

School Improvement Plan 2025-2028

(updated 7.2025)

SCHOOL INFORMATION

School Name	Chesterton High School
School Number	6925
Street Address	2125 S. 11th Street
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

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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 ▾

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)
Brent Martinson	Principal	SIP ▾	Professional Development
Kristen Peterson	Associate Principal	SIP ▾	Professional Development/Advisory
Robert Blumenthal	Assistant Principal	SIP ▾	Guiding Coalition Administrator
Tiffany Hawkins	Assistant Principal	SIP ▾	Data
Adam Tenbarge	Assistant Principal	SIP ▾	Data
Amy Weil	Teacher	SIP ▾	Guiding Coalition Chairperson
Lisa Dyer	Teacher	SIP ▾	Professional Development Subcommittee Chairperson
Drew Boetel	Teacher	SIP ▾	Data Subcommittee Chairperson
Gretchen Arthur	School Counselor	SIP ▾	Advisory Subcommittee Co-Chair
Emily Wilt	Librarian	SIP ▾	Advisory Subcommittee Co-Chair
Rachel Blythe	Teacher	SIP ▾	Professional Development
Jennifer Breitzka	Teacher	SIP ▾	Data, MTSS
Mark Coleman	Teacher	SIP ▾	Professional Development
Liz Gyure	Instructional Coach	SIP ▾	Professional Development
Brian Hennigar	Teacher	SIP ▾	Professional Development
Steve Lombardo	Teacher	SIP ▾	Data
Stephanie Nichols	Teacher	SIP ▾	Professional Development

Jordan Otto	Teacher	SIP ▾	Professional Development
Crystal South	Teacher	SIP ▾	Data
Luke Starkey	Teacher	SIP ▾	Professional Development
Link additional information here (if necessary) <input type="checkbox"/>			

SCHOOL AND COMMUNITY NARRATIVE

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

Chesterton High 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. Chesterton High School currently provides educational programming to students in grades 9-12.

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

Chesterton High School supports every student's exploration of their passion, potential, and purpose to empower them to make positive contributions in a global society.

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

Chesterton High School inspires and empowers all students to achieve their full potential while cultivating a safe, equitable, global, and collaborative learning community.

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
Algebra 1	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Algebra 2	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Biology	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Chemistry 1	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Drawing 1	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Earth and Space	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Economics	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
English 9	9	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
English 10	10	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
English 11	11	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Environmental Science	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Film Literature	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>

Geography	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Government	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Health & Wellness	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Integrated Chemistry and Physics	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Pre-Calculus and Trigonometry	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Principles of Business Management	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Spanish 1	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Spanish 2	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
US History	9-12	Blueprint	Yes ▾	Tier 1 ▾	Part of Guaranteed and Viable Curriculum	Yes ▾	<input type="checkbox"/>
Edmentum Courseware	9-12	Courseware	Yes ▾	Tier 3 ▾	Graduation Rate	Yes ▾	<input checked="" 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 https://resources.finalse.net/images/v1731422363/dunelandk12inus/madbxdz71dpverhdzpkh/25-26CDG.pdf					

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)	
The district has developed a Guaranteed and Viable Curriculum for its 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 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 checked="" 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
PSAT 8/9	9	Form... ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input type="checkbox"/>
PSAT/NMSQT	10-11	Form... ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input type="checkbox"/>
SAT	11	Sum... ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input checked="" type="checkbox"/>
Advanced Placement (AP) Examinations	9-12	Sum... ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input checked="" type="checkbox"/>
International Baccalaureate (IB) Examinations	11-12	Sum... ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input checked="" type="checkbox"/>
CTE Certifications	9-12	Sum... ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input type="checkbox"/>
English Department: Common Form. & Summ.	9-12	Choose ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input checked="" type="checkbox"/>
Math Department: Common Form. & Summ.	9-12	Choose ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input checked="" type="checkbox"/>
Science Department: Common Form. & Summ.	9-12	Choose ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input checked="" type="checkbox"/>
Social Studies Department: Common Form. & Summ.	9-12	Choose ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input checked="" type="checkbox"/>
World Language Department: Common Form & Summ.	9-12	Choose ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input checked="" type="checkbox"/>

