

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 2019 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 2013 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: 2014, 2015, 2016, 2017, or 2018.
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 (2018-2019) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying 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	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	47	35	82
10	45	56	101
11	51	34	85
12 or higher	55	43	98
Total Students	198	168	366

*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 % American Indian or Alaska Native
 - 5 % Asian
 - 14 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 74 % White
 - 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 2017 – 2018 school year: 1%

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, 2017 until the end of the 2017-2018 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2017	358
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

English Language Learners (ELL) in the school: 4 %
16 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %
Total number students who qualify: 0

8. Students receiving special education services: 4 %
13 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>3</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>4</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</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: 6

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

	Number of Staff
Administrators	5
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 13:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	93%	94%	93%	96%	94%
High school graduation rate	100%	100%	100%	100%	100%

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 2018.

Post-Secondary Status	
Graduating class size	77
Enrolled in a 4-year college or university	86%
Enrolled in a community college	8%
Enrolled in career/technical training program	2%
Found employment	0%
Joined the military or other public service	0%
Other	4%

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.

For the glory of God, Timothy Christian School exists to uphold Biblical truth, ignite academic growth, and inspire courageous leadership one student at a time.

PART III – SUMMARY

Timothy Christian Schools is located in Elmhurst, Illinois, a suburb of Chicago. The students who attend Timothy in the PK-12 system live primarily in the western suburbs of Chicago and represent 56 different municipalities, with some students also residing in Chicago. Many students travel by school bus or are driven to school by parents or family members. Our bus routes serve communities within a 20-mile radius and allow many more students to attend our school than just our local neighborhood community.

Timothy's inception dates back to 1911 when a small group of parents founded Timothy Christian Schools. At the first society meeting, the board decided to name the school Timothy after the evangelist who had been raised in a Christian home by a devout mother and grandmother and became the Apostle Paul's spiritual son and co-worker in the Gospel ministry. Over the years, Timothy Christian has established a name for itself in the Chicagoland community as a private school that offers a high-quality education from a Biblical perspective. As a result, parents from many different denominations desiring a Christian education with academic rigor send their children to Timothy. True to its roots, Timothy remains parent-run today.

It is this Biblical worldview at the heart of our mission that makes Timothy Christian Schools different. We are committed to high academic standards, athletic traditions, and artistic excellence. We encourage our students to hone their gifts in preparation for a lifetime of Christian service. The integration of faith and learning has always been integral to the school experience students receive at Timothy Christian Schools. Faith is not a superfluous feature of the curriculum or the school day; it is embedded in and integrated throughout the school curriculum and culture. The historical representation of the Christian school as part of a three-legged stool continues to hold true even today. In this model the Christian home, church, and school, while having their own distinct roles, together participate in raising the child.

Students at Timothy Christian are held to high standards for learning. Alignment to national standards ensures that our students are ready for the next level. Students are expected to show growth from year to year at a high level, and the data the school leaders collect and share with stakeholders reflect that growth and those achievements. The recent implementation of a MTSS (RtI) model supported by the K-12 Director of Support Services has strengthened Tier 1 support in the classroom, increased Tier 2 support outside the classroom, and created Tier 3 support by building a program for the students that need higher levels of support. Teachers are using formative assessments to monitor student growth and make adjustments to teaching. Technology has also changed at Timothy over the past several years. Each student now is given an iPad to access curriculum, take and organize notes, create presentations and videos, and communicate with their teacher. This also allows teachers another tool to check understanding and quickly access learning data to make changes to their instruction.

Throughout the system, school leaders align their decisions and actions toward continuous improvement to achieve the purpose of academically preparing Christian disciples. They also hold the faculty to high standards and empower teachers to take control of their own professional learning. Teachers are regularly invited to participate in local and out-of-town conferences to stimulate informal and formal discussions about best practices that are intended as catalysts for school improvement and student success. Building-wide goals aligned with the system's purpose and direction are shared by school leadership with staff throughout the year. These goals influence decisions, work during PLCs, and professional development topics.

