

School Improvement Plan 2025-2028

(updated 7.2025)

SCHOOL INFORMATION

School Name	Northwest Indiana Online School
School Number	6426
Street Address	601 W Morgan Avenue, Door 9
City	Chesterton IN
Zip Code	46304

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SCHOOL and CONTACT INFORMATION

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Other contact	
Position	
Phone number	
Email	

SCHOOL IDENTIFICATION

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

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

(TSI and ATSI only - NOT APPLICABLE)

Underperforming student groups identified by the federal government.

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

SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: <i>Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Christy Jarka	Administrator/Director	SIP ▾	All
Doug Adams	District Counselor	SIP ▾	All
Chris Richardson	Special Education Teacher	SIP ▾	All
Sara Lorenz	Instructional Assistant	SIP ▾	All
Chelsea Bramfeld	District: Student Support Coordinator	SIP ▾	All
Lydia Estridge	Exceptional Learning PK-4 Coordinator	SIP ▾	All
Amanda Blythe	Administrative Assistant Academic Planner	SIP ▾	All
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
Link additional information here (if necessary) <input type="checkbox"/>			

SCHOOL AND COMMUNITY NARRATIVE

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

Northwest Indiana Online School (NWIOS) 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. NWIOS currently provides educational programming to students in grades [grades].

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

The Northwest Indiana Online School envisions a leading educational program in which staff:

- Provide a collaborative culture where a student's unique abilities are strengthened for individual success.
- Celebrate and accept student voices to create a safe environment.
- Focus tiered supports on graduation and life beyond school.
- Seek innovative approaches in the pursuit of alternative learning methods for change.
- Demonstrate a foundational belief that a student's past does not determine their future.

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

The Northwest Indiana Online School provides an accepting environment where innovation and flexibility go beyond traditional schooling to empower individualized learner success.

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

District Goal(s)

Student Achievement & Growth Goal: Address needs and expectations for continuous improvement at the local state, and federal levels.

People & Culture Goal: Become a preferred employer by maximizing efforts to attract, retain, develop and recognize all school corporation employees.

Finance & Facilities Goal: Align available financial and other resources to meet the school corporation's strategic initiatives.

Safety & Operations Goal: Develop, implement, and monitor safety and security systems.

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)

<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
Sample: Reading	1-6	ABC Reading is Fun	Yes ▾	Choose ▾	Textbooks and readers are core components of a reading program.	Yes ▾	<input type="checkbox"/>
All Courses	6 -12	Edmentum - EdOptions Academy	Yes ▾	Tier 1 ▾	Virtual School curriculum aligned with IAS to assist with remote learning options.	Yes ▾	<input type="checkbox"/>
All Courses	K-5	Edmentum-EdOptions Academy Calvert Learning	Yes ▾	Tier 1 ▾	Virtual School curriculum aligned with IAS to assist with remote learning options.	Yes ▾	<input type="checkbox"/>
Reading / Math	K-5	Edmentum - Exact Path	Yes ▾	Tier 1 ▾	Support practice for virtual learning	Yes ▾	<input type="checkbox"/>
			Choose ▾	Choose ▾		Choose ▾	<input type="checkbox"/>
			Choose ▾	Choose ▾		Choose ▾	<input type="checkbox"/>
			Choose ▾	Choose ▾		Choose ▾	<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 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 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. Like Indiana's brick & mortar elementary schools, NWIOS follows state standards	
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 type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes ▾	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes ▾	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	<input type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process	Yes ▾	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes ▾	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	<input type="checkbox"/>

CORE ELEMENT 3: ASSESSMENT

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA MAP Test	K -8	Benc... ▾	Measures growth and compares district/national trends.	Yes ▾	<input type="checkbox"/>
Amplify	K-2	Benc... ▾	Screening for characteristics of Dyslexia;	Yes ▾	<input type="checkbox"/>
CogAT	K,2,4,6	Sum... ▾	Screening fro High Ability Identification	Yes ▾	<input type="checkbox"/>
PSAT, NMSQT,	7-11	Sum... ▾	College readiness screening/practice	Yes ▾	<input type="checkbox"/>
IREAD 3	2, 3	Sum... ▾	Indiana State required measurement of reading progress; Grade level 3 reading	Yes ▾	<input type="checkbox"/>
ILEARN	3-8 and 9	Benc... ▾	IDOE require annual measure of academic progress in Reading & MATH, Social Studies, Science, Biology	Yes ▾	<input type="checkbox"/>
SAT	11	Benc... ▾	State graduation requirement; College readiness	Yes ▾	<input type="checkbox"/>
WIDA	K -12	Benc... ▾	Identification and monitoring progress of students identified as English Language Learners	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 type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction. *Online program	No ▾	<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. **Online program through 3rd party vendor	No ▾	<input type="checkbox"/>

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

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

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

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

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

Link additional information here
(if necessary)

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Grades K-5 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Yes ▾	Career day/fair or community day	Yes ▾
Career simulation (JA/Biztown, etc.)	Choose ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Choose ▾
Career-focused classroom lessons	Choose ▾	Guest speakers	Choose ▾
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.		
<table border="1" style="width: 100%;"> <tr> <td style="background-color: #4a86e8; color: white; width: 25%; padding: 5px;"> Link additional information here (if necessary) <input type="checkbox"/> </td> <td style="height: 40px;"></td> </tr> </table>	Link additional information here (if necessary) <input type="checkbox"/>	
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	Yes ▾
Career-focused classroom lessons	Choose ▾	Job-site tours	Choose ▾
Guest speakers	Choose ▾	Career day/fair or community day	Yes ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes ▾	Online career navigation program	Choose ▾
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. Students are invited to participate in brick & mortar clubs and activities.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT
(continued)

Grades 9-12 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes ▾	Job shadowing	Choose ▾
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.)	Choose ▾	Online career navigation program	Choose ▾
Industry-related project-based learning	Choose ▾	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. Students are invited to participate in brick & mortar clubs and activities. Additionally, students are included in career and job fairs.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment?
<p>Our school is committed to supporting the social, emotional, and physical well-being of students and staff through a range of proactive programs, training, and services.</p> <p>The school has access to school resource officers and has at least one certified school counselor on staff as well as at least one registered nurse on-site during school hours. A district Licensed Mental Health Counselor also services the district in conjunction with two outside counseling partnerships with Porter Starke and Crown Counseling. Due to grant funding these partnerships with local mental health organizations provide counseling services at no cost to families.</p> <p>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</p>

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?					
What procedures and practices are being implemented to address chronic absenteeism?					
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?					
Number of students absent 10% or more of the school year:					
Last Year:	23-24: 53.4%	Two Years Ago:	22-23:46.5%	Three Years Ago:	21-22: 61.1%

Best Practice/Requirements Self-Check		Yes/No
The school has and follows a chronic absence reduction plan.		Yes -
An plan 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?

All students and families are provided with annual orientation and onboarding meetings that assist with learning the virtual learning platform. Weekly emails with an accompanying newsletter are provided to families. The NWI News contains updates on the school, helpful tips to navigate the learning platform, and strategies for families to support student's online learning. Edmentum provides a learning guide for families that further helps them assist their child and requests caregivers to take a greater role in supporting student learning. Edmentum offers several options for families to support their child's learning from live sessions, recorded sessions, email and study guides. Success coaches are available to help the families navigate through the system. In person work sessions are available for students and/or families to attend. The purpose of the in-person help is to make sure students know how to log-in, submit assignments, show them how to navigate the website, and guide them with assignments/topics they might be struggling with such as English.

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

Families regularly email or call NWIOS staff for support either with technical help or academic assistance. This information for contacts is shared at the beginning of the year and weekly emails include "help desk" type information as well.

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

Families receive bi-weekly progress reports from NWIOS staff and more regular reports on student progress from Edmentum staff. Success coaches follow up on reports with guidance and support for families. They provide encouragement and support for students as well. Attendance is different in the virtual setting and is measured by time on task.

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

Engaging with families on a variety of levels is an important part of building relationships. When knowing what cultural differences may be present, it's important to establish routine practices that help bridge those differences and ensure communication is present for families of all cultural backgrounds.

