

Keller Independent School District
Timberview Middle School
2024-2025 Campus Improvement Plan



Mission Statement

The Timberview Way inspires leadership through exceptional learning experiences and active involvement in our community.

Vision

Our Focus- REACH

Relationships

Engagement

Academic Growth

Community

High Expectations

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Timberview Middle School currently serves 1,006 students in 5th - 8th grades with the expectation of increased growth throughout the school year. We work effectively to meet the needs of our diverse student population including low socioeconomic, at-risk, special education and EB students. The campus has the following student groups that reflect our student population:

Timberview Middle School Demographics Summary	
Female	512
Male	494
White	
Hispanic	245
African American	109
Asian	66
Multi-Racial	88

Additionally,

Timberview Middle School Special Programs Summary	
Economically Disadvantaged	281
Special Education	177

Timberview Middle School Special Programs Summary	
Gifted and Talented	108
Emergent Bilingual	81
Section 504	139

Student numbers are increasing in Special Education, Section 504, and EB programs. Free/reduced lunch numbers are also increasing. While our teacher demographics do not represent our student demographics, we have made progress in recruiting highly qualified, diverse educators. As a campus, we will continue to develop ways for our teachers to connect to our students and have our students connect to the school.

Demographics Strengths

At Timberview Middle School, we believe that diversity strengthens our learning community.

1. We have a diverse student population, which provides opportunities to enrich the learning environment.
2. Our students are very accepting of new students regardless of race, ethnicity, or socio-economic need.
3. Our staff has high expectations for themselves and our students and works hard to provide rigorous instruction for all students.
4. We create opportunities for parent and community support and involve stakeholders in the campus.

Student Learning

Student Learning Summary

For the 23-24 school year, the Texas Education Agency has not yet released the rating standards for accountability.

On the 2024 STAAR, the following scores for all grades show the percentage at the Approaches level:

Reading

- 5th: 91.2%
- 6th: 87.1%
- 7th: 81.1%
- 8th: 89.4%
- English 1: 100%

Math

- 5th: 87.4%
- 6th: 81.7%
- 7th: 58.5%
- 8th: 75.4%
- Algebra 1: 100%

Science

- 5th: 81.7%
- 8th: 61.2%

- Biology: 100%

On the 2024 STAAR, the following scores for all grades show the percentage at the Meets level:

Reading

- 5th: 73%
- 6th: 76%
- 7th: 66%
- 8th: 73%
- English 1: 98%

Math

- 5th: 68%
- 6th: 56%
- 7th: 31%
- 8th: 51%
- Algebra 1: 97%

Science

- 5th: 49%
- 8th: 33%
- Biology: 99%

On the 2024 STAAR, the following scores for all grades show the percentage at the Masters level:

Reading

- 5th: 50%
- 6th: 45.2%
- 7th: 31%
- 8th: 49.3%
- English 1: 64.8%

Math

- 5th: 35.7%
- 6th: 22.2%
- 7th: 2.5%
- 8th: 25.3%
- Algebra 1: 80.7%

Science

- 5th: 55.9%
- 8th: 5.2%
- Biology: 57%

Social Studies

- 8th Approaches: 71.2%
- 8th Meets: 53%
- 8th Masters: 36.5%

Student Learning Strengths

Timberview Middle School has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- Students passed the EOC at a rate of 100% in Biology.
- Students passed the EOC at a rate of 100% in English 1.
- Students passed the EOC at a rate of 100% in Algebra 1.

Our campus professional development continues to focus on student learning and engagement in classrooms. In our PLCs, effective discussion around the topics of student learning, engagement, and data analysis will continue to drive student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Problem Statement 1 (Prioritized): Our 7th grade Math STAAR passing rates were not in line with our expected performance (Approaches pass rate dropped from 2023 (62.09%) to 2024 (58.5%)). **Root Cause:** Inconsistency in staffing and high turnover staffing rates, inconsistency in data analysis and effective PLCs in 7th grade Math.

Problem Statement 2 (Prioritized): Problem Statement 2 (Prioritized): Our incoming 5th grade students' STAAR Reading scores over the last two years show a pattern of Did Not Meets Grade Level performance. **Root Cause:** Significant gaps in foundational skills, as indicated by the learning standard breakdown on STAAR data reports.

