

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mrs. Kathleen Poe

Official School Name: Timmons Elementary School

School Mailing Address: 9595 East Washington Street
 Chagrin Falls, OH 44023-2762

County: Geauga State School Code Number: 001230

Telephone: (440) 543-9380 E-mail: katie.poe@kenstonlocal.org

Fax: (440) 543-9163 Web URL: http://www.kenston.k12.oh.us/

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Robert Lee PhD Superintendent e-mail: bob.lee@kenstonlocal.org

District Name: Kenston Local District Phone: (440) 543-9677

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Joan Hamilton

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 3 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
5 Total schools in district
2. District per-pupil expenditure: 10916

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	111	95	206		8	0	0	0
2	119	109	228		9	0	0	0
3	118	112	230		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								664

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
4 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 4%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1, 2009	633
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 5

Number of languages represented, not including English: 4

Specify languages:

Spanish, Dutch, Tagalog, Gujarati

9. Percent of students eligible for free/reduced-priced meals: 13%
 Total number of students who qualify: 84

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%
 Total number of students served: 37

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Special resource teachers/specialists	<u>15</u>	<u>2</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>22</u>	<u>8</u>
Total number	<u>71</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	94%	96%	96%	96%	96%
Teacher turnover rate	0%	1%	0%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

teacher attendance rate under 95% was due to the extended sick and maternity leaves of absences for six teachers for the 2009-2010 year

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

Our goal at Timmons Elementary School is to provide every student with an authentic and-engaging learning experience in a safe and positive school community. Our *daily* efforts to do whatever it takes to ensure this experience validates our worthiness for recognition as a National Blue Ribbon School.

The Kenston Schools serve the townships of Auburn and Bainbridge in Geauga County, twenty-five miles southeast of Cleveland in Northeast Ohio. The district was founded over fifty years ago, maintains a strong sense of community pride and enjoys active involvement from alumni. The continuation of established traditions makes Kenston a great place to raise a family. The school district is comprised of five buildings located on one campus: Gardiner Early Learning Center (Pre-school-Kindergarten), Timmons Elementary (grades 1-3), Kenston Intermediate (grades 4-5), Kenston Middle School (grades 6-8), and Kenston High School. The total student population in the district is over 3200 students. While there is a recognized level of affluence and educated community members, the district is also home to rich agriculture, generations of families living in modest housing, and an established minority community with a high percentage of transient students.

Timmons Elementary School has approximately 680 first, second and third grade students. Constructed in 1994, specifically designed to blend into the natural wooded landscape, the building consists of three separate learning pods and a centrally located shared library space. Each pod design includes a large common area surrounded by twelve classrooms and small offices for related service personnel. A Specials wing, separate from the instructional area, houses the multi purpose room (lunchroom), gymnasium, art rooms, music rooms, a science lab, and a computer lab. The building design provides areas for academic instruction, specials classes, special education services, gifted services, and academic tutoring to best meet the unique learning needs of our students.

The Mission of the Kenston District is: *For each student to achieve individual academic excellence and to maximize personal growth in a community which demonstrates and develops mutual respect, responsibility, and life-long learning.* This belief system is apparent in the many activities and initiatives in place at Timmons Elementary School. The cornerstones of our building culture include: collaborative teams, rigorous academic standards, high student engagement, a respectful learning environment, and parent involvement.

Collaborative Teams: The schedule is created to ensure professional collaboration occurs each week by grade level. Teams of teachers meet to develop common assessments, curriculum attainment maps, and evaluate student test data for lesson planning and instruction. Also within the structure of teacher-lead collaboration, teacher leaders meet twice monthly with the principal to review progress on instructional initiatives, gather insights from their colleagues on building-wide decisions, and provide input on professional development needs. Once a week, the entire faculty gathers for whole-faculty discussions, vertical dialogue and professional development activities.

High Academic standards with high student engagement: Collaboration efforts are aligned to provide each student with high quality instruction based on their individual needs. In conjunction with a clear instructional purpose, grade level “case review” teams brainstorm classroom-based interventions to assist the teacher and students. A building level Intervention Assistance team meets on a regular basis to address the more complex learning needs of students through higher level interventions. Additionally, ongoing professional development to elevate learning for *all* students is provided through frequent and targeted support from a gifted consultant. School-wide clustering is used in the student placement process to ensure students have optimal opportunities to gain higher level thinking skills. A focus on learning outcomes with high interest, engaging, and respectful work is present daily in our building.

