

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Principal Marci Brubaker

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Jimtown Intermediate School

(As it should appear in the official records)

School Mailing Address 58703 CR 3 South

(If address is P.O. Box, also include street address.)

City Elkhart State IN Zip Code+4 (9 digits total) 46517-8674

County Elkhart County

Telephone (574) 294-2158

Fax (574) 522-7649

Web site/URL https://jis.baugo.org

E-mail mbrubaker@baugo.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Byron Sanders E-mail bsanders@baugo.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Baugo Community Schools Tel. (574) 293-2583

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Chris Carithers

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☐ Suburban
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	143
4	132
5	165
6	137
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	577

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.5 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 16 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 73.5 % White
 - 8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 8%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	22
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	44
(4) Total number of students in the school as of October 1, 2021	573
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Laotian, Arabic, Japanese

English Language Learners (ELL) in the school: 11 %
63 Total number ELL

7. Students eligible for free/reduced-priced meals: 51 %

Total number students who qualify: 292

8. Students receiving special education services with an IEP: 12 %
Total number of students served 72

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>5</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>2</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>17</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Intellectual Disability	<u>2</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 3

10. Number of years the principal has been in the position at this school: 10

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	94%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

To serve the whole child, partnering with parents and community to help develop cognitive, social, emotional, and civic capacities.

17. Provide a URL link to the school's nondiscrimination policy.

go.boarddocs.com/in/baugo/Board.nsf/Public?open&id=policies#

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Jimtown Intermediate School (JIS) is located in a small, suburban community adjacent to the Northern Indiana city of Elkhart. A densely populated bedroom community, Jimtown is situated in a heavily industrialized corridor of Michiana. The mobile home and recreational vehicle industries are vital to the economy of this area, and a majority of our families have working connections to them. Regional Cities Initiatives within the greater Michiana area have begun efforts to diversify the local economy. However, Jimtown remains a relatively stable working community that is directly impacted by the ebb and flow of these traditional business sectors. Poverty rates are increasing among our student populations and the need for increased support services has become more apparent in recent years.

Establishing a system of collaboration, consistency, and fidelity has been key to the academic success of Jimtown Intermediate School. Grade level teams, led by team leaders, meet twice a week to discuss students, curriculum, curriculum mapping, and assessment data. Teams are responsible for keeping detailed notes of each meeting and submitting those notes to administration. Teams are also responsible for completing Data Protocol Sheets to aid in discussion of assessment results. These discussions include what can be done to remediate students who struggled, push students who succeeded, and continually review grade level standards. These protocols ensure consistent accountability for all faculty and staff.

As a school, we have adopted Power Tools which can be found in the book *Powerful Teaching* written by Pooja Agarwal and Patrice Bain, a noted cognitive scientist and veteran classroom teacher. We prioritize retrieval practices in the areas of math, English, and language arts which focus on pulling information out of students' heads rather than putting information into students' heads. While this book helped us formalize our retrieval strategy, we have continuously utilized, over the course of the last 10 years, a system that we have called spiral review. It has been our practice to consistently circle back to standards that have been taught throughout the year on a daily basis.

As a school, Administrators commit daily to being in every classroom. A walk through checklist hangs in the principal's office and is marked daily as visits are made. This intentional protocol holds teachers accountable to continue daily best practice instruction. Walk throughs also keep administration connected to staff and students which creates a positive climate throughout the building.

Positive Behavior Intervention and Support System(PBIS), which focuses on teaching students appropriate and expected behaviors and dealing with behavior issues in a positive manner is important to Jimtown Intermediate School. Instrumental to this program is modeling and practicing these expected behaviors, and reteaching to individuals or groups when necessary. Staff has received and will continue to receive professional development in this area. Tier II and Tier III interventions are in place for students who are not meeting behavior expectations with the core program. These interventions include referral to a strategies team, a check-in check-out program, and a mentoring program. JIS has developed an office referral process to track and disaggregate behavioral data. We also utilize a positive office referral system to recognize exemplary behavior and communicate the behavior to parents. A behavioral resource consultant will be available to meet with students and staff as part of the Tier II and Tier III interventions.