Business Department: Common Form. & Summ.	9-12	Choose ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input checked="" type="checkbox"/>
Family and Consumer Sciences Department: Common Form. & Summ.	9-12	Choose ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input checked="" type="checkbox"/>
Health & Physical Education Department: Common Form. & Summ.	9-12	Choose ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input checked="" type="checkbox"/>
Industrial Tech. Department: Common Form. & Summ.	9-12	Choose ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input checked="" type="checkbox"/>
Music Department: Common Form. & Summ.	9-12	Choose ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input checked="" type="checkbox"/>
Visual Arts Department: Common Form. & Summ.	9-12	Choose ▾	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes ▾	<input checked="" 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 at Chesterton High School 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 9-12 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes ▾	Job shadowing	Yes ▾
Job-site tours	Yes ▾	Career-related courses	Yes ▾
Guest speakers	Yes ▾	Career day/fair or community day	Yes ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes ▾	Online career navigation program	Yes ▾
Industry-related project-based learning	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"/>	https://chs.duneland.k12.in.us/programs-services/student-internship-program

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 six certified school counselors 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 has been implemented across all schools to build meaningful relationships and deliver instruction in Indiana Department of Education (IDOE) Social-Emotional Learning (SEL) competencies. Recent facility renovations have created dedicated sensory spaces.</p> <p>All certified teachers and additional staff receive training to recognize signs of child abuse, neglect, suicidal ideation, and other social-emotional concerns. 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. Training has been supported through the</p>

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. Our 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?	Positive communications home, as well as visible cohort attendance tracking for students to see.				
What procedures and practices are being implemented to address chronic absenteeism?	A regular attendance tracker is used to make contact with students at 3 and 5 days of unexcused absence, as well as 10 days of excused absence. Student success plans for attendance are created in meetings with our administration and parents to help overcome barriers around students not attending school. Students meeting 18+ days of unexcused absence are referred to Porter County probation for attendance.				
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	Any communications are listed in our Chesterton Attendance Communication Plan, including contacts with parents/guardians and updates to Student Success plans.				
Number of students absent 10% or more of the school year:					
Last Year:	671	Two Years Ago:	493	Three Years Ago:	267

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?

We communicate to all parents on a weekly basis through our principal's newsletter that is sent via Parent Square. We invite families into our school for an open house that allows families to follow the student's schedule and hear from teachers each year. We frequently communicate with families via social media and a variety of other mediums (phone calls; emails; parent-teacher conferences). Finally, our school counseling office offers class informational nights throughout the year, in addition to sending class newsletter to all families.

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

Parents can contact the student's teachers, counselor or assistant principal as needed. In addition, surveys are sent out to parents to acquire feedback as part of our accreditation process.

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

Our attendance office has an automated system for calling/emailing daily attendance notifications. In addition, our attendance office frequently calls home to discuss attendance concerns with families. DSC has also developed a comprehensive attendance action plan that provides consistency from grades k-12.

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

CHS bridges cultural differences through Challenge Education activities and SEL lesson plan implementation in our Advisory course. We also have an ELL coordinator and an outside translation service to communicate with families of various backgrounds. Parent Square also allows families to translate our newsletters into different languages if needed.

Link additional information here
(if necessary)

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS

How do course offerings allow all students to become eligible to receive an academic honors diploma?

All students entering high school and in their freshman year are assumed to earn the academic honors diploma, which is part of the 4 year planning documents that our school counselors review with all students individually every year.

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

We have implemented a school-wide Student Resource Time (SRT). Students have been placed in SRTs with their current teachers; additionally, CTE students have also been placed in SRT, allowing availability of all teachers at the same time for students who need additional support. Furthermore, this allows teachers the opportunity to call students to see them if a student is falling behind. In addition to schoolwide SRT, all students are monitored throughout the year in their Advisory course. Advisory teachers serve as mentors and conduct ongoing grade and credit checks. In addition, Advisory lessons offer encouragement for all students to earn an Academic Honors Diploma or complete the Core 40 curriculum.

How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?