A Respectful Learning Environment: Timmons School implements the district anti-bullying program, Peaceful Environment at Kenston (P.E.A.K) to promote the respectful and positive learning environment that we enjoy in our building. Monthly character traits are highlighted through student recognition programs, signs posted in each classroom, announcements, and classroom lessons with the Guidance Counselor, service learning projects, classroom constitutions, morning meetings, and interactive projects with high school students. The Timmons teachers are the designated ambassadors for PEAK guiding and modeling the tenets of this program to the children.

Parent involvement: Timmons School is fortunate to have a positive and meaningful partnership with our parents. An active PTO adds unique experiences for our students to extend the curriculum, fundraise for classroom requests, support new initiatives and provide facility enhancements. Additionally, faculty and staff provide regular opportunities for parents and families to be an integral part of the children's education through volunteer options in the office, classroom, specials classes, and library. Parents continue to be critical partners in launching many exciting school-wide educational experiences for our students.

The faculty at Timmons School collectively accepts the challenge each day to strengthen relationships with our students, create a learning environment that reflects high expectations, and provide opportunities and supports to allow each child to achieve and excel.

1. Assessment Results:

The State of Ohio's accountability system requires students to be assessed in reading, writing, math, social studies, and science at various grade levels. The Ohio Department of Education has established five levels of performance. These categories are as follows: Advanced, Accelerated, Proficient, Basic, and Limited. Students are expected to perform at the proficient or above levels to demonstrate adequate mastery in each tested subject. Districts and schools are required to have 75% of their students perform at the proficient or above level in each subject to meet the state's indicators of success. In addition, different target passage rates have been established that subgroups are expected to attain for a school to meet Adequate Yearly Progress. The required passage percentages for each subgroup during the 2010-2011 school year is Mathematics at 76.4% and Reading at 82.70%. More information can be found on Ohio's Assessment system by going to <http://www.ode.state.oh.us> and clicking into the "Testing" link. The Reading and Mathematics results are further detailed in section VII of this application.

On the Ohio Achievement Assessment (OAA) in reading and math over the last five years, Timmons Elementary School has consistently scored among the highest achieving schools in the state. Through strong leadership, targeted assistance, and collaborative data analysis, Timmons has managed to make consistent improvement in the overall passage percentage in both reading and math over the same five year period. As shown in the two tables in section VII, Timmons increased their percent passage in reading from an impressive 88.9% in 2005-2006 to a remarkable 97.2% in 2009-2010. Likewise, in math Timmons increased their student passage rates from 90.2% in 2005-2006 to a staggering 97.1% in 2009-2010. Not only were Timmons' students able to improve their passage rates, significant increases were also achieved in the percentage of students that were able to perform in the accelerated and advanced range. For example, over the five year period the percentage of students scoring in the accelerated range for reading increased from 76.0% in 2005-2006 to 89.2% in 2009-2010 and the percentage of advanced scores in reading went up from 52% to 76%. Student math scores saw similar increases. In 2005-2006, 31.1% of our students scored in the advanced range in math as compared to 46.9% in 2009-2010.

As stated earlier, the state of Ohio also monitors subgroup scores for students. At Timmons, the subgroups we place additional emphasis on are students with disabilities, minorities (African American), and those students identified as economically disadvantaged. In comparing these subgroups passage percentages to all of our students, Timmons' subgroups were similar to the overall percentage passage rates in reading with the exception of African Americans. Ninety-three percent of Economically Disadvantaged and 100% of students with disabilities scored above proficient in reading as compared to 97.2% of all students. However, 80% of African Americans scored above proficient in reading, which is 17% lower than all students. Although we far exceed the state passing rate for all of these subgroups in both reading and math, a gap exists between the percentage of all students who pass the state assessments and our subgroup populations. For mathematics, our students with disabilities scored 92.3% passage rates, which is relatively close to the 97.1% achieved by all students. However, in math our African American subgroup and economically disadvantaged subgroup did not fare as well. For example, as shown in Table 2 in section VII 78.6% of our Economically Disadvantaged and 80% of African American Populations scored proficient or above in mathematics as compared to 97.1% of all our students in 2009-2010.