Jimtown Intermediate has a full-time counseling program that includes Tier I, II, and III services, and two full-time counselors. Counselors lead at least two lessons per month in each general education classroom with age appropriate and state mandated topics. School counselors also see students informally for immediate needs. Counselors facilitate group work for students struggling in specific areas such as emotion regulation, social skills, and grief.

In the fall of the 2019-20 School Year, we began researching the benefits of having therapy dogs in our school. We reached out to a trainer who was working locally and had already placed therapy dogs in the area. After doing some research and fact finding, JIS administration decided that we could appreciate the true value of this service within our school and began to pave the way for therapy dogs within our district. The building principal presented to the school board, applied for, and was awarded a grant through the Community Foundation of Elkhart County to purchase and train a dog. Our therapy dog has helped

incentivize students who are struggling behaviorally, academically, or with attendance. She spends time with our students who have special needs and has added to the overall positive climate of our building.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Jimtown Intermediate uses Ready Reading which is published by Curriculum Associates. This program includes an online component called iReady. Students are given a diagnostic three times throughout the course of the school year. The diagnostic results create a personalized instruction plan for each student. This plan challenges those students who are working above grade level as well as supports the students who are at risk. Systems are in place at each grade level to ensure that students spend at least forty-five minutes on their individualized learning path each week. In addition, quotas are set for the number of lessons that students must pass.

Ready Reading is aligned to state standards and provides research based practices and instruction using the Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Curriculum Associates provides the district with yearly professional development as well as a team that is dedicated to coordinate our needs with the product.

Our ninety-minute reading block consists of several different components. Classroom instruction begins with retrieval to review material that has been previously taught throughout the year. This is a quick five to seven minute activity. Teachers then begin whole group instruction. Within the whole-group instruction, there are multiple opportunities for students to collaborate through structured Kagan strategies, such as Rally Robin, Rally Coach, and other collaborative learning opportunities. The whole-group lesson culminates with an exit ticket that is used to assess the daily objective as well as inform the next day's retrieval and small group work. The last component is two twenty-minute reading group rotations. Teachers work in pairs to create reading groups that are structured according to lexile levels from student diagnostics. Students who are below grade level will meet daily with staff.

In addition to our formative assessments, common summative assessments are given to measure student learning. After each summative assessment, grade level teams meet and complete a Data Protocol Sheet. A DPS template sheet has been utilized at JIS for the last eight plus years. Each of the six teachers at the grade level record their low percent questions and skills and their high percent questions and skills. The grade level team then engages in a discussion on these questions which includes a deep dive into common mistakes and misconceptions as well as strategies used during instruction that were successful. This discussion is memorialized on the DPS sheet and is submitted to and reviewed by the building principal. Teachers also identify students who struggled on the assessment and the assessment average. This allows teachers to make observations in regards to the effectiveness of the whole-group instruction versus individual needs. Decisions are made as to whether the whole class needs additional instruction due to a low class average or a subset of students need to be provided intervention. DPS data is also used to create daily spiral reviews.

1b. Mathematics curriculum content, instruction, and assessment:

Jimtown Intermediate uses Ready Math which is published by Curriculum Associates. This program includes an online component called IReady. Students are given a diagnostic three times throughout the course of the school year. The diagnostic results create a personalized instruction plan for each student. This plan challenges those students who are working above grade level as well as supports the students who are at risk. Systems are in place at each grade level to ensure that students spend at least forty-five minutes on their individualized learning path each week. In addition, quotas are set for the number of lessons that students must pass.

Ready Math is aligned to state standards, provides opportunities for students to develop mathematical reasoning, engage in discourse, and build strong mathematical habits. Curriculum Associates provides the district with yearly professional development as well as a team that is dedicated to coordinating our needs

with the product.

