

Pflugerville Independent School District
Timmerman Elementary School
2024-2025 Campus Improvement Plan



Board Approval Date: October 17, 2024
Public Presentation Date: October 30, 2024

Mission Statement

Together Educating Students...Unlocking the Door to Life-Long Learning

Vision

At Timmerman we empower a community where all learners develop a mindset that creates pathways to future success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary:

Theodore Timmerman Elementary is a neighborhood school in Pflugerville, Texas. We are at Title I campus with Pre K through 5th grade classes and three self-contained Special Education classrooms including Early Childhood Special Education, Social and Communication Skills, and Essentials.

As seen in Table 1, the enrollment for the 2024-2025 school year is 430, which is a slight decrease from last year. Our grade levels will continue to be represented by three teachers with an average of 20 students per class with our highest student to teacher ratios in 4th and 5th grade. We offer physical education, art, and music classes as well.

Timmerman's demographic categories as a percentage of total student population have remained steady in comparison with the 2023-2024 school year data with a slight .07 increase in male students according to table 2.

According to table 3, our student participation in Special Education has slightly increased by about 3% from the 2023-2024 to the 2024-2025 school year. Timmerman has seen a steady increase in students receiving Special Education services over the last five years.

Table 4 shows that the demographic categories of students receiving Special Education services has remained relatively the same over the last 5 years. There was an 8% increase in Special Education program participation by students in the white demographic category for 2024-2025.

Student Demographic Data

Table 1

Total Enrollment (Source: Skyward)	
Year	Total Students
2024 - 2025	430
2023 - 2024	444
2022 - 2023	454
2021 - 2022	431
2020 - 2021	435

Table 2

TES Student Demographics as a Percent of Total Student Population (Source: Skyward)

Year	Hispanic	African American	White	Asian	American Indian	Native Hawaiian	Two Or More	Female	Male
2024 - 2025	40.47%	26.05%	22.33%	6.51%	0.00%	0.00%	4.65%	49.30%	50.70%
2023 - 2024	41.67%	25.00%	22.75%	6.31%	0.23%	0.00%	4.05%	50%	50%
2022 - 2023	37.89%	28.41%	22.03%	6.61%	0.00%	0.00%	5.07%	50%	50%
2021 - 2022	39.44%	24.13%	22.51%	8.12%	0.00%	0.46%	5.34%	48.08%	51.97%
2020 - 2021	36.78%	22.99%	24.37%	10.11%	0.46%	0.46%	4.83%	50.57%	49.43%

Table 3

Student Special Program Identification/Participation - Timmerman Elementary (Source: Skyward)

Year	SPED	Bilingual	ESL	EB	Eco Dis	GT	Dyslexia	Section 504
2024 - 2025	24.65%	0.00%	14.42%	16.05%	54.19%	3.95%	8.37%	4.42%
2023 - 2024	21.40%	0.00%	10.36%	18.24%	65.77%	4.96%	7.66%	6.76%
2022 - 2023	16.74%	0.00%	12.11%	15.42%	62.33%	4.41%	5.95%	8.37%
2021 - 2022	14.62%	0.00%	11.83%	13.23%	61.02%	3.94%	4.64%	6.50%
2020 - 2021	14.48%	0.00%	13.33%	14.48%	53.79%	4.83%	4.60%	5.06%

Table 4

Special Education Program Participation by Ethnicity and Race

	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Asian	4.76%	3.17%	2.63%	4.21%	3.77%
Black or African American	22.22%	30.16%	35.53%	27.37%	24.53%
Hispanic/Latino	41.27%	39.68%	35.53%	38.95%	33.96%
American Indian or Alaska Native	3.17%	0	0	0	0
Two or More Races	3.17%	1.59%	1.32%	4.21%	3.77%
White	25.40%	35.40%	25.00%	26.26%	33.96%

Staff

The Timmerman faculty is composed of new and experienced teachers. According to the TAPR report for 2022-2023, Timmerman’s instructional staff averages 8.1 years of instructional

experience. Additional data about classroom teacher years of experience can be located below.

The African American teacher population of teachers has doubled over the last 4 years to 16.2% as seen in table 5; however; it is still not representative of the student population, which is currently at 26% as referenced in table 2. There has been a significant increase in the percentage of Hispanic teachers over time to 18% of teaching staff in 2023-2024 school year.

Table 5

Teacher Demographics - Timmerman Elementary School (Source: TAPR)				
	2020-2021	2021-2022	2022-2023	2023-2024
Total Teachers	39	35	33.5	33.5
African American	7.70%	9.20%	8.20%	16.20%
Hispanic	12.90%	9.20%	7.20%	18.90%
White	74.10%	80.50%	84.60%	75.60%
American Indian	0%	0%	0%	2.70%
Asian	0%	0%	0%	5.40%
Pacific Islander	0%	0%	0%	0%
Two or More Races	5.20%	1%	0%	0%

Table 6

Teachers by Years of Experience - Timmerman Elementary School (Source: TAPR)				
	2019-2020	2020-2021	2021-2022	2022-2023
Beginning Teachers	7%	2.6%	5.9%	24.4%
1-5 Years of Experience	28.2%	38.7%	40%	29.6%
6-10 Years of Experience	18%	18.5%	20.2%	13.4%
11-20 Years of Experience	28.4%	32.3%	27.7%	23.7%

Teachers by Years of Experience - Timmerman Elementary School (Source: TAPR)

Over 20 Years of Experience	18.4%	7.7%	6.2%	8.9%
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Attendance:

In the table below, overall campus attendance was down about 1% last year at 92.4%. Chronic absenteeism for the 2023-2024 school year was 22%, which is down 1.8 % from the prior school year. Student attendance is directly tied to student academic performance. TES has an attendance committee that focuses on significant attendance issues. The committee will meet monthly to address attendance issues and chronic absenteeism.

Table 7

Average Daily Attendance for School Years 2021-2024: Overall Campus Summary and Grade Level Outcomes											
Year	Grade	ADA	Year	Grade	ADA	Year	Grade	ADA	Year	Grade	ADA
2021	Campus Summary	94.1%	2022	Campus Summary	92.3%	2023	Campus Summary	93.1%	2024	Campus Summary	92.4%
2021	PK	93.7%	2022	PK	89.8%	2023	PK	89.3%	2024	PK	87.2%
2021	KG	91.3%	2022	KG	91.4%	2023	KG	92.3%	2024	KG	91.5%
2021	1	96.7%	2022	1	92.1%	2023	1	93.4%	2024	1	92.2%
2021	2	94.8%	2022	2	92.5%	2023	2	93.1%	2024	2	92.4%
2021	3	95.2%	2022	3	93.4%	2023	3	94.2%	2024	3	93.3%
2021	4	94.0%	2022	4	92.8%	2023	4	93.1%	2024	4	92.8%
2021	5	92.2%	2022	5	92.4%	2023	5	93.6%	2024	5	94.0%

Demographics Strengths

- The diverse population of students at Timmerman is served by educators with experience ranging from one to over 20 years of experience. The majority of Timmerman’s teachers are represented in the 1-5, 6-10 and the 11-20 categories for teacher experience.
- While TES faculty demographics do not mirror the demographic percentages of our student population, we are seeing significant growth in the ethnic and racial diversity of our staff, which provides opportunities for students to see connections between home life and at school.
- Our diverse student population creates valuable opportunities for our students to strengthen their cultural competence and ability to collaborate.
- We do have a full-time counselor that provides guidance lessons and other services to improve the social and emotional learning and well-being of our students.

- Our students are highly engaged in their learning, show empathy towards each other, and are provided many opportunities for leadership in the classroom and on campus.
- Our families are very supportive of our campus as demonstrated by well-attended events, financial support through fundraisers, and an active and supportive PTO.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average daily attendance is not above 95%, which is affecting student learning outcomes. **Root Cause:** There has been a state-wide decline in student attendance rates post-COVID. The attendance improvement plan has not been effective as average daily attendance growth has stagnated over the last four years.