Much is done to improve testing results for *all* students and focused efforts also exist to reduce gaps in achievement between our identified subgroup populations and the general population. A study skills program, available to all students, highlights test-taking language and strategies. Study Island, a web-based program, and carefully selected workbooks are integrated into classroom lessons and homework responsibilities. Common assessments and practice OAA tests reflect the format and content of the state assessments and subsequently instruction is adjusted. Individual student data is utilized to form flexible groupings, refer to the IAT process, assign academic tutoring, and match students to adult volunteer mentors. An after school tutoring program, with transportation, is available for students who need this

additional service, most specifically our targeted subgroups. While many types of interventions have been identified to further support targeted students, it is important to reiterate that the *daily* commitment through data examination, aligned curriculum, appropriate materials, trained teachers, parent support, and inclusion of best practices within a safe and respectful learning community is the most powerful strategy for high student achievement.

2. Using Assessment Results:

Once received, the test data is quickly disaggregated and manipulated in multiple ways. Timmons' principal and teacher leaders conduct an item analysis to determine the questions with lower percentages of correct answers. Discussion and dialogue then ensues to determine what the potential disconnect may have been between student performance and instruction provided. The data is also analyzed to see if any discrepancy exists in the overall mean performance for any particular classroom teacher. The principal provides the grade 3 testing results to the second grade team to identify gaps or trends in performance and then adjust instruction as needed. Grade level common and formative assessment results are reviewed, along with the current OAA data (after the October testing results have been received), with the current third grade teachers to identify individual student and class performance measures. Through collaborative meetings, the principal and teachers develop specific action plans that detail the level and frequency of academic tutoring support, flexible groupings, adjustments to IEP's and 504's, recommendations of the Intervention Assistance Teams, and targeted classroom intervention strategies. These plans are frequently monitored and regularly adjusted as results from monthly formative and common assessments are evaluated.

In addition to using data to make teacher level decisions, data results are also used to make building-wide decisions in the areas of professional development. Faculty meetings focus on differentiation strategies, current educational practices, and Tier I interventions for classroom teacher application. Ongoing performance data is also used to evaluate the structure of Tier II tutoring intervention assistance that is designed to support specific students.

The availability of "blue prints" and "released assessments" on the Ohio Department of Education website provide our teacher teams with meaningful information regarding the structure of the assessment, the types of questions and application of knowledge expected, direction variances ("circle" versus "put a ring around"), and standard vocabulary that is used ("theme" versus "main idea"). Understanding the assessment expectations, that are not necessarily content-specific, allows us to unobtrusively educate our students on the test-taking experience by formatting our common assessments in a similar way and incorporating vocabulary and directions that better match the assessment verbage.

3. Communicating Assessment Results:

Timmons regularly communicates student performance and assessment results through a variety of methods. Teachers are in-serviced on how to best communicate the results of local and state standardized assessments. Quarterly grade reports, aligned to Ohio Content Standards, are distributed to all families and provide a snapshot of a student progress toward the expected performance outcomes. Included with the report cards are student-specific narratives written by the individual teachers to better communicate the strengths and needs of the child. Between quarterly reporting periods, Interim reports are also sent to parents and guardians detailing how their child is doing in relation to the standards being measured. Parent conferences and meetings are formally scheduled twice each year, though teachers frequently schedule parent-teacher meetings to share student performance information.

Results from State Assessments and other standardized tests administered each year at Timmons are mailed to parents in the form of a Parent Report. These reports include an interpretive guide for the parents, suggestions for home, and contact information should they need assistance.

Our building-based Intervention Assistance Team invites parents of referred students (or parents may refer) to meet with a core team of professionals and brainstorm strategies and support to aide a student

that is struggling in a particular portion of the curriculum, has social-emotional issues that is impacting school performance, or requires additional enrichment to best meet their needs. When appropriate, it is this IAT (parent and teachers and administrator) that will refer a case to the Special Education process for additional testing and suspicion of a disability. If a student is determined eligible for an IEP or 504 Plan, a team convenes to develop the student's individualized plan that targets specific areas of need based on grade level expectations.

Timmons uses a variety of other methods to communicate assessment results and student progress. For example, the school website is constantly updated to provide pertinent information regarding building activities, curriculum expectations, and assessments. E-mail blasts that reach a vast majority of our parent population is another very popular communication strategy. Folders are sent home every Friday with the students, which provide an opportunity to share individual student work and communicate important information to parents. Finally, we receive excellent coverage through the local media with numerous newspaper articles being published and also occasional news coverage on the local TV stations with result to academic performance, state assessment results and curriculum-related events.