We utilize test data and teacher recommendations to identify and promote advanced placement, dual credit, and International Baccalaureate opportunities. We conduct CTE and Internship information nights, and we explain to students the benefits of these opportunities through our Advisory course. Additionally, we have expanded our dual credit opportunities. The overwhelming majority of students have had an opportunity to take dual credit courses because so many teachers are credentialed and continuing their education in order to get credentialed. Students who may have otherwise not taken a dual credit class are highly encouraged to take them through their academic or advisory teachers. To further encourage students, we have student to student promo, teachers circulating to other classrooms, administrative newsletters and phone calls to students and parents, and there is a field trip to the CTE site via our Career Center to encourage students to take advantage of the opportunity.

Graduation rate last year:	99.16%	Percent of students on track to graduate in each cohort:	Cohort 26: 94% on track Cohort 27: 92.5% on track Cohort 28: 91.6% on track
Link additional information here (if necessary) <input type="checkbox"/>			

SCHOOL IMPROVEMENT PLAN

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

GOAL			
Goal	Chesterton High School will have a 98% graduation rate.		
Sub-group focus	Professional Development/SEL/Data		
The strategies we are going to implement are	Continued implementation of Professional Learning Communities, High Impact Teaching Strategies, Utilize Graduation Guides, Advisory/SRT Grade Checks/Mentoring/Advisory Curriculum Committee		
To address the root cause	Some students do not meet the requirements to graduate from high school and fall behind academically.		
Which will help us meet this student outcome goal*	Intentionality with time spent in school to ensure all students are given the opportunity to succeed and graduate.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Sustaining a GVC (Guaranteed and Viable Curriculum)	DuFour, Richard, et al. <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i> . Solution Tree Press, 2016.	Administrators, department chairs, instructional coaches, and teachers	August 2025 - May 2028
High Impact Teaching Strategies	Hattie, John. <i>Visible Learning for Teachers: Maximizing Impact on Learning</i> . Routledge, 2012.	Administration, instructional coaches, teachers	August 2025 - May 2028
Utilizing Graduation Coaches & “Grad Guides”	Hunter, Wardell C., I., II. <i>An Examination of the Association between the Graduation Coach Program and Georgia’s Graduation Rate</i> , Georgia Southern University, United States – Georgia, 2011. <i>ProQuest</i> , https://www.proquest.com/dissertations-theses/examination-association-between-graduation-coach/docview/875886189/se-2 .	Administration, interventionists, counselors, graduation coaches	August 2025 - May 2028

Advisory/SRT (Student Resource Time)/Grade Checks	Walloff, Alyssa M. <i>The Perceived Impact of a High School Advisory Program on Academic Performance, Character Development, Sense of Connectedness, and School Climate</i> , Widener University, United States – Pennsylvania, 2011. <i>ProQuest</i> , https://www.proquest.com/dissertations-theses/perceived-impact-high-school-advisory-program-on/docview/864541945/se-2 .	Teachers, advisory teachers, administrators, grad coaches, MTSS committee	August 2025 - May 2028
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Sustaining a Guaranteed and Viable Curriculum (GVC)					
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
Course-Based “Look Back Process”	Each year, selected courses will systematically review common summative assessments and common formative assessments to ensure that assessments meet students’ needs. This process will take place over a 6 year period.	PLCs, administrators, instructional coaches	Student data, Canvas	Canvas	Ongoing	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?	After receiving feedback from a consultant, DSC will begin the “look back process” with two CHS courses later in the 25-26 school year. Then, other course based teams will participate each year over a six year period, until the cycle begins again.					
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?	We may adjust timelines and expectations based on the first courses to undertake this strategy.					
Link additional information here (if necessary) <input type="checkbox"/>	DSC Look Back Process Timeline					