Our math block consists of several different components. Classroom instruction begins with retrieval to review material that has been previously taught. Retrieval data initiates small group instruction. Small group instruction focuses on review of previously taught standards in order to attain mastery. Daily spiral review exposes upcoming concepts that will be presented in whole-group instruction as well as reviews previous skills taught. This spiral consists of six problems that address grade-level standards and ensures sustained memory of content. To promote math fact fluency, Reflex Math is used building wide. Reflex Math is an adaptive and individualized system for mastery of basic facts in addition, subtraction, multiplication and division. Weekly goals are set by classroom teachers and monitored for mastery. Whole group math consists of a mini lesson to introduce students to a new skill. Within the whole-group instruction there are multiple opportunities for students to collaborate through Kagan strategies such as Rally Robin, Rally Coach and other collaborative learning opportunities. The whole-group lesson concludes with an exit ticket that assesses the daily objective. This is also used to scaffold small group instruction.

Just as in reading, our assessments include formative and summative assessments, which are given to measure student learning.

1c. Science curriculum content, instruction, and assessment:

Teachers create lessons aligned to the state standards, with the help of the following curricular materials: Science Studies Weekly, Mystery Science, Kessler Science, and Generation Genius. Students work collaboratively to explore life science, physical science, earth and space science, and engineering, technology and application of science.

There are multiple pieces to science instruction at Jimtown Intermediate. Students complete lab stations for hands-on experiences, where they follow the steps of the scientific method. This allows students to explore concepts at a deeper level. Science standards are also taught through other content areas. Teachers use science articles and books during reading groups and whole-group reading to reinforce science content. Teachers use Flocabulary to enhance student's science vocabulary, reinforce core knowledge and skills, and spark creativity. Students are assessed through daily exit tickets and summative assessments at the conclusion of each unit.

Jimtown Intermediate has partnered with Ethos Innovation Center this year to enrich our cross-curricular inquiry-based teaching. Representatives from Ethos lead monthly staff meetings to professionally develop teachers. These representatives collaborate with teachers to create lessons to encourage scientific thinking across the content area.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Teachers create lessons aligned to the state standards with the help of the following curricular materials: Social Studies Weekly, Flocabulary, and other teacher created content. Studies Weekly is used to guide weekly lessons and teach the essential social studies standards. Flocabulary is utilized to enhance students' social studies vocabulary, reinforce core knowledge, and spark creativity.

There are seven social studies standards that are also taught through other content areas. Teachers use social studies articles and books during reading groups and whole-group reading to reinforce social studies content units that guide instruction throughout the year: Early Explorations, Native Americans, Colonies, French and Indian/Revolutionary War, government, geography and map skills, and economics.

Students are assessed using a couple of different methods. Weekly exit tickets are utilized to check for understanding. Retrieval practice is used upon the conclusion of each lesson. Retrieval questions cover content that has already been learned and provides students with an opportunity to recall information.

Jimtown Intermediate has partnered with Ethos Innovation Center this year to enrich our cross-curricular, inquiry-based teaching. Representatives from Ethos lead monthly staff meetings to professionally develop

teachers. These representatives collaborate with teachers to create lessons to encourage scientific thinking across the content area.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Arts education, specifically music education, is a special that students in third through sixth grades participate in once every four days for forty-five minutes. Jimtown Intermediate students are instructed using the Quaver Music Curriculum. Quaver Music is a comprehensive, fully-digital music curriculum. Quaver lessons include interactive scores, multiple instruments, and feature music from various eras and styles. Every lesson and resource can be customized to allow students to master concepts presented. Each lesson ends with a screen to review the lesson objectives. Students each have a Quaver account that reinforces lessons taught and provides assessments. These accounts also provide students with the opportunity to create their own music. Engaging music games encourage them to apply skills taught in classroom lessons.

Through the use of independent and cooperative work, students learn essential skills like cooperation, team work, creativity, and problem solving. Music education incorporates a variety of techniques and hands-on experiences to further a student's education. The division of notes and rests into fractions, adding beats, and learning patterns reinforce math skills. Reading music left to right, learning musical symbols, and lyrics of songs all reinforce language arts and reading skills.