Timothy Christian Schools focuses on the whole child — not just academically, but socially, emotionally, spiritually, and physically. We understand that, for some families, connecting with others within the school community comes with challenges based on geography. The school's parent group, PIE (Parents in Education), has worked with the school to facilitate these connections with school-based social events throughout the year. PIE hosts swim parties, fun fairs, game nights, coffee socials for parents, and numerous other activities. In addition, PIE runs a program called the TC Ambassadors which connects current families with new families to assist in making connections to the TCS community. Our rich diversity in representative church communities enriches the school, while also requiring more sensitivity to the variety of backgrounds from which our students come.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The English Language Arts (ELA) curriculum establishes literature as the foundation for each of the courses we offer at Timothy Christian High School. The core skills acquired by our students are reading, writing, speaking, and language; all skills are targeted in all of our English classes.

We offer English 9, English 10, English 11, and English 12 along with support and honors classes for each grade level. For example, we offer a co-taught English 9 course and a co-taught English 11 course for students who struggle with English or have a diagnosed disability related to language. They are taught alongside typical peers. We also have honors English courses in grades 9 through 11, along with AP English Literature and Composition in grade 12, so that students who excel in English can be appropriately challenged.

We help our students develop their reading skills through rich discussion of the material in the classroom. The structures of classroom discussions can be whole class, Socratic seminar, or small group. For example, a teacher might set up a Socratic seminar during which a student poses questions to a group of students. Those students are then required to respond to the questions while referencing the text to support each of their statements. A sample of the literature that freshmen cover includes: *The Call of the Wild*, *To Kill a Mockingbird*, *Fahrenheit 451*, and *A Long Way Gone*. Some of the books required for sophomores are: *The Odyssey*, *Romeo and Juliet*, *The Things They Carried*, and *The Kite Runner*. Among the novels our juniors must read are: *Our Town*, *Of Mice and Men*, *The Scarlet Letter*, *The Crucible*, and *Peace Like a River*. Finally, some of the books required of our seniors are: *Oedipus the King*, *The Stranger*, *Brave New World*, *Things Fall Apart*, and *Never Let Me Go*. Each course also includes short stories and poetry.

Another focus is improving students' writing skills. Students develop personal narratives, argumentative essays and research papers, and also create poems. For these assignments, students write a first draft and receive individual feedback in the form of written teacher comments or one-on-one conferences with the teacher to address any problems or omissions or to receive praise for quality work. Then students create their final draft for a summative grade.

Speaking skills are addressed in a variety of ways, such as preparing formal speeches that require research, participating in group conversation, developing a video, or acting out a portion of a novel. Teachers again model and provide feedback on students' development of their speaking skills.

Finally, our ELA students learn language structure by studying vocabulary and practicing proper grammar. Many of our students take vocabulary quizzes on new words that are assigned weekly. We are changing our vocabulary instruction to a more personalized method by using interactive software that assesses students on their current vocabulary skills and assigns new words accordingly. The software requires students to apply these new vocabulary words to particular situations, thus reinforcing memory and appropriate use. Grammar rules are explicitly taught, practiced, and assessed. Students receive additional help if they are not meeting the specific grammar targets for each unit.

1b. Mathematics:

Our mathematics curriculum follows the traditional path of Algebra, Geometry, Algebra 2, PreCalculus, and Calculus. As a school system, most of our students take Algebra in 8th grade. Thus, they start their freshman year taking Geometry, allowing them to complete Calculus as seniors, if they so choose. Each level, starting with Geometry, has both a regular and honors level. Rather than offering lower-level math classes, students struggling with Algebra 1, 2, or Geometry, who benefit from additional practice and support, are registered for Math Lab. Math Lab meets daily and provides individualized help, small group instruction, and additional practice to help students meet the math standards for the class in which they are enrolled. We also

offer Advanced Mathematics for students who desire three or four years of mathematics in high school but do not want to take AP Calculus AB. Advanced Mathematics is an application of mathematics course in which students are presented with real-life problems to which they apply mathematics to find the solutions.