Strategy #2	HITS (High Impact Teaching Strategies)					
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 training/implementation	Staff will receive professional development on various HITS strategies	instructional coaches, administrators	Observations, student data	PD time	August 2025-May 2026	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>The 25-26 school year is the third year implementing HITS as a significant component of our teacher evaluation plan. Starting in 25-26, DSC removed the HITS differentiated instruction, and added two strategies: Active Learning and Universal Design for Learning (UDL). Teachers select one of the seven strategies annually. Each administrator evaluates teachers' effectiveness as part of the teacher evaluation plan rubric. Teachers report positively about the focus on HITS as part of the teacher evaluation process. Additionally, teachers are provided with multiple opportunities to receive ongoing professional development regarding their chosen HITS.</p>					
How has student achievement been impacted? What is the evidence?	<p>Student achievement has improved via data received in PLCs. Additionally, the CHS graduation rate has increased over the past three years.</p>					
How will implementation be adjusted and/or supported moving into next year?	<p>In the 25-26 school year, two new strategies were added, and one was subtracted. Next year, additional strategies may be added and/or subtracted.</p>					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3	Graduation Coaches & Graduation Guides					
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
Graduation guides	Various interventionists, mentors, grad guides, and grad coaches will work with students “on the bubble” of graduating, meet with them frequently, and help motivate them to graduate.	Administrators, mentors, graduation guides	Graduation rate	Graduation guides, student data	Semester 2	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?		We are in our fifth year of utilizing this strategy. CHS has hired grad coaches and interventionists along with utilizing the volunteer graduation guide approach. The investment in the students that are close to graduation has been incredibly beneficial and having a person to check in with them has been invaluable. Based on the effectiveness of the Grad Coaches positions, the voluntary Grad Guide program was not implemented in the 24-25 school year.				
How has student achievement been impacted? What is the evidence?		The CHS graduation rate has continued to rise.				
How will implementation be adjusted and/or supported moving into next year?		MTSS will help to identify these students in the future and the success of these interventionists/grad coaches/grad guides continues to solidify the need for them.				
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #4	Advisory/SRT Grade Checks/Mentoring					
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
Advisory/SRT/Grade Checks/Mentoring	SRT teachers/Advisory teachers consistently check on their students' progress; school-wide SRT further supports academic success	Administrators, teachers, advisory teachers	Student achievement	SRT time and teachers	Throughout the school year	In Progr... ▾
Administration/Counselor collaboration	Counselors work with administration and graduation coaches to identify students who are at risk for graduation	Counselors/ad ministration	Student achievement	Grades, credits earned	Throughout the school year	In Progr... ▾
						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?	Students have a school wide SRT that allows all students the opportunity to see any/all of their teachers during that time. Students have grade checks during Advisory and learn different strategies during advisory for organization, prioritizing subjects, study tips, etc.					
How has student achievement been impacted? What is the evidence?	Students have adopted a more focused attitude during SRT and go to get help more frequently from their teachers. Teachers have noted the improvement in attitude towards SRT from the students and the success of having it at the same time as a school.					
How will implementation be adjusted and/or supported moving into next year?	Feedback from teachers and students will be considered to find the best way to continue to implement school wide SRT to ensure that students maximize the use of their in school time to succeed academically.					
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS - [GOAL #1]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	Administration will monitor student academic progress at the end of quarter 1 and communicate to faculty and staff with information on which students are not on track to graduate.	After final semester 1 grades are calculated, school counselors and administrators may transition at-risk seniors to RISE Academy, CHS alternative school.	School counselors meet with individual seniors who are failing a graduation required course and may drop them from one or more courses and place them in credit recovery.	School counselors will monitor student progress towards meeting all of the graduation requirements for all seniors.
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	Chesterton High School will have a 10% increase in SAT benchmark scores.		
Sub-group focus	Professional Development, Data, Advisory		
The strategies we are going to implement are	SRT Remediation for students nearest the minimum passing scores in English and mathematics. Course based teams will implement SAT style questions across the curriculum to support skill development in weak areas. English and math courses in grades 9-11 will implement daily bell ringer activities to support SAT skills.		
To address the root cause	SAT scores are a significant component of CHS's letter grade rating from the State of Indiana.		
Which will help us meet this student outcome goal*	Giving students the skills they need to improve on the SAT.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Identifying students nearest the minimum passing scores in English and mathematics.	Hunter, Wardell C., I., II. <i>An Examination of the Association between the Graduation Coach Program and Georgia's Graduation Rate</i> , Georgia Southern University, United States – Georgia, 2011. <i>ProQuest</i> , https://www.proquest.com/dissertations-theses/examination-association-between-graduation-coach/docview/875886189/se-2 .	Data coordinator	Ongoing
Utilizing instructional platforms provided by College Board to help students become more familiar with SAT type questions	Chen, Lijia, et al. "Artificial Intelligence in Education: A Review." <i>IEEE Access</i> , vol. 8, 2020, pp. 75264–78. <i>DOI.org (Crossref)</i> , https://doi.org/10.1109/ACCESS.2020.2988510 .	Teachers, academic interventionists, administrators, instructional coaches	Ongoing