2b. Physical education/health/nutrition

Physical education is a schoolwide special that students in third through sixth grades participate in once every four days for forty-five minutes. In PE students are taught using the CATCH curriculum. Coordinated Approach to Child Health is an education program that reinforces movement, skills and sports, physical fitness, social development, and an understanding about the importance of lifelong physical activity. CATCH is designed to increase motivation for moderate to vigorous activities for students on all skill and fitness levels. These activities are key to preventing chronic diseases such as obesity, heart disease, and diabetes. Using these activities and sport specific skills helps build an interest and desire to continue a lifestyle of physical activity.

Physical education class assists in building the collaborative culture that is JIS. Students often work in teams to problem solve and complete tasks and objectives. Students are taught how to problem solve and work regularly on what it means to win and lose with dignity.

Jimtown Intermediate also partners with the American Heart Association and is an active participant in the Kids Heart Challenge. This challenge emphasizes the importance of heart and brain health. We utilize resources and videos provided to us by AHA to help improve brain and heart health.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

The library/media center services all students in third through sixth grades once every four days for forty-five minutes and is one of the schoolwide specials classes at JIS. Our media center has a flexible seating structure, which creates a calm inviting space. Students are provided with instruction on how to utilize the Dewey Decimal System, differences in text genres, and the reasoning behind the organization of genres. The media center is also utilized by all staff to find books or other resources to help support classroom instruction. In the media center, students are given opportunities to interact socially with their peers in an environment that is separate from their primary classroom. Library time is also used to complete workbooks for our SOI program.

The STEM lab services all students in third through sixth grades every four days for forty-five minutes and is one of the schoolwide specials at JIS. Students are engaged in work that addresses technology standards and engineering projects along with the math needed to complete those projects. All grades have keyboarding practice as well as internet safety training. Students use critical thinking skills to explore various concepts related to earth sciences, weather patterns, environmental factors and engineering skills. Students are exposed to coding and creating spreadsheets and other presentations through Google Apps for Education. The STEM lab consists of a blend of collaborative work as well as independent work and educates students on how to communicate effectively through online platforms. Students in sixth grade also complete their first year of college, career, and life readiness curriculum.

2e. Any other interesting or innovative curriculum programs you would like to share

SOI, or Structure of the Intellect, is the intellectual training for the "basics" in education. It is a "brain gym" where we build the general intellectual abilities necessary to learn to read, to write, and to do arithmetic. These abilities are identified through SOI testing and assessment and each student at Jimtown Intermediate School is met where they are and given training opportunities to further develop these basic skills.

Some of our intellectual training takes place in written form. Personalized exercises are selected by the SOI program from over 100 different paper modules. Each student works at least once a week on reading readiness skills, spatial conservation, object permanence, memory, social vocabulary, comprehension skills, visual discrimination, visual closure, psychomotor skills, creativity, and many other skills that students need to be successful in school.

Students that attend the SOI Lab will come to the lab and work on sensory integration and focusing exercises. Sensory training begins with balance. A trampoline is used to build stamina and coordination. This coordination helps students learn to send information to the most efficient center in our brain. Focus training then works on visual stamina through eye exercises which help build the student's ability to sustain focus for extended periods of time.

3. Academic Supports

3a. Students performing below grade level:

Jimtown Intermediate uses the Iready Diagnostic to determine which students are performing below grade level in both reading and math.

Students performing below grade level in reading are placed in an additional reading group. In these reading groups, students are given an opportunity to reinforce reading skills using texts that are at their individual reading level. In addition to an additional reading group, students showing gaps in decoding are placed in a phonics intervention group. The curriculum used for this intervention is aligned to the phonics curriculum in place at the K-2 building.

Students performing below grade level in math are placed in a math intervention based on information gathered from our data protocol sheets. In a small group setting, teachers reteach and reassess below proficiency skills as identified through summative assessments. Support staff assists and supports teachers as they provide this intervention.

Each student at Jimtown Intermediate School has an individualized learning path that has been created using the IReady diagnostic. This plan supports students who are below grade level with instruction that meets them at their level and continues to push them forward. Systems are in place at each grade level to ensure that students spend at least forty-five minutes on their individualized learning path each week. In addition, quotas are set for the number of lessons that students must pass.