We want our students to be critical thinkers and problem-solvers as they move through our math program. Our students acquire critical thinking and problem-solving skills by introducing them to problems that appropriately stretch their understanding, with teachers providing necessary feedback and assistance.

1c. Science:

The sequence of our science program is Biology, Chemistry, and Physics or Earth Science; honors classes are available in all but Earth Science. Most of our freshmen take Biology or Honors Biology, which allows them to take either AP Physics, AP Biology, or both as seniors. Our teachers have adopted the Next Generation Science Standards (NGSS); so the skills that our students acquire are: Asking Questions and Defining Problems, Developing and Using Models, Planning and Carrying Out Investigations, Analyzing and Interpreting Data, Using Mathematics and Computational Thinking, Constructing Explanations and Designing Solutions, Engaging in Argument from Evidence, and Obtaining, Evaluating, and Communicating Information. Our students design and perform scientific experiments regularly in each course; students conduct experiments based on questions, collect data from their experiments, graph and analyze the data, and draw conclusions based on the data. They then develop reports to share the process they employed to reach their conclusions.

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

Our social studies curriculum begins for freshmen with Christianity in Western Civilization. Because of our identity as a Christian school, one of our aims is to help students understand the impact of Christianity on Western culture from a historical perspective. Our students then take U.S. History as juniors and U.S. Government as seniors, which are also offered at the AP level. Students must also enroll in either Economics or Psychology in grade 11 or 12. Interested students have the option of taking AP Human Geography in either grade 10 or 12 as a replacement or additional credit beyond Economics or Psychology. Students practice a variety of skills in these courses that are embedded in the curriculum: identifying the main idea of a reading, using context clues to define vocabulary, recognizing bias in a source, drawing conclusions from a reading, recognizing the author's purpose, and evaluating the credibility of a source. One creative example of the way our teachers help students recognize bias is through the use of historical political cartoons. Based on the publication date, students learn to put cartoons into historical context, identifying the topic or controversy and the intended message and audience.

1e. For secondary schools:

To provide a broad environment for our students to learn, Timothy Christian High School offers an 8-day Renew term in January just prior to the start of second semester. The focus of Renew is to engage students in discipleship opportunities through coursework, internships, and service and/or travel experience not available to students during the academic semester. There are three Renew options for Timothy Christian High School students:

Internships: Juniors and seniors can arrange for an unpaid internship in a work area of interest.

Onsite Electives: Students will have the opportunity to attend unique courses not normally found in the high school curriculum, often with multiple off-campus field trips and experiences.

Trips: Students can embark on a discipleship or mission trip. Renew trips include both domestic and international options.

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

2. Other Curriculum Areas:

We have a vibrant fine arts program. We offer visual arts classes in Art 1, Drawing, Painting, Ceramics, Graphic Design, Printmaking, Introduction to Photography, Videography, and Animated Stills, and Photography 2. Each class allows students to think and solve problems creatively and express themselves in a different manner than in our core classes. We also have an exciting performing arts program offering Symphonic Band, Jazz Ensemble, Concert Chorale, Chamber Choir, Mixed Choir, and Symphonic Orchestra. Over 42 percent of our student body participates in our performing arts program. These students learn how to collaborate and work as cohesive teams, which are vital skills regardless of students' post-high school.

Our physical education program has two arms: general physical education and strength training. Our general physical education program encompasses PE for freshmen, sophomores, and a mix of juniors and seniors. Students regularly use heart-rate monitors that synchronize and display real-time data on their iPads. Regardless of the sport or activity, students learn to stay within the fitness zone for the activity. We want our students leaving physical education understanding how to stay physically fit, and we encourage our students to develop lifelong wellness. All students also enroll in Health as freshmen, covering topics like relationships, substance abuse, sex, and nutrition. This class covers topics relevant to students' lives. Many of these topics are researched by the students followed by classroom presentations. Thus, students learn about health topics while also practicing life skills that extend beyond health class. Strength Training also incorporates student iPads: Students take videos of themselves lifting to receive feedback and ensure that they are using proper techniques. Since many students will lift weights after high school, it is important to learn proper technique to minimize the risk of injury.