4. Sharing Lessons Learned:

Timmons seeks to work with other schools in an effort to improve student achievement for *all* students, both in and out of our district. Timmons' students connect with students in various parts of the world to collaboratively work on a common lesson (World Math Day). Inviting high school students to mentor Timmons' students, attending a middle school drama performance, or visiting classrooms in the Intermediate school, affords our students the opportunity to share their knowledge and learn from others.

The principal attends principal meetings to learn from, and provide support to, other administrators, both inside and outside of the district. Timmons was previously designated OAESA Hall Of Fame School prompting the principal to serve as a site evaluator for other schools nominated for this recognition. Timmons leaders are also active members in a number of professional organizations such as OAESA, ASCD, and NAGC.

Professional development at Timmons is centered on the use of teacher leaders, frequent opportunities to dialogue about best practices, and the identification of building goals sustained over a necessary period of time to fully implement (word study). Professional visits to other schools (the Responsive Classroom), and reciprocal invitations to professionals from other schools to visit and learn from our practices (One School, One Book) are common occurrences and invaluable opportunities for professional growth. Most recently we have begun to work with a number of other districts in our area to review materials that will be aligned with the recently adopted Ohio Academic Content Standards in Science and Social Studies.

For professional development days, Timmons builds its agendas through its teacher leaders in alignment with building goals. Established relationships with local universities permit us access to current educational practices and guest speakers who are often included in our professional development activities. Teachers are encouraged to attend workshops to enhance their skills and network with other professionals. This year the principal of Timmons attended the national conference for teaching gifted students and has submitted a proposal to present a workshop on "*Building Community and Increasing Academic Success through a Shared Reading Experience*" at the Ohio principals' state conference in June. Modeling the belief that learning is life-long, the principal is currently enrolled in graduate courses in leadership which provide an excellent forum for learning and sharing about successes in other districts and methods for impacting student achievement, teacher effectiveness and compliance with state mandates. All of these outreach efforts give us, Timmons teachers and administrators, an abundance of venues to share the exemplar work that is taking place at Timmons Elementary School.

1. Curriculum:

At Timmons, Ohio Standards and Board-adopted courses of studies (reviewed and re-written every five years) serve as the framework for lesson planning, instructional delivery, and monitoring student progress. Teachers are responsible for the areas of language arts, mathematics, and science or social studies.

Our **language arts curriculum** includes an integrated reading program (Houghton Mifflin) which provides appropriate remediation/extension activities. To supplement and authenticate this discipline, we have added a developmental spelling program, novel study, writer's workshop, teacher-created and commercially developed common assessments (DRA, DSA), key vocabulary, cross-curricular connections, technology (e-books) and replaced consumable workbooks with teacher-created materials.

Our **math program** uses the Trailblazers Program published by Kendall Hunt. Our students benefit from this spiraling curriculum with its emphasis on problem-solving skills, utilizing the scientific method and hands-on application of knowledge. Teachers collaborate to identify and create supplemental materials to further support student learning. A problem solving workbook and online resources provide opportunities for student practice of concepts learned in the classroom. Our gifted math students gain from being served through the M3 supplemental math program.

Using reading and writing strategies, students apply skills as **Social Studies** "comes to life" at Timmons. A reading "research" standard becomes the basis for a cultural learning experience which culminates into an International Festival. Collaboration with the art program yields three dimensional versions of historic monuments. A discussion of healthy eating choices becomes the topic for a social studies lesson on democracy and the election process for our government officials. Use of "Time for Kids" newsletter, reciting the pledge daily, singing the National Anthem weekly are examples of successfully integrating curriculum disciplines to help our students better internalize the concepts being taught.

Science is another content area often reinforced through reading instruction (as informational text). The use of AIMS Education Foundation materials connects science study, mathematics, problem-solving and life applications. Students receive additional instruction through a designated "Science Lab" where hands-on experiments reinforce and extend concepts presented in classroom science lessons. Additional science opportunities occur on field trips to the local park system where lessons on habitat are demonstrated in the natural environment. A "star lab" from the Natural History Museum adds a dimension to scientific study of stars and constellations. "Dinosaur Day" provides our students an opportunity to share research and visual presentations of the concept learned. A family Science and Math Night provides parents with a venue to reinforce what has been taught during the school day. A unit on sound comes to life through music and the creation of musical instruments by our students. Technology, such as United Streaming, adds understanding and relevance to student learning in the area of science.

At Timmons, we are proud of our "Specials" programs which add a tangible quality to the overall, holistic educational experience we offer our students. Art, Music, Library, Computer Lab, Science Lab, Physical Education and Music individually add dimension and content to the learning experience.