Course based teams will implement more frequent SAT style questions across the curriculum to reinforce SAT skills.	https://pdf.retrievalpractice.org/guide/McDermott_etal_2014_JEPA.pdf https://learninglab.psych.purdue.edu/downloads/2014/2014_Smith_Karpicke_Memory.pdf	Administrators, teachers, instructional coaches	Ongoing
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1		Identify students nearest the minimum passing scores in English and mathematics				
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
Using PSAT data to identify students early	Students' PSAT scores will be used to determine if they are close to passing either the reading/writing portion of the SAT	Data coordinator	PSAT scores	PSAT data	November	Not Started ▾
Academic intervention during SRT	Students who are close to passing either the Math/English portion of the PSAT will be pulled for 30 minutes during SRT to work on those specific skills	Data coordinator, academic interventionist	SAT scores	PSAT data	Ongoing	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 24-25 school year was the first year of implementing this strategy. CHS saw increases in both the English and math portions of the SAT. Some students were reluctant to participate in the academic intervention because it interfered with SRT.				
How has student achievement been impacted? What is the evidence?		SAT scores improved in both English and mathematics on the 2025 SAT exam.				

How will implementation be adjusted and/or supported moving into next year?	CHS will implement a similar strategy to provide academic intervention for students who are close to meeting the benchmarks, but it will be more focused and shorter in duration than last year.
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #2	Utilizing instructional platforms provided by College Board to help students become more familiar with SAT type questions.					
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
Teachers will receive professional development on SAT question types, areas of growth on the English and math portions of the exam.	Throughout the 25-26 school year, teachers will receive professional development on appropriate SAT style questions and learn more about the data College Board provides to CHS regarding student performance in specific areas of the SAT exam.	Administration, teachers, instructional coaches	SAT scores	College Board resources, Practice SAT exams	Ongoing	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?	SAT based professional development continues from previous school years. While the professional development has been well received, more targeted professional development and broader involvement among teachers is necessary to meet our goal.					
How has student achievement been impacted? What is the evidence?	Yes, SAT scores improved in both English and mathematics from the previous year.					
How will implementation be adjusted and/or supported moving into next year?	We will reevaluate our plan at the end of this school year, after students take the SAT in March of 2026.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3		Course based teams will implement more frequent SAT style questions across the curriculum to reinforce SAT skills.				
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
English, and math PLCs will implement regular SAT style questions into their curriculum.	English and math course based teams will review their pacing guides and implement SAT style questions into classroom lesson plans, and assessments.	Administration, teachers, instructional coach	SAT scores	College Board resources	Ongoing	In Progress ▾
All other course-based teams will implement SAT style questions across the curriculum.	Course based teams will evaluate SAT skills and incorporate them into their curriculum as they connect to each specific content area.	Administration, teachers, instructional coach	SAT scores	College Board resources	Ongoing	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 for the 25-26 school year.					
How has student achievement been impacted? What is the evidence?	We will evaluate the success of this strategy based on the results of the SAT in March of 2026.					
How will implementation be adjusted and/or supported moving into next year?	We will adjust this strategy based on the results of the SAT in March of 2026.					