Making sure there are strong connections between the platforms/methods information is communicated and received by parents is vital. Proper and effective access to information is important so various methods like school-wide Parent Square communication through text and email, social media posts, personal phone calls and email are all relied upon to meet the preferred way families choose to intake information. Weekly communication has options for translation functions allowing for most communications to come home in a native language. A translation service has been contracted by the district to support conferences where assistance is 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?

NWIOS offers a variety of courses to meet the traditional means of an academic honors diploma. Even in the remote settings, students can meet credit requirements for ELA, Math, Science, Social Studies, PE, World Language, Fine Arts, and elective credits. Some Advanced Placement courses are also offered. Preparatory classes for ACT and SAT are also offered to meet those needs. NWIOS continues to investigate expanding pathway options, partnerships to develop dual credit classes either within the system or as hybrid courses to assist in meeting those expectations.

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

Virtual or in-person meetings are held with students and their caregiver to discuss their academic path. Information about high school and post high school opportunities is shared at the meetings as well as in weekly newsletters. It is worthwhile to note that the Northwest Indiana Online School, in partnerships with Edmentum, has limited course offerings. Students enrolling in the NWIOS have clarity on options and are encouraged to explore challenging courses, but their paths are more defined by the options given.

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

NWIOS hosts several Advanced Placement courses and will find ways though scheduling meetings to encourage students to take them. Again, the partnership with EOS will help this. The NWIOS does offer a “hybrid” student option. This allows students to take most courses online though the NWIOS platform, but may participate in up to 2 courses in their home school primarily at Chesterton High School. Students enrolled in NWIOS residing in Porter County may elect to take Career & Technology Education classes through the Porter County Career Center. Entering the 2025-2026 school year, NWIOS has nine different pathway options. NWIOS does not have options for IB courses.

Graduation rate last year:	94.87%	Percent of students on track to graduate in each cohort:	91.43%
Link additional information here (if necessary) <input type="checkbox"/>			