Our students have the opportunity to take a broad variety of world languages. Our on-campus offering is Spanish. Many students take their first year of Spanish in eighth grade, which affords them the opportunity to take AP Spanish as seniors. Additionally, we offer online world language courses in Mandarin, French, German, Latin, and Japanese. Each of these courses helps our students understand and appreciate different cultures, providing them with a more global perspective.

At a basic level, all of our students are required to take Computer Applications. This course provides the foundation for utilizing technology programs and applications like Microsoft Office Suite and Google Apps. Students are required to apply their learning to various projects related to writing papers, creating charts and graphs, and developing formal presentations.

Foundations of Computer Programming, AP Computer Science A, Digital Information Technology, and Game Design are all offered as online electives for students interested in technology and programming.

The Innovation and Design Lab (IDL) program is a sequence of four semester-long courses in which students apply design thinking to problem-solving. The first-semester course, IDL 1, teaches students the basics of design thinking while applying the use of various tools, such as drills, chop saws, routers, nail guns, 3D printers, laser cutters, CNC mills, and vinyl cutters. Also, students begin basic programming of Arduino components. As they progress through the IDL program, students solve more complex problems and gain more freedom and independence. Students leave this program with a design thinking mindset that better equips them to develop creative solutions to design complaints and problems.

Our business program amplifies our curricular offerings with courses, such as Introduction to Business, Marketing, Accounting, and, our capstone class, Virtual Enterprises International (VEI). Each requires students to learn the basics of the subject and then apply their knowledge to different projects. For example, Introduction to Business students partner with IDL1 students in designing products that IDL can produce to sell on our school's website. In our VEI course, students apply all that they have learned from their previous courses to run a virtual business. Although it is a virtual business, these students must participate in real trade shows where they deliver elevator pitches about their products, design and man a booth, and track sales. VEI students develop business skills that many business majors may not learn until after college.

Finally, our Family and Consumer Science program includes courses in Foods, Clothing, and Independent

Living. Students learn basic life skills: cooking, making and designing clothing, and creating as well as living on a budget. Students leave these classes with a better understanding of how to be more independent as they leave high school and move on to the next stage of their lives.

Each of these curricular areas allow students to explore different careers so that they can determine what next step they should take in pursuit of a profession. By providing students opportunities to take a variety of elective classes, they may find a connection between their interests and God-given skills that will provide clarity on their future goals.

3. Special Populations:

The staff at Timothy Christian High School believes that every student has been blessed with a variety of gifts and abilities. Consequently, we aim to provide students with extension opportunities to utilize their gifts and adequate support to succeed in weaker areas. We have tiered support for students who struggle as well as students who excel. Our Tier 1 instruction for all students includes differentiated instruction, formative assessments to check progress, iPads to provide different ways to access the curriculum, and flexible seating that allows students to sit in either a standard chair, or one that allows students to move more freely, or to stand. We also provide three 25-minute Focus Periods per week as a differentiation opportunity for all students to access more targeted support or enrichment, as needed.

Co-taught classes are available to students with identified needs or who have historically struggled and require extra attention and support. These classes are staffed by two teachers (general education and special education or ELL support teacher), and lessons can be designed to provide more focused help for students. Focus Period also serves as a mandatory support: If students are not meeting the course's required standards, teachers can require students to meet with them during that time, providing targeted Tier 2 intervention. In addition, all of our teachers participate in problem-solving teams to share concerns about specific students with academic or emotional issues and then develop collective strategies and action plans for these students. Finally, students with Individualized Service Plans (ISPs) or significant academic or executive functioning needs are enrolled in guided study classes. Here, licensed special educators and instructional aides are available to help students get and remain organized, prepare for upcoming assignments and assessments, and strengthen other study skills. These teachers also manage student accommodation plans, collaborate with our local public school for special education evaluation, and consult with our classroom teachers to ensure instruction and assessments are modified appropriately to match student needs. For example, for a particular unit in Biology, a general education student might need to learn and apply five content and two skill standards. A student with an ISP can still participate, but may only need to know the one important content standard and use one skill standard at a more basic level. Students also have access to the services of a social worker and a school psychologist, who also coordinates program and team development.