Problem Statement 2 (Prioritized): Teacher retention rates are relatively low last year. **Root Cause:** According to The Spring 2024 Upbeat Survey, teachers are reporting dissatisfaction with support, professional learning opportunities, and opportunities for teacher's to provide input and share in decision-making process.

Student Learning

Student Learning Summary

Early Literacy and Numeracy Assessment Data

Early literacy and numeracy is key to a successful reader in the upper grades. Therefore, we evaluate and monitor progress of student growth in literacy and numeracy concepts and skills through the following assessment screeners: C-PALS for Prekindergarten, Tx-KEA for Kindergarten, and for 1st and 2nd grades, we use TPRI.

Analysis of C-PALLS and TX-KEA Achievement DATA:

Strengths

- Vocabulary is a strength for PreK and Kinder
- PreK Screener CPALLS EOY 2024 demonstrates a 33% growth increase in Overall Math.

Areas for Growth

- Half of Kindergarten students are not on track to meet grade level expectations in both math and reading.
- Comparing beginning to end of the year C-PALLS data, phonological awareness has lagged behind in growth when compared to other learning categories.

C-PALLS - Circle Phonological Awareness Language and Literacy System assessment for Pre-K evaluates early literacy, language, and math skills. It helps teachers identify strengths and areas for improvement, by providing a resource that informs instructional planning to support children's development in literacy and numeracy prior to the start of Kindergarten.

	C-PALLS 23-24 BOY				C-PALLS 23-24 EOY			
	Phonological Awareness	Rapid Letter Naming	Rapid Vocabulary Naming	Overall Math	Phonological Awareness	Rapid Letter Naming	Rapid Vocabulary Naming	Overall Math
Timmerman Elementary	48%	24%	24%	61%	33%	61%	42%	94%
At Risk	55%	18%	18%	55%	28%	64%	27%	91%
Economic Disadvantage	47%	24%	6%	53%	24%	59%	41%	94%
Asian	0%	0%	0%	0%	50%	50%	0%	100%
Black/ African American	44%	33%	22%	56%	11%	33%	33%	89%
Hispanic	46%	23%	8%	54%	31%	69%	38%	100%
Two or More Races	75%	25%	75%	100%	75%	75%	75%	100%

	C-PALLS 23-24 BOY				C-PALLS 23-24 EOY			
	Phonological Awareness	Rapid Letter Naming	Rapid Vocabulary Naming	Overall Math	Phonological Awareness	Rapid Letter Naming	Rapid Vocabulary Naming	Overall Math
White	60%	20%	40%	80%	40%	80%	60%	80%
Currently Emergent Bilingual	55%	18%	18%	55%	27%	64%	27%	91%
Special Ed Indicator	25%	25%	0%	50%	25%	50%	0%	75%

TX-KEA - The Texas Kindergarten Entry Assessment is administered to Kindergarten students at beginning, middle, and end and covers multiple child development domains to provide a holistic understanding of each student and better informs kindergarten teachers about the children in their classes, helping them to design differentiated instruction to meet students' needs and share information with families.

	Support 2022	Support 2023	Support 2024	Monitor 2022	Monitor 2023	Monitor 2024	On Track 2022	On Track 2023	On Track 2024
Reading									
Vocabulary	32%	36%	28%	18%	5%	18%	37%	49%	41%
Letter Names	10%	8%	11%	4%	12%	21%	73%	70%	55%
Spelling	13%	18%	26%	8%	3%	3%	66%	70%	57%
Math									
Overall	23%	37%	46%	11%	5%	8%	54%	48%	32%

STAR360 Results and TPRI Achievement (grades 1-5)

Star360 - Administered to 1st - 5th grade students in Math and 3rd-5th grade students in Reading to assess mastery of content. This assessment also provides a detailed list of the level of mastery of skills and concepts.

TPRI - Texas Primary Reading Inventory is an early reading assessment for K-2 students. It identifies students' reading strengths and weaknesses in areas like phonemic awareness, decoding, and comprehension, which helps teachers tailor instruction to support literacy development.

Analysis of Star360 and TPRI Achievement DATA:

Strengths

- 3rd Grade Star360 Reading had a 10% increase from 47% in 2023 to 57% in 2024 in the At/Above performance category.
- 3rd Grade Star360 Math grew 8% from 2023 to 2024 in the At/Above performance category.
- According to TPRI, about 50% of our 1st grade students do not need intervention in Reading.
- 4th Grade Star360 Reading had a 9% increase from last year in students at or above benchmark.

Areas for Growth

- 5th grade Star360 Math at or above benchmark has decreased by 24% since 2022
- 4th grade Star360 Math at or above benchmark has decreased by 18% since 2022.
- 3rd grade Star360 Reading is at 57% of students at or above benchmark for 2024.
- 2nd grade Star360 Math at or above benchmark has decreased by 22% since last year (2023).
- According to longitudinal TPRI data, 1st grade students in need of significant intervention has increased 18% from last year (2023).
- 1st grade Star360 Math at or above benchmark has decreased 35% from 2022.

STAR360 Growth Measure and TPRI Assessment Data (grades 1-5)

TPRI	Significant Intervention Needed 2022	Significant Intervention Needed 2023	Significant Intervention Needed 2024	Moderate Intervention Needed 2022	Moderate Intervention Needed 2023	Moderate Intervention Needed 2024	Possible Intervention Needed 2022	Possible Intervention Needed 2023	Possible Intervention Needed 2024	No Intervention Needed 2022	No Intervention Needed 2023	No Intervention Needed 2024
1st	10%	6%	24%	12%	14%	8%	15%	13%	19%	63%	67%	49%
2nd	18%	11%	23%	1%	6%	8%	22%	21%	11%	59%	62%	58%

Star360 Reading	Urgent Intervention 2022	Urgent Intervention 2023	Urgent Intervention 2024	Intervention 2022	Intervention 2023	Intervention 2024	On Watch 2022	On Watch 2023	On Watch 2024	At/Above Benchmark 2022	At/Above Benchmark 2023	At/Above Benchmark 2024
3rd	31%	26%	19%	8%	12%	19%	13%	16%	6%	48%	47%	57%
4th	16%	33%	33%	13%	23%	6%	15%	10%	17%	56%	34%	43%
5th	15%	30%	39%	27%	19%	14%	4%	18%	17%	55%	32%	29%

Star360 Math	Urgent Intervention 2022	Urgent Intervention 2023	Urgent Intervention 2024	Intervention 2022	Intervention 2023	Intervention 2024	On Watch 2022	On Watch 2023	On Watch 2024	At/Above Benchmark 2022	At/Above Benchmark 2023	At/Above Benchmark 2024
1st	5%	12%	9%	3%	15%	17%	7%	11%	24%	85%	62%	50%
2nd	19%	6%	19%	8%	7%	11%	9%	13%	18%	64%	74%	52%
3rd	18%	15%	9%	7%	8%	4%	8%	6%	8%	67%	71%	79%
4th	15%	12%	25%	13%	8%	9%	5%	11%	17%	67%	68%	49%
5th	3%	13%	14%	11%	22%	22%	16%	11%	19%	69%	54%	45%

STAAR Data - Grades 3-5 Only

Below are the most current EOY (end of the year) comparison results for Timmerman students who were enrolled in the district as of Spring 2024. STAAR results for Spring 2022, 2023, and 2024 are summarized below.

STAAR - students in grades 3-5 participate in STAAR tests according to the grade level standards. Information provided indicates the Lexile and quantile students achieve. TEKS mastery is also revealed in this assessment.

Analysis of STAAR Achievement DATA:

Areas for Growth

- Our overall percentage of meets and masters in reading and math across grade levels needs to increase to our goal of 50% or higher.
- Our overall percentage of students in the Did Not Meet (DNM) category across grade levels needs to be below 15%.

- In Reading and Math, the federal accountability targets were not met in All Students, African American, Hispanic, and High Focus Student Groups.