Link additional information here (if necessary) <input type="checkbox"/>	SAT Prep Timeline
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Strategy #4	English and math courses in grades 9-11 will implement daily bell ringer activities to support SAT skills.
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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
Teams of English, and math teachers will develop SAT bell ringers for their respective colleagues to be used daily in grades 9-11.	A team of English and math teachers will form a "SAT Team" that will utilize College Board resources to develop content-specific SAT style questions to be used as daily bell ringers in all 9th, 10th and 11th grade math classes.	SAT Team, Administration	PSAT & SAT scores	College Board SAT resources, Canvas	September through May	In Progr... ▾
Once the bell ringers have been created, all teachers in English and math courses for grades 9-11 will utilize these bell ringers daily.	English and math teachers will utilize these daily bell ringers in grades 9, 10 and 11 to start class. They will review the correct answers and process once the students have completed answering the bell ringer question.	English and Math teachers	PSAT & SAT scores	Canvas	September through May	In Progr... ▾

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 for the 25-26 school year.
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How has student achievement been impacted? What is the evidence?	We will evaluate the success of this strategy based on the results of the SAT in March of 2026.
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How will implementation be adjusted and/or supported moving into next year?	We will adjust this strategy based on the results of the SAT in March of 2026.
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Link additional information here
(if necessary)

[SAT Prep Timeline](#)

PROGRESS INDICATORS - [GOAL #2]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	PLC minutes from English and math course based teams.	Student performance data on the PSAT. PLC minutes from course based teams	Student performance data	SAT results
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	Chesterton High School will have a 96% attendance rate.		
Sub-group focus	Advisory, Data		
The strategies we are going to implement are	Promote positive school attendance practices to students and families. Identify Tier 2 and Tier 3 students based on their school attendance and implement appropriate strategies to improve their attendance per the DSC Attendance Playbook		
To address the root cause	Declining attendance rates post COVID-19 pandemic		
Which will help us meet this student outcome goal*	Research that students who attend school regularly are more successful.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Implement Positive School Culture PBIS Initiatives	https://drive.google.com/file/d/1rPvpb8nIUJWcS5wY4tDI AKbcltkwFeLj/view?usp=sharing	Administrators, teachers, MTSS Committee	August - May

Attendance Ally Program	https://drive.google.com/file/d/1PRmq0PbfPjCjcnq6b9LKDQTtISEXxHM3/view?usp=sharing https://drive.google.com/file/d/1rBmgIamduUkaUwl_F43YjEGfbMNmUPkz/view?usp=sharing	Administrators, teachers	January - May
Implement Tier 2 and Tier 3 Interventions to Remove Barriers to Attendance	https://smhp.psych.ucla.edu/pdfdocs/truancy.pdf https://smhp.psych.ucla.edu/pdfdocs/newsletter/spring16.pdf https://cdn.prod.website-files.com/5d3725188825e071f1670246/5e50280ac2fdca9fdeeba0_Improving%20Attendance%20and%20Reducing%20Chronic%20Absenteeism.pdf	Administrators, Attendance office classified staff	August - May
Link additional information here (if necessary) <input type="checkbox"/>		DSC Attendance Playbook	

Strategy #1		Implement Positive School Culture PBIS Initiatives				
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
Celebrate grade-level and school-wide attendance rates.	Regular and positive announcements will be communicated to students, teachers and families about the importance of regular school attendance, and what our current attendance rate is throughout the school year.	Administration, attendance office classified staff	Weekly attendance rates by school and grade levels, and comparisons to last year's rates	attendance rates	August - May	In Progr... ▾
Award a winning cohort with an incentive with the best attendance by the end	At regular intervals, each grade level's overall attendance rate will be communicated to students, families and staff. At the end of the school year, the grade level with the highest	Administration, attendance office classified staff	Quarterly attendance rates by cohort	attendance rates	September - May	Not Start... ▾

of the school year with regular updates on progress.	attendance rate for the school year will receive an incentive.					
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Last year, these strategies were implemented and at the end of the year, overall student attendance increased.					
How has student achievement been impacted? What is the evidence?	Student achievement has continued to improve across course based grade distributions and graduation rate.					
How will implementation be adjusted and/or supported moving into next year?	Increased communication to staff, students and families regarding the importance of regular school attendance.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	Attendance Ally Program					
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
Students in need of Tier 2 and/or Tier 3 of	Students will be identified who are in need of Tier 2 and/or Tier 3 attendance support. A	Administration, attendance	Attendance Allies will	Attendance rates, tracking	January - May	Not Started ▾