Honors classes, Advanced Placement (AP) classes, and dual enrollment classes are also available to students desiring additional academic challenge. We have open enrollment for our AP classes, so our AP classes are available for nearly all students. If a student would like to try an AP, dual enrollment, or honors course, they can easily use Focus Period for assistance to enhance their skills so that they can be successful in a challenging course.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

We know students feel more engaged in a school community when they are involved in an activity outside of the classroom. This allows students to make an investment in the school which, in turn, creates a positive experience for them. Last year, 82% of our student body participated in a sport or school-sponsored club. Additionally, we have regular all-school events that offer more opportunities for student involvement. These include: Octoberfest, a fun musical performance in which 68% of our student body participated this fall; Trojan Madness (similar to “Midnight Madness” at colleges), to kick off the basketball season with a scrimmage and student-involved activities; and an all-school cookout at the beginning of the year. In order to facilitate relationships among students, monthly meetings are scheduled as small groups facilitated by student leaders with discussion topics planned and coordinated by our chapel coordinator (one of our Bible teachers).

There are a number of ways that we create a positive environment at school. First, we have chapel twice a week that directs positive and encouraging messages to our entire student body. These Biblically-based messages emphasize how we can love and serve each other. We also create a positive environment by celebrating the success of students. When any of our sports teams, clubs, or individual students receive accolades or awards, we celebrate their accomplishments as a whole school during our chapel times. At the end of the school year during our Awards Night program, we also celebrate the accomplishments of our juniors and seniors who have won awards throughout the year or have been awarded college scholarships.

Each Monday morning we gather as a staff to celebrate accomplishments, encourage one another, and pray with one another in small groups. Our teaching staff knows each other well and they support each other in both their professional and personal lives. Our community is supportive of our teachers and our school. Volunteer parents regularly provide meals during school events when teachers have to stay late.

Teachers also feel valued at Timothy Christian because they have a voice. They are involved in committees that make recommendations to the administration and the board, and their input is acted upon a majority of the time. Different committees have been involved in developing our Multi-Tiered System of Support, how we work as a professional learning community, which device we would use for our one-to-one program for our students, and the type of new furniture that was installed in classrooms this past summer. Additionally, teachers provide leadership by conducting training for fellow staff members in areas where they have a high level of expertise. This demonstrates that the school values teachers’ expertise and is eager to share that expertise with others in the school.

2. Engaging Families and Community:

Because of the intrinsic nature of a private school, nearly all of our parents are engaged in their child’s education. We regularly preach that we are in partnership with the home in helping their children to grow into the person that God created them to be. Our parents know our teachers well and are comfortable contacting the school for any reason.

Another important aspect of our school is community-building among all of our families. There are multiple community-building events — Octoberfest, concerts, plays, and musicals — in which we have a high level of participation from our families. We also have various fundraising events that have become fantastic community events, like our annual golf outing and our bi-annual TC auction. We also have a number of parents involved in weekly prayer groups that solicit and then pray for each request received from staff and students.

All of these events require a great deal of communication. Every week during the school year, we email our TCS News newsletter that contains upcoming events, student and staff accomplishments, and school-related information. We also post that same information along with extra pictures, videos, and stories on social media for Timothy families and supporters.

3. Professional Development:

The professional development approach used at Timothy Christian is as a professional learning community. We work collaboratively as a staff to help, support, and learn from each other. All of our professional development focuses on either school or teacher goals connected to the school goals. Despite being a small school, we utilize the expertise of teachers whenever we can to elevate the level of professionalism and build capacity in teacher leaders. For example, we have teacher leaders facilitating team collaboration around three focus areas that teachers can choose: teaching with iPads, differentiating instruction, and using formative assessments. Each of these focus areas directly supports student learning and achievement.