STAAR Reading and Math Assessment Data (Grades 3-5)

	DNM 2022	DNM 2023	DNM 2024	Approaches 2022	Approaches 2023	Approaches 2024	Meets 2022	Meets 2023	Meets 2024	Masters 2022	Masters 2023	Masters 2024
Reading												
3rd	18%	32%	20.75%	72%	68%	79.25%	44%	40%	50.94%	30%	16%	24.53%
4th	41%	37%	36.24%	59%	63%	63.77%	43%	32%	40.58%	18%	11%	14.49%
5th	26%	24%	38.15%	74%	76%	61.84%	50%	53%	35.53%	29%	21%	14.47%
Math												
3rd	42%	31%	28.30%	58%	69%	71.70%	26%	35%	37.74%	11%	12%	20.75%
4th	54%	64%	62.32%	46%	36%	37.68%	20%	18%	17.39%	9%	4%	4.35%
5th	37%	38%	62.34%	63%	62%	36.36%	38%	26%	18.18%	19%	12%	2.60%
Science												
5th	34%	49%	72%	66%	51%	26.67%	34%	17%	8%	18%	8%	4%

Comprehensive Effective Schools Framework

*Anticipated 2024 STAAR Accountability Ratings

Timmerman ES received an anticipated overall accountability rating of "F" for student performance on STAAR testing in the 2023-2024 school year. There has been a continuous decrease in scores across student groups. Due to the regression, the campus has been assigned the Federal accountability label of comprehensive support and school improvement (CSI) required. This is Timmerman's first year of being designated as CSI. As part of this designation, TES is engaged in the Effective Schools Framework (ESF). The goal of the Effective Schools Framework (ESF) is to provide a clear vision for what districts and schools across the state do to ensure an excellent education for all Texas students. The framework, based on years of educational research of best practices, identifies 5 levers essential for successful school outcomes.

At the core of the ESF framework is effective instruction: interactions between students, teachers, and content determine learning outcomes. This instructional core is strengthened and supported by strategic staffing, high-quality instructional materials and assessments, and positive school culture. Strong school leadership and careful planning encompass and ensure each of these levers.

TES will have a Targeted Diagnostic to inform the development and implementation of a TIP.

TELPAS

The Texas English Language Proficiency Assessment System (TELPAS) is an English language proficiency assessment aligned to the Texas English Language Proficiency Standards (ELPS). This assessment is designed to assess the progress that emergent bilingual (EB) students make in learning the English language. TELPAS fulfills ESSA requirements for assessing EB students in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing.

2023 TELPAS Composite Rating

TELPAS Composite Rating - Current 1st Grade -03/2023			
Beginning	Intermediate	Advanced	Adv High

TELPAS Composite Rating - Current 1st Grade -03/2023			
27%	55%	9%	9%
TELPAS Composite Rating - Current 2nd Grade -03/2023			
Beginning	Intermediate	Advanced	Adv High
14%	29%	29%	29%
TELPAS Composite Rating - Current 3rd Grade -03/2023			
Beginning	Intermediate	Advanced	Advanced High
0%	43%	57%	0%
TELPAS Composite Rating - Current 4th Grade -03/2023			
Beginning	Intermediate	Advanced	Adv High
11%	11%	44%	33%
TELPAS Composite Rating - Current 5th Grade -03/2023			
Beginning	Intermediate	Advanced	Adv High
18%	45%	27%	9%

2024 TELPAS Composite Rating

TELPAS Composite Rating - Current 1st Grade -03/2024			
Beginning	Intermediate	Advanced	Adv High
13%	40%	40%	7%
TELPAS Composite Rating - Current 2nd Grade -03/2024			
Beginning	Intermediate	Advanced	Adv High
0%	36%	55%	9%
TELPAS Composite Rating - Current 3rd Grade -03/2024			
Beginning	Intermediate	Advanced	Advanced High
0%	83%	17%	0%
TELPAS Composite Rating - Current 4th Grade -03/2024			
Beginning	Intermediate	Advanced	Adv High
0%	57%	43%	0%
TELPAS Composite Rating - Current 5th Grade -03/2024			
Beginning	Intermediate	Advanced	Adv High
0%	13%	63%	25%

Student Learning Strengths

- PreK Screener C-PALLS EOY 2024 Overall Math at 94%.
- 3rd Grade Math STAAR has consistently increased 10% over the past three years in the Masters Performance Category 2022- 11%, 2023- 12%, 2024 21%.
- 3rd Grade Reading Star360 had an increase from 47% in 2023 to 57% in 2024.
- 4th Grade Reading 2024 STAAR Economically Disadvantaged Category increased in all three performance categories: Approaches 57% to 62%, Meets 20% to 34%, Masters 3% to 14%
- We met our TELPAS interim target of 49% with result of 74%. Our previous year TELPAS target result was 44%, which equals to a 30% increase.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2024 STAAR overall student performance at Meets Grade Level standard was 24% in Math and 41% in Reading. **Root Cause:** Students were not spending sufficient time engaged in the grade-level depth of knowledge aligned to the TEKS. Tier I instruction was not sufficiently providing time and instructional strategies for engaging students in higher-order thinking, HQIM was not consistently utilized, lack of vertical alignment of instruction, and a lack of consistent data analysis with differentiated Tier II response.

Problem Statement 2 (Prioritized): 2024 STAAR overall student performance at Masters Grade Level standard was 9% Math and 18% for Reading. **Root Cause:** The amount of time students spend in higher-order thinking activities was limited, extension activities were not consistently provided, HQIM was not consistently utilized, effective research-based instructional practices not consistently applied, inconsistent data analysis, small group instruction was not differentiated to meet student needs, and a lack of vertical alignment of instruction.

Problem Statement 3 (Prioritized): In Math and Reading, all Meets Grade Level or above state accountability targets for all student groups were missed. **Root Cause:** Tier I DOK is not optimal for grade level, HQIM was not consistently utilized, students need vertically-aligned instruction on critical thinking, universal design elements were not consistently applied in planning and instruction, research-based instructional practices not consistently applied, small group instruction was not differentiated or consistent enough to meet student needs.

School Processes & Programs

School Processes & Programs Summary

Timmerman Elementary School prioritizes academic success. The school's schedule ensures there is no wasted instructional time. The master schedule is designed to meet state mandates regarding instructional time: 120 minutes of reading instruction; 90 minutes of math instruction, and 30 minutes each of science and social studies.

For the 2024-2025 school year Timmerman Elementary School intentionally built weekly staff collaboration minutes into the master schedule. This dedicated time allows staff to regularly work with a collaborative team to discuss instructional practices, assessments, and data, using Robert Eaker and Richard Dufour's Professional Learning Communities (PLC) process. The PLC process is designed to support student growth and achievement by providing time and a systemic approach to improving students learning outcomes. Collaborative team meeting agendas are developed with the flexibility to adjust in response to feedback from others and formative/summative data. Teachers work on Tier I (first teach) and Tier II (reteach) lesson design, assessment, instructional practices, student progress/success, and the adjustment of instructional practices to intervene or provide enrichment for students depending on student needs. In addition to weekly PLC minutes, teachers are provided extra planning time during the year; these 1/2 days are spent developing lessons around difficult to learn and hard to teach state curriculum standards. All PLC agendas address the following critical questions in collaborative teams:

1. What should students know and be able to do?
2. How will we know that the students have learned the essential standards?
3. How will we respond when students do not learn?
4. How will we respond when students have already learned?

Instructional Leadership Team - In order to support exceptional learning on campus, our Instructional Leadership Team at Timmerman meets regularly to analyze learning outcome data and bring suggestions for improvement back to the grade level planning teams. This team now includes the principal, assistant principal, interventionists, grade-level leaders, and our instructional coach. The Instructional Leadership Team focuses on improving practices to support student mastery of the knowledge and skills discussed below.

Professional Development - All staff are provided multiple opportunities throughout the year to attend professional development sessions to enhance their teaching and learning environment for our students and address the needs of our campus. Throughout the 2024-2025 school year, professional development will be offered such as:

- Critical Thinking and Depth of Knowledge
- Solution Tree processes (PLC)
- Small group instruction for reading and math
- HMH resources (Reading)
- Math Spiral Review (Math)
- Tier 1 Behavior Strategies
- Instructional Technology applications

Common assessment, universal screener data, and STAAR results - Analyzed throughout the year. Areas with low scores form the basis for our campus academic goals. The 2024 STAAR assessment scores, as well as 2024-2025 formative/summative tests and benchmark tests, will be tools used for instructional planning and professional development for the upcoming school year. Nine-week assessments are provided by the district. Students in grades 3-5 were also given the Reading, Math, and Science (5th only) interim assessments created by TEA. Our emergent bilingual students are also assessed formally each year by the Texas English Language Proficiency Assessment System (TELPAS). All assessment data is dis-aggregated, analyzed, and adjusted to drive instructional needs. Each staff member teaching ELAR based curriculum is required to obtain their ESL certification.

Students with documented special needs, outlined in a 504 plan or a Special Education IEP receive services as required by those plans. Resource students receive direct instruction with the SPED staff in conjunction with the general education teacher. The SPED teachers and educational assistants support the inclusion classroom instruction, as outlined in the students' IEPs.

Intervention - Math and reading is provided by two interventionists through small group pullouts, to support the requirements for accelerated intervention. Differentiated instruction, both Tier I and Tier II are provided to all students, including Gifted and Talented (G/T) students, within the classroom to accelerate learning.

Response to Intervention (Rtl) through The Problem-Solving Support Team (PSST) - When students have difficulties academically or behaviorally, teacher teams develop "Student Success Plans". Learning and teaching occurs in a three tiers through the lens of Rtl. At Tier 1, a student may need extra support when learning a new concept. The teacher pulls them for small group of 1:1 reteaching and with that reteaching, the student understands the concept and moves on. If that same student, however, continues to need extra support more often than the majority of the students, the teacher may move the student to formal Rtl processes, such as Tier 2 Rtl. In Tier 2, a committee of staff members come together to discuss the child's lack of progress or consistent struggle. At the Tier 2 meeting, instructional interventions are planned and formally documented as well as progress monitoring plans and dates to return to the Rtl committee for discussion of the student's progress. Tier 2 interventions consist of daily small group instruction for 60 minutes in both reading and 60 minutes in math. If a student again fails to make expected progress with interventions, the Rtl committee meets again where it may be recommended to Tier 3 interventions. Tier 3 interventions are more intense, one-on-one, and more frequent than Tier 2 interventions. The need for intervention is based on how often the student needs support to meet age-appropriate and grade-level behavior and/or academic expectations. If a student is not making progress after being in tier 3, discussions about referring the student for further testing might take place. If the committee recommends for testing, parents are notified and the process begins. Students do not move into and/or out of intervention without the PSST committee review and decision. All meeting notes and progress monitoring data are kept in Eduphoria.

Section 504 - Students may qualify for services under section 504 when a disability impedes a student's life activity, such as learning. Parents, teachers, and other staff members can submit a request to the campus 504 Coordinator for a meeting to determine student eligibility.

Special Education - Students exhibiting learning or behavioral challenges that have failed to demonstrate significant improvement after receiving Rtl services may be evaluated for special education services. The goal of special education is to provide students access to the general education curriculum by addressing a student's disability through an Individual Education Plan (IEP). The IEP may provide students with accommodations for learning which are usually unable to be addressed through the Rtl process.

Social and Emotional Learning - To support students in learning self-regulation and in making good choices, our counselors provide guidance lessons which are designed to meet the social and emotional needs of students. Social Emotional Lessons (SEL) are given to teachers to deliver each day for 15 minutes at the start of the day.

Positive Behavior Intervention Supports - PBIS is responsible for creating school-wide processes and procedures, as well as positive incentives for students. Panther Pride Tickets and Reward System is implemented to encourage positive behavior. Additionally, TES uses restorative practices to respond to student needs.

Technology - Timmerman is a 2:1 school which offers one device for every two student on campus.

Discipline - TES had 53 behavior referrals in the 2023-2024 school year. 26 students accounted the total amount of referrals, and the majority of the referrals were written for physical aggression. Two students were placed in DAEP.

For the 2024-2025 school year, TES will host Title 1 meetings.

School Processes & Programs Strengths

- Focused effort on improving the reading and math instruction by having a dedicated intervention time in the master schedule as well as two full time interventionists.
- Multiple opportunities for teachers to have a voice in decision making for the school. Roles such as PLC Lead and grade level leader roles offer opportunities for teachers to have leadership roles on campus.
- Universal screener data, common assessment data, Interim assessment, and STAAR data analyzed to identify areas of strength and improvement
Implementation of consistent, focused PSST process.
- Grade level teams identify essential learning standards helping teachers target instruction to student needs.
- Our campus culture leverages the power of collaboration through PLCs, Instructional Leadership Team Meetings, Grade Level Leader Meetings, our Response to Intervention program, and more.
- Our campus values the voice of all stakeholders and seeks to be inclusive and transparent in decision-making processes.

- We have scheduled times for staff to plan with teams within content and grade levels in PLCs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are not receiving optimally targeted instruction at their individual level of need, as evidenced by Timmerman missing state accountability growth targets in multiple areas. **Root Cause:** Teachers are not engaging in consistent, meaningful, and structured Professional Learning Communities (PLCs) discussions around student data and subsequently adjusting instructional practices to optimize tier 1 and small group instruction that has been proven to increase student academic achievement and growth.

Problem Statement 2 (Prioritized): Students in tier 2 and tier 3 RTI are not making consistent and significant growth. **Root Cause:** Teacher tier 2 and tier 3 intervention support in small group settings for students is not moving students forward at optimal levels. The Problem Solving and Support Teams (PSST) feedback and suggestions to teachers on students in tier 2 and tier 3 RTI is not proving to be successful in creating consistent, optimal levels of student growth.

Problem Statement 3 (Prioritized): Teachers are having difficulty managing Tier 1 behaviors. **Root Cause:** Teachers need training on our PBIS system, training and modeling of our tier 1 prevention and intervention strategies, more extensive training on our PFISD behavior management flowchart, and our student discipline matrix.

Perceptions

Perceptions Summary

At Timmerman Elementary, we value a culture of inclusivity and the power of collaboration. Parents are an important component of Timmerman's success. Family events are designed to include all stakeholders and engage our students, staff, families, and community. These events included. Meet the Teacher Night, Multicultural Night, (Science, Language Arts and Math (SLAM Night), Title I Meetings, Veteran's Day Celebration, Open House, grade-level musical performances, Field Day, WATCH Dogs, Fine Arts Exhibition Night, and end of year awards celebrations. The active Parent/Teacher Organization (PTO) provides services and resources and helps communicate accurate information between the school and home. The PTO hosts meetings, sponsors fundraisers, encourages school spirit, and provides a number of after school activities for the Timmerman families to participate in throughout the year. Parent communication includes newsletters, list-serve messages, marquee messages, teacher newsletters, and information from our school website. Social media sites (Facebook and Twitter) for TES parents are other forms of school communication.

A campus-wide safety plan is in place. At the beginning of school year, all staff members were trained on the campus safety plan, as well as how to use the district selected emergency system Raptor Alert. Teachers then review safety systems with their classes throughout the year, and campus drills provide practice opportunities to ensure students and staff are familiar with how to respond during emergencies. The district also implements campus safety checks and door checks on a regular basis.

We also believe and uphold the Pflugerville ISD values:

- Diversity is our strength
- All individuals have worth
- Relationships are foundational to success
- A safe and nurturing environment is non-negotiable
- All students have the right to diverse educational opportunities
- Social-emotional learning is as critical as academic focus
- Civic-mindedness must be explicitly cultivated in our students
- Community partnerships and high expectations improve students' outcomes
- Innovation and a strong work ethic ensure excellence

The Spring 2024 Pflugerville ISD Staff of Timmerman Upbeat Engagement Survey:

- Staff believe that TES is a campus of diversity, and feel prepared to engage in conversations around race, culture, and ethnicity.
- Indicated area(s) for improvement for staff focuses on trusting administrators and instructional leadership to provide a supportive and safe school, by trusting teacher expertise, consistently supporting student behavior concerns, seeking teacher input, and developing a culture of belonging.