Problem Statement 3: Problem Statement 3 (Prioritized): Our Meets to Masters grade level performance on 8th grade Reading STAAR will increase by 10% compared to Spring 2023 scores. **Root Cause:** Lack of enrichment activities, strategies, and interventions utilized in the classrooms; lack of professional development focused on enrichments and extensions; PLC discussions focused more on closing gaps than enrichment

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Timberview Middle School is guided by the district's curriculum and the results of district summative assessments. The scope and sequence in the district curriculum provides a framework to guide classroom instruction which focuses on critical thinking, problem solving, communication, and collaboration to ensure students are mastering the required grade level skills. Teachers collaborate during weekly PLCs to discuss how they will teach key components, what are the expectations for student learning objectives, and daily lesson framework objectives written as success criteria statements. PLC teams will also participate in monthly vertical alignment meetings, along with monthly classroom observations.

Timberview Middle School is committed to support the whole child by providing authentic assessment tools to increase student academic success. Authentic common formative assessments allow students to demonstrate their learning through performance, products, and presentation and will be regularly calibrated and analyzed during PLC meetings.

District checkpoints by unit will provide the teachers and campus with data to track student growth. PLC meetings will be focused on data analysis and held after each checkpoint with administration, instructional coach, and/or district coaches.

In addition, we will:

- Provide services for students requiring Special Education services as identified in their Individual Education Plan (IEP) in the least restrictive environment (LRE) by providing the inclusion model (5-8), resource, emergent, Redirection and Life Skills.
- Will support students identified as dyslexic by providing the MTA reading program.
- Will support 5th & 6th grade students identified as Intensive Tier 3 by providing the Read180 and Math180 learning programs.
- Advisory teachers will help facilitate interventions, extensions, and missing work check-ins for all grade levels.
- Faculty and leadership meetings will be held monthly to discuss our campus progress.

School Processes & Programs Strengths

- Incorporating PLC time during the school day for teachers to plan common formative assessments, analyze data (district summatives,

MAP, and STAAR), discuss vertical alignment, and attend professional development.

- Collaboration between the counselors, teachers, parents, and administration to support students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: PLCs were a focus last year, and many staff are still learning the PLC process. While teachers are provided a weekly PLC time, not all teachers are able to meet at once. Teachers are having to use use time outside the school day in order to participate in PLCs. **Root Cause:** Changes in staffing and budget changes impacting the master schedule, teachers are now having to teach multiple content classes resulting in less time to devote in planning for each content.

Problem Statement 2: For 5th grade PLCs, there are limited to no opportunities to vertically PLC with 4th grade teachers, so data disaggregation is crucial during these PLCs. **Root Cause:** Limited to no opportunities to vertically plan with 4th grade teachers; building capacity in new teacher leaders for 5th grade PLCs.

Perceptions

Perceptions Summary

The Timberview Way has been a focus for the last few years. TVMS has worked to turn that thinking into a vision with One Timberview. This year we are focusing on making sure that everyone that enters Timberview feels respected, engaged, safe, and an equal member of our school community. When you walk onto our campus we want all stakeholders to walk away with the feeling that aligns with our motto: One school, One family, One Timberview; and that means we put building student relationships first. We believe in personalizing our programs and our instruction to make sure that all of our students learn and that they are engaged. We believe in treating all members of the school community with equal respect and connecting with them in positive ways.

Perceptions Strengths

Our staff value the importance of prioritizing building relationships with our students and each other.

Priority Problem Statements

Problem Statement 1: Problem Statement 1 (Prioritized): Our 7th grade Math STAAR passing rates were not in line with our expected performance (Approaches pass rate dropped from 2023 (62.09%) to 2024 (58.5%)).

Root Cause 1: Inconsistency in staffing and high turnover staffing rates, inconsistency in data analysis and effective PLCs in 7th grade Math.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Problem Statement 2 (Prioritized): Our incoming 5th grade students' STAAR Reading scores over the last two years show a pattern of Did Not Meets Grade Level performance.

Root Cause 2: Significant gaps in foundational skills, as indicated by the learning standard breakdown on STAAR data reports.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Goals

Goal 1: Increase Student Achievement


Performance Objective 1: 60% of students will score Meets in each tested grade level and content as measured by 2025 STAAR/EOC.


High Priority

HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data analysis.</p> <p>Measures: Content administrators and PLC lead teacher will facilitate each PLC and monitor teacher participation, PLC agendas and follow through on required agenda topics. Content administrators will support in the implementation of the PLC process.</p> <p>Staff Responsible for Monitoring: Content administrators, campus principal, department head</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success.</p> <p>Measures: Teachers will use data from campus common assessments to spiral and reteach TEKS not mastered, administrators will monitor through walkthroughs, thus resulting in an increase in student performance.</p> <p>Staff Responsible for Monitoring: Content administrators, campus principal, department heads, content area teachers</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Teachers will conduct goal setting meetings with students and monitor progress on student goals with the student.</p> <p>Measures: Teachers will use data from campus common assessments and MAP data to conduct/facilitate goal setting meetings with students to empower student accountability in their learning and progress monitoring.</p> <p>Staff Responsible for Monitoring: Content administrators, campus principal, department heads, content area teachers.</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Administrators and teachers will facilitate data analysis discussions with content area teachers during PLC meetings.</p> <p>Measures: MAP student growth report, common formative assessments</p> <p>Staff Responsible for Monitoring: Content administrators, campus principal, department heads, content area teachers</p>	Progress		
	Dec	Apr	July

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





Goal 2: Increase Student Achievement in Math

Performance Objective 1: By May 2025, 75% of students will meet the Approaches pass rate on 7th grade Math STAAR.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data analysis.</p> <p>Measures: Content administrator and PLC lead teacher will facilitate each PLC and monitor teacher participation, PLC agendas and follow through on required agenda topics. Content administrators will support in the implementation of the PLC process.</p> <p>Staff Responsible for Monitoring: Content administrators, campus principal, department head</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success.</p> <p>Measures: Teachers will use data from campus common assessments to spiral and reteach TEKS not mastered, administrators will monitor through walkthroughs, thus resulting in an increase in student performance.</p> <p>Staff Responsible for Monitoring: Math teachers, Content administrators, campus principal, department heads</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Teachers will conduct goal setting meetings with students and monitor progress on student goals with the student.</p> <p>Measures: Teachers will use data from campus common assessments and MAP data to conduct/facilitate goal setting meetings with students to empower student accountability in their learning and progress monitoring.</p> <p>Staff Responsible for Monitoring: Math teachers, content administrators, campus principal, department heads</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Administrators, teachers, and instructional coaches will facilitate data analysis discussions with 7th grade math teachers during PLC meetings.</p> <p>Measures: MAP student growth report, PLC training session, Data Analysis training during PLC. Common formative assessments.</p> <p>Staff Responsible for Monitoring: 7th grade math teachers, content administrators, campus principal, department heads</p>	Progress		
	Dec	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Increase Student Achievement in Reading

Performance Objective 1: By May 2025, 93% of students will meet the Approaches pass rate on 6th grade Reading STAAR.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data analysis.</p> <p>Measures: Content administrator and PLC lead teacher will facilitate each PLC and monitor teacher participation, PLC agendas and follow through on required agenda topics. Content administrators will support in the implementation of the PLC process.</p> <p>Staff Responsible for Monitoring: Content administrators, campus principal, department head</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Teachers will meet to plan and discuss data and the new curriculum after every checkpoint to improve instruction and student success.</p> <p>Measures: Teachers will use data to spiral and reteach TEKS not mastered, administrators will monitor through walkthroughs, thus resulting in an increase in student performance.</p> <p>Staff Responsible for Monitoring: Content administrators, campus principal, ELA teachers, department heads</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Teachers will conduct goal setting meetings with student and monitor progress on student goals with the student.</p> <p>Measures: Teachers will use data from formal assessments and MAP data to conduct/facilitate goal setting meetings with students to empower student accountability in their learning and progress monitoring.</p> <p>Staff Responsible for Monitoring: ELA teachers, content administrators, campus principal, department heads</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Increase Student Achievement by Increasing Meets to Masters pass rate

Performance Objective 1: By May 2025, TVMS will show a 10% increase in the Meets to Masters pass rate on 8th grade Reading STAAR, compared to May 2024.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: All 8th grade teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data analysis focused on the four quadrant MAP report and the district summative reports.</p> <p>Measures: Content administrator and PLC lead teacher will facilitate monthly PLC on data analysis focused on student enrichment.</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: G/T Specialist will provide professional development during PLCs focused on instructional strategies for enrichment and extensions.</p> <p>Measures: Classroom walkthroughs, observations, and data analysis</p> <p>Staff Responsible for Monitoring: Administrators, teachers, G/T specialist</p>	Progress		
	Dec	Apr	July