Our school has, in an attempt to close gaps due to COVID, implemented an after school tutoring program. Students who are below grade level in either math or reading are invited to be a part of this program.

Summer school is also offered at Jimtown Intermediate. Third grade students who were not successful on their first IRead, Indiana mandated reading test, will attend summer school and have an opportunity to take the test a second time. Grades four, five, and six summer school is available for students who are below grade level in either math or reading.

3b. Students performing above grade level:

The high ability program for students in third through sixth grade consists of in-class differentiation, cluster grouping and/or pull out services.

Jimtown Intermediate has a multi-tier programming to address the needs of our students who have been identified as high ability. Classroom teachers have discretion in the selection of learning activities within the general scope of their classes regarding curriculum. Our current curriculum provides support and challenge for every individual student based on their performance on diagnostic tests given three times throughout the school year. Students' results on these diagnostics determine their individual learning path. Students are encouraged and expected to spend forty-five minutes a week on this individualized pathway.

At Jimtown Intermediate, the CogAT is used as a preliminary screening tool for identification into our high ability program. The CoGat full battery is then given to those who score in the eightieth percentile or higher. Those results are used as well as diagnostic scores and teacher recommendations. Students who are identified are clustered in the general education classroom according to similar needs, abilities or interests. This allows the needs of these students to be met with more efficiently differentiated assignments for a group of advanced learners.

Students who are identified as high ability also participate in pull-out programming. A high ability teacher works with groups of students on higher order critical and creative thinking skills or problem-based learning for approximately eighty minutes per week.

Our teachers help students acquire organization and time-management skills in the classroom. In addition, students are given continual urging to maximize each learning opportunity and to strive to reach their highest potentials. The guidance counselors also provide small-group instruction, and large-group instruction when needed, to address commonly seen struggles such as perfectionism, hiding one's abilities, taking risks, and accepting differences. This is in addition to the regular small groups and large-group instruction done on a monthly basis for all third-through-sixth grade students.

3c. Students with disabilities:

Jimtown Intermediate School tailors instruction, interventions, and assessments to meet the diverse and individual needs of all of our students. Our special education program strives to provide students with disabilities equitable access to educational experiences in the least restrictive environment. We follow a model that promotes respect and communication. The special education staff works closely with the general education teachers and intervention specialists to improve overall student achievement. Our curriculum and schedules are student focused in order for every student to improve their academic abilities.

Our school has two full-time special education teachers who service students identified with a disability. There is a teacher who works with third and fourth grade students as well as a teacher who works with fifth and sixth grade students. Each teacher has a full-time paraprofessional who aides in providing support in

and out of the classroom. These teachers provide administration and classroom teachers with a brief synopsis of each student in our program. Our special education teachers are involved in our school-wide reading groups meet with their students daily to provide instruction at their current levels.

Jimtown Intermediate also has a Life Skills classroom in our programming. Students with significant disabilities are provided direct instruction at their ability level in a separate classroom. The instruction is aligned with grade level standards and tailored to their individual needs.

Our school offers related services such as speech, physical therapy, and occupational therapy during the school day to support the students who benefit from those services. Baugo Community Schools partners with the Elkhart County Special Education Co-op to provide specialized services for our blind/low vision and deaf/hard of hearing students. We are a small school who is creative and dedicated to making certain that our size does not impact our students with disabilities in a negative way.

3d. English Language Learners:

Jimtown Intermediate tailors instruction for English Language Learners by using manipulatives and visual aids to help anchor material that is being taught. We provide small group instruction when needed as well as additional guided reading groups. We have two certified ELL teachers as well as a bilingual paraprofessional on staff. Our paraprofessional assists our new students, translates materials, assessments, and instruction, and assists classroom teachers with communication with students' parents who do not speak English. Students who identified as ELL and transfer into our school are given an iPad to aid in translation when they are working independently.