Parent feedback:

- Need more opportunities to partner with school.
- Need more frequent and detailed communication about their student.

Perceptions Strengths

- The safety plans are in place and practiced consistently throughout the year.
- Staff have a sense of efficacy around supporting students social emotional and academic needs, and have an overall sense of purpose.
- Staff believe that TES is a campus of diversity, and feel prepared to engage in conversations around race, culture, and ethnicity.
- Grade level teams are supportive of each other

- According to the Upbeat Staff Survey, teachers at my school have appropriate discretion over how to teach their classes.
- 92% of teachers report that they do meaningful work in teams and teachers help each other improve their instructional practice.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): TES families are requesting more information from our teachers and campus regarding their child's educational progress, ultimately hindering the collaboration and support necessary for student success. **Root Cause:** TES has lacked structured family engagement initiatives, and provided limited staff training on effective family communication strategies regarding student progress and needs.

Problem Statement 2 (Prioritized): According to Spring 2024 Upbeat Staff Survey data 38% of staff report their voices and input need to be heard and taken into consideration in decision-making. **Root Cause:** Staff have not been provided with sufficient leadership opportunities and feedback systems to ensure their voice and input is taken into consideration.

Problem Statement 3 (Prioritized): According to Spring 2024 Upbeat Staff Survey data 33% of staff report a lack of satisfaction with the professional development they receive. **Root Cause:** Relevant professional development has not been offered to staff members on a regular basis. Feedback on what professional development is needed is not being collected in a consistent and systemic way.

Priority Problem Statements

Problem Statement 1: 2024 STAAR overall student performance at Meets Grade Level standard was 24% in Math and 41% in Reading.

Root Cause 1: Students were not spending sufficient time engaged in the grade-level depth of knowledge aligned to the TEKS. Tier I instruction was not sufficiently providing time and instructional strategies for engaging students in higher-order thinking, HQIM was not consistently utilized, lack of vertical alignment of instruction, and a lack of consistent data analysis with differentiated Tier II response.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: In Math and Reading, all Meets Grade Level or above state accountability targets for all student groups were missed.

Root Cause 2: Tier I DOK is not optimal for grade level, HQIM was not consistently utilized, students need vertically-aligned instruction on critical thinking, universal design elements were not consistently applied in planning and instruction, research-based instructional practices not consistently applied, small group instruction was not differentiated or consistent enough to meet student needs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: TES families are requesting more information from our teachers and campus regarding their child's educational progress, ultimately hindering the collaboration and support necessary for student success.

Root Cause 3: TES has lacked structured family engagement initiatives, and provided limited staff training on effective family communication strategies regarding student progress and needs.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: According to Spring 2024 Upbeat Staff Survey data 33% of staff report a lack of satisfaction with the professional development they receive.

Root Cause 4: Relevant professional development has not been offered to staff members on a regular basis. Feedback on what professional development is needed is not being collected in a consistent and systemic way.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Teacher retention rates are relatively low last year.

Root Cause 5: According to The Spring 2024 Upbeat Survey, teachers are reporting dissatisfaction with support, professional learning opportunities, and opportunities for teacher's to provide input and share in decision-making process.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Students are not receiving optimally targeted instruction at their individual level of need, as evidenced by Timmerman missing state accountability growth targets in multiple areas.

Root Cause 6: Teachers are not engaging in consistent, meaningful, and structured Professional Learning Communities (PLCs) discussions around student data and subsequently adjusting instructional practices to optimize tier 1 and small group instruction that has been proven to increase student academic achievement and growth.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Teachers are having difficulty managing Tier 1 behaviors.

Root Cause 7: Teachers need training on our PBIS system, training and modeling of our tier 1 prevention and intervention strategies, more extensive training on our PFISD behavior management flowchart, and our student discipline matrix.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Students in tier 2 and tier 3 RTI are not making consistent and significant growth.

Root Cause 8: Teacher tier 2 and tier 3 intervention support in small group settings for students is not moving students forward at optimal levels. The Problem Solving and Support Teams (PSST) feedback and suggestions to teachers on students in tier 2 and tier 3 RTI is not proving to be successful in creating consistent, optimal levels of student growth.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Average daily attendance is not above 95%, which is affecting student learning outcomes.

Root Cause 9: There has been a state-wide decline in student attendance rates post-COVID. The attendance improvement plan has not been effective as average daily attendance growth has stagnated over the last four years.

Problem Statement 9 Areas: Demographics

Problem Statement 10: 2024 STAAR overall student performance at Masters Grade Level standard was 9% Math and 18% for Reading.

Root Cause 10: The amount of time students spend in higher-order thinking activities was limited, extension activities were not consistently provided, HQIM was not consistently utilized, effective research-based instructional practices not consistently applied, inconsistent data analysis, small group instruction was not differentiated to meet student needs, and a lack of vertical alignment of instruction.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: According to Spring 2024 Upbeat Staff Survey data 38% of staff report their voices and input need to be heard and taken into consideration in decision-making.

Root Cause 11: Staff have not been provided with sufficient leadership opportunities and feedback systems to ensure their voice and input is taken into consideration.

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 30, 2024





Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 1: 80% of our staff will report they are positively satisfied on the EOY Upbeat Survey in the following categories: voice and input and professional learning.

Evaluation Data Sources: Student and staff Upbeat surveys, and staff retention rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct, analyze, and report on staff surveys, including but not limited to MOY and EOY surveys, to gain actionable feedback on teachers' perceptions and satisfaction regarding the Upbeat categories of voice and input and professional learning. All relevant stakeholders will respond to this data by adjusting our feedback, communication, and professional learning systems to meet the needs as they become apparent through feedback.</p> <p>Strategy's Expected Result/Impact: Staff will feel supported, heard, and understood as their feedback is used to adjust practices at Timmerman, and thus, will strengthen our school community and culture. Additionally, survey data will inform ongoing campus improvement planning.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals, Instructional Leadership Team, Campus Culture Committee</p> <p>Problem Statements: Demographics 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create TES Professional Development Plan based on staff feedback and student learning outcomes data. During this process, we will balance the professional learning needed to meet our CIP goals along staff individual preferences regarding their professional learning to ensure the plan is personalized for all staff while still meeting the larger CIP goals.</p> <p>Problem Statements: Demographics 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide campus-sponsored professional learning related to depth of knowledge of standards and critical thinking, which is our instructional focus this year.</p> <p>Strategy's Expected Result/Impact: This training on critical thinking and DOK in tier 1 instruction will increase teachers' chances of successfully growing students, and success leads to teacher retention and job satisfaction. Critical thinking improves academic achievement and growth in the meets and masters level of STAAR, which also improves job performance and satisfaction of staff.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coach</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Will develop a TES campus feedback plan that will include BOY, MOY, and EOY listening sessions, focus groups and check-ins with students and staff. Additionally there will be student and staff surveys that will be developed for this plan including post-professional development opportunity surveys that allow us to measure the efficacy of our professional learning plan.</p> <p>Strategy's Expected Result/Impact: Staff and students will provide actionable feedback that will be used to continuously improve our communications plan and result in staff and students feeling valued and supported.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals, Counselor, Principal Secretary, Lead Teacher, Instructional Coach, and Grade-Level Lead Teachers</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Create a TES Communications Plan that includes notifications and updates through a weekly Smore newsletter.</p> <p>Strategy's Expected Result/Impact: Staff will be more informed on campus issues and notifications and more engaged in the workplace.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals, Counselor, Principal Secretary, Lead Teacher, Instructional Coach, Grade-Level Lead Teachers</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Create a Sunshine Committee to create a TES Celebrations Plan that will facilitate multiple student, staff, and school-wide culture-building events and activities such as school-wide academic and celebrations, potlucks, staff recognition, celebrations, and events focused on building literacy, numeracy, and social and emotional learning.</p> <p>Strategy's Expected Result/Impact: Staff will feel valued, supported, heard, and celebrated and thus will strengthen our school community and culture.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals, Instructional Leadership Team, Teachers</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Consistently hold the following meetings: monthly staff, professional learning, and vertical teams meetings. Grade-level leader meetings will occur bi-weekly. Admin will hold operational and instructional leadership team meetings weekly to bring in key stakeholders to engage in a continuous two way feedback loop. All meetings will be in alignment to our CIP priorities and when appropriate, on our 24-25 instructional focus, which is critical thinking and collaboration.</p> <p>Strategy's Expected Result/Impact: With meetings that are consistent, focused, and full of celebration and recognition, they should create opportunities for teachers to give input and share their voice. It will also provide good opportunities for personalized professional learning, which should increase staff satisfaction of professional learning as measured in our Upbeat Survey.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals, Grade Level Leaders, Instructional Coach, Counselor, Teachers, Staff</p> <p>Problem Statements: Demographics 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Teacher retention rates are relatively low last year. Root Cause: According to The Spring 2024 Upbeat Survey, teachers are reporting dissatisfaction with support, professional learning opportunities, and opportunities for teacher's to provide input and share in decision-making process.</p>
Perceptions
<p>Problem Statement 1: TES families are requesting more information from our teachers and campus regarding their child's educational progress, ultimately hindering the collaboration and support necessary for student success. Root Cause: TES has lacked structured family engagement initiatives, and provided limited staff training on effective family communication strategies regarding student progress and needs.</p>
<p>Problem Statement 3: According to Spring 2024 Upbeat Staff Survey data 33% of staff report a lack of satisfaction with the professional development they receive. Root Cause: Relevant professional development has not been offered to staff members on a regular basis. Feedback on what professional development is needed is not being collected in a consistent and systemic way.</p>

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 2: 80% of "new to Timmerman" teachers will report that they feel valued and supported at the end of the school year on the "New to Timmerman Staff Satisfaction Survey."

Evaluation Data Sources: New to Timmerman Staff Satisfaction Survey, new staff focus groups

Strategy 1 Details	Reviews			
<p>Strategy 1: Create new onboarding plan and New Teacher Orientation plan for Timmerman by January of 2025.</p> <p>Strategy's Expected Result/Impact: New staff will feel welcome, receive timely information, and have the resources and training they need to feel prepared and be successful in their new roles.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coach, Grade Level Leaders</p> <p>Problem Statements: Demographics 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold quarterly focus groups with new to TES staff to ensure their needs are being met.</p> <p>Strategy's Expected Result/Impact: Staff will be able to voice their needs, which will allow admin to respond quickly and effectively.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coach, Grade Level Leaders</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will use our Title I funds to hire an instructional coach.</p> <p>Strategy's Expected Result/Impact: Teachers will be more supported with instructional feedback and our teacher retention will increase.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Instructional Coach - 211 - Title I - \$75,600</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Teacher retention rates are relatively low last year. **Root Cause:** According to The Spring 2024 Upbeat Survey, teachers are reporting dissatisfaction with support, professional learning opportunities, and opportunities for teacher's to provide input and share in decision-making process.





Perceptions

Problem Statement 3: According to Spring 2024 Upbeat Staff Survey data 33% of staff report a lack of satisfaction with the professional development they receive. **Root Cause:** Relevant professional development has not been offered to staff members on a regular basis. Feedback on what professional development is needed is not being collected in a consistent and systemic way.

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 3: 80% of TES staff members will return in the 25-26 school year. Limit teacher turnover to 20%. New to TES staff members will be hired by July 1, 2025.

Evaluation Data Sources: TAPR reports, Human Resource Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: TES administration will recruit highly qualified teachers by going to PfISD job fairs and traveling to college job fairs with human resources.</p> <p>Strategy's Expected Result/Impact: We will be fully staffed with highly-effective teachers prior to new teacher orientation.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Teacher retention rates are relatively low last year. Root Cause: According to The Spring 2024 Upbeat Survey, teachers are reporting dissatisfaction with support, professional learning opportunities, and opportunities for teacher's to provide input and share in decision-making process.</p>

Goal 2: PfISD will build a foundation of math and reading.

Performance Objective 1: Timmerman staff will continue to collaborate around effective strategies and practices to increase student achievement in both Growth and Meets Grade Level performance on STAAR Math across grades 3-5 for all student groups to meet all Closing the Gaps interim targets by June 2025.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Math Academic Growth from 32% to 50%
- Approaches from 46% to 80%
- Meets from 24% to 50%
- Masters from 8% to 20 %

To meet HB3 Early Childhood Math Goals:

- The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 38% in Spring 2024 to 43% by June 2025 and 60% by June 2030.





High Priority

HB3 Goal

Evaluation Data Sources: 2025 STAAR Results, 2025 Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: PLCs will unpack learning standards in math, select or design formative assessments, monitor and review performance data, and respond to student needs.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase in Math due to a focus on higher depth of knowledge during instruction and lessons that are more tightly aligned to the standards.</p> <p>HB 3 Numeracy Goals:</p> <ul style="list-style-type: none"> -The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 87% in Spring 2024 to 93% by June 2030. -The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 32% in Spring 2024 to 60% by June 2030. -The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 47% in Spring 2024 to 60% by June 2030. <p>Staff Responsible for Monitoring: Principals, Assistant Principals, IC, Interventionists, Grade Level Leader Team, Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize common formative assessments in math that create the ability to have rapid teaching/learning/reteaching cycles, so instructional adjustments can be made more frequently. Additionally, as we analyze assessments, we will specifically focus on our demographic High Focus Super Groups to ensure optimal learning for all.</p> <p>Strategy's Expected Result/Impact: Closer monitoring of specific standards will increase student learning.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coach, Grade Level Leader Team, and PLCs</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use data to identify priority standards and track student data using campus-wide data notebook. Each teacher's data notebook will include a specific action plan for each student. These data notebooks were created by admin and have been shared with teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will understand grade-level trends in learning and adjust practices to optimize learning. Also, teachers will use the data to fill out the action plan and root cause analysis to understand class-level and individual student needs to adjust instruction to optimize student learning and increase student achievement.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, IC, Interventionists, ILT Committee, Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Admin and instructional coach will provide actionable, two-way feedback once per month to teachers regarding PLCs, instructional planning, critical thinking and collaboration instruction, math workshop practices, student goal-setting and progress monitoring, and assessment data as it becomes available in order for teachers to make just in time adjustments to their planning and instruction practices to optimize student growth.</p> <p>Strategy's Expected Result/Impact: Students will grow at the masters level due to an increased focus on critical thinking.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, IC,</p> <p>Problem Statements: Demographics 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: During the 2024-2025 school year, TES will provide substitute guest educators to cover teachers' classrooms as they engage in disaggregating data and planning interventions at BOY and MOY.</p> <p>Strategy's Expected Result/Impact: Improved Spring 2025 Math Overall STAAR outcomes from Spring 2024 at each performance level.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Substitute pay - 199 - State Comp Ed - \$4,050, Substitute Pay - 211 - Title I - \$3,274</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: We will employ two educational assistants for our PreK classrooms to decrease our student to teacher ratio.</p> <p>Strategy's Expected Result/Impact: Students will increase their rate of growth in academic and social and emotional learning.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coach</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Two Educational Assistants for PreK - 199 - State Comp Ed, PreK Teacher - 199 - State Comp Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: We will employ one math interventionist to provide targeted instruction and intervention for students that have not been on target to meet expected growth.</p> <p>Strategy's Expected Result/Impact: Students will meet grade level expectations by the end of the year and meet STAAR grade level performance in math.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Math Interventionist - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Teacher retention rates are relatively low last year. Root Cause: According to The Spring 2024 Upbeat Survey, teachers are reporting dissatisfaction with support, professional learning opportunities, and opportunities for teacher's to provide input and share in decision-making process.</p>

Student Learning

Problem Statement 1: 2024 STAAR overall student performance at Meets Grade Level standard was 24% in Math and 41% in Reading. **Root Cause:** Students were not spending sufficient time engaged in the grade-level depth of knowledge aligned to the TEKS. Tier I instruction was not sufficiently providing time and instructional strategies for engaging students in higher-order thinking, HQIM was not consistently utilized, lack of vertical alignment of instruction, and a lack of consistent data analysis with differentiated Tier II response.