Our **physical education program** is a natural extension of our District's current emphasis on physical fitness, healthy food, lifestyle choices and overall brain health. Our students enjoy 80 minutes a week of PE and/or health education. Beyond the individual skills taught in class, learning experiences are provided to promote health and wellness such as: recess, sledding, cross country skiing, The American Heart Association's Jump Rope For Heart Program, the Presidential Physical Fitness Test, Field Days, National Women's and Girls Sports Night, and National Red Ribbon Week. Being awarded the federal Carol M.

White Physical Education Program (PEP) grant has prompted additional attention and resources to the physical education area. Timmons will soon be adding a fitness brain health room to provide students with a greater variety of physical fitness options promoting life-long fitness activities.

Evidence of a dynamic and creative **art program** is visible throughout our building. Our art teachers provide students with 80 minutes each week of exposure to a variety of art mediums and appropriate historical references. Great care is taken in the visual presentation of the abundance of student art work throughout the building. Further attention is given to the selection of a student's best work for display at the annual District Art Show, being held at our school this year. Seamless integration of the art program into other facets of our building culture, such as the musical performances, service learning projects, our school-wide book club, and the PEAK program is an established practice at Timmons.

Students receive **music instruction** for 80 minutes each week and additionally participate in a school musical program each year. The music teachers use this performance opportunity to showcase musical talent, movement, use of pitched percussion instruments, recorders, and public speaking. Science and Social Studies curriculum, as well as components of our PEAK program are typically integrated into the musical programs as well. The music teachers expose our students to higher level musical experiences daily using engaging materials such as the Smart Board and e-books.

2. Reading/English:

Language arts includes all components of written expression, writing conventions, and the core skill of reading for meaning. The responsibility to establish a strong foundation in literacy skills to our first, second and third graders is not taken lightly by the Timmons faculty. In the past two years, we have spent extensive time evaluating the rigor and fluency of our language arts program with respect to the Ohio Content Standards and best practices in educational research.

Focused and extensive professional development has resulted in the implementation of a *word study* program for all students, which replaces a more traditional spelling program. The Developmental Reading Assessment (DRA) has been added to the building's assessment protocol to ensure a consistent evaluation of a student's reading skills and established reading level. A "*book room*" has been created in a central location to increase the number of high-interest trade books available to our students; to supplement our existing commercial reading program; to provide a resource to all teachers with a common book-leveling system; and to better monitor student progress. Additional time has been committed to improving the structure and content of our guided reading groups in terms of skill assessment, using quality resources, providing "just right" books to the children, and developing meaningful anchor activities during independent reading time.

The addition of Junior Great Books provides an enrichment reading opportunity for our high ability reading students. Our differentiated approach to language arts instruction ensures that students are monitored closely at their instructional reading level. Title I Reading services are available through two interventionists. Established criteria, including teacher and IAT referral, is used to identify children who need this Tier II intervention.

Ongoing professional development in the area of reading instruction and an active grade level problem-solving team (case review) have expanded the capacity of our classroom teachers to provide high quality Tier I interventions within the classroom setting (i.e. use of repeated readings and poetry to increase fluency). Weekly, our South Franklin Reading Partners (senior citizen volunteer program) provide targeted students with an adult role model to reinforce taught reading practices. The components of our reading instruction support the overall focus of our building: maintaining high academic standards by providing engaging work at the appropriate skill level for each student.

3. Mathematics:

The exemplar quality of the mathematics program at Timmons School is a result of ongoing meaningful collaboration both within each grade level of teachers and vertically within our building.

An extensive pilot program was implemented several years ago, with Timmons faculty taking a major role in the materials selection process. Selected elementary teachers “piloted” specific mathematics programs and monitored student learning in conjunction with the Assistant Superintendent’s office. Moving from a more traditional math program to the selected Trail Blazers program represented a substantial shift in the manner in which we taught mathematics to our students. After extensive professional development, careful implementation, alignment with Ohio Standards, and parent communication/education, this spiraling math program yielded high state test marks for our students.

Since its initial adoption, the addition of common assessments, development of attainment guides, incorporation of supplemental materials and strategies to infuse problem solving, important math terminology, and reading skill application into math instruction has resulted in high student performance in this content area. The use of manipulatives, alignment with our Science Lab program, and supplemental activities including World Math Day competitions and “24” Math Challenge further motivate our students to be mathematicians!