Every year, teachers have the opportunity to attend the Christian Educators Association conference, which allows all of our teachers to take two days to learn about new strategies and curriculum, and engage with other Christian educators around issues specific to Christian schools. Moreover, some teachers have the opportunity to present at this conference on topics ranging from using iPads in Band class to the Physics' "Flipped Classroom." Each time our teachers present, they build confidence as a professional.

Since we have some flexibility in our teacher evaluation system, after teaching at our school for three years, we require our teachers to observe their peers in the classroom. Teachers focus on an element of their own teaching that they want to improve as a result of these observations. Observations can take place at Timothy or at another local public or private school.

4. School Leadership:

The structure of Timothy Christian Schools is similar to that of many other schools. We are a parent-run school where parents sit on the school board. The superintendent reports to the school board, and all other administrators report to the superintendent. There are two principals; one for students and staff from preschool through 8th grade, and one for high school. Although the leadership structure is traditional, the leadership philosophy is collaborative. The superintendent works closely with the principals, and the principals work closely with the teachers and staff. Although decisions are ultimately made by the administration, staff, teachers, and even students are solicited for feedback on major decisions that impact each stakeholder.

A high level of trust exists between the administration and the teachers because we recognize that student success is tied to the teacher-student relationship. Our teachers also know our students well, so teachers are empowered to make decisions about how to best reach each student. Teachers know if students need more time to complete a test or assignment; they often are aware of circumstances within each student's family, prompting the teacher to perhaps be more flexible with student assignments, and they know when students need to be challenged to reach their potential.

One of our most important resources is time. We worked with our teachers to develop our previously explained Focus Period. This additional study period time three times a week, can truly make a difference in student achievement.

Another program that was developed by both administration and staff is our Renew program. Renew is an eight-day term that allows students to take unique classes, participate in internships, do local service, or go on a service-related trip. Since there are no grades or formal assessments for any Renew course, instructors can focus on building relationships with students and helping students build relationships with each other. Rather than students spending only 45 minutes each day in a class, each class is three hours long so that students have more of an opportunity to get to know one another. Opportunities for out-of-classroom learning, such as off-campus trips, builds bonds that rarely happen in a typical high school. We have found that the result of building these relationships is a more positive school culture, where students really know and care for each other.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Beyond expanding students' knowledge bases in a variety of academic disciplines, the primary task of Timothy Christian High School is to teach students to think critically as they prepare for the next step, whether that is for the next grade, for college, or for future roles in their careers and communities. Whether in reading, math, science, or social studies, our classroom structure gives students opportunities to meet in whole group, small group, and even individual learning spaces. To this end, our classrooms reflect a workshop model in reading and in math, where the learning is focused on what students need now and what they will need in the future.

The one program that has, and will continue to have, the biggest impact on all students' achievement, is our Multi-tiered System of Support (MTSS). This program or system was not taken from a book, but was developed for the specific needs of Timothy Christian High School by our administration and a team of teachers. This is an ever-evolving and ever-improving program because we continue to enroll students with a broad variety of academic and social/emotional needs and grow in our capacity to meet those needs.

Even though we are a private school, we do not have an entrance exam to filter students. This means that our student population is varied in its educational background, thus requiring us to develop this MTSS to address the needs of all students whether they are academically advanced or academically challenged. Our core, or Tier 1, instruction includes a variety of teaching methods, such as using iPads as an instructional tool, using learning stations, and flexible learning groups. For students who have needs beyond core instruction, we provide Focus Period or student tutors for targeted help. Students also can be assigned to our co-taught classes with a core teacher and a special educator, thus allowing our teachers to use a wider range of instructional strategies to help all students achieve. For our excelling students, we have honors classes and AP classes available so that they are appropriately challenged.

PART VII – NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Christian

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No

3. What is the educational cost per student? \$10435
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1500

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 56%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: ACT
Publisher: ACT

Grade: 12
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	23.8
Number of students tested	71
Percent of total students tested	92
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: ACT
Publisher: ACT

Grade: 12
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	26
Number of students tested	71
Percent of total students tested	92
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: