion; alignment to IAS. ● Established Tier 2/3 literacy intervention: LLI as the Title I backbone; progress communication to families. 1:1 technology + LMS: Consistent digital access; ISTE-aligned vision; teachers comfortable with blended learning. ● Positive climate work: Trojan Time (daily advisory) structure to deepen relationships, belonging, and SEL skills. ● Parent communication systems: Weekly Smore, gradebook updates, F-notification calls, Title I annual meeting and compacts. 	<ul style="list-style-type: none"> ● GVC completion & coherence: Finalize priority standards, common unit maps, and common CFAs/CSAs across schools. ● Robust MTSS playbook: Define entry/exit criteria, progress-monitoring cadence, and menu of interventions beyond LLI (esp. math). ● Data fluency in PLCs: Tighten CFA design, item analysis, differentiation moves, and intervention/enrichment scheduling. ● Trojan Time playbook: Scope & sequence, SEL curriculum alignment, and consistent routines; measure impact beyond surveys. ● Newcomer/ELL onboarding: Intake protocols, family communication templates, language supports, and staff PD. ● Attendance response: Tiered interventions tied to root causes; integrate Project Attend steps with SEL/advisory follow-ups.
Opportunities	Threats

- State & federal funding streams: Title I/II/III/IV, Early Literacy, HA—align proposals to GVC/MTSS/ELL deliverables.
- Community partnerships: PTO, Boys & Girls Club, local agencies (Project Attend), universities for literacy/ELL coaching.
- Cross-school alignment: LIS/WIS collaboration to standardize pacing, CFAs, and intervention blocks—eases transitions.
- Continued growth in UDL practices.
- Family engagement events.

- Lack of money / funding: Budget constraints could limit staffing for interventions, PD/coaching, materials, and translation services.
- Staffing volatility: Recruitment/retention pressures (special ed, reading, math) can undercut GVC/MTSS consistency.
- Chronic absenteeism & post-COVID variability: Attendance dips and uneven learning recovery hinder growth targets.
- Rising student needs: Increased mental-health, behavior, and language-acquisition demands outpace current supports.
- Policy/testing shifts: Changes to state standards/accountability may force mid-stream curriculum/assessment adjustments.
- Tech equity at home: Inconsistent family access/skills limits extension of learning and communication impact.

SECTION B

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)
Shawn Longacre	Principal	Both ▾	Guiding Coalition, MTSS Team, Content Sub-committees, School Safety Committee
Kyle Hernandez	Assistant Principal	Both ▾	Guiding Coalition, MTSS Team, Content Sub-committees, School Safety Committee
Maureen Hurst	School Counselor	Both ▾	MTSS Team
Ann Kelly	Reading Specialist	Both ▾	Guiding Coalition
Dalia Reeder	Math Specialist	Both ▾	Guiding Coalition), MTSS Team
Megan Sutton	Instructional Coach/Parent	Both ▾	Guiding Coalition, Content Sub-committees, UDL Team
Cara Ellerthorpe	Teacher/Parent/DTA Rep	Both ▾	ELA and Social Studies Sub-Committee, DTA Rep
Katie Guess	Teacher	Both ▾	Math Sub-Committee
Nicole Wilson	Teacher	Both ▾	Related Arts Sub-Committee
Diane Schmiegel	Teacher	Both ▾	Math Sub-Committee, Grade Level Coordinator, DTA Rep
Candi Kautz	Teacher	Both ▾	Math Sub-Committee, Grade Level Coordinator
Brian Doolin	EXL Teacher	Both ▾	EXL Sub-Committee
Martha Hiestand	Teacher/School Improvement Co-Chair/Parent	Both ▾	ELA Sub-Committee
Paul Napier	Media Specialist	Both ▾	Media Specialist

Bobbi Hall	Teacher/School Improvement Co-Chair	Both ▾	Math Sub-Committee Social Studies Sub-Committee
Susan Casey	Teacher	Both ▾	Social Studies Sub-Committee
Kristina Buhring	Teacher	Both ▾	Science Sub-Committee
Jason Conway	Teacher	Both ▾	Math Sub-Committee
Kari Balon	Teacher	Both ▾	Science Sub-Committee
Amy Capodice	Parent/PTO Member	Both ▾	Parent/Teacher Organization
Sarah Squok	Parent/PTO Member	Both ▾	Parent/Teacher Organization
Link additional information here (if necessary) <input type="checkbox"/>			

SCHOOL AND COMMUNITY NARRATIVE

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

Westchester Intermediate School 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. Westchester Intermediate School currently provides educational programming to students in grades 5 and 6.

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

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

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

Westchester Intermediate inspires learners to become independent, critical thinkers collaborating in an environment where responsibility, adaptability, and reflection are modeled and developed.

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?	<input type="checkbox"/> X
English Language Arts	5 - 6	Fountas & Pinnell Classroom	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input checked="" type="checkbox"/>
English Language Arts	6	Amplify ELA	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input checked="" type="checkbox"/>
English/Language Arts	5 - 6	Fountas & Pinnell: Leveled Literacy Intervention	Yes ▾	Tier 2 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input checked="" type="checkbox"/>
Math	5 - 6	Reveal Math	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input checked="" type="checkbox"/>
Math	5 - 6	Get More Math	Yes ▾	Tier 1 ▾	Supplemental Resource	Yes ▾	<input checked="" type="checkbox"/>
Math/English Language Arts	5 - 6	Edmentum-Exact Path	Yes ▾	Tier 3 ▾	Supplemental Resource	Yes ▾	<input checked="" type="checkbox"/>
Math/English Language Arts	5 - 6	IXL	Yes ▾	Tier 3 ▾	Supplemental Resource	Yes ▾	<input checked="" type="checkbox"/>
Science	5 - 6	Savvas Elevate	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Social Studies	5 - 6	TCI Social Studies Alive!	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>

Social Studies	6	We the People	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Health	5 - 6	State Standards Developed Curriculum	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Project Lead the Way	5 - 6	PLTW Gateway and Launch	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Art	5 - 6	State Standards Developed Curriculum	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Physical Education	5 - 6	State Standards Developed Curriculum	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
General Music	5 - 6	State Standards Developed Curriculum	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Orchestra	5 - 6	State Standards Developed Curriculum	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Band	6	State Standards Developed Curriculum	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Choir	6	State Standards Developed Curriculum	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
SEL	5 - 6	Second Step	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
SEL	5 - 6	HopeAlight: Trust Based Relational Interventions (TBRI)	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Art	5 - 6	State Standards Developed Curriculum	No ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>

Physical Education	5 - 6	State Standards Developed Curriculum	Choose ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Link additional information here (if necessary) <input type="checkbox"/>			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 checked="" type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes ▾	<input checked="" type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes ▾	<input checked="" type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes ▾	<input checked="" type="checkbox"/>

The public may view the school's curriculum in the following location(s)	
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.	
Link additional information here (if necessary) <input type="checkbox"/>	https://www.duneland.k12.in.us/programs-services/dsc-teaching-and-learning/guaranteed-and-viable-curriculum

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 checked="" type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes ▾	<input checked="" type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes ▾	<input checked="" type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	<input checked="" type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	<input checked="" type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	<input checked="" type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	<input checked="" type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process	Yes ▾	<input checked="" type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	<input checked="" type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	<input checked="" type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes ▾	<input checked="" type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	<input checked="" type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	<input checked="" type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	<input checked="" type="checkbox"/>

CORE ELEMENT 2: Title SWP Narrative

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Remediation and Tier 3 efforts begin with our robust collaborative teaming and school-wide professional learning community. Teams use CFA and CSA data to make Tier 1 instructional decisions and also use that data to create instructional groups for Tier 2 remediation and enrichment efforts. If larger achievement gaps are identified through benchmark and universal screeners, students qualify for Tier 3 support. These supports are diagnostic, with interventions geared toward the specific skills leading to the deficiencies.

Tier 2 supports are provided by classroom teachers, with additional push-in support from related arts teachers and instructional aides. Tier 3 supports are provided by our intervention team, primarily funded through Title I services.

Westchester Intermediate School also implements a Multi-Tiered System of Supports (MTSS) in alignment with Duneland School Corporation's framework. MTSS integrates academics, behavior, and social-emotional learning to ensure that students receive timely, data-driven interventions. Through consistent progress monitoring, use of universal screeners, and collaborative PLC discussions, staff provide targeted interventions at the appropriate level of intensity, ensuring that all students have equitable opportunities to achieve proficiency.

Link additional information here
(if necessary)

<https://wis.duneland.k12.in.us/programs-services/title-i>

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	5 - 6	Summative ▾	This is a computer-adaptive state assessment that measures student proficiency in ELA, Math, Science and Social Studies.	Yes ▾	<input checked="" type="checkbox"/>
ILEARN Checkpoints	5 - 6	Benchmark ▾	This is a state assessment designed to monitor student progress in ELA and Math throughout the school year.	Yes ▾	<input checked="" type="checkbox"/>
IAM	5 - 6	Summative ▾	This is a state assessment that measures student achievement and growth according to Indiana's Content Connectors for students with significant cognitive disabilities.	Yes ▾	<input type="checkbox"/>
NWEA MAP	5 - 6	Benchmark ▾	This is an adaptive test that monitors student growth and achievement over time. Teachers analyze student data to determine multi-tiered system of support needs for our students.	Yes ▾	<input checked="" type="checkbox"/>
IREAD	5 - 6	Summative ▾	This is a state assessment that measures foundational reading skills and is used to assess any students who move into our district from another state.	Yes ▾	<input type="checkbox"/>
CogAT	5 - 6	Summative ▾	This standardized assessment is used to identify students for our high-ability program.	Yes ▾	<input type="checkbox"/>
DESSA	5 - 6	Benchmark ▾	This is a social-emotional assessment and rating system completed by teachers and used to identify students who may need social-emotional supports and interventions.	Yes ▾	<input checked="" type="checkbox"/>
GVC Common Formative Assessments (CFA)	5 - 6	Formative ▾	CFAs are used to assess student understanding and mastery of concepts taught during units of study. These assessments are aligned with the Indiana academic standards and are embedded within Duneland's guaranteed and viable curriculum. Teachers use CFA data to guide instruction and plan for interventions and extension activities during units.	Yes ▾	<input checked="" type="checkbox"/>
GVC Common Summative Assessments (CSA)	5 - 6	Summative ▾	CSAs are used to determine skill mastery at the end of a unit of study. These assessments are aligned with the Indiana academic standards and are embedded within Duneland's guaranteed and viable curriculum.	Ch... ▾	<input checked="" type="checkbox"/>
WIDA	5 - 6	Summative ▾	This assessment is used to assess students' proficiency in speaking and writing in English.	Yes ▾	<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 checked="" type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ▾	<input checked="" 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 checked="" type="checkbox"/>

CORE ELEMENT 3: Title SWP Narrative

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is to improve student achievement.

After benchmarking events (BOY, MOY, EOY), grade-level teaching teams and other school staff meet to review student data. This data is used to identify students with larger achievement gaps who may require the additional support of Tier 3 services. Once identified, staff work diagnostically to determine the specific skills contributing to the deficiencies and then select the most effective instructional strategies and resources to address those needs.

Following the benchmark meetings, student progress is monitored through weekly MTSS meetings with grade-level teams. The MTSS team includes administrators, teachers, and specialists who collaborate to review progress-monitoring data and adjust interventions as needed. Ongoing communication between intervention teams and collaborative grade-level teams ensures instruction is targeted and responsive.

Additionally, the school administers the IREAD-3 assessment to any new Indiana students in grades 4–6 who did not previously take or pass the exam, as required by the Indiana Department of Education. This assessment provides an additional measure of foundational reading skills, ensuring that all students receive appropriate support and interventions to strengthen literacy achievement.

Link additional information here
(if necessary)

<https://wis.duneland.k12.in.us/programs-services/title-i>

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. This dedication begins early, with the introduction of PLTW programming at the intermediate level, providing students with a strong foundation in STEM concepts and critical thinking skills that prepare them for future academic and career success.

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 checked="" 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 checked="" type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes ▾	<input checked="" 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	No ▾
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: College Go Week			

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 5: CAREER AWARENESS AND DEVELOPMENT
(continued)

Grades 6-8 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes ▾	Career-related courses	No ▾
Career-focused classroom lessons	Yes ▾	Job-site tours	No ▾
Guest speakers	Yes ▾	Career day/fair or community day	No ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes ▾	Online career navigation program	No ▾
Not currently implementing career exploration activities		No ▾	
Other: College Go Week			

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 checked="" type="checkbox"/>
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	<input checked="" type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	<input checked="" type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	<input checked="" type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	<input checked="" type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	<input checked="" type="checkbox"/>
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	<input checked="" type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	<input checked="" 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>Westchester Intermediate School and Westchester Middle School share one school building, often referred to as Westchester Campus (WIMS). At Westchester Campus, we have one school resource officer, two certified school counselors, as well as two registered nurses available to support student needs on campus during school hours each day.</p> <p>A district Licensed Mental Health Counselor also services the district in conjunction with two outside counseling partnerships with Porter Starke. 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</p>

facility renovations have created dedicated sensory spaces, including amygdala reset stations and calm-down corners.

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 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 checked="" 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 checked="" 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?	While analyzing our attendance data from last year, we believe there were several factors that contributed to our increase in students with 10% or more absences. Some of our students with a higher absence rate have expressed that mental health was a contributing factor. This is a reason why we will be focusing one of our school goals on our SEL supports to better serve our students while they are at school. We did also have a lot of student illnesses last year. We will continue working toward making all students have a sense of belonging, while also creating a safe and engaging learning environment where they can be themselves.		
What procedures and practices are being implemented to address chronic absenteeism?	We monitor attendance daily and identify students who are approaching five unexcused absences within a ten-week period or ten total absences in a school year. Parents and guardians receive prompt notification through ParentSquare, phone calls, or letters. When a student reaches the threshold, an attendance conference is scheduled to review concerns and develop an intervention plan.		
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	The attendance team regularly monitors student attendance reports to track progress and identify trends related to chronic absenteeism. Reports are reviewed on an ongoing basis to flag students who are approaching or exceeding attendance thresholds. The team then uses this data to guide interventions, communicate with families, and provide support where needed. Monitoring results in this way allows the team to evaluate the effectiveness of current procedures and adjust practices to better support students and improve overall attendance.		
Number of students absent 10% or more of the school year:			
Last Year:	24	Two Years Ago:	13
		Three Years Ago:	8

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)

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

Our school maximizes family engagement to support academic achievement by providing clear and accessible communication through multiple platforms. We have adopted ParentSquare as our primary communication tool, which allows families to select their preferred language so messages are automatically translated. Weekly newsletters are shared on this platform to keep families informed of school updates and academic priorities. Our student management system, Skyward, also provides us with the ability to share academic updates with families, as well as opportunities for parents and guardians to keep updated on student grades. Skyward offers families an option to change the language as needed. In addition, translation services through GLOBO (formerly LUNA) are available upon request to ensure equitable access for all families. To further strengthen connections, we share engaging updates and snapshots of student learning and school life on our Facebook and Instagram pages each week. These efforts help families stay informed, involved, and connected to their child's educational journey, fostering stronger school-home partnerships that contribute to student success.

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

Our school actively promotes open communication between home and school through a variety of channels. Parents and guardians are encouraged to email, call, or schedule meetings with teachers, the counselor, and/or the administrator at any time. We maintain an open-door policy and are always willing to listen, problem-solve, and collaborate. Families are also invited to join our Parent Teacher Organization (PTO), which provides additional opportunities to share ideas and support school initiatives. ParentSquare serves as our primary communication platform, allowing families to receive timely updates and connect directly with staff. This tool also offers translation in a variety of languages, ensuring all families have equitable access to school information and opportunities for involvement.

At the district level, parents and guardians are encouraged to participate in strategic planning committees that guide important decisions for our schools. In addition, surveys are distributed throughout the year to gather meaningful feedback, concerns, and suggestions from families. Our commitment to strong school-home partnerships has also been recognized through the Family Friendly Schools rubric, where we have earned a strong ranking that highlights our dedication to inclusive communication and family engagement.

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

Parents are notified daily if they have an absent student. Our weekly attendance rate is shared in our weekly newsletter, along with our attendance policy. Our corporation's attendance policy has been updated to support IC 20-33-2-14. Meetings are scheduled after five unexcused absences within a ten week period with the student and family to discuss 1) the root causes of the chronic absenteeism, 2) strategies to improve the student's attendance, and 3) possible next steps if the attendance does not improve. We also send home 5 day and 10 day letters when a student reaches those number of absences. We also visit homes of chronically absent students if necessary.

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

Our school is committed to building strong, culturally responsive connections with all families. Effective communication is a continual priority, and we have adopted ParentSquare as our primary communication tool. This platform allows families to select their preferred language, ensuring messages are automatically translated. Weekly newsletters are also shared through ParentSquare to keep families informed of school updates, events, and academic priorities.

In addition, our student management system, Skyward, offers families the option to access information in their preferred language. To further support equitable communication, we provide access to GLOBO (formerly LUNA) translation services upon request. These resources help ensure that all families, regardless of language or cultural background, have meaningful opportunities to engage with our school community.

To further bridge cultural differences, we make intentional efforts to communicate in ways that are accessible and respectful to all families. Staff receive guidance on using plain language and avoiding educational jargon so that messages are clear regardless of background. We also work to provide multiple modes of communication - phone calls, emails, texts, and in-person meetings - so families can choose what works best for them. When appropriate, interpreters are invited to attend parent meetings and conferences to ensure families can actively participate in decision-making.

Link additional information here
(if necessary)

CORE ELEMENT 9: Title SWP PARENT AND FAMILY ENGAGEMENT

Describe strategies used to increase parental involvement.

Westchester Intermediate School uses multiple strategies to maximize family engagement and ensure parents are active partners in supporting student success. ParentSquare serves as our primary communication tool, allowing families to select their preferred language so all messages are automatically translated. Weekly newsletters are shared on this platform to communicate academic priorities, school updates, and attendance rates. Our student management system, Skyward, also provides real-time access to grades and progress, with language translation options available. To further support equitable access, GLOBO (formerly LUNA) translation services are offered upon request.

Families are regularly invited to engage through open house, parent-teacher conferences, 4th grade parent information nights, Title I events, and PTO activities. Teachers and administrators also maintain an open-door policy, encouraging parents to email, call, or schedule meetings at any time to share concerns or suggestions. Parent surveys are distributed throughout the year to gather meaningful feedback, and families have representation on district-level strategic planning committees.

Interpreters are invited to participate in meetings when appropriate to ensure all families can contribute to decision-making. Social media platforms such as Facebook and Instagram are also used to share positive updates and snapshots of student learning, strengthening school-home connections.

Together, these strategies ensure parents are well-informed, empowered to share input, and engaged in meaningful ways that directly support student academic achievement and school improvement efforts.

How does the school provide individual academic assessment results to parents/guardians?

Results for all standardized assessments are sent home to parents via paper communication. Results are also posted in our student information system Skyward with results and individual reports for each student for family review. This is done for state assessments such as ILEARN as well as local assessments such as NWEA. Assessment information is also reviewed as part of annual Parent/Teacher conferences.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

Westchester Intermediate School actively involves parents in the planning, review, and improvement of the schoolwide plan through multiple avenues of engagement. The WIS School Improvement Plan is reviewed with DTA members and staff, and a copy is posted on the school website for families and community members to access. Parents are encouraged to provide feedback through surveys, ParentSquare communication, and participation in PTO meetings and Title I events. At the district level, parents also have opportunities to serve on strategic planning committees that inform broader school improvement goals. These processes ensure parent voices are included and valued in shaping the direction of the school.

Link additional information here
(if necessary)

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

Describe how your school coordinates and integrates federal, state, and local funds and resources, such as in-kind services and program components.

The district will collaborate with its assigned Indiana Department of Education (IDOE) Title I specialist to ensure that the methodology used for allocating state and local funds complies with the "Supplement Not Supplant" requirement and demonstrates the required Level of Effort. This includes a review of data sources to verify that appropriate evidence is used to support this assurance. An internal process has been established to validate initial data provided by the IDOE, aligned with the October Average Daily Membership (ADM) reporting. Internal controls include scheduled checkpoints throughout the grant's period of availability to confirm that funding levels are sustained appropriately. Each review will be documented and substantiated with supporting evidence.

State and local funds are used to provide every school with a foundational level of support. In the 2020–2021 school year, Duneland conducted a comprehensive staffing analysis to create a continuum of equitable student support. This analysis established staffing ratios beyond administrative and classroom teaching roles. Based on comparisons with peer districts and internal data, the analysis determined that each K–12 building should include positions such as an Instructional Coach, a Media Specialist, and both instructional and supervisory aides. Additionally, each K–6 building would be staffed with a Reading Specialist. Based on enrollment additional certified interventionists may be added to support larger school populations.

Title I funding is allocated to schools based on established poverty indicators, specifically free and reduced lunch percentages. Only schools that meet the criteria receive Title I support. In these schools, Title I funds are used to provide additional support, such as a second Reading Specialist or Academic Interventionist as well as paraprofessionals, as funding allows. Academic Interventionists are licensed teachers who serve in support roles rather than full teaching capacities. Due to their licensure, they are typically compensated at a higher rate than non-licensed aides.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

The schoolwide program has existed for several years. There is no further consolidation needed.

Link additional information here
(if necessary)

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

During the 2021–2022 school year, Duneland School Corporation launched the Birth-to-School program, also known as the Early Learning HUB (Helping. Understanding. Building.). The HUB provides families with children ages birth to five access to language-rich environments, literacy experiences, play-based learning, and content-driven exploration focused on numeracy, literacy, and social-emotional development all aimed at preparing children for formal schooling. The program has continued to expand through strong community partnerships and grant funding from Porter County First Things First. As part of this growth, the Developmental Preschool program was relocated from an off-site cooperative facility to a centralized location alongside the HUB. Beginning in the 2023–2024 school year, the HUB, Developmental Preschool, and YMCA preschool programs were co-located to create a single, comprehensive and inclusive early learning center for families.

To further support early learning efforts, the district has established partnerships with a variety of local organizations, including preschools, healthcare providers, universities, libraries, the community foundation, United Way, Head Start, and the local chamber of commerce. These partnerships facilitate the sharing of research-based, best-practice strategies to support school readiness.

In 2025, Duneland introduced a districtwide, centralized Kindergarten Round-Up event, bringing together all elementary schools in one location. This new format allowed families to register for the upcoming school year and engage with community partners offering information on summer programs and enrichment opportunities. Following Round-Up, each school hosted special events exclusively for incoming kindergarteners, such as school tours, staff introductions, storytime, and structured activities designed to ease the transition into the school setting.

Prior to the start of the school year, schools hold a Kindergarten Open House to build early connections with new students and their families. The district also partners with Parents as Teachers to implement the Ready, Set, Kindergarten program at each elementary school, further supporting school readiness. Additionally, Duneland offers Kinder Camp, a summer program designed to help at-risk students prepare for the transition to kindergarten through structured support and familiarization with the school environment.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs and; career pathways for teachers leaders.

Duneland School Corporation provides a range of supports to foster teacher growth at all experience levels. The district's localized mentoring program is designed not only to support all new teachers but also to offer targeted assistance for educators who may need additional guidance in specific areas.

Each school building is staffed with an Instructional Coach who collaborates with teachers to improve instructional practices and enhance student performance. Teachers identified as ineffective receive a targeted growth plan that outlines specific performance benchmarks and expectations for continued employment. All first year teachers complete an Instructional Coaching cycle to support as well.

New and inexperienced teachers are supported through a two-year mentoring program and active participation in the New Teacher Academy. Teachers who are teaching out-of-field or are on transition-to-teaching pathways are given individualized learning plans and are paired with mentors for a minimum of three years.

All schools operate within a Professional Learning Community (PLC) framework, aligned with the district's Guaranteed and Viable Curriculum (GVC). This model has shown a measurable impact on teacher effectiveness and collaboration.

To further support professional development, Duneland offers a "for teachers, by teachers" after-school professional development series in the Duneland Learning Academy. These sessions provide practical, peer-led learning opportunities that address classroom needs.

In fall 2023, the district introduced a professional development-based evaluation model. Under this system, teachers select a high-impact instructional strategy from a curated list, engage in targeted professional development, and then demonstrate effective implementation of the strategy through multiple classroom observations. This system has continued to be used and the HITS are updated annually to further embed district initiatives such as UDL.

The district utilizes grant and local funds to support teachers in returning to school to gain advanced degrees in high need areas or to support dual credit verification to support teaching AP and DC courses. In these cases tuition is paid for by the district. Incentives in teaching these courses is also built into the Teacher Agreement.

Unique to Duneland is the proximity to Indiana University Northwest, Purdue Northwest, and Valparaiso University. Partnerships have been built with each institution to support practicum and student teaching experiences. Members of the Duneland leadership serve on advisory boards for some of these educational programs as well. Uniquely, our work with UDL has drawn the attention of one institution who has made extra strides to include their students in our schools to experience UDL in practice to support what is being taught in class.

Link additional information here
(if necessary)

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

List of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below.

Staff Name	Licensure/Certification	Assigned Class/Subject
BALON, KARI	Elementary Generalist K-6	6th Grade Science
BUHRING, KRISTINA	Elementary/Primary Elementary/Intermediate Mild Intervention	5th Grade Math 5th Grade Science
CASEY (CALVERT), SUSAN	General Elementary 1-6 Health and Safety Professionalize 1-6	5th Grade Social Studies 5th Grade Language Arts
CHRISTENSEN, MATTHEW	Fine Arts: Instrumental & General Music	Band
CLEARY, MICHAEL	Mild Intervention	5th and 6th Grade Special Education
CONWAY, JASON	Elementary/Primary Generalist Elementary/Intermediate Generalist	5th Grade Math 5th Grade Science
DARNELL, LINDSEY	Psychology Historical Perspectives Government and Citizenship Elementary Generalist K-6	5th Grade Language Arts
DOOLIN, BRIAN	World Civilization 5-12 United States History 5-12 Seriously Emotionally Handicapped K-12 Mild Disabilities K-12 Government 5-12	6th Grade Special Education
ELLERTHORPE, CARA	Elementary/Primary Generalist Elementary/Intermediate Generalist	6th Grade Language Arts
FOLLIARD, RYAN	Elementary Generalist K-6	6th Grade Science

		6th Grade Social Studies
GUESS, KAITLYN	Elementary Generalist K-6 Mathematics 5-9	5th Grade Math 5th Grade Science
HALL, BOBBI	General Elementary 1-6 7/8 Mathematics 1-9	6th Grade Math
HART, PAIGE	Visual Arts	5th-6th Grade Art
HERNANDEZ, KYLE	Elementary Generalists K-6 Building Level Administration K-12	Assistant Principal
HIESTAND, MARTHA	General Elementary 1-6 7/8	6th Grade Language Arts
HURST, MAUREEN	School Counselor- All Schools	School Counselor
KAUTZ, CANDACE	General Elementary 1-6 7/8 Mathematics 1-6 7/8	6th Grade Math
KELLY, ANN	General Elementary 1-6 7/8 Kindergarten Language Arts 1-9 Social Studies 1-9	Reading Specialist
KEY-TATUM, KEISHANA	Mild Interventions P-12	5th and 6th Grade Special Education
LEVAN, RYAN	General Elementary 1-6 7/8 Reading 1-6 7/8	6th Grade Social Studies
LONGACRE, SHAWN	Building Level Administrator-All Schools	Principal
MALOTT, RACHEL	Elementary Generalists K-6	Orchestra
MASI, KATIE	General Elementary 1- 6 7/8	6th Grade Language Arts
MITCHELL, SHERRI	General Elementary 1-6 7/8 Reading 1-6 7/8	5th Grade Language Arts 5th Grade Social Studies
NAPIER, PAUL	Seriously Emotionally Handicapped K-12	Media Specialist

	English 5-12 English 9-12 Library Services K-12	
NUZZO, JOSEPH	Fine Arts: Vocal & General Music Fine Arts: Instrumental & General Music	General Music
REEDER, DALILA	Elementary/Primary Generalist	Mathematics Specialists
SCHMIEGEL, DIANE	General Elementary 1-6 7/8	5th Grade Math 5th Grade Science
SCROGGINS, JEFFREY	Elementary Intermediate Elementary Primary Reading Primary Reading Intermediate	6th Grade Math
STEINBECK, CYNTHIA	General Elementary 1-6 7/8	5th Grade ELA 5th Grade Social Studies
SUTTON, MEGAN	Elementary Primary Elementary Intermediate	Instructional Coach
TREZAK, JAKE	Alternative Special Education	Special Education Applied Skills
Troy, Carly	Preschool, Early Childhood, Elementary Primary/Intermediate Education	Project Lead the Way Instructor
WILSON, NICOLE	Health and Safety 5-12 Physical Education K-12	5th & 6th Grade Physical Education/Health
ZALUD, RACHEL	Mild Intervention	Interventionist

SCHOOL IMPROVEMENT PLAN

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES - Attendance Goal

GOAL			
Goal	95% of Westchester Intermediate students will maintain at least a 94% attendance rate.		
Sub-group focus	Economically Disadvantaged Students		
The strategies we are going to implement are	Attendance Conferences, UDL, and Wrap Around Services		
To address the root cause	Chronic barriers outside of school control, social-emotional factors, academic engagement, and limited family-school connection may be contributing factors.		
Which will help us meet this student outcome goal*	These targeted supports and interventions will help economically disadvantaged students overcome attendance barriers, thereby contributing to the overall goal that 95% of Westchester students maintain at least a 94% attendance rate.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Attendance Conferences	Attendance Works. (2024, February). <i>Engage Families at Teacher Conferences</i> . Teaching Attendance 2.0 Toolkit. Attendance Works.	Administration, Counselor, Teachers	August 2025 - May 2028
UDL	Morin, A. (n.d.). Universal Design for Learning (UDL): What You Need to Know. Reading Rockets. Retrieved July 17, 2025, from Reading Rockets website: "Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed"	Administration, Counselor, Teachers	August 2025 - May 2028
Wrap Around Services	Towson University. (2025, February 18). <i>From absence to engagement: Innovative approaches to reducing chronic absenteeism in community schools</i> . Maryland Center for Community Schools.	Administration, Counselor	August 2025 - May 2028
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Attendance Conferences					
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
Schedule conferences to discuss absenteeism	Provide a structured opportunity to identify and resolve individual barriers, while strengthening the partnership between families and school staff and create an individualized plan to support the student.	Admin	Attendance Rate	DSC Attendance Playbook	2025 - 2028	In Progress ▾
Direct Communication and Attendance Letters	Families are regularly informed about their child's attendance through direct communication, including phone calls, emails, and letters. Attendance letters serve as clear documentation of absences, outline potential consequences, and provide resources or suggestions for support.	Admin and Administrative Assistant	Attendance Rate	DSC Student Handbook and Attendance Policy	2025 - 2028	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We are currently in the early stages of implementing these strategies. Initial efforts, such as scheduling attendance conferences and sending attendance letters have begun.					
How has student achievement been impacted? What is the evidence?	Student achievement has not yet been fully measured, as these strategies are currently in progress. Attendance rates will be monitored closely through Skyward and Branching Minds to determine trends over time. Improvement in attendance will serve as the primary evidence of impact, with disaggregated data used to evaluate progress across student subgroups.					
How will implementation be adjusted and/or supported moving into next year?	The implementation of attendance strategies will be refined and expanded to increase consistency and effectiveness as we continue to monitor individual student attendance rates as well as determine any specific needs discovered through our data analysis.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	Universal Design for Learning (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
School-Wide UDL Professional Development	Teachers will attend professional development opportunities and implement UDL strategies to create engaging, accessible, and inclusive classroom environments where all students feel valued and motivated to attend regularly.	Instructional Coach, Duneland Learning Academy	Lesson Plans and PLC Notes	WIS PLC Agendas and UDL Resources	2025 - 2028	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Our staff has received a basic introduction to Universal Design for Learning (UDL) practices, and several teachers have begun integrating UDL into their instruction as a High Impact Teaching Strategy					
How has student achievement been impacted? What is the evidence?	Implementation of UDL strategies is still in the initial stages, so measurable impacts on student achievement are not yet fully evident. Early observations suggest that students in classrooms where teachers are beginning to apply UDL principles are more engaged and participating more actively, but formal data on academic outcomes is not yet available.					
How will implementation be adjusted and/or supported moving into next year?	Moving into next year, UDL practices will be expanded to ensure lessons are accessible and engaging for all learners, reducing frustration and disengagement. By providing multiple means of representation, engagement, and expression, UDL can increase student motivation to attend school regularly.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3	Wrap-Around Services					
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
Individualized Student Support Plans	Collaborate with families, counselors, and community stakeholders to create plans that address barriers to attendance, such as health issues, transportation challenges, or family responsibilities.	Counselor, Administration, and Community Stakeholders	Attendance Rate	DSC Community Partnership Resource	2025 - 2028	In Progress ▾
Access to Mental Health Services	Coordinate with local providers and DSC mental health counselor to provide on-site or community-based counseling and mental health services	Counselor, Administration, and Community Stakeholders	Attendance Rate	DSC Community Partnership Resource	2025 - 2028	In Progress ▾
Basic Needs Assistance	Connect families with food programs (e.g, Buddy Bags), clothing support, housing resources, and other social services that may impact a student's ability to attend school consistently.	Counselor, Administration, and Community Stakeholders	Attendance Rate	DSC Community Partnership Resource	2025 - 2028	In Progress ▾
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>Our school has been continuing existing partnerships with local service providers and is actively seeking additional opportunities to expand wraparound supports for students and families.</p> <p>Existing partnerships with community agencies are functioning effectively, providing needed services to students and families. Families have begun to access supports such as counseling and food assistance to support their family needs.</p> <p>Continued monitoring of partnership utilization and student outcomes will provide additional evidence of fidelity as the strategy becomes more fully implemented.</p>					
How has student achievement been impacted? What is the evidence?	<p>Implementation of wraparound services continue to positively impact student attendance by addressing non-academic barriers that can interfere with students attending school on a regular basis.</p>					
How will implementation be adjusted and/or supported moving into next year?	<p>The implementation of wraparound services will be continued and expanded to better support students and families based on their specific needs and the community partnerships that are formed. We will continue to connect families with the appropriate support.</p>					
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS - Attendance

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	Attendance Rate	Attendance Rate	Attendance Rate	Attendance Rate
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 - Student Achievement Goal

GOAL			
Goal	70% of Westchester Intermediate School students will demonstrate proficiency on the English Language Arts ILEARN summative assessment.		
Sub-group focus	Students who receive special education services		
The strategies we are going to implement are	UDL, Small Group Targeted Intervention Time, High Impact Teaching Strategies		
To address the root cause	Students receiving special education services may have difficulty mastering grade-level ELA standards due to diverse learning needs, prior skill gaps, and limited access to differentiated, targeted instruction.		
Which will help us meet this student outcome goal*	These targeted instructional practices and supports will ensure that students receive the differentiation, intervention, and progress monitoring needed to close learning gaps.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
UDL	CAST. (n.d.). Evidence of the effectiveness of Universal Design for Learning (UDL). CAST. Retrieved from https://www.cast.org/what-we-do/evidence/	Instructional Coach, Administration, and Teachers	2025 - 2028
Small Group Targeted Intervention Time	Hall, M. S., & Burns, M. K. (2018). <i>Meta-analysis of targeted small-group reading interventions</i> . <i>Journal of School Psychology</i> , 66, 54–66. https://doi.org/10.1016/j.jsp.2017.11.002	Instructional Coach, Administration, and Teachers	2025 - 2028
High Impact Teaching Strategies	Education Services Australia. (2018). High impact teaching strategies. Department of Education and Training, Victoria. Retrieved from https://www.education.vic.gov.au/Documents/school/teachers/management/highimpactteachingstrat.pdf	Instructional Coach, Administration, and Teachers	2025 - 2028
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Universal Design for Learning (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
School-Wide UDL Professional Development	Teachers will attend professional development opportunities and implement UDL strategies to create engaging, accessible, and inclusive classroom environments where all students feel valued and motivated to attend regularly.	Instructional Coach, Duneland Learning Academy	Lesson Plans and PLC Notes	PLC Agendas, UDL Resources	2025 - 2028	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Our staff has received a basic introduction to Universal Design for Learning (UDL) practices, and several teachers have begun integrating UDL into their instruction as a High Impact Teaching Strategy.					
How has student achievement been impacted? What is the evidence?	Implementation of UDL strategies is still in the initial stages, so measurable impacts on student achievement are not yet fully evident. Early observations suggest that students in classrooms where teachers are beginning to apply UDL principles are more engaged and participating more actively, but formal data on academic outcomes is not yet available.					
How will implementation be adjusted and/or supported moving into next year?	Moving into next year, UDL practices will be expanded to ensure lessons are accessible and engaging for all learners, reducing frustration and disengagement. By providing multiple means of representation, engagement, and expression, UDL can increase student motivation and mastery of standards.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	Small Group Targeted Intervention Time					
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
Small Group Targeted Intervention Time (Trojan Time)	Teachers will provide small group targeted intervention time during the school day to address specific skill deficits in reading. Student groups will be determined through ongoing data analysis of ILEARN checkpoints, NWEA results, CFAs, and classroom performance. Instruction will be differentiated to meet student needs, with a focus on reteaching priority standards and reinforcing foundational skills. Interventions will be delivered in short, frequent sessions to maximize engagement and allow for progress monitoring.	Teachers, Instructional Aides, Reading Specialist, EXL Staff	ILEARN	Student Achievement Data, Instructional Materials, Intervention Resources, Collaboration Time in Weekly PLCs	2025 -2028	In Progress ▾
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>Small group targeted intervention time is fully implemented across classrooms, with teachers routinely pulling students to address specific ELA skill gaps based on assessment data.</p> <p>Teachers are effectively using data to identify students for intervention and tailor instruction to individual needs. Collaboration among staff to plan and deliver interventions has strengthened consistency and effectiveness.</p> <p>Teachers are documenting small group sessions, including targeted skills and lesson plans. Ongoing monitoring and team collaboration ensure continued fidelity and effectiveness of the intervention strategy.</p>					
How has student achievement been impacted? What is the evidence?	Student achievement has been positively impacted through growth in reading skills as measured by NWEA and classroom CFAs.					
How will implementation be adjusted and/or supported moving into next year?	Implementation will be strengthened by refining the process for identifying students using multiple data points earlier in the year and adjusting groups more frequently based on progress monitoring. Additional support will include professional development in evidence-based small group strategies and UDL practices, as well as dedicated PLC time for teachers and support staff to collaborate on intervention planning.					
Link additional information here (if necessary) □						

Strategy #3	High Impact Teaching Strategies (HITS)					
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
HITS Professional Development	Staff will participate in targeted professional development focused on High Impact Teaching Strategies (HITS) to strengthen instructional practices in ELA and all other content areas.	Instructional Coach, Principal	Staff Attendance at Professional Development	Instructional Coaches, HITS Canvas Course with Resource Links	2025 - 2028	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Teachers select one High Impact Teaching Strategy (HITS) at the beginning of the school year to implement consistently in their instruction. The selected strategy will be monitored and refined through PLC collaboration, classroom observations, and ongoing reflection to ensure alignment with student learning goals.					
How has student achievement been impacted? What is the evidence?	Teachers' use of their selected HITS strategy has provided more targeted instruction, which is reflected in higher-quality student work and increased mastery of priority standards.					
How will implementation be adjusted and/or supported moving into next year?	Implementation will be supported by providing additional professional development sessions focused on deeper application of HITS strategies and the needs of our students.					
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS - Student Achievement Goal

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	ILEARN Assessment	ILEARN Assessment	ILEARN Assessment	ILEARN 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)	Universal Design for Learning (UDL)
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)	High Impact Teaching Strategies (HITS)
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	General Funds, if Needed
Plan for coaching and support during the learning process	<p>Staff will engage in targeted professional development focused on High Impact Teaching Strategies (HITS) to enhance instructional practices in ELA. This plan includes:</p> <ul style="list-style-type: none"> ● Introduction and Resources: Initial sessions will introduce HITS that Duneland School Corporation has selected. A Canvas course with resources and implementation guides is available to teachers as a reference point. ● Modeling and Demonstration: Instructional coaches and teacher leaders will model effective implementation of HITS in real classroom settings and at professional development opportunities. ● Collaborative Planning: Teachers will participate in PLC planning sessions to design lessons that integrate HITS, share ideas, and align strategies with student needs. ● Ongoing Coaching and Support: Instructional coaches will provide job-embedded coaching, including classroom observations, feedback, and reflective conversations to support fidelity and continuous improvement. ● Peer Observation and Collaboration: Teachers are encouraged to participate in peer observation. ● Monitoring: Implementation fidelity will be tracked through classroom observations.
Evidence of Impact	Evidence of impact is shown through increased consistency in instructional practices across classrooms, as observed in walkthroughs and lesson reflections. Student data from NWEA, ILEARN Checkpoints, and CFAs indicate growth in mastery of priority standards, while PLC discussions reflect greater teacher collaboration around the application of HITS strategies.
How will effectiveness be sustained over time?	Effectiveness will be sustained through ongoing PLC collaboration, where teachers reflect on and refine their selected HITS strategies using student achievement data. Regular walkthroughs and coaching cycles will provide feedback and ensure fidelity of implementation. Continued professional development and opportunities for peer modeling will reinforce consistent use of HITS, embedding the strategies into daily instructional practice.
Link additional information here (if necessary) □	