A lead math teacher is designated at each grade level to work closely with grade level colleagues and other grade level lead teachers to monitor pacing and alignment to the Ohio Content Standards and OAA skills, to identify gaps in grade-level instruction, to make recommendations to the principal for professional development and instructional material purchases. To best meet the individual needs of our students, teachers use flexible grouping (pre-test and divide students into learning groups), cluster grouping (using a thorough, teacher-led process to place students in class groupings that maximize student opportunities for learning and peer support), and math intervention through small group pull-out or in-class model provide individualized support for students requiring additional assistance. The latter service, math intervention, is provided to students in grade two as a Tier II intervention identified through our IAT process, as a pull-out or in-class support model, depending on the need of the student and class. In grade three, objective assessment criteria in addition to teacher referral, identifies a caseload of students for the interventionist to target in the area of mathematics. Frequency, intensity, length of the services is dependent on the specific needs of the child. Adding such flexibility to this intervention has created an effective student-driven program.

4. Additional Curriculum Area:

In addition to the implementation of our adopted course of study for our students, Technology is infused into all parts of the Timmons teaching and learning culture: technology for student engagement and differentiation; technology for teacher efficiency and student data review; technology for parent communication. As 21st century learners, our students receive direct instruction in general keyboarding, various software applications including the specific features of Microsoft Word, strategies for internet research, and ethical issues associated with internet use in a forty minute computer class each week. These skills and competencies are practiced in one of our two computer labs in the school and in the regular education classroom as student research content area topics, write/edit reports and text, for drill and practice, and for assessment activities (Study Island). Because technology is both *taught as part of our curriculum* and used by our students *for learning*, the Computer COS and the integration of technology by our teachers are both embedded as an everyday part of our professional practice.

Each classroom is equipped with a Smart Board and projector for internet access and interactive lessons. Document cameras in many of the classroom allow for visual representation of material for students who benefit from that input. Several computers in each classroom allow teachers to plan for practice activities, word processing tasks, classroom website access, and student assessment within the instructional period. Increased use of technology as a critical component of instructional planning has

further supported the efforts and goals of the Timmons faculty to differentiate and individualize content, process and products for learners depending on their strengths and needs.

The daily presence and increased use of technology in the classroom justifies the attention it is afforded in the weekly instructional period specifically dedicated to this content area. Although young children, Timmons students are ready to learn basic hardware care, software applications, legal and ethical issues associated with internet access as directed in our COS, and in addition to, the various features of technology they now experience in the classroom setting for learning. Integrating computer as a curriculum content area directly with technology as an application of these skills provides our students with an authentic understanding of the expanding role of technology in the educational arena.

5. Instructional Methods:

In line with our District mission, the Timmons faculty is committed to providing high quality instruction at each child's level to challenge students to stretch their skill set and their understanding of content presented. We believe that the most effective way to accomplish this is to assess students accurately and often while providing engaging work to the children. Formal and informal assessment practices include standardized test administration in first and second grade to appropriately cluster students or place them into our building gifted programs. Common assessments are developed by grade level teams to gauge progress and inform instruction. Practice state assessments are used to monitor student readiness. Frequent formative assessments monitor student comprehension and guide flexible groupings. This information is also used in the case review and IAT process to identify needed interventions such as Title I, academic tutoring, or special education.

Planning for individualized engaging work impacts the pacing, content, materials, products/projects, scaffolding, curriculum extensions, and flexible groupings. Topics in weekly collaboration discussions between teachers include methodologies and pedagogy to best meet the needs of all learners. Enrichment packets, supplemental materials, and ongoing professional development for gifted "cluster" teachers address the needs for high ability students.

Use of building-wide experiences to create school-wide learner engagement and instructional differentiation is a methodology that has been successfully incorporated into our learning environment. Modeled after the One School, One Book (OSOB) Program through the Read to Them National Organization, Timmons created a whole school "book club" in partnership with our families. Our book selection last year, Because of Winn Dixie by Kate DiCamillo, was enjoyed by nearly 700 students, 100 staff, and 1000 parents/families at ONE TIME. An extensive committee structure supported curriculum enhancements, vocabulary selection, trivia contests, service-learning, a field trip and an artist-in-residence. Not just a program that built a sense of community with our students, teachers and parents, this OSOB program earned Timmons the 2010 Model School of the Year and positively impacted student performance in the language arts area. A similar school-wide format was used in the fall to educate our students about renewable/clean energy through our science program in anticipation of the installation of a wind turbine on our school campus this spring. Engaging all faculty, parents, and our students in a shared learning experience has proven to be a powerful instructional tool for our school.