SCHOOL IMPROVEMENT PLAN

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

GOAL			
Goal	By Spring 2026, at least 50% or more of the students in grades 3 -8 will score at or above proficient in Math and ELA as measured by the ILEARN assessment.		
Sub-group focus	Students attending online school.		
The strategies we are going to implement are	Implement ILEARN checkpoints and communicate results with students, families, and teachers to monitor progress and target supports.		
To address the root cause	Students are attending online school and may not fully participate in virtual lessons to learn and understand the materials.		
Which will help us meet this student outcome goal*	Adapt attendance and school protocol to include virtual lessons in the expectations.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
ILEARN CHECKPOINT COMPLETION RATES	ALLOWS EDUCATORS TO MONITOR STUDENT PROGRESS AND IDENTIFY AREAS OF STRUGGLE.	DIRECTOR	THREE TIMES A YEAR
SUPPLEMENTAL RESOURCE PRACTICE	SUPPLEMENTAL RESOURCES CAN PROVIDE PERSONALIZED LEARNING PATHS AND TARGETED INTERVENTIONS BASED ON DATA FROM ILEARN CHECKPOINTS AND IREAD DATA.	DIRECTOR	QUARTERLY
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Students will participate in ILEARN checkpoints a minimum of three times a year.					
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
Communicate with families	Provide families with information about Checkpoints geared toward their student's grade level	Director	ParentSquare Read Receipt	IDOE documents	Before each Checkpoint	In Progress ▾
Provide families with access to checkpoint reports	Share individual student reports with families and explain results, including proficiency levels and areas of need.	Director	ParentSquare delivery/read receipts, Cambium Parent Portal usage	Cambium Parent Portal Access	After each checkpoint	In Progress ▾
Communicate checkpoint data to teachers	Share checkpoint results with online teachers to guide instructional adjustments and targeted interventions.	Director, Academic Planner	Documentation of teacher communication,	Checkpoint REports	After each checkpoint	Planned/... ▾
Track checkpoint completion rates	Monitor student participation rates to ensure equitable data collection and identify students who do not test.	Director, Success Coaches	Completion rate data	Skyward; Cambium	3 x a year	Planned/... ▾
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 first ILEARN checkpoint was administered in September 2025. Students were provided with the option to take the test remotely from home or in person. Family Access codes will be provided to families prior to the end of the 1st grading period. Adult fidelity evidence: Communication logs, checkpoint reports distributed, teacher lesson adjustments, and sign-in data for testing sessions. What went well / not well: Families were informed about checkpoints, and many accessed reports. Remote testing impacted consistency; some students did not participate fully.					
How has student achievement been impacted? What is the evidence?	Checkpoint data identifies students scoring below proficiency, allowing for early interventions. Students and families gain a clearer understanding of expectations, creating a sense of urgency for growth.					
How will implementation be adjusted and/or supported moving into next year?	Consider administering the first checkpoint in person for all students to improve reliability. Build in structured teacher data meetings after each checkpoint to ensure results drive instruction. Expand parent workshops/webinars to explain how to use checkpoint results for at-home support.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	Provide supplemental academic support through online resources and in-person tutoring.					
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
Assign supplemental online practice	Provide students with access to targeted online practice based on checkpoint results and IREAD data.	Director, Academic Planner	Usage reports	Online Platform	Quarterly	Not Star... ▾
Provide in-person work sessions	Offer scheduled in-person tutoring for students identified as “approaching” or “below proficiency.”	Success Coaches	Attendance logs	Space	Weekly	In Progr... ▾
Monitor effectiveness of supports	Compare growth of students who receive tutoring/supplemental practice vs. those who do not..	Director, Academic Planner	Growth on checkpoints	Data Reports	After each checkpoint	Not Star... ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Extent of implementation: Supplemental resources are identified and tutoring schedules are being developed. Consistency in assignment and follow-up will strengthen implementation. Adult fidelity evidence: Usage data from online platforms, tutoring sign-in sheets, and progress monitoring documentation. What went well / not well: Families are receptive to additional support opportunities. Not all students consistently use supplemental online resources.					
How has student achievement been impacted? What is the evidence?	Supplemental practice and tutoring are expected to close skill gaps and raise checkpoint scores. Students receiving tiered supports should show faster growth toward proficiency on ILEARN.					
How will implementation be adjusted and/or supported moving into next year?	Require consistent tracking of student engagement with online practice. Explore options for small-group virtual tutoring to reach more students. Develop a stronger system for progress monitoring between checkpoints.					
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)	Completion of ILEARN Checkpoint 1 and family communication of results.	Completion of ILEARN Checkpoint 2	Completion of ILEARN Checkpoint 3; supplemental supports provided for below-proficiency students.	Completion of ILEARN; compare results to 50% proficiency goal.
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	By the end of the school year, 95% of students will graduate on time with their expected cohort.		
Sub-group focus	Students attending online school.		
The strategies we are going to implement are	Utilize Success Coaches to monitor and motivate student performance through a tiered support process. Develop success plans for students showing credit deficiency		
To address the root cause	Accountability for students attending an online school.		
Which will help us meet this student outcome goal*	Having touch points with the students throughout the year maintains their focus on completing their courses.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Success Coaches will provide proactive outreach, monitor student progress weekly, and implement tiered interventions (check-ins, tutoring referrals, parent outreach, motivational coaching)	Research shows that consistent academic coaching and monitoring improve student persistence and completion rates, especially in online learning environments (Bettinger & Baker, 2014). Tiered interventions are also supported by MTSS frameworks, which emphasize differentiated levels of support based on student need.	Success Coaches, Director	Start of the year, ongoing
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Utilize Success Coaches to monitor and motivate student performance through a tiered support process.					
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
Success coaches will provide proactive outreachProactive outreach and check-ins	Success Coaches will provide proactive outreach to students and families to review expectations, track progress, and identify early signs of disengagement.	Success Coaches	Sign in Sheets	IDOE Graduation Requirements	Annually	In Progress ▾
Student/family success planning	School personnel will collaborate with students and families to create individualized success plans with course schedules, timelines, and goals.	Director, Academic Planner, Success Coaches	Log, Course Completion	Success Plan	Ongoing	Planned/... ▾
Tiered intervention supports	Provide escalating supports such as tutoring referrals, increased check-ins, and counselor involvement for students at risk of credit deficiency.	Director, Success Coaches	Progress Reports	Skyward; EdOptions	Ongoing	Choose ▾
Progress monitoring and data review	Success Coaches and Director will review student progress data (credits earned, attendance, course pacing) at midterms and semester.	Director, Success Coaches	Progress Reports	Skyward; Edoptions	MidTerm and Semester	Choose ▾
Cohort Workshops	Establish quarterly cohort meetings for grade-level groups to review high school requirements, graduation pathways, and motivational strategies.	Director, Success Coaches	Attendance, student feedback	Meeting Space	Quarterly	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?	Since 2023-2024, students enrolled in high school classes, personnel from NWIOS has met with the students to review expectations and requirements. Evidence includes student scheduling sheets and conference notes. Documented notes from meetings, student sign-in sheets, success plans on file, and outreach logs demonstrate implementation. Individual meetings ensured students understood requirements. Outreach has not been consistently scheduled for all students; need stronger system for tiered interventions.					
How has student achievement been impacted? What is the evidence?	The graduation rate has remained at 93% or higher . Students with success plans show higher rates of course completion compared to peers without plans.					

<p>How will implementation be adjusted and/or supported moving into next year?</p>	<p>Create a systematic schedule for grade-level cohort meetings (larger group sessions) followed by individual success planning. Expand tiered interventions to include structured tutoring referrals and peer mentoring. Implement a shared data tracking system to ensure consistent monitoring and documentation across staff.</p>
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	

Strategy #2		Develop success plans for students showing credit deficiency				
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
Identify credit-deficient students	Use transcript reviews and pacing reports to identify students who are off track for on-time graduation.	Director, Academic Planner	List of Identified students	Skyward; Credit Checks	Start of each semester and ongoing	In Progress ▾
Develop individual success plans	Meet with each identified student and family to co-create a success plan that outlines missing credits, recovery options, timelines, and support structures.	Success Coaches, Director	Completed Success Plans	Success Plan Template; Graduation Requirements	Within 4 weeks of identification	In Progress ▾
Monitor progress toward success plan goals	Review each student's success plan monthly to check for progress, update action steps, and address new barriers.	Success Coaches	Progress notes; course completion rates	Data Dashboard; Meeting Logs	Monthly	Planned/... ▾
Provide targeted supports	Connect students with credit recovery programs, tutoring, or extended learning opportunities as outlined in their plans.	Success Coaches	Enrollment Completion Rate	Staff	Ongoing	Planned/... ▾
Family and student accountability check-ins	Hold periodic conferences with families to review progress and reinforce shared accountability for course completion and	Success Coaches, Director	Family Meeting Notes; Sign in sheets	Communication logs	At least once per grading	Planned/... ▾

	graduation pathway.				period	
						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?	Success plans have been developed for students identified as at risk of credit deficiency. Evidence includes plan templates, conference notes, and course completion tracking. Full fidelity requires more consistent monitoring and follow-up documentation. Adult fidelity evidence: Signed success plans, transcript reviews, and intervention logs. What went well / not well: Families are engaged in planning and understand requirements. Monitoring has not always been consistent; some plans are updated irregularly.					
How has student achievement been impacted? What is the evidence?	Students with individualized success plans show improved pacing and higher rates of course completion. Preliminary data suggests that students with success plans are more likely to re-engage and persist toward graduation compared to peers without structured plans.					
How will implementation be adjusted and/or supported moving into next year?	Standardize a monthly monitoring protocol to ensure all success plans are updated consistently. Strengthen tiered supports by aligning success plan goals with interventions (tutoring, recovery courses, mentoring). Expand family engagement touchpoints by offering both virtual and in-person check-in options.					
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS - [GOAL #2]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	Review student credit status and success plan development for all identified at-risk students.	Mid-year credit checks completed; monitor percentage of students on trac	Monitor course completion pacing; identify students needing interventions or recovery options.	Final credit audits; graduation rate measured against 95% goal.

Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

PROFESSIONAL DEVELOPMENT PLAN

Professional Development Goal(s)	All certified DSC 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

<p>Plan for coaching and support during the learning process</p>	<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.
<p>Evidence of Impact</p>	<p>District Capacity Assessment Student Performance Data Cognia Surveys and Inventories</p>
<p>How will effectiveness be sustained over time?</p>	<p>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.</p>
<p>Link additional information here (if necessary) □</p>	