

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

[X] Public or [] Non-public

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

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

Official School Name Grant F. Timmerman Elementary School
(As it should appear in the official records)

School Mailing Address 2901 Timmerman Drive
(If address is P.O. Box, also include street address.)

City Emporia State KS Zip Code+4 (9 digits total) 66801-7748

County Lyon

Telephone (620) 341-2270 Fax (620) 341-2272

Web site/URL http://www.usd253.org/home/timmerman/ E-mail allyson.lyman@usd253.net

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Kevin Case E-mail kevin.case@usd253.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Emporia Public Schools Tel. (620) 341-2200

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Michael Crouch
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

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

SCHOOL (To be completed by all schools)

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

- Urban (city or town)
 Suburban
 Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	32	40	72
1	27	24	51
2	34	36	70
3	26	24	50
4	33	37	70
5	40	31	71
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	192	192	384

*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
 - 2.6 % Asian
 - 0 % Black or African American
 - 24.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 69.5 % White
 - 3.4 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 8%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1, 2018	384
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

Spanish, Chinese, Gujarati, Korean, Laotian, German

English Language Learners (ELL) in the school: 13 %
51 Total number ELL

7. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 153

8. Students receiving special education services: 15 %

58 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>13</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>9</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 2

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

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	22
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	18
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 20:1

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

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

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

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

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

Yes No

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

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

Timmerman staff and students are dedicated to fostering a learning environment rich with engagement and strong relationships. Relevancy, data, and real-world applications drive our learning experiences, ensuring all students have the skills and knowledge necessary to be successful. Timmerman Elementary builds futures by preparing our students for tomorrow's opportunities.

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

PART III - SUMMARY

Emporia, Kansas is located in the Flint Hills region of Kansas between Wichita and Kansas City. Emporia is a remote town with a population of approximately 25,000 residents. Emporia is the home of William Allen White and Clint Bowyer, and is the founding city of Veteran's Day. In addition, we have a beautiful university, Emporia State University, which is home to the National Teachers Hall of Fame as well as the national Memorial to Fallen Educators. Flint Hills Technical College is located across from our high school, providing students with a variety of experiences.

If you are ever bored in Emporia, then you are not looking! Our city may be small but there are certainly many things to bring us together as a community. Emporia hosts the Dirty Kanza each year, a 200-mile bike race on gravel, as well as many disc golf tournaments. These events attract people from around the nation and world. The Granada Theater, located in the downtown area of our award-winning Main Street, brings in nationally known singers and performers.

Timmerman Elementary School, home of the Bulldogs, opened its doors in 2003 and is the largest of the six neighborhood elementary schools in the Emporia school district. We have 387 students from kindergarten through 5th grade. As a Title I school, 40% of our students are economically disadvantaged and qualify for free and reduced priced meals. In addition, of our student population, 13% are English Language Learners (ELLs) and 15% receive special education services. Our school was named for Grant F. Timmerman, a United States Marine sergeant who grew up near Emporia and served in the Marines during World War II. He was awarded a Medal of Honor posthumously for heroic actions in the line of duty in Saipan, in the Mariana Islands.

Over the last few years, there has been a strong emphasis on rigor and relevance through real-world experiences as well as project-based learning at Timmerman. Our focus on student engagement and relationships has created an atmosphere that challenges, motivates, and heightens student enjoyment related to learning. Capturing Kids' Hearts, a research-based process, serves as the foundation upon which genuine, caring bonds are established with each Timmerman student. We believe that relationships must come first, because when students feel connected to their school, the best learning will occur. In addition, our staff members work to provide data-driven differentiated learning opportunities for students based on interest and readiness to ensure individual students' needs are being met consistently.

Maximizing the use of our academic learning time is paramount to the success of our students. Students must be engaged in their learning and have multiple opportunities to manipulate the content related to our state standards. One way this is accomplished is through school-wide project-based learning units. Throughout the school year, students participate in a minimum of three projects that require them to apply the standards at a deeper level, use knowledge from multiple subject areas, and think critically. These experiences are integrated with student choice as well as opportunities to collaborate.