6. Professional Development:

Timmons Elementary School has multiple levels of formal and informal professional development for teacher learning and student success. All PD efforts are aligned with specific targets for enhanced student achievement: *literacy, differentiated instruction (to include high ability learners), physical fitness and healthy life choices.*

As a district, two "waiver days" have been available for the last several years to plan for more intensive teacher training in areas that align with Building and District goals. There is often a district-wide key note speaker (this year a professor from the University of Arizona faculty presented about the *connection between physical fitness and academic performance*, which supported our recent federal PEP grant

award.). The remainder of this waiver day was building-based professional development, as will be the next waiver day in February.

At Timmons, a building literacy committee used pre-established *literacy goals* and action steps to structure these PD days. A professor from Kent State University was selected by Timmons leaders to facilitate these two days. Finalizing the full implementation of a developmental spelling program, expansion of the book room, inclusion of trade books within the guided reading structure, using writing to assess student reading and spelling, are all agenda items on waiver days.

Faculty meetings are scheduled monthly and focus specifically on strategies, ideas, research to add to the teacher's repertoire of Tier I classrooms interventions for *differentiated instruction*. "Extended day" is a 45 minute extension each Wednesday for the purpose of professional development. The priorities for this PD time are determined by the principal and grade level leaders. This year, a significant number of extended days have been dedicated to literacy initiatives already in progress (all initiatives focused on providing instruction at the student's skill level).

To further ensure instruction is aligned with student needs, bi monthly "extended days" (minimum of 45 minutes twice each month) are designated for "case reviews" where trained teacher leaders lead grade level colleagues in a brainstorming process to identify additional classroom interventions for referred students. This process is a precursor to a referral to the building-level Intervention Assistance Team. Each teacher receives an additional 60 minutes each week for collaboration. Typically scheduled by grade level teams, collaboration agendas are determined by the grade level lead teacher, the content area lead teacher, or the principal for which minutes are maintained and submitted. A weekly faculty bulletin (written by the principal, "Staff Stuff") provides general information to the faculty but also reinforces specific goals of the building (this year's focus is on differentiation strategies).

7. School Leadership:

The building principal is pivotal in establishing the building culture and providing the leadership to guide the academic success of the students. An assistant principal and guidance counselor form a leadership team who work in concert with teacher leaders to reinforce building priorities: a safe and respectful learning environment, rigorous academic standards with high student engagement, collaborative professional culture, and involvement from our parent community.

The daily routine supports a safe place to socialize and learn. Practices that reflect positive communication, respectful actions, and accountability for choices are credited for creating the culture that we enjoy at Timmons. Examples of routines and activities that create an orderly and positive environment for learning include: Good News Howls (phone calls made by the principal), Good Citizen stickers, Lunch Bunch (selected by PEAK traits), a progressive discipline policy, a student council with a "green" focus, administrators' visibility (recess, lunch, field trips, bus arrival/dismissal, classroom visits, pod meetings, student picnic, skating parties), high school student volunteers (who read for Dr. Seuss's birthday and others built wind turbine with Legos for a science unit), visits by the Superintendent, Assistant Superintendent and Board president at school events, highly organized arrival and dismissal procedures.

As an instructional leader, building initiatives (OSOB, developmental spelling, book room, guided reading using trade books, gifted clustering, case review/IAT, targeted interventions) have been successful due to a leadership structure created to empower teachers. *All teachers* have a leadership role outside of the classroom. Communication with all stakeholders frequently and purposefully shapes the capacity of the school to move forward collectively as a collaborative school community. Faculty meetings, collaboration (with agendas and minutes), district committees, grade level chairs meetings, office meetings, IAT's, weekly principal's newsletter for teachers, morning announcements, student recognition programs, the evaluation process, are examples of the specific opportunities created to aid the principal in keeping abreast of school dynamics and instructional practices. Family communication builds the critical school-home partnership that elevates student performance and creates a sense of safety and

well-being for the children during the school day. PTO meetings, Grandparent's Day, guest readers, a parent newsletter, classroom volunteers, teacher websites and newsletters, and school performances reinforce the expectation that positive teacher-parent partnerships should exist. Utilizing multiple communication forums and establishing sound daily school practices are necessary to sustain a motivated and enthusiastic professional learning community which builds the principal's capacity to lead Timmons Elementary School towards higher student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Test

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
at or above proficient	97	96	95	97	90
at or above Accelerated	73	84	74	67	54
Number of students tested	209	229	242	227	225
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	4	5	2
Percent of students alternatively assessed	1	1	2	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
at or above proficient	79	79	71	88	74
at or above Accelerated	21	63	47	40	35
Number of students tested	14	24	17	25	23
2. African American Students					
at or above proficient	80	62		85	62
at or above Accelerated	10	39		15	23
Number of students tested	10	13		13	13
3. Hispanic or Latino Students					
at or above proficient					
at or above Accelerated					
Number of students tested					
4. Special Education Students					
at or above proficient	92	70	62	91	69
at or above Accelerated	54	26	39	50	23
Number of students tested	13	23	13	22	26
5. English Language Learner Students					
at or above proficient					
at or above Accelerated					
Number of students tested					
6.					
at or above proficient					
at or above Accelerated					
Number of students tested					
NOTES: In Ohio, there are five levels of performance: advanced, accelerated, proficient, limited, basic. The % at or above Accelerated also includes students who scored in the Advanced level					

11OH8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
percent at or above proficient	97	94	96	94	89
percent at or above accelerated	89	90	86	84	76
Number of students tested	213	229	242	227	225
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	4	5	2
Percent of students alternatively assessed	1	1	2	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
percent at or above proficient	93	75	82	68	57
percent at or above accelerated	60	58	71	48	44
Number of students tested	15	24	17	25	23
2. African American Students					
percent at or above proficient	80	69		62	62
percent at or above accelerated	50	62		46	54
Number of students tested	10	13		13	13
3. Hispanic or Latino Students					
percent at or above proficient					
percent at or above accelerated					
Number of students tested					
4. Special Education Students					
percent at or above proficient	100	57	69	82	50
percent at or above accelerated	69	39	46	50	27
Number of students tested	13	23	13	22	26
5. English Language Learner Students					
percent at or above proficient					
percent at or above accelerated					
Number of students tested					
6.					
percent at or above proficient					
percent at or above accelerated					
Number of students tested					
NOTES: In Ohio, there are five levels of performance advanced, accelerated, proficient, limited, basic The % at or above Accelerated also includes students who scored in the Advanced level					

11OH8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
at or above Proficient	97	96	95	97	90
at or above Accelerated	73	84	74	67	54
Number of students tested	209	229	242	227	225
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	4	5	2
Percent of students alternatively assessed	1	1	2	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
at or above Proficient	79	79	71	88	74
at or above Accelerated	21	63	47	40	35
Number of students tested	14	24	17	25	23
2. African American Students					
at or above Proficient	80	62		85	62
at or above Accelerated	10	39		15	23
Number of students tested	10	13		13	13
3. Hispanic or Latino Students					
at or above Proficient					
at or above Accelerated					
Number of students tested					
4. Special Education Students					
at or above Proficient	92	70	62	91	69
at or above Accelerated	54	26	39	50	23
Number of students tested	13	23	13	22	26
5. English Language Learner Students					
at or above Proficient					
at or above Accelerated					
Number of students tested					
6.					
at or above Proficient					
at or above Accelerated					
Number of students tested					
NOTES: In Ohio, there are five levels of performance, Advanced, Accelerated, Proficient, Limited, Basic The percentage at or above Accelerated, also includes students who scored in the advanced level					

11OH8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
percent at or above proficient	97	94	96	94	89
percent at or above accelerated	89	90	86	84	76
Number of students tested	213	229	242	227	225
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	4	5	2
Percent of students alternatively assessed	1	1	2	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
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2. African American Students					
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percent at or above accelerated	50	62		46	54
Number of students tested	10	13		13	13
3. Hispanic or Latino Students					
percent at or above proficient					
percent at or above accelerated					
Number of students tested					
4. Special Education Students					
percent at or above proficient	100	57	69	82	50
percent at or above accelerated	69	39	46	50	27
Number of students tested	13	23	13	22	26
5. English Language Learner Students					
percent at or above proficient					
percent at or above accelerated					
Number of students tested					
6.					
percent at or above proficient					
percent at or above accelerated					
Number of students tested					
NOTES: In Ohio, there are five levels of performance: Advanced, Accelerated, Proficient, Limited, Basic The percentage at or above Accelerated, also includes students who scored in the advanced level					

11OH8