

School Improvement Plan 2025-2028

(updated 7.2025)

SCHOOL INFORMATION

School Name	Bailly Elementary School
School Number	6928
Street Address	800 S. Fifth Street
City	Chesterton
Zip Code	46304

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SCHOOL and CONTACT INFORMATION

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Other contact	Ashleigh Trumble
Position	Assistant Principal
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SCHOOL IDENTIFICATION

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

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

(TSI and ATSI only - NOT APPLICABLE)

Underperforming student groups identified by the federal government.

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

SECTION A

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

CNA Data Review

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

General Academic	Specific Student Groups		General School Data
<input checked="" type="checkbox"/> Statewide Assessments	<input checked="" type="checkbox"/> Statewide Assessment Data	<input type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input checked="" type="checkbox"/> Attendance*
<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Individual Education Plans (IEPs)	<input type="checkbox"/> School Discipline Reports*
<input checked="" type="checkbox"/> District Assessments	<input type="checkbox"/> IAM Assessment	<input type="checkbox"/> Individual Learning Plans (ILPs)	<input type="checkbox"/> Bus Discipline Reports*
<input checked="" type="checkbox"/> Dyslexia Assessments	<input type="checkbox"/> Aptitude Assessment(s)	<input type="checkbox"/> Staff Training	<input type="checkbox"/> Surveys (parent, student, staff) *
<input type="checkbox"/> Common Formative Assessments	<input type="checkbox"/> Special Education Compliance Rpt	<input type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input type="checkbox"/> Daily Schedule Configuration
<input type="checkbox"/> PSAT/SAT/ACT	<input checked="" type="checkbox"/> Subgroup Assessment Data	<input type="checkbox"/> Current High Ability Grant	*Including student subgroups
List or Link Other Data Sources Below			
Link: https://indianagps.doe.in.gov/Summary/School/4433		Link:	
Link:		Link:	

Goal Review

Previous Year Goal #1	By May 2025, school-wide Tier 2 and Tier 3 behavioral, social emotional, and academic interventions will be implemented and monitored through our MTSS platform.	Measurable Outcome Met?	Yes ▾
If the goal was met, how will the school further improve or sustain this level of performance?		We will continue implementing these protocols to document and support the needs of our students, meeting regularly for MTSS sessions.	
If the goal was not met, should the school continue to work toward this goal?		N/A ▾	
If the goal was not met, and you choose to continue to work toward this goal, what will you change?		n/a	
Root Cause Analysis Review (if applicable): n/a			

Previous Year Goal #2	Between Fall 2024 and Spring 2025, 65% of students in grades K - 4 will meet or exceed their growth projection on the NWEA reading assessment.	Measurable Outcome Met?	Yes ▾
If the goal was met, how will the school further improve or sustain this level of performance?		Continued PLC discussions and collaboration focused on priority standards in ELA and use of targeted interventions.	
If the goal was not met, should the school continue to work toward this goal?		N/A ▾	
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
Root Cause Analysis Review (if applicable): n/a			

Previous Year Goal #3	Between Fall 2024 and Spring 2025, 65% of students in grades K - 4 will meet or exceed their growth projection on the NWEA math assessment.	Measurable Outcome Met?	No ▾
If the goal was met, how will the school further			

improve or sustain this level of performance?	
If the goal was not met, should the school continue to work toward this goal?	No ▾
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	We were close to meeting this overall goal and have added in additional math instructional minutes to help address this over the course of this year. We will continue implementing Science of Reading strategies to support students' learning as well as additional evidence-based strategies to instruct reading & math. In an effort to focus our efforts on the most impactful areas, reading is our focus area currently; solid reading skills also impact math comprehension and problem-solving skills
Root Cause Analysis Review (if applicable):	

SIOT ANALYSIS

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

SIOT Analysis	
Strengths	Areas of Improvement
<ul style="list-style-type: none"> -Utilization of PLC Framework which allows collaborative teams to analyze learning data to make decisions to help students grow. -Utilization of MTSS Framework to target needed interventions, monitor progress, and analyze successes -Guaranteed and viable curriculum exists for all grade levels and content areas -Staff retention in key positions (administration, counselor, exceptional learning teachers) -Clear staff commitments to ensure the growth of all students and staff 	<ul style="list-style-type: none"> -Student attendance (actual attendance rates and tracking) -Student engagement (authentic engagement within instructional blocks)
Opportunities	Threats
<ul style="list-style-type: none"> -Continued use of SEL programming and work to intentionally incorporate it into all parts of the school day -Continued learning and study of UDL Practices and framework -More development related to PBIS tier-level practices and accompanying research 	<ul style="list-style-type: none"> -changing laws/procedures that can impact public school funding and programming

FIVE WHYS WORKSHEET [Goal # 2]

Define the problem (precise problem statement):

Students did not meet this goal: Between Fall 2024 and Spring 2025, 65% of students in grades K - 4 will meet or exceed their growth projection on the NWEA reading assessment.