Another way this is accomplished is engaging students in learning while having fun. It is crucial that learning experiences are rigorous, relevant, and encourage everyone to participate. This is done through the use of room transformations and captivating activities. One example of this is school-wide Glow Day. Teachers plan a day with black lights, fluorescent colors, and music. Students complete task cards and then compete in glow games. Student engagement is high and so is the level of learning. In addition, our staff plans themed days to provide excitement. Two favorites are Rock Your School and 80's Day. For Rock Your School, students participated in day-long activities related to sports, team spirit, guest speakers, and learning. Students were so excited to come to school that day that it set the stage for the year. For the 80th day of school, students participated in challenging learning tasks about popular icons from the 80's.

The physical learning environment is a crucial piece of Timmerman's overall school culture. School-wide transformations occur throughout the year to help provide surprise and excitement as students arrive at school. Students are automatically curious and excited about the upcoming project-based learning unit or engagement day. One example is at the beginning of the year when the school was decorated in the theme of Toy Story. Students participated in team building, STEM challenges, and "getting-to-know-you" activities

following this theme for the first week of school. During these transformations, it is not uncommon to see staff dressed in eccentric costumes related to the overall theme!

Our school would not be able to perform at the level it does without the support and involvement of our community. Emporia State University is an essential partner for not only Timmerman but also the entire school district. Interns, volunteers, tutors, and aides come from the university to provide excellent learning experiences and support for our students. In addition, the faculty at the university provides presentations and serves as mentors for our students. We also partner with the local Kansas State University Research and Extension Office to provide lessons on nutrition and health for our students. The Masonic Literacy Center sends volunteers to read with students once a week, encouraging a focus on fluency and comprehension. Another essential partnership is with Crosswinds, our community mental health agency. Through this partnership, we are able to provide school-based therapy and case management, which supports the mental and emotional health of our students and families.

Timmerman's school culture is defined by relationships. The foundation of our principles related to social emotional learning stem from Capturing Kids' Hearts. Staff members work to establish a genuine relationship with each student in our building. We also share the same values related to the purpose of education. This allows us to move forward as a cohesive unit. Finally, we work to recognize the accomplishments of our staff and students. One way this is achieved is through Friday fridge notes. Each week, staff write notes about students doing amazing things in their classrooms. These notes are shared with the whole student body before school each Friday morning. Students who are noticed demonstrating employability skills, such as tenacity, problem-solving, and responsibility, may also receive a Good Apple ticket, which allows them to claim a small reward from the front office.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The overall approach to curriculum, instruction, and assessment at Timmerman relates to the idea of relevant, rigorous instruction that is tailored to the needs of all students. We use an instructional model school-wide that focuses on the gradual release of responsibility. The teacher models a particular skill and then the class works on it together. Based on formative assessments and teacher observation, the teacher decides when students are ready to work with a partner or small group to practice the skill and finally when they are able to do it independently. This structure ensures appropriate scaffolding is used and also allows for differentiated instruction.

In terms of scope and sequence, lead teachers representing schools across the district join together at our district office to create and revise curriculum guides for each grade level. Lead teachers then present this information to their professional learning communities as well as during district-wide grade-level meetings. This information is used by a variety of teachers including our special area, strategists, and special education teachers. In addition, each certified staff member serves on one of three school committees: math, reading, or social emotional learning. The reading and math committees focus on vertical alignment of instruction and assessments. This also allows us to provide cross-curricular activities that are developmentally appropriate since all staff members, not just classroom teachers, serve on these committees.

Access to a high-quality curriculum is important to Timmerman’s overall educational philosophy. As a result, teachers work collaboratively in professional learning communities to plan challenging, motivating learning activities that focus on active student participation for all students. This participation comes in many forms including pertinent activities that are hands-on, thought-provoking, and enjoyable.

1b. Reading/English language arts

At Timmerman, we believe students become better readers through a systematic approach and through handing ownership to them. Students begin the reading continuum by taking a phonological awareness assessment to identify any gaps and teachers use this data to create small instructional groups during our ELA flex time. After students have completed this process, they progress through a phonics screener, then fluency screeners, and morphemes and word meanings instruction. Small groups are created at each step to focus on the skill with a strong emphasis on connection to text. Along with this instruction, students receive guided reading daily during their flex time on a book at their instructional level based on running records, which are given throughout the year.

During core reading instruction, all teachers follow the same model of gradual release. At the beginning of each week, teachers model the comprehension standard or skill their class will be working on. At midweek, students practice the skill with a partner using either an on grade level text or an above grade level text. At the end of the week, students take a formative assessment using a text on their instructional level to see if they have mastered the standard. If they still need more work on that skill, instruction will continue during reading flex time.

If our systemic approach to PA, phonics, fluency, comprehension, or morphemes is not enough for a child then we use our data talks time to work as a team (administration, instructional coach, strategist, classroom teacher, and special education teacher) to determine a more intense program that may better meet the student’s needs. Programs that may be utilized include Early Intervention to Literacy, 95% Phonics, 95% Comprehension, RAV-O, Sondag, or Reading Mastery.

Explicit instruction in terms of writing and language standards is necessary to help students to communicate effectively. Two instructional models that are utilized at all grade levels are 6+1 traits of writing as well as the writing process. With a focus on specific steps and components of good writing identified, students are

able to convey their ideas and feelings in a variety of types of writing. After brainstorming and completing an initial draft, students work collaboratively to revise and edit their work using a rubric with clear expectations in terms of quality writing. The end result is a strong presentation of the written word that clearly matches the writing purpose.

When we combine all of these components, Timmerman's ELA instruction is comprehensive and we achieve the results we want. This is evident when students are able to apply reading, listening, speaking, and writing skills effectively as they engage in project-based learning opportunities aligned with our state literacy standards. Another telling factor of this success is that there are fewer students on tier instruction as we move up in grade levels.

1c. Mathematics

At Timmerman, we believe that learning occurs through authentic experiences that demonstrate how math can be used in our everyday lives. Students learn the foundational components of number sense using number talks. Through this strategy, there is a strong focus on specific content vocabulary, number fluency and efficiency, and understanding that problems can be solved in a variety of ways. Another educational framework that we utilize to ensure a strong foundation in mathematics is the concrete, representation abstract (CRA) model. This ensures that students understand why something is occurring, rather than just focusing on the memorization of facts. This deeper understanding allows them to use their knowledge to solve more complex problems that include real world problems.

It is important to support the various academic needs of our diverse population. This is facilitated by use of pre-assessments for each unit of study. This information is used to differentiate learning tasks by student readiness to ensure all students have a strong understanding of mathematical concepts and the Eight Mathematical Practices. Oftentimes, this instruction is provided in guided math groups or in math workshops. This allows teachers to work with small groups of students to address specific needs while other students participate in meaningful and equally engaging learning tasks that encourage the use and integration of a variety of mathematical skills. In addition, we use differentiated post-tests to gauge the effectiveness of our instruction. There is an on-grade-level as well as above-grade-level assessment. Students working below grade level take on-grade-level assessments and are provided with accommodations to help them access grade level standards.

In addition to our whole-group math time, all students have a math workshop time. During this time, students work in differentiated groups based on readiness. Students needing extra support work with strategists to address misconceptions and build the foundational skills needed to be successful. Students performing significantly above grade level work with a project-based learning strategist to complete units that focus on the application of a variety of grade level and enrichment standards. This approach has resulted in substantially smaller groups in the classrooms, allowing classroom teachers to push on-grade-level students to the next level with support and scaffolding. This ensures that students can be successful in their postsecondary world (trade school, college, or career) without the need for remediation.

1d. Science

At Timmerman, the integration of multiple subject areas help create units of study in science that are hands-on, purposeful, and encompass many skills that go beyond subject knowledge, including critical thinking, problem solving, and creativity. Teachers have access to Discovery Education, an online resource that allows students to interact with the world of science in multiple ways, correlates to the Next Generation Science Standards at each grade level, and ties in with principles of STEM. Teachers also use Engineering by Design principles to encourage the application of 21st century learning skills. This framework provides students an engineering model that utilizes rigorous rubrics to evaluate individual and collaborative projects.

A main focus of Timmerman's science curriculum is helping students frame, solve, and analyze problems from a variety of perspectives by implementing the scientific method throughout the school year. An example of implementation is when our fourth grade teachers work alongside their students to answer the hypothesis of which type of sled is faster, by taking students sledding to introduce the steps of this process.

Another way this is accomplished is through a school-wide science fair in which fourth and fifth grade students work independently to create and present a project, which studies a concept or answers a question. Students at the third grade level work in teams to apply the steps of the scientific methods. In our primary grades, students and teachers work alongside each other to create class projects that address students' natural curiosity. This provides a scaffolded approach, which ensures a deep understanding of the scientific process and develops students into scientists of the future.

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

Social studies must be meaningful and authentic in order for students to engage with it fully. One strategy that Timmerman teachers use is to integrate social studies standards into the literacy block. This allows students to study historical fiction, primary resources, and other nonfiction texts in order to gain multiple perspectives related to a particular topic. In addition, teachers focus on differentiation in terms of process and product. Social studies is not about memorization of facts but instead about discussing events and topics that will shape students' knowledge of history as well as their actions as a citizen.

Another essential component is fostering connections with our community. Many grade-level standards focus on understanding our community and how students can contribute positively to it. Staff members leverage our many community resources and leaders to help students practice real-world skills, collaborate, and get expert advice to increase their understanding of a topic. Civic engagement is another community relational pillar. Students learn different components of our democracy through mock elections, the creation of rules, and opportunities to serve our community.

1f. For secondary schools:

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

2. Other Curriculum Areas:

All Timmerman, students in kindergarten through fifth grade have time devoted each day to special area classes. Students participate in music and physical education for 20 minutes each day, technology for 40 minutes twice a week, and library twice a week for a total of 60 minutes. They also take part in art and social-emotional lessons for 40 minutes each on alternating weeks. This dedicated time is a crucial component of our academic day because students develop an appreciation and in many cases a passion for the arts, which provide great joy, foster critical thinking skills, and offer collaboration opportunities. In addition, special area classes incorporate project-based learning units based on the school-wide themes. For example, in physical education, students create their own games with various objects for the school-wide mystery unit and in technology class; students create models of fossils using the 3-D printer to support our zoo unit.

Art class is a favorite at Timmerman. Students participate in the planning and creation of a variety of projects throughout the school year. There is an intentional focus by our art teacher on the exploration and integration of a variety of media, artists, and techniques in order to expose students to multiple modes of creative expression. Students take pride in seeing artwork lining our hallways and showcased in our art gallery during the annual Mothers' Gala. In addition, our art teacher works collaboratively with classroom teachers to complement classroom projects by supporting students in creating specific products, which further enhance their academic growth.

Music classes focus on fostering an appreciation for a variety of aspects related to music and performance art. Students have the opportunity to sing, dance, play instruments, and learn the fundamentals of music theory. Music is intentionally chosen to expose students to a wide variety, which includes different time periods and cultures. Students use technology and instruments to compose their own music as well. The idea of music appreciation is showcased in each grade level's music program. Starting in third grade, interested students can earn a spot in the recorder ensemble, which meets after school. Fourth and fifth graders are invited to join the morning orchestra playing a strings instrument of their choice. These musical groups perform at concerts and other special events. Our school community especially enjoys when they play

holiday carols in the foyer before school each winter. Our bi-annual talent show is a collection of various acts, which highlight the many gifts of our students and staff.

The focus of Timmerman's physical education classes is on giving students the tools and experiences needed to make healthy, life-long choices. Students are provided with knowledge of physical activity as well as nutrition and wellness. Activities are structured and implemented in ways that encourage movement and fun. Students must utilize collaboration skills, which are enhanced by the incorporation of team--building activities. One event that students look forward to each year is when the gym is turned into an ice skating rink and they participate in holiday themed activities that are enhanced with the purposeful integration of technology. Each year students participate in a field day where the principles of collaboration, movement, and fun are all utilized in a variety of station choices. The annual Kid's Heart Challenge encourages students to maintain a healthy heart and provides ways for them to stay active, in addition to raising money for the National Heart Association.

During technology classes, students learn skills needed to navigate an ever-changing world. Instead of focusing on teaching specific programs, students learn problem--solving and critical-thinking skills in order to select platforms that match the purpose of their learning. In addition, students learn about ethical and moral standards related to computer literacy. A significant amount of time is dedicated to providing students with opportunities that were once unavailable or inconceivable in the classroom. Students learn to code, create projects using a 3-D printer, and utilize virtual reality to explore careers and experience field trips. Academic learning time is dedicated to the redefinition level of the SAM-R integration model and the use of the 3-D printers has helped us solve many real-world problems throughout the building. In addition, each student at Timmerman is provided with a Chromebook, which encourages the use of meaningful technology integration to enhance student learning throughout the academic day.

