

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Edwardsburg Intermediate School
(As it should appear in the official records)

School Mailing Address 69410 Section Street
(If address is P.O. Box, also include street address.)

City Edwardsburg State MI Zip Code+4 (9 digits total) 49112-8603

County Cass County

Telephone (269) 663-1063 Fax (269) 663-6156

Web site/URL https://www.edwardsburgpublicschools.org/ E-mail dnommay@goeddiess.com

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 James Knoll E-mail jknoll@goeddiess.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Edwardsburg Public Schools Tel. (269) 663-3055

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 Mrs Birdella Holdread
(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, write N/A in the space.*

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 2020 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 includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
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. 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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	104	101	205
5	116	93	209
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	220	194	414

*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):
- 0.7 % American Indian or Alaska Native
 - 0.2 % Asian
 - 0.5 % Black or African American
 - 5.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 6.1 % 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 2018 - 2019 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, 2018 until the end of the 2018-2019 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	32
(4) Total number of students in the school as of October 1, 2018	418
(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

English Language Learners (ELL) in the school: 0 %

2 Total number ELL

7. Students eligible for free/reduced-priced meals: 37 %

Total number students who qualify: 152

8. Students receiving special education services: 12 %

50 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>7</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>22</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 13

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. 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 30:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	95%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2019.

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%

14. 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.

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

To maximize all students' potential to be successful in life.

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

The Board of Education votes annually during their March meeting as to the district's participation in Michigan Schools of Choice program for the following school year. Applications are accepted in the spring and fall each year the Board of Education approves participation in the program.

Edwardsburg Intermediate School welcomes applications for enrollment to our Schools of Choice program from interested families with children in fourth and fifth grade living in the Lewis Cass Intermediate School District (ISD) and any contiguous ISD (Berrien, Van Buren, and St. Joseph) in Michigan may apply. Families living in Indiana may also apply as tuition students. Applicants are screened for regular school attendance, adherence to expected code of conduct, and academic performance. Edwardsburg Intermediate School's enrollment is made up of 13.5% School of Choice students.

PART III - SUMMARY

Edwardsburg is a rural community located in southwestern Michigan, just 12 miles from the internationally renowned University of Notre Dame. The village of Edwardsburg is a socio-economically diverse community. This diversity is most apparent in the variety of housing found within the district's 63 square miles. These range from mobile home parks and country farmhouses to upscale waterfront homes located on our district's nine inland lakes. Our constituents reside in the Edwardsburg community while working in larger suburban areas, including Elkhart and South Bend, Indiana, allowing for financial stability.

When visitors enter Edwardsburg Intermediate, our school's pride, passion, and purpose are clearly evident. The culture of our building is reflective of the enthusiasm and creativity that is demonstrated throughout. Immediately in sight are display cases filled with student projects. A panoramic photo of our student body along with plaques recognizing student achievements, as well as our efforts in securing North Central Association (NCA) accreditation, are positioned near the main entrance. Our mission statement is proudly framed in school colors and displayed in the office and in every classroom. Each of the academic pods cover their interior walls with a myriad of student work.

Edwardsburg Intermediate, which is home to all fourth and fifth grade students in our district, provides an education that is designed to lay the foundation for personal and intellectual excellence. Our school was recognized as a Blue Ribbon School in the state of Michigan in 2002-2003 and has been NCA-accredited since the school opened 19 years ago. Most recently, all our schools have been recognized as being part of an AdvancEd International Accreditation district.

Edwardsburg Intermediate has developed a structure to provide for differing students' needs by providing a variety of educational options in which our curriculum is delivered: gender specific, looping, multiage, teaming, and the traditional classroom. At Edwardsburg Intermediate, we hold high expectations for student achievement. We promote a philosophy that recognizes each student as an individual who can learn in his or her own way. Our staff consists of 14 classroom teachers, 12 resource/specialists, two paraprofessionals, three student support personnel, as well as 13 non-instructional staff members.

Since Edwardsburg Intermediate is grade level specific, our staff is able to focus solely on fourth and fifth grade curriculum. Having only two grade levels in our building provides for common planning time amongst teachers and allows for collaboration and consistency within our curriculum. Staff members serve on a curriculum committee where they are able to examine the Michigan Academic Standards (MAS), research best practices, and look at materials that will best meet these standards. Our staff has also developed curriculum maps and pacing guides for each curricular area to ensure high standards for all students. School staff meets regularly to monitor student achievement data and evaluate instructional effectiveness. This data analysis allows staff to support student success through reteaching, remediation, and extension activities.

One priority of Edwardsburg Intermediate is to provide a positive social environment for students and their families. Fifteen after-school clubs, academic achievement assemblies, musical activities, a school open house/ice cream social, parent-teacher conferences, along with many community volunteers bring the population together as no other institution in our community can. The success of this priority is measured by the number of students involved, as well as a significant percentage of parents and community members in attendance at these events. Another strong component of the Intermediate is the Parent Teacher Organization (PTO). Our PTO provides financial support for items such as school-wide assemblies, grade level t-shirts, playground equipment, and other classroom resources.

Edwardsburg Intermediate provides a caring, nurturing, safe and orderly environment for all students. This year, we are implementing Positive Behavioral Interventions and Supports (PBIS). The goal is for students to achieve academic, emotional, and behavioral success. Each incoming student is provided a t-shirt with common language to reinforce the PBIS mission.

Edwardsburg Intermediate is committed to providing all students the opportunity to learn challenging content and to achieve at high levels, while demonstrating pride, passion, and purpose. We would be honored to have the opportunity to be recognized as a National Blue Ribbon School.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Edwardsburg Intermediate School has a comprehensive curriculum that is aligned to the Michigan Academic Standards and includes rigor and relevance for all students. Curriculum review is a continuous process within our school and district. Every teacher in our building is assigned to a curriculum committee based on individual interest, professional development, and grade level. The Director of Instruction schedules K-12 meetings for educators on each curriculum to further assess and discuss each building's direction as it relates to the state and national levels. From these meetings, educators create content maps for each curricular area to ensure a cohesive curriculum is being delivered to our students. Educators also utilize Michigan Association of Intermediate School Administrators (MAISA) curriculum maps that are available through the Oakland Intermediate School District (ISD) Atlas Rubicon site as a framework on which to build. Monthly meetings are conducted to discuss current issues and material needs based upon test results, review of core curriculum, and concerns of members.

1b. Reading/English language arts

English language arts is taught with a balanced literature approach. All students receive 90 minutes of language arts instruction daily with a focus on language awareness, comprehension, appreciation of literary forms, listening skills, vocabulary, grammar, and writing. Teachers engage students in thinking and discussions using Depth of Knowledge (DOK) questions. Students participate in an array of fiction and nonfiction reading activities that include, but are not limited to, mini lessons and small group instruction within Reader's Workshop, Making Meaning, book studies, and daily sustained silent reading. Another important aspect of our language arts curriculum is Reading Renaissance (RR). Students are able to practice while enhancing reading strategies within their own reading level. Once students achieve an 85% accuracy on tests and complete the required number of non-fiction and fiction books per reading level, their names are called over the announcements and displayed on the RR wall of fame. Their names go into a drawing and awards are given out each quarter to students. Students meeting their quarterly point goal with 85% accuracy are treated to a movie in the cafetorium.

Each grade level has three common assessments for both reading and writing. After each assessment, staff meets to discuss student results and adjust instruction to meet the needs of the students. Teachers deliver a systematic and explicit curriculum to develop each student's ability to write clearly and effectively. Students write informative-explanatory, opinion, and narrative styles of writing. Teachers assist students in how to adjust tone, word choice, and incorporate supporting details to better convey meaning for their audience. To recognize students for their writing abilities, they are able to participate in an after-school writing program where they produce a book on a topic of their choice. Students then travel to a county-wide Young Author's Day to share their stories and hear a published author speak.

1c. Mathematics

In mathematics, we believe exploring with the use of manipulatives and applied problem solving is the foundation for teaching and learning. These principles are evident throughout our math curriculum and build fundamental understandings, which enhance students' abilities to problem-solve, apply math reasoning skills, and create their own algorithms to heighten critical-thinking skills which can be applied to everyday situations. The Everyday Mathematics program has designed enriched lessons that emphasize the developmental nature of learning and reflect current Michigan Academic Standards. Components stressed are basic fact strategies that connect concrete and abstract ideas, guided problem solving processes, and continuous daily review. Student led investigations, extensive reteaching and enrichment materials, along with a spiraling design, meet the needs of individual students. Teacher observations and formative assessments are used to evaluate student progress and to make adjustments in curriculum to meet the needs of our students. Common benchmarks and summative assessments provide growth and proficiency data.

Based on formative and summative assessments, students are divided into different instructional groups for Success Time. During this time, students receive an additional 120 minutes a week at their level in mathematics instruction. Students also work at their ability through the i-Ready program. Three times a year, students complete a diagnostic assessment on i-Ready. The program then provides lessons for each student based on the results of the diagnostic. Teachers are also able to monitor this process and use lessons for remediation and enrichment. Fifth grade students achieving exemplary scores on i-Ready and Michigan Student Test of Educational Progress (M-STEP), and recommended by their teacher are advanced into sixth grade math. Since our school is in close proximity to the middle school, students are able to start their first hour at the middle school and walk to the Intermediate School without missing additional instruction. Student success is recognized each morning during announcements for fact fluency and names are displayed in the cafeteria with the current accomplishment. Every year, a group of students from each grade level compete in the county wide Math-A-Rama where students are able to demonstrate their problem solving skills against students in neighboring districts.

1d. Science

Students at Edwardsburg Intermediate receive the science curriculum through hands-on, inquiry based science instruction utilizing Battle Creek Science Kits. These kits provide assessments which focus on Next Generation Science Standards. Students take a pre and post assessment to determine the mastery of the content being taught. This data is recorded and used to measure students' growth in science as one of our school improvement goals. The data from these assessments, as well as M-STEP is used to drive our instruction. Once students have taken the pre assessment, they are given topics to investigate, along with materials necessary to complete different investigations. In small groups, students work together to complete their task while the teacher walks around to groups asking questions and providing insight. Students work through the scientific method and complete journals that focus on the question being investigated, materials needed, the drawing of a model, recording of data, graphing results, and explaining the conclusion by stating a claim that is supported with evidence and reasoning. Students are also introduced to researching techniques and note taking as they hypothesize and determine conclusions concerning scientific questions. Additionally, students learn to explore the scientific world through the use of videos and Internet. Specific content includes, but is not limited to, Energy and Waves, Structures, Function, and Information Processing, Processes that Shape the Earth, Matter and Energy in Ecosystems, Structures and Properties of Matter, and Earth and Space Systems. As a culminating activity, students are provided the opportunity to showcase their understanding of the scientific method during the annual Edwardsburg Intermediate Science Fair.

1e. Social studies/history/civic learning and engagement

Edwardsburg Intermediate's fourth grade social studies program emphasizes the study of Economics, United States Geography, Foundations in Social Studies, United States in Spatial Terms, Our Federal Government, and The Rights and Responsibilities of Citizenship. Fifth grade social studies explore United States History. The Houghton Mifflin series is utilized in fifth grade instruction, while both fourth and fifth grade utilize the Michigan Citizenship Collaborative Curriculum (MCCC). The contents of these materials are written for student understanding and at a high interest level to motivate all children in learning. Each incorporates higher level thinking skills through questions and activities, both independently and in groups. All strands of social studies: history, geography, economics, government, inquiry, citizenship involvement, and decision making are stressed within the programs. Included in our social studies curriculum are lessons that foster active learning through creating timelines for both human and historical events, engaging in economic activities, participating in research for presentations, and planning activities which enhance the understanding of the core democratic values. Further understanding of content is gained through historical fiction in each grade level. Current topics and issues are an integral part of our classroom discussions, integrating our past and our present. Fourth grade classrooms have common assessments through MCCC and fifth grade utilizes Houghton Mifflin assessments. Students are given pre and post assessments to determine their level of mastery of the concepts being taught. The data from these assessments, as well as M-STEP is used to drive our instruction.

1f. For secondary schools:

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

2. Other Curriculum Areas:

At Edwardsburg Intermediate School, all students are provided opportunities for extension and enrichment of the curriculum. We are fortunate to have certified staff in physical education, music, and library. All students have two thirty-five minute classes in physical education, music, and library each week.

Classroom teachers, along with parent volunteers, offer an ArtSmart program to our students. Students study a given artist and then create a project that represents the studied artist. The students use many art mediums including tempera and acrylic paint, oil pastels, clay, chalk, paper, watercolors, glue, and yarn to express themselves. Projects are then displayed at our Fine Arts Festival for parents and the community to see.

Students participate in a number of musical activities including music theory, chants, and dance movements. During the school year, students are exposed to several different musical instruments and a semester of recorders for fifth grade students. The opportunity to participate in band is also offered to fifth grade students. Band instruction is a 50-minute period held before school on a daily basis throughout the school year. At the conclusion of the school year, band students are part of a district wide band concert. The Edwardsburg High School band also performs concerts for the Intermediate students in order to expose them to a higher level of music appreciation. Students explore a variety of genres and composers as they gain further music awareness. Fourth and fifth grade students perform various musical numbers and dances they have accomplished during the school year.

A vital element for all learning is being mentally and physically prepared for acquiring new knowledge. Therefore, our physical education and health curriculum is an essential part of our school. The main objective of our physical education program is building students' coordination, muscle tone, and small/large motor skills. Units include a variety of team sports, gymnastics, exercises, and types of dance. Many of these units are reinforced through several afterschool activities such as boys' and girls' intramural basketball, girls' volleyball, walking club, roller skating, Jump-A-Thon, and field day. Our comprehensive program promotes good health practices and encourages students to become physically fit for today and throughout their lives.

The objective of our computer science curriculum is to prepare Edwardsburg Intermediate students for our continually growing technological society. With our one-to-one Chromebook initiative, students are able to demonstrate their knowledge of programs such as Google Docs and Slides, as well as researching skills utilizing the internet. Since technology serves as a focal point for our instructional strategies, we also understand the need to teach internet safety to our students through the use of Digital Citizenship. Our media specialist works with instructional staff and school curriculum maps to extend learning opportunities for students, assisting with technology and materials during library classes. Students are allowed to take their Chromebooks home each night in order to reinforce concepts taught in the classroom, as well as being able to access the i-Ready program for additional support.

By promoting character building in our school we have established many different programs in which students can participate. Our behavior specialist created the Student Wide Acceptance Group (SWAG) program. Students in this program model positive behavior, as well as taking an approach of accepting all students as friends. These students are also good at leaving notes to students who may not always be recognized by others in order to boost their self-esteem. Staff members hand out virtue cards to students for demonstrating life skills such as being responsible, respectful, and safe. These students are recognized on the morning announcements for being positive role models. This year, we have implemented the Eddies Safety Team. Fifth grade students serve as friendly reminders to our student body as they walk to the buses at night. The safety team recognizes students demonstrating appropriate dismissal procedures by complimenting them and reminding all students of appropriate expectations when walking to the bus.

3. Academic Supports:

3a. Students performing below grade level

Teachers at Edwardsburg Intermediate recognize the needs of diverse learners by using a Multi-Tiered System of Support (MTSS) model to deliver instruction. During Tier I instruction, we provide all students the opportunity to learn challenging content and achieve at high levels through a variety of evidence-based programs. Teachers in looping, multiage, and gender classrooms are provided the opportunity to have their students for two years. This allows teachers to continue where they left off at the end of the previous year to support the needs of students. This group, along with team teachers, are able to differentiate lessons and provide direct instruction to multiple groups. Teachers utilize multiple methods of instruction to reach all learners and learning styles.

Using diagnostic assessment data, we identify students in the bottom 30% or those at risk in the areas of math and reading. Teachers monitor all students throughout the year using formative and summative assessments, as well as progress monitoring. From this data, teachers determine which students are provided with Tier II instruction. Our MTSS team determines our Tier III instructional groups by looking at the bottom 10%. The team meets weekly to discuss individual students who have been identified as needing additional support. The MTSS team includes classroom/special education teachers, administrators, and parents. Students receiving Tier II instruction are provided 90 minutes of math and/or reading support a week outside of classroom instruction. Students receiving Tier III instruction are provided 180 minutes of math and/or reading support. All Tier II and Tier III students are provided additional instruction with the use of SRA Direct Guided Reading Program, Reading A to Z and Ready lessons in both reading and math. In addition, all students participate in Success Time for 120 minutes a week. Students are broken into instructional groups based on their i-Ready diagnostic data. In these groups, students are receiving direct instruction and working on concepts that are areas of weakness for them.

3b. Students performing above grade level

Students who are considered on or above grade level participate in enrichment opportunities during success time. Success time provides all students an opportunity to work at their level for two 60 minute periods each week. During this time, students receive direct instruction on concepts already taught. Students who have mastered these concepts, are challenged with activities to enrich their understanding of concepts. Some of these activities are project based which broaden their knowledge of concepts being taught, as well as assisting in making real-world connections. Students work on higher level problem solving strategies with the support of success time teacher. I-Ready also provides these students enrichment activities based on their diagnostic assessments. Many students are working above their current grade level in reading and math. In science, students are given the opportunity to develop, research, test, and come up with a conclusion to a problem and share their project with the class. Students that excel in mathematics are provided with the opportunity to participate in the next grade level math class. Students in fourth grade are able to receive direct instruction in a fifth grade math classroom. Fifth grade students are able to start their first hour at the middle school in a sixth grade classroom. After school clubs also provide additional science and writing enrichment activities for students. Our annual Fine Arts Festival provides students the opportunity to showcase their art projects, science fair projects, and perform their first band concert for parents.

3c. Special education

Special education students receive services provided by special education teachers, a speech therapist, physical therapist, occupational therapist, and vision and auditory therapist. Educational goals for these students are jointly planned with the classroom teacher during an Individualized Educational Plan (IEP) and are taught in the least restrictive environment. Special education teachers support students by being in the general education classroom for core curriculum. Students attend the special education classroom for additional support on assignments and to work on SRA Guided Reading. Ongoing reviews assess the placement of our students in educational programs and services making teacher input essential. The MTSS and IEP provide an avenue for teachers to voice their concerns within a professional team to determine the best plan for meeting the students' needs.

The Edwardsburg Intermediate staff devotes countless hours and considerable effort collaborating with peers and analyzing data to determine strengths and weaknesses of all students. From the data, it is determined whether school improvement strategies are helping to reach the goals. The state assessment data

indicates our greatest achievement gap is between general and special education students. Looking at our fourth grade M-STEP data from the last three years, we have closed the gap in both language arts and math by 10%. When looking at our fifth grade M-STEP data for math we closed the gap by nearly 20%. Although we haven't seen a big increase in fifth grade language arts, we have seen minor increases. With the results of the data, while focusing on the needs of all subgroups, teachers research proven practices and programs to incorporate in the instruction of core content. The ultimate goal of the staff is for all students to successfully achieve high academic standards and to acquire the established objectives at each grade level.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Edwardsburg Intermediate, we strive to provide an environment that is welcoming, nurturing, and safe, in order for all students to be successful in learning. Upon observing the family-like interaction that occurs between students and staff each day, it is easy to understand and appreciate the collegial atmosphere that exists. It is common to see students and staff demonstrating positive rapport. Evidence of the bonding that develops is also apparent in the number of former students who visit the building to associate with their teachers and serve as student helpers.

A safe and orderly environment is a trademark of Edwardsburg Intermediate. We aim to provide a climate that is conducive to learning by consistently monitoring and enforcing a strict code of conduct. At the onset of the school year, handbook review meetings are conducted where the principal clearly articulates building rules and expectations to students. Teachers post their classroom expectations within their rooms, and a copy is sent home for parents to review with their child. As a building, we have voice levels posted for all students to follow and adults model what each level sounds like.

The Behavioral Intervention Specialist provides support services to students and their families to address emotional, family, and social issues encountered during pre-adolescent development. Students may participate individually or in small groups to address their needs. The Behavioral Intervention Specialist also works closely with staff to keep them abreast of information regarding students in their classrooms. In addition to providing support for students with emotional trauma, our school has a Student Wide Assistance Group (SWAG). This group of students support our philosophy for all students to feel accepted. This group is known for leaving little notes to students, sending them candy grams, including them in activities at recess, and inviting them to lunch with the Behavioral Intervention Specialist. On the playground, there is a “Buddy Bench” for students to use. If a child is sitting on the bench, students know they are looking for a buddy to play with at recess. In keeping with our mission statement, “To maximize all students’ potential to be successful in life,” our students have a school family supporting them made up of teachers, administration, support staff, custodians, and bus drivers.

2. Engaging Families and Community:

Edwardsburg Intermediate believes that education is a partnership between family, school, and the community. Our building offers stakeholders many opportunities to be involved in decision making through formal and informal processes. The Parent Advisory Committee is made up of interested parents and community members that meet quarterly throughout the school year with the elementary principals. Generally, there is a presentation about a topic that needs to be communicated to parents. Parents also have the opportunity to ask questions about any concerns they may have. The Parent Teacher Organization (PTO) is a formal organization that represents parent interests. The principal and teacher representation meets monthly with this organization to discuss activities for students and their families. This organization provides volunteers and financial support to our school.

Our Behavioral Intervention Services provide many opportunities for students and their families. Family Reading Nights are provided to families where a pizza dinner is provided, stories are read, and families can complete a craft. They also provide activities for students to complete during the school day for Safe Schools Week. High school students attend lunch during this event and create a banner with our students that is displayed in the hallway.

Our students are involved in the decision making process through the student council. Students are voted on by their classroom peers to be members of the student council. Once chosen, students are then able to run for offices. Candidates make advertisements and present speeches to the school body before the election. Student council meets once a month to plan activities for our students. Plans are made for spirit days, after school fun nights, schoolwide food drives, “adopt a family,” and other charitable activities.

While walking through Edwardsburg Intermediate, you will see various volunteers. Our ArtSmart program is all done through parent volunteers that organize and teach the lessons to our students. Many volunteers will be working with students, hanging student work on the walls, and assisting staff. Our school is very fortunate with the number of people that take the time to help us with our students.

Technology has provided an avenue for reaching more stakeholders. Classroom teachers have web pages through the district website which allows parents and students to access important information. Families can access student grades at any time through PowerSchool. Weekly emails are sent by our principal to families informing them of upcoming events happening in our school. The district updates Facebook and Twitter regularly with student accomplishments and upcoming activities to keep the community abreast of school news.

3. Creating Professional Culture:

Professional development is a valuable ongoing process at Edwardsburg Intermediate. At the start of each school year, the district provides three days for staff to participate in relevant, job-related presentations. This year, staff had the opportunity to listen to Dr. Kevin Feldman's presentation of "Strategies for Enhancing Students' Vocabulary" and Dr. Mary Bacon's presentation of "The Challenge of Diversity in a Pluralistic Society." Staff members are also given two days to individualize their learning through EduPaths or conferences.

Collaboration is another key element of professional growth. Our staff is eager to learn from each other and share years of knowledge and experience. Whether a teacher has been a member of our school system for 1 or 25 years, each is a lifelong learner of education and provides valuable input into collaborative efforts. We provide staff common preparation periods and blocks of time within the week to meet, discuss, and share ideas for better learning opportunities for children. This ranges from a 70-minute block for two person teams and one hour and 45 minutes for four person teams each week. In addition to this, the Edwardsburg Intermediate staff meets regularly on committees and with the principal to discuss and refine curriculum issues regarding content, instruction, and assessment. Our building calendar is outlined as early as the preceding school year with input from all staff members. The finalized calendar provides a detailed schedule of school improvement meetings, curriculum review, grade level and staff meetings, as well as all district wide events. Every staff member shares in the responsibility of collectively working to support student learning by contributing strategies for solutions during school improvement staff meetings. Staff education is also advanced by the sharing of research and ideas that have been discovered in professional journals on a consistent basis. Examples of this research based approach that supports innovative teaching practices are our multiage program, looping program, gender specific program, and team teaching. These programs were first practiced by various teachers. With their successes, they were supported by administration and widely adopted by staff members. Our staff is currently reinforcing Depth of Knowledge questioning, character development, anti-bullying, problem solving, critical thinking skills, and curriculum integration. We feel strongly about the value of blending the best educational techniques into our teaching methods in order to provide enhanced student learning.

4. School Leadership:

A shared leadership approach between building administration and staff propels us toward our commitment to educational excellence. We firmly believe that all students can learn. The principal models this belief by encouraging staff members to explore new instructional strategies and to be risk takers. He is an inspirational motivator in his encouragement of the staff as they make progress toward school goals. The principal also functions as a facilitator to creative problem solving and shared leadership. Staff members are empowered to become active participants in the decision-making process. Through his supportive leadership style, our principal continuously seeks new, innovative methods to improve the instructional delivery system within the building.

A few examples of the building's shared leadership can be observed with our PBIS and Building Council teams that work closely with our principal. Promoting a positive school climate through Positive Behavioral Interventions and Supports (PBIS) is the goal of the PBIS leadership team. This team works to increase

skills that can be used by all staff to instill a consistent approach to meet the behavioral needs of all students. Our PBIS team, along with input from all staff, have developed school-wide behavioral expectations, along with an acknowledgement system for non-classroom settings.

The Building Council is made up of a cross section of the teaching staff who meet monthly with the principal to share thoughts and ideas to effectively and efficiently support student and staff success. It is the collaborative effort and opportunities afforded in a non-threatening setting that allows for an exchange of ideas to better build upon the culture and high standards that we work so hard to maintain here at the Intermediate School.

The principal also closely monitors student achievement data to ensure that all students are provided with an equitable and challenging learning experience. He compiles data for each staff member in a user friendly format to utilize when planning lessons. In staff meetings, he keeps the staff updated on changes in laws, policies, practices, and expectations at state, district, and building levels. During our yearly budget meetings, our principal makes sure curriculum and SIP goals are being fiscally supported.

Edwardsburg Intermediate is fortunate to have a principal with great leadership skills, as well as staff members exhibiting leadership by researching curriculum and organizing after school activities. The different leadership qualities found in our school make for a rigorous learning environment for our students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Edwardsburg Intermediate School has a dedicated staff that exhibits Pride, Passion, and Purpose. These three words are the driving force behind every aspect of our school culture and the characteristics we hope our students maintain through life.

All staff members hold the keys to student success at the Intermediate. When looking at academics, our staff spends countless hours analyzing data and using this information to drive grade level and classroom instruction. Each teacher focuses on one core curricular area to study in depth by researching best practices and developing a curriculum that works best for our students. Teachers spend many hours collaborating in meetings, during planning time, in the hallway, and at lunch developing strategies and sharing ideas. Our building has an open door policy and everyone feels comfortable sharing materials and ideas to meet the needs of our students.

Our school offers students the opportunity to work with a Behavioral Intervention Specialist that works her magic with students who are struggling with socio-emotional needs. She provides individual and small group activities for these students. Students feel comfortable working with her and often ask to visit her when they feel they need a time out. Having a staff member that is able to focus her time working with students in this way helps to give students the tools they need in order to learn.

Support staff plays a vital role in nurturing our students. Students help our custodian each day with cleaning the lunch room and picking up trash on the playground. Recess aides create activities for students which include, but are not limited to, a walking club and ping pong tournaments. Our media aide assists students with finding books that may interest them. The school nurse, along with our administrative assistants, provide students with care when they aren't feeling well. In addition to helping students when they are sick, administrative assistants provide students with paperwork, answer questions, and have student tickets for sale. Students in need of a backpack, school supplies, and winter attire are provided with them in the office. Each Friday the local food pantry provides economically disadvantaged students with a package of food for the weekend.

By holding our students to a high level of expectations and creating a culture where our students can be successful, parents are drawn to our district. This environment makes the students want to be successful both academically and behaviorally. Through our Pride, Passion, and Purpose we are providing academic excellence and creating well rounded students.