attendance support will regularly meet with a concerned adult regarding their attendance at school.	group of teacher volunteers will partner with these students and will regularly meet with them can contact home regarding their attendance at school.	office classified staff, teacher volunteers	document their interactions for tracking purposes.	document		
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Last year was the first year of the Attendance Ally program. All students who received Attendance Ally support saw improved attendance. We expect to expand this program for this school year. Teachers documented their interactions with the at-risk students routinely.					
How has student achievement been impacted? What is the evidence?	The students who participated in the Attendance Ally program last school year saw improvement in attendance and academic success.					
How will implementation be adjusted and/or supported moving into next year?	The Attendance Ally program will continue to expand.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3	Implement Tier 2 and Tier 3 Interventions to Remove Barriers To Attendance					
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
Students at the Tier 2 Level of Attendance Support will receive	Students will be identified as Tier 2 via attendance records and an Early Warning System. These students will receive family	Administrators, attendance office classified	Individual student attendance	attendance rates	August-May	In Prog... ▾

additional interventions designed to improve attendance.	meetings with administrators, connecting them to resources and identifying needs to remove barriers to attendance	staff	rates			
Students at the Tier 3 Level of Attendance Support will receive additional interventions designed to improve attendance.	Students will be identified as Tier 3 via attendance records and an Early Warning System. These students will receive Intensive Attendance Monitoring, home visits as needed, and possible referrals to Juvenile Services.	Administrators, attendance office classified staff	Individual student attendance rates	attendance rates	August-May	In Prog... ▾
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 the first year of the Tier 2 and Tier 3 Interventions.					
How has student achievement been impacted? What is the evidence?	NA					
How will implementation be adjusted and/or supported moving into next year?	The DSC Attendance Playbook will be evaluated and updated annually as needed.					
Link additional information here (if necessary) <input type="checkbox"/>	DSC Attendance Playbook					

PROGRESS INDICATORS - [GOAL # 3]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	Attendance rates by cohort and overall school attendance rates. These will include comparisons to last school year.	Attendance rates by cohort and overall school attendance rates. These will include comparisons to last school year.	Attendance rates by cohort and overall school attendance rates. These will include comparisons to last school year.	Attendance rates by cohort and overall school attendance rates. These will include comparisons to last school year.
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)	Increase teacher understanding of MTSS, its processes, and applications at Chesterton High School.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	General Funds, Referendum Funds
Plan for coaching and support during the learning process	Utilizing a variety of professional development strategies, in both whole group and small group settings, provide teachers with information and tools to implement Tier 1, Tier 2 and Tier 3 strategies in the classroom and across the school. This professional development will include RtI, PBIS and SEL.
Evidence of Impact	<ol style="list-style-type: none"> 1. Improved student attendance rates 2. Higher grade distributions 3. Lower discipline referrals 4. Lower Tier 2 and Tier 3 school counseling visits
How will effectiveness be sustained over time?	Based on teacher feedback and evidence of impact, adjustments will be made to continue to provide high quality professional development.
Link additional information here (if necessary) □	

Professional Development Goal(s)	Teachers and leaders will participate in continuous improvement opportunities to enhance instructional practices and leadership effectiveness.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Title II
Plan for coaching and support during the learning process	<ol style="list-style-type: none"> 1. Coaching & supporting teacher leaders on the Guiding Coalition. 2. Mentoring program for new teachers. 3. G.O.L.D. Team leadership PLC 4. Providing opportunities for instructional rounds for teacher growth & development. 5. Continuous improvement opportunities for DC/AP/IB teachers. 6. Professional development surrounding high impact teaching strategies.
Evidence of Impact	<ol style="list-style-type: none"> 1. PSAT/SAT Score analysis 2. Formative & Summative Assessment data 3. Teacher & Leader Evaluations 4. Grade distributions
How will effectiveness be sustained over time?	<ol style="list-style-type: none"> 1. Rotating teacher PD opportunities throughout each department each year. 2. Ongoing development of teacher & administration leadership capacity.
Link additional information here (if necessary) □	

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) □	