The Timmerman library is a central location and gathering place for staff and students. Our librarians serve as media specialists, instilling a love of reading digitally and with paper books. They work to ensure that books are relevant and available for a variety of reading levels and current interests. Authors and illustrators have visited Timmerman and our librarians often dress up as book characters to increase excitement among students. We also have a strong working relationship with staff at the Emporia Public Library, ensuring that reading continues during the summer months.

Social emotional learning (SEL) serves a crucial role in ensuring that Timmerman students gain the skills and knowledge necessary to be successful not only in school but as citizens in our community. To be successful in a post-secondary world, individuals must possess diverse employability skills including strong communication capabilities, perseverance, and self-regulation. With this in mind, all students participate in Second Step lessons taught by our student support specialist (SSS). Second Step, a research-based curriculum, includes units on bullying prevention, emotional management, and problem solving. Lessons based on trauma-informed practices also include information on brain research and growth mindset. This approach creates a common language and strategies used school-wide to support the mental and emotional well-being of our students. Students also have opportunities to receive additional support, individually or in small groups, with our SSS based on need.

3. Academic Supports:

3a. Students performing below grade level

At Timmerman, we focus on having a strong core curriculum that provides the correct depth of knowledge, challenge, and motivation as well as having a process in place to support students working below grade level. This begins by having a clear process for identifying the needs of the students and then having supports in place to help close the achievement gap. We utilize a tiered system of support in order to meet the academic and social emotional needs of our students. This ensures that we have the resources, time, and energy to provide supports to students in tiers two and three. Each month, we hold data talks where multiple sources of data (MAP assessment, screeners related to the components of literacy, standards-based assessments, state assessment predictive scores) are analyzed to determine potential avenues of support. These meetings are attended by administration, instructional coach, classroom teachers, special education

teachers, and strategists. Students who have been identified as needing additional support work in small group settings with a strategist to address potential holes in learning and to provide instruction in different methods. If students do not successfully meet their intervention goal, staff members may meet weekly to discuss concerns related to those students. We use a student intervention team (SIT) process to ensure that the interventions students are receiving are having the desired effect and whether additional supports, including increased time, smaller group size or new instructional resources, are needed.

Another important piece is providing grade-level instruction. Students performing below grade level still receive exposure to on-grade-level standards through core instruction. They also collaborate with students performing at a variety of levels, which supports individual student growth. We provide the appropriate scaffolding and accommodations to help all students succeed in our rigorous classroom. This is determined by the use of pre-assessments to accurately gauge a student's readiness level. We believe that this philosophy explains why the number of students receiving tiered instruction diminishes each year as children progress through our building.

3b. Students performing above grade level

At the beginning of the 2019-2020 school year, two positions were allocated to create project-based learning (PBL) math and reading strategists who work with our above-grade-level students. These strategists serve over 30% of our highest achieving students, first through fifth grade, in math or reading. During data talks, students with multiple data points indicating they were above grade level were selected to participate in these classes with input from the classroom teachers. Students participating in these groups apply standards at a much deeper level through carefully crafted PBL units. At the beginning of the school year, the math groups created different food stands. The fourth grade group organized a hot dog lunch for the teachers and were responsible for advertising as well as making and serving the food over the lunch hour. In the reading groups, during the holidays, students developed projects, which supported different organizations. Fifth graders raised money and collected supplies to send care packages to troops overseas. In each case, students were required to apply many content standards and employability skills in order to accomplish their tasks.

In addition, each classroom teacher differentiates their instruction for math and reading based on both norm referenced and pre-assessments during instructional times dedicated to core and response to intervention (RTI). Teachers craft activities that are focused on the same standard but are leveled to meet the needs of all students. This is accomplished in a variety of ways including small-group instruction, differentiated learning tasks, and accounting for the learning styles of individual students. We have found, by differentiating in this manner, all students show a greater understanding and mastery of our standards on post assessments.