There are many intervention opportunities for our English Language Learners. All English Language Learners attend a language acquisition group at least twice a week. We provide an intensive phonics intervention for our ELL student struggling with phonemic awareness. All English Language Learners are considered when reading and math intervention groups are formed.

English Language Learners receive accommodations as individually needed during assessments. Our students may be tested in a small group, individually, or with the whole group depending on the student's need. Assessments may be modified by reducing answer choices and the number of questions or translating the assessment either on paper or orally. Teachers might also provide our students with word banks, sentence starters, sentence frames, or highlight key words on assessments. All of this is done to meet the diverse and individual needs of our English Language Learners.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our district mission prioritizes a commitment to support systems that meet the needs of all students. Jimtown Intermediate School responds to this mandate by aligning student engagement efforts to effective community schools research focused specifically on authentic experiences and expanded student support.

Jimtown Intermediate has always valued the academic, socio-emotional and cultural needs of our students. In 2017, The Lily Endowment awarded seven Elkhart County school districts grants through the Comprehensive Counseling Initiative. They gave the schools 3.2 million dollars to work collaboratively to create the Comprehensive Counseling Collaborative of Elkhart County (CCEC). School Counselors in Elkhart County attended full day training sessions provided by Hatchings Results. The goal was to create a comprehensive program that aligns with the ASCA model, collaborate with other school counselors regarding best practices and sustain a network of community partners. As a result of this initiative, Jimtown Intermediate hired two full-time, licensed school counselors. At the time of the grant the counselor to student ratio was 1:570 while national models recommend a counselor to student ratio of 1:250.

The school counseling program worked to create a tiered system of support so that all students experience tier 1 support from school counselors. This is provided in a variety of ways. School counselors provide monthly classroom instruction as well as whole-school initiatives. JIS is also involved in a monthly program called All Pro Dad to bring intentional focus for dads to be more engaged with their children.

Other initiatives include Red Ribbon week and the Great Kindness Challenge. School counselors also have lunch with all students by the end of the school year. This initiative is called the "Lunch Bunch" and was implemented to ensure that each and every student feels a sense of connection to the school.

Tier 2 interventions include small group counseling and a mentoring program in collaboration with high school students. Jimtown Intermediate also has a Hope Squad which is a suicide intervention program. Each grade level nominated twelve students they would approach if they were in need of support. Hope Squad members provide students who would not normally ask for help with a way to connect to an adult in the building.

Tier 3 interventions include individual meetings with students and collaborating with teachers and families. School counselors have developed relationships with local community mental health agencies to help expedite additional services as needed. The school district also has a social worker on staff to provide extra support. Additional programs include a sixth grade Student Council which consists of a group of twelve students who were voted on by their peers. This group is being trained in leadership and how to help support the needs of students.

2. Engaging Families and Community:

In response to our commitment to effective community schools research for engaging students and families, we prioritize authentic experiences for both. For us, events on our engagement calendar must either be unique and meaningful or deliberate and produce a learning opportunity for the participants. It is better when both are achieved.

Our community is located in the hub of the recreation vehicle industry and we are currently working with other schools within our county to better meet the needs of our students and families. We have career pathways in place at the secondary level, 529 plan structures for families as children enter our district, and now an advanced manufacturing initiative to make certain that our students are successful regardless of the path that they choose in life.

Jimtown Intermediate fosters several community partnerships. We are involved with Thor Industries' Leap Program. This program is focused on generating a genuine interest in and appreciation for the recreational

vehicle industry. It provides tangible job skills and allows students to experience the adventure that RVs offer. Along with Thor Industries, JIS also partners with Junior Achievement of Northern Indiana to inspire and prepare students to succeed in a global economy community members visit classrooms to facilitate lessons geared towards entrepreneurship. Our school has partnered with Ethos STEM Center for the current school year in order to develop and implement the Science Inquiry method.

In an effort to engage families and strengthen our community bond, we have many calendared events to heighten family involvement within our school. These events include an ice cream social for families to meet their child's teacher at the beginning of the school year. A Fall Festival is sponsored by the PTO and includes games and activities that enhance our family and community partnership. We also have a Spring for the Arts where students showcase their fine arts through performances and research based projects.

In order to support community needs, JIS has partnered with Gymtown Pantry to provide meals for our families in need. Through this program, food is delivered weekly to homes in the Jimtown community.

3. Creating Professional Culture:

Included in our mission is the goal to attract, develop, and retain the best people to serve our students and families. We prioritize powerful teaching and learning processes and outcomes to ensure that occurs. Twice per year we survey our employees using the Gallup Satisfaction Survey and use its outcomes to inform our efforts to maintain a positive climate in the building. The Harvard Business Review tells us that a significant predictor of employee retention and productivity is whether a person feels connected with others at work.

In an effort to promote a positive workplace, we have put in place many opportunities for staff to engage with one another beyond the classroom setting. There is an established social committee at our school that plans monthly social gatherings. We have instituted a Chew and Chat weekly. This is a time for staff to gather weekly and have time to socialize over a light breakfast. There is a staff recognition system in place which gives staff the opportunity to recognize each other for going above and beyond for staff and students.

Our professional development is designed yearly to engage staff in current best practice. We have had staff teams lead bi-weekly meetings to share tools and strategies that have been proven to be effective in the classroom. Book studies have also been utilized to provide teachers with evidence-based strategies that can easily be incorporated into daily lessons. Administration has structured a system in which classroom teachers can visit and observe other teachers in the building to foster a community of collaboration and consistency.

We also have staff that have participated in Sheltered Instruction Observation Protocol (SIOP). This has helped teachers to become more culturally responsive with our English language learners. This training has helped develop more culturally responsive strategies to use with our English language learners.

Additional supports include new teacher meetings which provide support for staff just starting out at our school. These meetings help create a sense of camaraderie and connection as well as facilitate a smooth transition to the school community.

Discussion meetings with our bargaining unit take place monthly. This consistent collaboration allows administration to be up-to-date on relevant concerns and questions that staff may have. Maintaining these open lines of communication ensure a positive atmosphere in the building.

4. School Leadership:

The philosophy of leadership at Jimtown Intermediate is a hands-on collaborative approach consisting of very clear expectations with an emphasis on open lines of communication among staff and community. The building principal practices an open door-policy. Both the principal and assistant principal are responsible for student management and discipline.

The current principal joined Jimtown Intermediate in the 2012-2013 school year. At that time, the school had received a grade of a D from the state. The principal was tasked with improving the climate of the building as well as increasing student achievement. Systems of communication were put in place at the building level, grade level, and community level. Staff began communicating with parents on a weekly basis via weekly reports which had become an expectation. Administration began communicating with staff on a weekly basis utilizing a newsletter format that included upcoming events and important information. Grade levels began structured team meetings led by team leaders and were responsible for communicating outcomes of the meetings to administrators.

Administration at Jimtown Intermediate consists of a principal and assistant principal. Each grade level has a teacher who serves as a team leader. There is also a teacher who serves as a team leader for the specials team that consists of gym, music, STEM, library, special education, and ELL staff. The building administration and the team leaders meet biweekly. Within these meetings, team leaders collaborate about best practices, discuss issues that their respective grade-level team may be experiencing and aid in decision making for the building.

Administrators at Jimtown Intermediate School make it a practice to try to get to every classroom every day. This keeps administration connected to current practices in classrooms and ensures that students are familiar with their principals. Daily walkthroughs also allow administrators to learn the teaching styles of staff and give support in the classroom if needed. Principals hold themselves accountable for these walkthroughs utilizing a daily walkthrough check sheet.

Team leaders are an integral part of the leadership structure. They are responsible for leading two grade-level meetings a week. One of those meetings addresses curriculum mapping. Teams discuss when lessons will be taught and assessed and delegate tasks to team members for upcoming lessons. Notes are taken during these meetings and shared with administration. Many times these notes include questions that have come up or concerns that the grade level may have. The principal reviews those notes and responds within the shared documents or adds the topic to the agenda of the next team leader meeting. The second meeting is dedicated to analyzing data using our Data Protocol Sheets. These Data Protocol Sheets are also shared with administration. Grade levels keep detailed notes about data discussions.