Why is it happening? (Reasons must be conditions that the school can control)

1. Overall, less minutes for math instruction were available within the master schedule.

Why?

Some teachers still learning the program; others not as willing to implement with fidelity.

2. Targeted interventions were not implemented consistently or monitored effectively.

Why?

Teaching teams did not always prioritize data-based conversations during PLC meetings.

3. Student Resource Time was sometimes focused on reading, not math.

Why?

Teachers had to balance the need for math remediation/enrichment with the need for reading remediation/enrichment.

4. Students involved in Tier 3 math interventions continued to impact our overall growth and achievement scores.

Why?

Tier 3 groups were not established immediately, and once they were, some progress monitoring data was missing / groups were perhaps not as intentionally focused as they need to be on priority foundational needs.

5. Determining progress monitoring approaches and utilizing consistent screeners/diagnostic tools was challenging.

Why? We did not have a clear, usable, efficient, informative diagnostic assessment.

Continue beyond a fifth reason if necessary.

Strategies are intended to address root causes. If a root cause stems from a problem that is present, strategies should eliminate or significantly reduce the problem, resulting in marked improvement. If the root cause stems from something that is not present (e.g. lack of a coordinated Multi-Tiered Systems of Support), strategies should lead to the addition of that which is necessary to eliminate or significantly reduce the problem.

What possible strategies might address this root cause?

Strategies		
Problem	Root Cause	Strategy to Address Problem
1. Not enough instructional minutes	Master schedule is not organized to best meet student needs in this area	Add more minutes to math block (now completed for 25-26 year) and support teachers to create microschedules organizing how the math block is utilized.
2. Targeted interventions not implemented or monitored consistently.	Lack of math-aligned, usable resources for intervention	Gain more effective resources and/or receive development on how to more effectively utilize current resources.
3. Student Resource Time (SRT - Tier 2) was often focused on ELA.	Many priority standards per grade level to analyze, respond to, and assess on.	Target PLC discussion more efficiently and add math minutes to master schedule to allow for reteach/enrichment time.
4. Students in Tier 3 math groups did not demonstrate significant growth or achievement.	Lack of sufficient planning or purposeful monitoring of student growth.	Utilize more strategic progress monitoring to target student needs/goals and report on this consistently during MTSS meetings.
5. Not enough diagnostic data to inform starting points for interventions.	Lack of access to a specific, efficient math screener/diagnostic tool.	Work with instructional coach to review Reveal Math diagnostics and determine how to better utilize those for screeners.
Link additional information here (if necessary) <input type="checkbox"/>		

SECTION B

SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Carey Storm	Administrator	Both ▾	
Ashleigh Trumble	Administrator	Both ▾	
Heather Kellogg	School Counselor	Both ▾	UDL, SEL
Anne Stillman	Teacher	SIP ▾	
Jewel Patrick	Teacher	SIP ▾	UDL
Cathy Roles	Teacher	SIP ▾	Reading
Cheryl Marrs	Teacher	SIP ▾	
Jamee Swanson	Teacher	SIP ▾	
Michelle Ward	Teacher	SIP ▾	
Sarah Hollaway	Reading Specialist	Both ▾	Parent Advisory Team, Reading
Carrie Pack	Reading Specialist	Both ▾	Reading
Rebecca Burgess	Instructional Coach	Both ▾	Reading, MTSS
Link additional information here (if necessary) <input type="checkbox"/>			

SCHOOL AND COMMUNITY NARRATIVE

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

Bailly Elementary is part of the 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. Bailly Elementary currently provides educational programming to students in grades K - 4.

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

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

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

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

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

Link additional information here
(if necessary) □

www.duneland.k12.in.us

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

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

District Vision

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

School Vision

Bailly builds dedicated learners through collaboration, purposeful instruction, and meaningful experiences.

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

Bailly Elementary School works together with families and the community to help students reach their personal best by learning in a safe and positive school; we seek to develop lifelong learners who grow into responsible citizens.

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

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

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

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

ESSENTIAL INFORMATION & CORE ELEMENTS

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

CORE ELEMENT 1: CURRICULUM

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
ELA	K-4	Fountas and Pinnell	Yes ▾	Tier 1 ▾	Textbooks and readers are the core component of reading program. Part of guaranteed & viable curriculum.	Yes ▾	<input checked="" type="checkbox"/>
ELA	K-4	Scholastic Guided Reading	Yes ▾	Tier 1 ▾	Resources are utilized as part of the core components of the reading program.	Yes ▾	<input type="checkbox"/>
ELA	K-4	Kendore Phonics	Yes ▾	Tier 1 ▾	Phonics program with lessons, games, and at-home activities to focus on phonemic awareness. Part of guaranteed & viable curriculum.	Yes ▾	<input checked="" type="checkbox"/>
ELA	K-1	Heggerty Phonemic Awareness	Yes ▾	Tier 1 ▾	Lesson plans and descriptions used to engage students in core curriculum. Part of guaranteed & viable curriculum.	Yes ▾	<input checked="" type="checkbox"/>
ELA	K-4	Leveled Literacy Intervention (LLI)	Yes ▾	Tier 2 ▾ Tier 3	Supplemental to adopted curriculum; utilized for intervention.	Yes ▾	<input type="checkbox"/>
ELA	K-4	Phonics First	Yes ▾	Tier 2 ▾ Tier 3	Supplemental to adopted curriculum; utilized for intervention.	Yes ▾	<input type="checkbox"/>
Math	K-4	Reveal Math	Yes ▾	Tier 1 ▾	Student workbooks and online component are essential aspects of math curriculum. Part of guaranteed & viable curriculum.	Yes ▾	<input checked="" type="checkbox"/>

Math	1-4	IXL	Yes ▾	Tier 1 ▾	Supplemental to adopted curriculum; utilized for review, practice.	Yes ▾	<input checked="" type="checkbox"/>
Social Studies	K-4	Studies Weekly	Yes ▾	Tier 1 ▾	Weekly readers and online content are core components of reading program. Part of guaranteed & viable curriculum.	Yes ▾	<input type="checkbox"/>
Math	K-4	Bridges	Yes ▾	Tier 2 ▾	Supplemental to adopted curriculum; utilized for intervention.	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				

CORE ELEMENT 1: CURRICULUM

(continued)

Best Practice/Requirements Self-Check	Yes/No	X
The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.	Yes ▾	<input checked="" type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes ▾	<input checked="" type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes ▾	<input 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 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 checked="" type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	<input checked="" type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	<input checked="" type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	<input checked="" type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process	Yes ▾	<input checked="" type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	<input checked="" type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	<input 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 checked="" 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 2: Title SWP Narrative

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

Our reading specialists utilize Beginning, Middle, and End year assessment data to determine rankings of students per grade level. Students whose scores place them below the grade-level thresholds are added into Tier 3 intervention groups with our Title I staff (reading specialist or interventionist) or other support staff. We utilize various research-based interventions to support student learning; staff who implement these interventions are trained specifically on each tool. Interventions used: Leveled Literacy Intervention (LLI) kits; Bridges Math Intervention; Brainspring phonics/reading intervention. Students in these groups are progress monitored weekly to track their progress overall.

Our entire teaching staff meets for periodic MTSS (multi-tiered systems of support) sessions to debrief on student progress and determine what adjustments should be made to student Tiers/groupings. These are held every 5-6 weeks in addition to benchmark window meetings (beginning, middle, and end of year). During MTSS meetings, progress monitoring data related to student goals is reviewed and discussed, and adjustments to goals/interventions are made as appropriate.

Link additional information here
(if necessary)

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

CORE ELEMENT 3: ASSESSMENT

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
ILEARN Checkpoints	3-4	Form... ▾	Data from the iLEARN Checkpoints informs instruction and interventions on the Indiana Academic Standards, supporting student learning throughout the course of the school year.	Yes ▾	<input checked="" type="checkbox"/>
ILEARN Summative	3-4	Sum... ▾	Assessment system that measures achievement and growth related to Indiana Academic Standards for students in grades three through eight	Yes ▾	<input checked="" type="checkbox"/>
IREAD	2-3	Sum... ▾	The Indiana Reading Evaluation and Determination (IREAD) is a reading assessment developed in accordance with state legislation. IREAD is designed to measure foundational reading skills based on Indiana Academic Standards through grade three.	Yes ▾	<input checked="" type="checkbox"/>
NWEA	K-4	Benc... ▾	adaptive test to measure students' growth over time; used to determine initial tiers for student placement based on instructional needs	Yes ▾	<input checked="" type="checkbox"/>
MEFS	K	Benc... ▾	benchmark assessment to track students' current levels and overall growth related to Executive Functioning skills	Yes ▾	<input type="checkbox"/>
GVC Common formative assessments (ELA, Math, Content areas)	K-4	Form... ▾	assessments given from curriculum and/or created by teachers based on curriculum and pacing guides to track student mastery of weekly or unit concept	Yes ▾	<input type="checkbox"/>
GVC Common summative assessments (ELA, Math, Content areas)	K-4	Sum... ▾	assessments given from curriculum and/or created by teachers based on curriculum and pacing guides to track student mastery of weekly or unit concept	Yes ▾	<input type="checkbox"/>
mClass	K-2	Benc... ▾	used to triangulate reading/ELA data to track students' progress, reading ability, and need for intervention	Yes ▾	<input type="checkbox"/>

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes ▾	<input checked="" type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ▾	<input checked="" type="checkbox"/>

Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.

Yes ▾



CORE ELEMENT 3: Title SWP Narrative

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

Title 1 supports the achievement of our students who are having difficulty mastering proficient and advanced levels of academic achievement through effective and timely assistance on top of their Tier 1 Instruction by: 1. Purchase of researched-based digital content and intervention programs; 2. Supporting a Reading Specialist who is trained to provide instructional support with foundational curriculum and assessments, as well supporting teachers with effective instructional delivery by using best practices; 3. Title I support staff team members who provide intervention for our students in need of reading and math reteach; 4. purchasing summer reading book packs and other literacy resources to share with students and families; 5. sponsoring Literacy Night annually to encourage a love for reading and to distribute free books/reading material to students who attend. Our teachers are part of our school leadership team, school improvement team, and PLC meeting schedule each week. These opportunities allow all certified staff to have a voice in the decision-making process.

Link additional information here
(if necessary)

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

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

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

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

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

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

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 checked="" 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	No ▾
Career simulation (JA/Biztown, etc.)	Yes ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Yes ▾
Career-focused classroom lessons	Yes ▾	Guest speakers	Yes ▾
Not currently implementing career exploration activities		No ▾	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Career exploration activities are implemented within the school. Monthly counselor lessons focus on career paths, interests, and opportunities beyond high school.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment?
<p>Our school is committed to supporting the social, emotional, and physical well-being of students and staff through a range of proactive programs, training, and services.</p> <p>The school has access to school resource officers and has at least one certified school counselor on staff as well as at least one registered nurse on-site during school hours. A district Licensed Mental Health Counselor also services the district in conjunction with two outside counseling partnerships with Porter Starke and Crown Counseling. Due to grant funding these partnerships with local mental health organizations provide counseling services at no cost to families.</p> <p>Every classroom includes a calm corner with a box of sensory tools for students to use and access at any time. Teachers utilize the Zones of Regulation daily and throughout the year to help students learn to recognize, understand, and regulate emotions. The Zones are first introduced during weekly SEL-based lessons, and following the Zones lessons students participate in Second Step SEL Lessons each week. These are focused on goal-setting, problem-solving, and other key strategies to support a growth mindset.</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. During the 2023–2024 school year, K–4 staff were trained in the Zones of Regulation program, while grades 5–8 are complete TBRI training during 2024–2025 school year with continued coaching during the 2025-2026 school year. Training has been supported through the ParaProfessional Grant. SNT Consulting with Kevin Dill has been used throughout the 2024-2025 school year to support the development of restorative behavior programs with specific focus on our Exceptional Learning students. This process will continue and expand with him into the following year. Additionally, a Behavior Coach has been hired for the district and the district was awarded the IDOE Behavior Grant to further support many of the previously mentioned initiatives as well as address new needs.

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

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.

Bailly Elementary School utilizes PBIS practices and restorative practices to maintain a safe and positive learning environment. Each learning space and additional area within the school has specific behavioral expectations aligned to our core values of Respect, Responsibility, and Safety.

Link additional information here
(if necessary)

<https://www.duneland.k12.in.us/strategic-plan/strategic-plan>

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 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?	<ul style="list-style-type: none"> Residual effects from Covid-19 pandemic (quarantines, isolation, concerns from families over health/safety) Inability to contact families because they do not have updated contact information on file with the school Transportation issues Families of students with certain specific health needs that create barriers to getting to school Families dealing with personal family matters that create a barrier to getting to school 				
What procedures and practices are being implemented to address chronic absenteeism?	<ul style="list-style-type: none"> Daily automated attendance calls for students who are absent but not called off by parent Supportive reminder letters to parents when students meet various thresholds of absences (regardless of the reason) Counselor conferences with students and parents when attendance trends develop (including late to school) Administrator conferences with students and parents when attendance trends develop (including late to school) Referral to additional student services to connect families to additional resource 				
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	<ul style="list-style-type: none"> Daily, schoolwide attendance percentages are reviewed. Once per month, attendance percentages and trends are monitored at the school level. Once per quarter, overall information and data points are gathered to track absenteeism. Students meeting certain Tier 2 and Tier 3 thresholds are assigned an Attendance Intervention Plan, created by the Administration team and reviewed/discussed by all stakeholders who support this student. 				
Number of students absent 10% or more of the school year:					
Last Year:	82 (20.1%)	Two Years Ago:	44	Three Years Ago:	27

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?

On a weekly basis, students take home their Thursday folders which include information related to upcoming school events, assessments, etc. We also hold family events focused on literacy, STEM, etc. throughout the year. Our PTO is able to support events and fundraisers throughout the year to purchase supplies to enhance the student experience at our school. Parent-teacher conferences allow teachers a dedicated time to meet together with families to update them on student progress. Bailly utilizes Facebook and Instagram updates on a routine basis to keep families and the community informed of school news. Finally, our weekly newsletters provide ongoing access for families to learn about upcoming events, social-emotional lesson topics, academic assessments, and more. Through the use of ParentSquare communication platform, families have instant access to staff members for messaging, updates, appointment scheduling, and more.

Bailly Elementary School was previously recognized as a Family Friendly School - Excelling level - from the Indiana Department of Education.

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

During monthly PTO meetings, parents have the opportunity to ask questions or share concerns. We hold parent-teacher conferences once per year, and we also encourage parent feedback through routine surveys and opportunities to provide feedback. Annually, our school/district participates in survey opportunities to allow all stakeholders to provide feedback. Further, our teachers use ParentSquare to maintain constant communication with families. Two years ago, we underwent the Cognia accreditation process which sought feedback from all stakeholders on a routine basis and allowed for time to analyze survey results, discuss next steps, and coordinate efforts with stakeholders.

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

We emphasize the importance of attendance throughout the year via newsletters, announcements, etc. Students with tardy or attendance concerns receive periodic letters to inform parents of their attendance status and number of absences/tardies. Our school counselor follows up with families who have attendance concerns, and the principal does as well when/if needed. We invite families in for in-person meetings when attendance/tardies become a more major concern so we can help families troubleshoot and problem-solve. We follow a clearly prescribed Tier process for attendance concerns, including creation of intervention plans, supports and progress monitoring, goal-setting, and parent involvement.

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

Bailly teachers strive to communicate with parents in multiple ways to ensure we reach as many families as possible. We utilize newsletters, ParentSquare, email lists, phone calls, and more to connect with families. We have access to a translation service when needed through GLOBO, and ParentSquare also provides options for families to receive information in their native language. When meeting with families, we offer in-person opportunities as well as virtual opportunities to accommodate family needs. Through our social-emotional learning lessons, staff members learn additional ways to interact with students as well as language and terminology to use to support student needs.

Link additional information here
(if necessary) □

<https://www.parentsquare.com/blog/2016-3-6-introducing-parentsquare-translate-communicate-with-parents-now-in-over-100-languages/>

CORE ELEMENT 9: Title SWP PARENT AND FAMILY ENGAGEMENT

Describe strategies used to increase parental involvement.

In addition to the above, our school has leveraged ParentSquare this school year to maximize communication with families in a way that allows them to see a glimpse of their child's day at school. Through direct messaging, class announcements, surveys, sign-ups, etc. ParentSquare provides families with multiple notification options and means of receiving information.

Each year we hold a Title I Annual Meeting (during Quarter 1) to help families understand our Title I programming. We hold a math family event in November, and a Literacy Family event in April.

The PTO at our school consistently looks for ways to involve families in events - we held a Grandparents Day event, for instance, that brought in over 550 grandparents or "special people" for our students to connect with!

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

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

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

Parents are members of our school improvement team; they are given the opportunity to provide input on plan goals, strategies, and measurements of progress. Our plan is discussed at PTO meetings as well, and shared with stakeholders.

Link additional information here
(if necessary) □

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

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

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

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

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

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

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

Link additional information here
(if necessary)

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

(continued)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Link additional information here
(if necessary)

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

(continued)

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Laura Gusse	Elementary Generalist K-6	Kindergarten teacher
Lauren Johnson	Elementary Generalist K-6	Kindergarten teacher
Jamee Swanson	Elementary Generalist K-6	Kindergarten teacher
Jennifer McWhirter	Elementary Generalist K-6	Kindergarten teacher
Kylee Alb	Elementary Generalist K-6	Grade 1 teacher
Cheryl Marrs	Elementary Generalist K-6	Grade 1 teacher
Susan Rehtorik	Elementary Generalist K-6	Grade 1 teacher
Kathryn Ahrendt	Elementary Generalist K-6	Grade 2 teacher
Mindy Balhoff	Elementary Generalist K-6	Grade 2 teacher
Cathy Roles	Elementary Generalist K-6	Grade 2 teacher
Madison Wherrett	Elementary Generalist K-6	Grade 3 teacher
Jewel Patrick	Elementary Generalist K-6	Grade 3 teacher
Adona Elkins	Elementary Generalist K-6	Grade 3 teacher
Marcia Nikokiris	Elementary Generalist K-6	Grade 4 teacher
Anne Stillman	Elementary Generalist K-6	Grade 4 teacher
Renee Nagel	Elementary Generalist K-6	Grade 4 teacher
Caroline Scheidt	Elementary Generalist K-6; Mild Intervention K-6	Special Education teacher
Rhonda Sutphin	Mild Intervention PreK-12	Special Education teacher
Justine Eubank	Physical Education & Health K-12	Physical Education teacher

Kerry Hyde	Vocal and General Music, all schools	Music teacher
Anne Long	Visual Arts K-12	Art teacher
Michelle Ward	Library Services K-12	Media Specialist
Carrie Pack	Elementary Generalist K-6	Reading Specialist
Sarah Hollaway	Elementary/Primary Generalist; Elementary/Intermediate Generalist	Reading Specialist
Rebecca Burgess	Elementary/Primary Generalist; Elementary/Intermediate Generalist; Teacher of English Learners; Early Literacy Endorsement	Instructional Coach
Heather Kellogg	School Counselor	School Counselor
Ashleigh Trumble	Building Level Administrator, all schools	Assistant Principal
Carey Storm	Building Level Administrator, all schools	Principal

SCHOOL IMPROVEMENT PLAN

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

GOAL			
Goal	95% of 3rd grade students will pass the IREAD assessment by the end of the summer retest window; 70% of 2nd grade students will pass the IREAD assessment by the end of the summer retest window; 25% of 4th grade restesters will pass the IREAD assessment.		
Sub-group focus	Students with IEPs and students receiving Tier 3 interventions.		
The strategies we are going to implement are	Kendore Phonics instruction, PLC Framework (Collaborative Teams), UDL (student engagement focus)		
To address the root cause	foundational skill gaps in phonics and comprehension		
Which will help us meet this student outcome goal*	ensuring evidence-based instructional strategies and data-based decision making to support student achievement.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Kendore Phonics Instruction	https://kendorelearning.com/models/	Building administration, instructional coach, and teaching staff	Ongoing - all years
PLC Framework (Collaborative Teams)	Dufour, et al. (2016) Learning by Doing: A Handbook for Professional Learning Communities at Work. Solution Tree.	Building administration, instructional coach, and teaching staff	Ongoing - all years
UDL (Student Engagement focus)	Novak, K., & Rodriguez, K. (2016). <i>Universally designed leadership: Applying UDL to systems and Schools</i> . CAST Professional Publishing.	Building administration, instructional coach, and teaching staff	August 2025 to May 2028
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Kendore Phonics Implementation					
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
Training of new staff	Professional development sessions for new-to-district teachers and/or those who have not attended before, including exceptional learning teachers	Admin team	PD Session sign-ins	Funds, time	Annually	In Progress ▾
Implementation of Kendore Kingdom instruction	Consistent implementation across grade levels, with fidelity, of the Kendore Kingdom phonics program; following Guaranteed & Viable Curriculum as outlined.	Admin team, teachers, instructional coach	lesson plans, observations	Canvas, classroom resources, manipulatives	ongoing	In Progress ▾
Retraining/Refresh sessions	Incorporate routine check-ins regarding Kendore and refresh sessions (optional or required PD sessions) to continue to support teachers with implementation	Admin team, instructional coach	PD Agendas, collaborative calendar, teacher feedback	Time, classroom observation tools	ongoing	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?	The guaranteed and viable curriculum is fully implemented; teachers are utilizing Kendore per PLC notes, discussions, and classroom observations. Adults at grades K-2 levels are implementing Kendore consistently; there are some opportunities for growth with our upper grades (3-4) implementing on a consistent basis.					
How has student achievement been impacted? What is the evidence?	During the 24-25 school year, we had our highest percentage in recent years of students passing IREAD as third graders.					
How will implementation be adjusted and/or supported moving into next year?	We will continue analyzing assessment data, progress monitoring, and adjusting professional development plans.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	PLC Framework (Collaborative Teams)					
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
Utilize updated PLC Agendas	Collaborative teams take notes and track student progress each week to make instructional decisions; agendas receive administrative feedback.	teachers, administrative team	Agenda notes	Time for Collaborative Meetings	ongoing all year	In Progress ▾
Common assessments	Common formative and summative assessments are given on a routine basis, data tracked & analyzed, and students given opportunities to recover missed skills	teachers, administrative team, instructional coach	Agenda notes	Time for Collaborative Meetings & planning	ongoing all year	In Progress ▾
Complete Refresh PD regarding PLC framework and high impact teams	Launch session to explain/introduce PLC Agendas and rationale; ongoing PD touchpoints to remind teams of best practices with PLC work	teachers, administrative team, instructional coach	PD Agendas, slide decks, Agenda notes	Time, model agendas	ongoing all year	In Progress ▾
Send additional group of teacher representatives to summer PD workshop on High Impact PLC Teams	multi-day professional development session led by Solution Tree to engage teachers in learning about High Impact Teams	teachers, administrative team, instructional coach	Conference sign-up; follow-up PD sessions	funding	summer 2026	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 have been utilizing the PLC Framework for 4+ school years. Teachers engage in weekly collaborative meetings to answer the 4 PLC Questions particularly in Reading and Math.					
How has student achievement been impacted? What is the evidence?	During the 24-25 school year, we had our highest percentage in recent years of students passing IREAD as third graders. Overall NWEA growth is high with large percentages of students meeting their growth goals!					
How will implementation be adjusted and/or supported moving into next year?	Each year, we reflect on where each team feels they land within the PLC continuum. As we approach the following year, teams discuss and plan how they can increase their success and move up in the continuum.					

Link additional information here (if necessary) <input type="checkbox"/>	
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Strategy #3	UDL					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Building Implementation Team meetings/work sessions	Monthly, the BIT Team will meet to monitor our team and schoolwide progress, plan PD sessions, and discuss barriers	Admin, Cohort I Members, Instructional Coach	Meeting agendas	Time, DIT guidance	Ongoing 2025 - 2028	In Progress ▾
Schoolwide professional development sessions	Planned UDL-related sessions monthly as well as UDL-principles and connections sprinkled into other PD Sessions focused on PBIS, Engagement, etc.	Admin, Cohort I Members, Instructional Coach (BIT Team)	Meeting objectives and slide decks	Time,	Beginning mid-2025 - 2028	Not Started ▾
Monitoring and support of Cohort I and Cohort II teachers	Coaching of Cohort I and II teachers will continue following routine classroom observations	Admin, Instructional Coach	lesson plans, coaching debrief sessions	Time, classroom look-for list	Ongoing 2025 - 2028	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	So far, we have trained two classroom teachers and two leadership team members in UDL. During the 25-26 school year, 2 more classroom teachers, an exceptional learning teacher, and our school counselor are being trained as well. As we head into the 26-27 school year, the remaining teachers will be trained.					
How has student achievement been impacted? What is the evidence?	We are in the initial phases of this strategy.					
How will implementation be adjusted and/or supported moving into next year?	Each year, we will hold reflective meetings at end-of-year to analyze our processes, determine the overall success, and make revisions as needed					

Link additional information here
(if necessary)

<https://udlguidelines.cast.org/>

PROGRESS INDICATORS - [GOAL #1]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	BIT Meetings and discussion with Teaching & Learning	ILEARN Checkpoints, Common assessment data on key standards, MOY NWEA reading scores	ILEARN Checkpoints, Common assessment data on key standards, IREAD scores	ILEARN Checkpoints, Common assessment data on key standards, EOY NWEA reading scores, IREAD retest scores
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

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

GOAL			
Goal	80% of students will meet the IDOE attendance goal of 94%.		
Sub-group focus	Students from high-poverty families		
The strategies we are going to implement are	MTSS protocols, Improved Family Outreach, UDL instructional practices		
To address the root cause	Decreased focus on the importance of attendance following COVID, and families not understanding the importance of the impact of poor attendance on student achievement.		
Which will help us meet this student outcome goal*	By ensuring a more targeted focus on students with attendance concerns, connecting earlier and more positively with families to lend support, and engaging students in their instruction in a more joyful and universal way.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
MTSS protocols	Brown-Chidsey, R., & Bickford, R. (2015). <i>Practical handbook of multi-tiered systems of support: Building academic and behavioral success in schools</i> . Guilford Press.	Building administration, MTSS leadership team, and teaching staff	August 2025 to May 2028
Improved Family Outreach	Grant, K. B., & Ray, J. A. (2019). <i>Home, school, and community collaboration: Culturally responsive family engagement</i> (4th ed.). SAGE Publications.	Building administration, office personnel, and teaching staff	August 2025 to May 2028
UDL instructional practices	Novak, K., & Rodriguez, K. (2016). <i>Universally designed leadership: Applying UDL to systems and Schools</i> . CAST Professional Publishing.	Building administration, instructional coach, and teaching staff	August 2025 to May 2028
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	MTSS protocols					
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
MTSS Benchmark Meetings	Meetings held 3 times per year	Admin, teachers, MTSS leadership team	Attendance records and Tier reports	Branching Minds, Skyward reports	Ongoing 2025-2026 SY	In Progress ▾
MTSS Grade-Level Meetings	Meetings held every 5-6 weeks throughout the year	Admin, teachers	Attendance records and Tier reports	Branching Minds, Skyward reports	Ongoing 2025-2026 SY	In Progress ▾
MTSS Individual Student Support Meetings	as-needed throughout the school year	Admin, specific teachers of impacted students	Attendance records and Tier reports	Branching Minds, Skyward reports	Ongoing, 2025-2026 SY	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We have launched all levels of MTSS meetings as of the completion of the Beginning-of-Year benchmark window. Meetings are attended by all necessary teachers and clear agendas are created and followed.					
How has student achievement been impacted? What is the evidence?	These meetings are in the initial phases for this school year.					
How will implementation be adjusted and/or supported moving into next year?	Each year, we will hold reflective meetings at end-of-year to analyze our processes, determine the overall success, and make revisions as needed					
Link additional information here (if necessary) <input type="checkbox"/>	https://www.branchingminds.com/blog/better-mtss-meetings					

Strategy #2		Improved Family Outreach				
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
Follow DSC Attendance plan	Using our district's attendance plan: track attendance, document concerns using our attendance worksheets, communicate and meet with families, and implement services & supports to help families and students improve attendance and tardies	Student Support Services Coord, Admin, Counselor, Office personnel	attendance tier & goal worksheets, attendance records	Attendance plan, letter templates	2025 - 2028 school years	In Progress ▾
Written communication with families	Efficient, accurate parent contact to inform parents of attendance concerns and inclusion of pertinent attendance information in school newsletters	Admin, Attendance Secretary	Letters sent home, weekly newsletter sections	Skyward parent letters, ParentSquare platform, resources/ research on attendance	2025 - 2028 school years	In Progress ▾
Meetings & conversations with parents/families	Increase the intentionality behind parent/guardian meetings related to attendance concerns. Hold meetings consistently.	Admin, Attendance Secretary	attendance records	Time	2025 - 2028 school years	In Progress ▾
Professional Development	Engage teachers in PD sessions focused on the importance of building and maintaining positive relationships with their students to help with engagement	Admin, instructional coach, teachers	classroom observations	Time for PD Sessions	August 2025 and ongoing	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		We have launched our family outreach steps and are in the initial phases of implementation; some attendance meetings have been held with families and we are actively using our documentation tools.				
How has student achievement been impacted? What is the evidence?		We are in the initial phases of this strategy.				

How will implementation be adjusted and/or supported moving into next year?	Each quarter, we will hold reflective meetings to analyze our processes, determine the overall success, and make revisions as needed to move forward.
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #3		UDL				
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Building Implementation Team meetings/work sessions	Monthly, the BIT Team will meet to monitor our team and schoolwide progress, plan PD sessions, and discuss barriers	Admin, Cohort I Members, Instructional Coach	Meeting agendas	Time, DIT guidance	Ongoing 2025 - 2028	In Progress ▾
Schoolwide professional development sessions	Planned UDL-related sessions monthly as well as UDL-principles and connections sprinkled into other PD Sessions focused on PBIS, Engagement, etc.	Admin, Cohort I Members, Instructional Coach (BIT Team)	Meeting objectives and slide decks	Time,	Beginning mid-2025 - 2028	Not Started ▾
Monitoring and support of Cohort I and Cohort II teachers	Coaching of Cohort I and II teachers will continue following routine classroom observations	Admin, Instructional Coach	lesson plans, coaching debrief sessions	Time, classroom look-for list	Ongoing 2025 - 2028	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	So far, we have trained two classroom teachers and two leadership team members in UDL. During the 25-26 school year, 2 more classroom teachers, an exceptional learning teacher, and our school counselor are being trained as well. As we head into the 26-27 school year, the remaining teachers will be trained.					
How has student achievement been impacted? What is the evidence?	We are in the initial phases of this strategy.					

How will implementation be adjusted and/or supported moving into next year?	Each year, we will hold reflective meetings at end-of-year to analyze our processes, determine the overall success, and make revisions as needed
Link additional information here (if necessary) <input type="checkbox"/>	https://udlguidelines.cast.org/

PROGRESS INDICATORS - [GOAL #2]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	Quarterly attendance rate and reports	Quarterly and semester 1 attendance rate and reports	Quarterly attendance rate and reports	Quarterly and yearlong attendance rate and reports
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				

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

PROFESSIONAL DEVELOPMENT PLAN

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

Professional Development Goal(s)	Student Engagement Strategies
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	n/a
Plan for coaching and support during the learning process	<ul style="list-style-type: none"> ● Building-based PD led by instructional coach and administrative team. <ul style="list-style-type: none"> ○ Monthly PD Sessions focused on engagement strategies and ideas ○ HITS PD Sessions (High Impact Teaching Strategies) focused on Active Learning ● Modeling during PD Sessions of engagement strategies so teachers can experience the strategies in action ● Monthly check-ins and reflections during staff meetings and PLC discussions ● Strategy Share opportunities to highlight work of current teachers implementing engagement techniques
Evidence of Impact	Notable changes in student engagement; teacher feedback outlining improvement in engagement levels; observation notes
How will effectiveness be sustained over time?	NWEA data, ILEARN Checkpoint data, common formative & summative assessment data points, consistent checks of Tier 3 interventions and progress monitoring to determine effectiveness, ILEARN Summative data; school survey data related to student buy-in and participation
Link additional information here (if necessary) <input type="checkbox"/>	

Professional Development Goal(s)	Kendore Phonics Implementation
Is professional development linked to SIP goals?	Yes ▾

Possible Funding Sources	District Referendum Funds and Title II Funds.
Plan for coaching and support during the learning process	The instructional coach team is working on aligning resources, providing staff development on resources, and modeling/coaching teachers within classrooms.
Evidence of Impact	Consistent, notable increases in IREAD pass rates in both the 2nd and 3rd grades each year.
How will effectiveness be sustained over time?	NWEA data, ILEARN Checkpoint data, common formative & summative assessment data points, consistent checks of Tier 3 interventions and progress monitoring to determine effectiveness, ILEARN Summative data
Link additional information here (if necessary) <input type="checkbox"/>	