3c. Special education

Timmerman's approach to special education focuses on ensuring that we are providing a least-restrictive learning environment and opportunities for inclusion in our general education classrooms. We have district-level special education instructional coaches who work with our special education teachers to ensure that the programs used meet the needs of each individual student and produce defensible data. With tailored instruction, clear goals, and our dedicated special education staff, the achievement gap between this group of students and our general education students will continue to close in the years to come. In addition, the principle of inclusion helps students access the general education curriculum with the appropriate accommodations and modifications. This allows them to participate in rich conversations and high-level thinking with their on-grade-level peers to support them in formulating their thoughts and ideas related to the standards.

Timmerman houses the district's two Intensive Skills (IS) classrooms, which provide specialized support for students with autism. Structured teaching principles are utilized to meet the needs of this diverse population of students. Each student works with our highly skilled IS staff to achieve specific learning goals and has opportunities to participate with their grade levels in classroom learning and special area activities. In addition, all IS students have access to technology to support communication with staff members as well as access to sensory spaces which provide sources of regulation.

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

Many of the strategies that are utilized with students who are English Language Learners are powerful learning and teaching techniques for all students. At Timmerman, we focus on explicit vocabulary instruction, the use of visual aids, and building relevant background knowledge to help students make meaning of the curriculum. Teachers use modeling, provide multiple exposures to the same standard, and create opportunities for students to manipulate content in a variety of ways. Each student also has an individual learning plan (ILP) which identifies specific accommodations and modifications that are implemented by teachers to ensure that they can access the curriculum at a higher level.

Our district believes that knowledge and specific training related to working with students who are identified as ELL is crucial. As a result, the district pays for the credit hours necessary to receive an endorsement in this area for any staff member. After obtaining this endorsement, teachers are provided a stipend each year. This leads to a majority of our staff being endorsed, which ensures that they have the skills and knowledge necessary to help meet the needs of all students. In addition, this technique removes language as a barrier for students and helps us to be able to celebrate the diversity in our classrooms.

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

Timmerman has a Migrant Education Program in place to support our migrant student population. The purpose of these services is to ensure that migrant students have access to opportunities to help them successfully master the state standards. We have a migrant representative that works with each identified student individually to ensure that cultural, social, or language barriers do not interfere with their ability to be successful in the school environment.

Timmerman is a Title I school which allows us to support the social-economic needs of our students in a variety of ways. This monetary aid helps ensure that we have the resources and training necessary to provide a high-quality curriculum to all students. We have been able to study instructional practices that support students living in poverty through book studies and simulations related to trauma-informed and research-based practices. We also provide summer kits to all students with reading and math activities designed to maintain learning throughout summer break. These kits typically include books and materials to play math games that focus on number sense and computation. In addition, we are able to engage our families with our school through parental involvement activities. We host reading, math, and science events that showcase the learning experiences of our students related to a rigorous and relevant curriculum.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Timmerman, the most important component of engagement is building a strong working relationship with each student. This is accomplished through purposeful opportunities to foster authentic connections, the use of trauma-informed practices, and creation of a family-like atmosphere. One specific strategy that is utilized is school family time. Once a week, students spend time in smaller grade-level groups with staff throughout the school building participating in activities that foster connection and belonging. This also promotes the establishment of a positive relationship with another adult in the building.

Another essential ideal that motivates our students is a focus on rigor and relevance related to our academic learning time. One strategy implemented to achieve this is the use of real-world application of standards and project-based learning (PBL) units. These learning experiences specifically allow for student choice and voice throughout as well as authentic audiences to share their work with. Timmerman facilitates three school-wide PBL units surrounding a particular theme as well as grade-level projects. Our intermediate grade levels utilize a genius hour to promote personalized learning opportunities that are grounded in relevancy and meaning for each student. When standards are purposefully intertwined and based on application, students are appropriately challenged and actively engaged in their own learning.

The development of essential employability skills supports our students' social growth. One important facet is the ability to work collaboratively with others to solve problems and think critically. Students are often asked to engage in meaningful conversations with their peers through the use of specific cooperative learning strategies developed by Kagan. These strategies allow students to interact in a variety of educational settings in a systematic approach that provides the appropriate amount of accountability and structure to develop effective communication skills, the use of conflict resolution, and working together to achieve a common goal.

The element of surprise is a central component of student engagement because it breaks up the monotonous routine that can sometimes occur within a school. Our teachers have implemented room transformations to support this ideal. A room transformation involves changing a learning space to reflect a theme or idea. For example, our second grade teachers have a learning activity called "Place Value Hospital." Their classrooms are transformed into hospitals, as students are equipped with gloves and masks to participate in tasks related to this theme and multiple mathematical standards. Student engagement is extremely high during these units and our data supports the use of these types of learning experiences over traditional techniques. Timmerman also completed a school-wide transformation for our zoo PBL unit. Each hallway was transformed into a different habitat that could be seen at a zoo. These examples illustrate how excitement and wonder can result in powerful learning experiences for our students.

2. Engaging Families and Community:

One strategy that we have found most successful at Timmerman when working with families and the community is to invite them in for a purpose. Parents want to be actively engaged with their child's learning so they are eager to visit classrooms and catch sight of the work their child has created. This is especially important when providing audiences for presentations of project-based learning (PBL) units. In addition, many community volunteers and organizations serve as experts through the PBL process by providing guidance, knowledge, and critiques to improve the quality of final projects.

Timmerman staff has worked to create many opportunities for family members to visit our school. Two of our most popular events are the Mothers' Gala and Grandparents' Day. During the Mothers' Gala, students showcase their artwork while enjoying refreshments in a sophisticated, holiday-themed atmosphere with an adult that is important to them. This is an event that students and parents look forward to each year. In addition, Grandparents' Day is always a well-attended event. Grandparents or another special guest have the opportunity to participate in enjoyable activities with their grandchild. Engagement with our community and our families provides students with unique educational experiences that go beyond the walls of our

classrooms.

Communication is a channel that is utilized to inform families and community members about our students' achievement. The use of social media is an advantageous way to promote the events and learning occurring at our school since most stakeholders have access to this form of communication. Teachers send out classroom newsletters and communicate with parents regularly on their social media pages for their classrooms. In addition, a monthly newsletter is sent home with essential information related to Timmerman happenings. Parents and community members also serve on our site council, which provides guidance for our school staff about a variety of topics including safety and security, implementation of events, and school climate and data. Additionally, we have parents who serve in our parent teacher organization, which supports the school in a variety of ways including getting books into the hands of our students and providing experiences through field trips.

Community engagement is a cornerstone of our educational purpose at Timmerman. Students have a variety of opportunities to interact with community members and work to improve Emporia through meaningful service projects. One example is our dog costume contest each Halloween, which has been held for the last six years. Students and their pets come dressed in costumes to raise money for our local animal shelter. Students also participate in an annual drive for our local food pantry, which typically brings in close to 5,000 items. During our PBL enrichment groups, students have had opportunities to serve our school, community, and nation through a variety of projects matching their driving questions. Overall, civic engagement at Timmerman promotes a positive relationship with our community and beyond as well as helps create productive citizens.

3. Creating Professional Culture:

The foundation of Timmerman's culture stems from the use of professional learning communities (PLCs). Staff members meet regularly to discuss student achievement using data, which drives their decision-making process. They analyze data to evaluate the effectiveness of their teaching and make purposeful adjustments to ensure students receive the best educational opportunities possible. There is also a focus on meeting the needs of all students through differentiated instruction and appropriate scaffolding. This structure promotes professional conversation centered around what is best for our students.

Professional development is also an important part of creating and maintaining Timmerman's culture. Our school has a five-year plan to ensure that our focus is on research-based best practices. This plan has been crafted with the end in mind in regards to what we want for all our students academically as well as socially. In addition, we provide personalized professional development based on the needs and interests of staff members. Timmerman staff is continually reflecting and seeking ways to enhance their instruction and practices that support students. An example of personalized learning is through the creation of multiple book study groups, allowing teachers to choose based on an area of interest they would like to develop further. By providing choice in their learning, staff are able to focus on components of education that are meaningful to them and lead to the implementation of positive changes in their classrooms which impact student learning.

The overall school climate plays an imperative role in the development of a professional culture. Timmerman's school climate is enhanced by purposeful planning of activities that allow for staff members to connect and work together. One example is the use of team building activities in which all staff participate in different challenges throughout the year, which promote teamwork, communication, and having fun with one another. The Timmerman social committee also hosts several events throughout the year to bring our staff together, including luncheons and parties for holidays.

A professional culture is also established when leaders seek feedback from the staff and then use that information to make decisions that may challenge the status quo. An example related to this idea is when staff were asked to make suggestions to improve the school during one of our team building challenges, many indicated they needed a place to gather with their colleagues to check in and destress. This feedback led to the creation of a wellness room, providing a place for staff to practice self-care throughout the school day. At Timmerman, we understand that staff must be able to care for themselves in order to best support our students.

4. School Leadership:

At Timmerman, our overall philosophy focuses on the idea of servant leadership. Our Cabinet team, consisting of the principal, assistant principal, instructional coach, and student support specialist, strives to support staff members through time, resources, and appropriate professional development. In addition, the Cabinet avoids asking staff members to do things they are not willing to do themselves. Cabinet members can be found co-teaching, working with students individually, and modeling school-wide initiatives. The Cabinet's goal is to model effective teaching and learning strategies as well as relationship-focused practices through professional learning opportunities and demonstrating a hands-on approach to help teachers plan and implement quality instruction that meets the needs of all students.

Timmerman leadership ensures that policies, programs, and relationships focus on student achievement through the use of data analysis. We work to collect, organize, and examine a variety of data pieces to determine the overall effectiveness of instruction as it relates to student achievement. This data analysis drives our daily instructional decisions. We have monthly data talks where staff members come together to study data and determine next steps based on their findings. In addition, the faculty studies predictive data sources regularly to be certain we are meeting our building goal of ensuring that students will be successful in the post-secondary world.

It is important that Timmerman staff members are leaders in their classrooms and in our school. Therefore, opportunities are provided to serve on our building leadership team (BLT) and as district lead teachers. Our BLT includes staff representatives from each subgroup (grade level, special education, special area, strategists, and classified), who provide feedback and guidance on the policies and procedures related to student learning. In addition, our BLT helps facilitate our accreditation process, Kansas Education Systems Accreditation (KESA), to create, refine, and reflect on goals for our building that lead to positive, sustainable change. Lead teachers work to make curricular decisions and ensure alignment of standards and teaching at the district level. Another way our teachers show leadership is by serving on school committees. One committee that has been instrumental in our school is the Wild Card Committee. They work to plan school-wide activities that promote engagement and fun while still focusing on integration of rigorous standards.

Providing opportunities for students to develop their own leadership skills is another important aspect at Timmerman. Our fourth and fifth grade students are invited to serve as Top Dogs where they are provided with opportunities to help out around the school. These students collect recycling, greet students and families in the morning, and help ensure that our school environment is clean and presentable. Fifth grade students may also serve on an advisory committee, during which they engage in leadership summits. These students are selected by peers as positive leaders in their classrooms. This committee works to provide ideas and solutions to school-related issues in order to create a better learning environment for all Timmerman students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Timmerman, we believe that our dedication to providing opportunities for students to actively engage with standards drives our success. We have found that when students are engaged in their own learning, they are consistently excited to come to school and they establish genuine connections with our school and staff. Timmerman students feel comfortable taking risks and being themselves because this is what our staff models daily through the experiences they facilitate.

Many techniques that have been instrumental in our focus on student engagement have been found in the book, *The Wild Card*. This text encourages school staff to find their passions and guide students in seeking out what sparks their own interests. Many staff members have embraced the idea of transforming their instructional spaces to get their students excited about a new unit. In the spring, our first grade classrooms became a construction zone as students worked to build bridges that would hold the most weight. In fifth grade, students ran a moving company to apply the mathematical concept of volume. In each classroom at Timmerman, students are actively participating in learning experiences and as a result, mastery of the learning targets is extremely high.

Another critical aspect of our engagement plan is the use of project-based learning units and real world application of standards. As we work with our students, it is clear that student engagement increases when they understand why the standard is important to their everyday lives. These approaches focus on the application of standards and using them in tandem with other subject areas so learning is more authentic and meaningful.

Although we believe it is important for learning to be fun and engaging, we are also very serious about the quality of that learning. All activities are planned with a focus on ensuring that standards are being taught at the correct depth of knowledge and lead to student understanding of how this connects to them personally as well as to other standards. At Timmerman, we have put a spin on the old adage of the three Rs of education (reading, writing, and arithmetic) and upgraded our focus to consistently relate back to rigor, relevancy, and relationships.