At Jimtown Intermediate, we make informed decisions based on what is best for students. Student success and outcomes drive all decision making at our school.

5. Culturally Responsive Teaching and Learning:

Jimtown has seen an increase in families of English Language Learners (ELL) over the course of the last three years. Our ELL students are predominantly Spanish speaking and at times come to us speaking limited English. This can be problematic for a smaller school district with limited resources.

In answer to this growing population, we have implemented and are going to implement several different measures. Jimtown Intermediate will be partnering with Triple P in order to engage our Spanish-speaking families. They will be given opportunities to attend workshops to support parents who may be struggling with behavioral and emotional problems their children may be having. We have recently added a Spanish-speaking counselor to our staff to help us better understand and meet the needs of our Spanish-speaking students and families. When we communicate with families, we also try to include Spanish versions.

We have also seen an increase in the percentage of families we service who are living in poverty. Over the course of the last three years, we have seen our number of students who qualify for free or reduced lunch increase to almost fifty percent. Our school has partnered with a local non-profit food pantry to provide food to our families in need. Food is delivered to homes of the families in need on a weekly basis.

Jimtown Intermediate is a Positive Behavior Intervention and Support school. PBiS is a system that we utilize to cultivate a climate of respect and responsibility within our building. We offer tiered interventions to support student behavior as well as academic success, social emotional needs, and mental health. Tier 1 systems, data, and practices support everyone across the school setting through the use of J-tickets. Students

receive these tickets for exhibiting our core values of respect, responsibility, and safety. This aligns classroom and school wide expectations. Our tier 2 interventions target specific behavioral needs of specific students through a check in and check out program called Key Club. These identified students are paired with an adult mentor to help increase opportunities for positive reinforcement and change behavior. Tier 3 supports include engaging students, educators and families in functional behavioral assessments and intervention planning.

An additional support that is available to our families is the All Pro Dad Program. Staff lead this initiative and offer monthly gatherings to the community. Fathers and students engage in conversations and activities designed to enhance relationships. This is a mission to help men love and lead their family well and can give students a chance to connect with their father figure.

PART VI - STRATEGY FOR EXCELLENCE

The one practice that has been most instrumental to the success that we have experienced at Jimtown Intermediate School is the intentional implementation of building wide collaboration.

Collaboration is built into everything we do and is the cornerstone of the systems in place at our school. Not only do we consistently collaborate, but we make certain that work products generated are memorialized in writing. Grade level teams have scheduled collaborative meetings two times a week. These meetings have created a consistency in what is taught at each grade level as well as the instructional strategies and vocabulary that is used to teach.

Teams work together to create lesson plans, presentations and engaging activities for teaching content. Assessments are discussed in great detail before and after they are given. It is a common practice to walk into a classroom at any grade level on any given day and teachers are instructing on the same subject matter using the same content material.

Intensive collaboration has cultivated a climate in which all students belong to staff. Our support staff, librarian, physical education teacher, music teacher and STEM teacher are all a part of interventions in our building. They collaborate regularly with classroom teachers to understand and support the academic needs of the students that they are working with. Staff meet regularly to discuss best practice as well as what students need in order to experience success.

Administration meets with school counselors weekly to collaborate about the social emotional needs of our students. We talk about trends in behavior, students who need extra support and we also brainstorm how to aid students who are struggling with grief, anger, behavior management and any other issues impeding their academic success.

Our leadership team meets every other week at Jimtown Intermediate School. These meetings often are structured around curriculum. When one grade level is experiencing success in regards to a strategy they have implemented, such as retrieval practice, other grade levels embrace that strategy and work collaboratively to implement it for their students. This collaboration then results in a school-wide initiative that is driven by teachers. Our teacher leaders work together to make certain that prerequisite skills are taught at each grade level and are invested in the success of all students.

This collaboration has yielded strong teaching practices, high student achievement and growth, and effective instruction. It has allowed us to address the needs of each student as a whole school.