Problem Statement 3: In Math and Reading, all Meets Grade Level or above state accountability targets for all student groups were missed. **Root Cause:** Tier I DOK is not optimal for grade level, HQIM was not consistently utilized, students need vertically-aligned instruction on critical thinking, universal design elements were not consistently applied in planning and instruction, research-based instructional practices not consistently applied, small group instruction was not differentiated or or consistent enough to meet student needs.

School Processes & Programs

Problem Statement 1: Students are not receiving optimally targeted instruction at their individual level of need, as evidenced by Timmerman missing state accountability growth targets in multiple areas. **Root Cause:** Teachers are not engaging in consistent, meaningful, and structured Professional Learning Communities (PLCs) discussions around student data and subsequently adjusting instructional practices to optimize tier 1 and small group instruction that has been proven to increase student academic achievement and growth.

Perceptions

Problem Statement 3: According to Spring 2024 Upbeat Staff Survey data 33% of staff report a lack of satisfaction with the professional development they receive. **Root Cause:** Relevant professional development has not been offered to staff members on a regular basis. Feedback on what professional development is needed is not being collected in a consistent and systemic way.

Goal 2: PfISD will build a foundation of math and reading.

Performance Objective 2: Timmerman staff will continue to collaborate around effective strategies and practices to increase student achievement in both Growth and Meets Grade Level performance on STAAR RLA across grades 3-5 for all student groups to meet all Closing the Gaps interim targets by June 2025.

Improved Spring 2025 Reading Overall STAAR outcomes from Spring 2024 at each performance level will be:

- RLA Academic Growth from 54% to 60%
- Approaches from 68% to 80%
- Meets from 42% to 50%
- Masters from 18% to 20%

To meet HB3 Early Childhood Literacy Goals:

- The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Reading will increase from 51% in Spring 2024 to 53% in Spring 2025 to 60% by June 2030.





High Priority

HB3 Goal

Evaluation Data Sources: 2025 STAAR Results, 2025 Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will focus on increasing the time they engage students in learning at the masters level of the learning standards. They will accomplish this by increasing their professional acumen with teaching critical thinking skills along with providing collaborative structures for students. This will be monitored through instructional coaching feedback, administrative walkthroughs, and two-way feedback cycles.</p> <p>Strategy's Expected Result/Impact: The access to higher levels of learning at the meets and mastery levels of the standards will increase students critical thinking skills and result in a measurable, significant increase in the masters category on STAAR Reading.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals, Instructional Coach, Interventionists, ILT Committee and Classroom</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and interventionists will develop, implement, and document foundational skill and guided reading groups focused on targeted, specific Reading TEKS and standards each week.</p> <p>Strategy's Expected Result/Impact: This will allow teachers and interventionists to work closely with each student. This will provide them the opportunity to evaluate student strengths, locate gaps or areas of growth for individual students, and plan effective lessons that focus on specific learning objectives. Documentation will be uploaded into Skyward in order to account for minutes of intervention provided.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers, Instructional Coach and Interventionists</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will consistently engage students in individual AND whole-class academic goal setting and goal progress monitoring based on individual student needs.</p> <p>Strategy's Expected Result/Impact: Increased student growth/progress due adjustments made with instruction and student goals. Students will feel motivated by goal setting and their individual and class progress.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals, Instructional Coach, Grade Level Team, Interventionists, and Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will document and track whole-class and individual goals and goal progress monitoring through data notebooks for all individual students and whole-class.</p> <p>Strategy's Expected Result/Impact: By documenting goal progress for the class and individual students, adjustments and celebrations can be identified and shared with students, staff, and families to improve student outcomes.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals, Instructional Coach, Grade Level Team, Interventionists, and Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We will enhance instructional support and targeted interventions for High Focus Student Groups.</p> <p>Strategy's Expected Result/Impact: High Focus Student Groups will meet or exceed state accountability targets in both Math and Reading, demonstrating significant academic growth.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals, Instructional Coach, Grade Level Team, Interventionists, and Teachers</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: We will employ one reading interventionist to provide targeted instruction and intervention for students that have not been on target to meet expected growth.</p> <p>Strategy's Expected Result/Impact: Students will meet grade level expectations by the end of the year and meet STAAR grade level performance in reading.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Reading Interventionist - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 2024 STAAR overall student performance at Meets Grade Level standard was 24% in Math and 41% in Reading. Root Cause: Students were not spending sufficient time engaged in the grade-level depth of knowledge aligned to the TEKS. Tier I instruction was not sufficiently providing time and instructional strategies for engaging students in higher-order thinking, HQIM was not consistently utilized, lack of vertical alignment of instruction, and a lack of consistent data analysis with differentiated Tier II response.</p> <p>Problem Statement 3: In Math and Reading, all Meets Grade Level or above state accountability targets for all student groups were missed. Root Cause: Tier I DOK is not optimal for grade level, HQIM was not consistently utilized, students need vertically-aligned instruction on critical thinking, universal design elements were not consistently applied in planning and instruction, research-based instructional practices not consistently applied, small group instruction was not differentiated or or consistent enough to meet student needs.</p>
School Processes & Programs
<p>Problem Statement 1: Students are not receiving optimally targeted instruction at their individual level of need, as evidenced by Timmerman missing state accountability growth targets in multiple areas. Root Cause: Teachers are not engaging in consistent, meaningful, and structured Professional Learning Communities (PLCs) discussions around student data and subsequently adjusting instructional practices to optimize tier 1 and small group instruction that has been proven to increase student academic achievement and growth.</p>





Goal 2: PfISD will build a foundation of math and reading.

Performance Objective 3: By June 2025, there will be a 15% increase in Meets Grade Level performance on 5th grade STAAR Science tests for all student groups to meet all Closing the Gaps Student Success Status interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Approaches from 27% to 42%
- Meets from 8% to 23%
- Masters from 4% to 19%

Evaluation Data Sources: 2025 STAAR Results, 2025 Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: 5th Grade Teachers will engage in unpacking new Science TEKS during PLCs, developing aligned assessments, and discuss instructional strategies to improve student learning of Science TEKS.</p> <p>Strategy's Expected Result/Impact: Students will benefit from TEK aligned instruction and improve their learning outcomes.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coach, Grade Level Leaders, and Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students in PreK through 5th grade will participate in more frequent hands-on science activities.</p> <p>Strategy's Expected Result/Impact: Students engaging in more experiential and tactile learning will improve their learning outcomes of our Science TEKS.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coach, Grade Level Leaders, and Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Performance Objective 3 Problem Statements:





School Processes & Programs

Problem Statement 1: Students are not receiving optimally targeted instruction at their individual level of need, as evidenced by Timmerman missing state accountability growth targets in multiple areas. **Root Cause:** Teachers are not engaging in consistent, meaningful, and structured Professional Learning Communities (PLCs) discussions around student data and subsequently adjusting instructional practices to optimize tier 1 and small group instruction that has been proven to increase student academic achievement and growth.

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: By the end of the 2024-2025 school year, 100% of Timmerman students will engage in opportunities that connect to their post public school future.

Evaluation Data Sources: Career Day Schedule
Calendar of CCRS activities and events

Strategy 1 Details	Reviews			
<p>Strategy 1: TES will hold a Career Day to expose all students to various career pathways.</p> <p>Strategy's Expected Result/Impact: Students will be able to explain different types of careers they might be interested in.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor and Parent Liaison</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Classrooms will adopt a college and have discussions around different colleges and trade schools. Staff will wear college shirts and trade school shirts to promote and introduce new careers and opportunities to our students.</p> <p>Strategy's Expected Result/Impact: Students can explain different post high school options.</p> <p>Staff Responsible for Monitoring: Campus Staff</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Senior Walk and Talk Day exposing all students to college and career readiness represented by meeting graduation requirements.</p> <p>Strategy's Expected Result/Impact: Increased awareness of college and career readiness represented by high school graduates.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and Librarian</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Performance Objective 1 Problem Statements:





Perceptions

Problem Statement 1: TES families are requesting more information from our teachers and campus regarding their child's educational progress, ultimately hindering the collaboration and support necessary for student success. **Root Cause:** TES has lacked structured family engagement initiatives, and provided limited staff training on effective family communication strategies regarding student progress and needs.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Timmerman will have a 97% or above average daily attendance rate at the end of 2024-2025 school year, which will be about a 5% increase from last year. Also, we will have a chronic absenteeism rate of 17%, which is a 5% reduction from the previous year.

Evaluation Data Sources: Skyward Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent Liaison will contact chronic absentees in conjunction with local policy, Truancy Officer and Home Visit Team.</p> <p>Strategy's Expected Result/Impact: Decrease chronic truancy</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison Counselor Registrar</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be recognized for positive attendance habits, perfect attendance.</p> <p>Strategy's Expected Result/Impact: Certificates will be given to students; monitored by the Registrar</p> <p>Staff Responsible for Monitoring: Administration Team, Parent Liaison and Registrar</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: TES families are requesting more information from our teachers and campus regarding their child's educational progress, ultimately hindering the collaboration and support necessary for student success. Root Cause: TES has lacked structured family engagement initiatives, and provided limited staff training on effective family communication strategies regarding student progress and needs.</p>

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Timmerman Elementary School's 2025 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:





- Overall Rating will improve from F to C or above
- Domain 1 Rating will improve from F to C or above
- Domain 2 Rating will improve from F to C or above
- Domain 3 Rating will improve from F to C or above

High Priority

HB3 Goal

Evaluation Data Sources: 2025 Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: TES will participate in the ESF school improvement process including diagnostic visits and the development and implementation of a Targeted Improvement Plan.</p> <p>Strategy's Expected Result/Impact: Timmerman's accountability rating will increase to a C by the end of the year.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coach, Assistant Superintendent, Director of School Improvement, Executive Director of Accountability & Compliance</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaboratively develop a new Mission, Vision, and list of collective commitments and norms for the TES staff.</p> <p>Strategy's Expected Result/Impact: The collaborative development a mission, vision, and these commitments and norms will provide clarity on how we at Timmerman will operate and provide a foundation to hold each other accountable for upholding our agreed-upon values.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals, Counselor, Instructional Coach, Grade Level Leaders, Teachers, Support Staff</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use data to identify priority focus standards and track student data using campus-wide data notebooks to create action plans for students that will inform whole-class and small group Tiers 1, 2, and 3 instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will understand grade-level trends in learning and adjust practices to optimize learning. Also, teachers will understand class-level and individual student needs to adjust instruction to optimize student learning and increase student achievement.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, IC, Interventionists, Grade Level Team, Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will modify protocols for our RTI meetings that generate more actionable feedback to teachers. This feedback will be used to adjust instruction for students served in RTI tier 2 and 3 to ensure they are growing. We will ensure that 50% of all students monitored through RTI and students that did not make the STAAR progress measure from prior year will demonstrate on-target growth at MOY and EOY.</p> <p>Strategy's Expected Result/Impact: Teachers and interventionists will make adjustments for students that are not showing growth and provide enrichment and extension for those that are to maximize growth for all students.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Interventionists, PLCs, Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: 2024 STAAR overall student performance at Meets Grade Level standard was 24% in Math and 41% in Reading. Root Cause: Students were not spending sufficient time engaged in the grade-level depth of knowledge aligned to the TEKS. Tier I instruction was not sufficiently providing time and instructional strategies for engaging students in higher-order thinking, HQIM was not consistently utilized, lack of vertical alignment of instruction, and a lack of consistent data analysis with differentiated Tier II response.</p>
School Processes & Programs
<p>Problem Statement 1: Students are not receiving optimally targeted instruction at their individual level of need, as evidenced by Timmerman missing state accountability growth targets in multiple areas. Root Cause: Teachers are not engaging in consistent, meaningful, and structured Professional Learning Communities (PLCs) discussions around student data and subsequently adjusting instructional practices to optimize tier 1 and small group instruction that has been proven to increase student academic achievement and growth.</p>

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: 85% of parents will report being engaged and informed about their child's academic goals and their child's academic progress by the end of the 2025 year parent survey.

Evaluation Data Sources: Parent Surveys, Parent Focus Groups, Social Media, Marquis, District communications

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal and Assistant Principal will hold MOY and EOY listening sessions and focus groups with parents, guardians, and the community in addition to MOY and EOY parent surveys to provide feedback on levels of parent satisfaction.</p> <p>Strategy's Expected Result/Impact: Parents and community will provide feedback to school and become more familiar with Timmerman operational and instructional practices. This feedback will improve instruction and operations.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Principal Secretary, Lead Teacher, Instructional Coach, and Grade-Level Lead Teachers, Parent Liaison</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a monthly campus newsletter will inform families of important updates and school events on social media platforms.</p> <p>Strategy's Expected Result/Impact: Community will be more informed and engaged in campus events.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals, Counselor, Senior Admin Asst., Lead Teacher, Instructional Coach, Grade-Level Lead Teachers, and Campus Improvement Committees, Parent Liaison</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Align communication expectations campus-wide. Teachers will provide frequent updates and communications to parents through email, weekly grade-level newsletters, daily updates, and flyers. Additionally, there will be a Meet the Teacher Night and Open House opportunity earlier in the year to provide parents with greater insight on our instructional program and expectations.</p> <p>Strategy's Expected Result/Impact: Parents and guardians will be more informed and engaged in their students' learning.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Culture Committee, Teachers, Parent Liaison</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Plan and hold at least five community events this year that promote literacy, numeracy, and culture building at Timmerman.</p> <p>Strategy's Expected Result/Impact: Parents will report that they feel engaged through our campus events and activities.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Instructional Coach, Lead Teacher, Parent Liaison</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We will have an active WatchDOGS (Dads Of Great Students) group that provides support through volunteering at Timmerman.</p> <p>Strategy's Expected Result/Impact: The meetings will help recruit volunteers and provide updates and feedback to improve our Watchdog program and the support it provides to our campus. Students will feel supported by fathers and special guests serving as WatchDOGS at Timmerman.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Parent Liaison</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: We will have a parent and family engagement liaison to support families in connecting to the school and their child's learning.</p> <p>Strategy's Expected Result/Impact: The parent liaison will communicate with parents and plan events to increase parental engagement in their children's learning.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Family Engagement Liason - 211 - Title I - \$33,546, Resources for our Parent Engagement Specialist - 211 - Title I - \$1,086</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Performance Objective 3 Problem Statements:





Perceptions

Problem Statement 1: TES families are requesting more information from our teachers and campus regarding their child's educational progress, ultimately hindering the collaboration and support necessary for student success. **Root Cause:** TES has lacked structured family engagement initiatives, and provided limited staff training on effective family communication strategies regarding student progress and needs.

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: During the 2024-2025 school year, 100% of eligible students will participate in moderate to vigorous physical activity during physical education classes and school activities.

Evaluation Data Sources: FitnessGram data, Attendance Rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Physical Education teacher will implement and evaluate at least two new engagement methods (e.g., structured activity programs, fitness challenges, or incentives).</p> <p>Strategy's Expected Result/Impact: Boost participation rates and ensure that at least 80% of students meet the state's physical activity requirements. This will increase students' physical well-being that has been proven to increase academic achievement and improve positive mood and behaviors on campus.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, PE Coach</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: 2024 STAAR overall student performance at Meets Grade Level standard was 24% in Math and 41% in Reading. Root Cause: Students were not spending sufficient time engaged in the grade-level depth of knowledge aligned to the TEKS. Tier I instruction was not sufficiently providing time and instructional strategies for engaging students in higher-order thinking, HQIM was not consistently utilized, lack of vertical alignment of instruction, and a lack of consistent data analysis with differentiated Tier II response.</p>
School Processes & Programs
<p>Problem Statement 3: Teachers are having difficulty managing Tier 1 behaviors. Root Cause: Teachers need training on our PBIS system, training and modeling of our tier 1 prevention and intervention strategies, more extensive training on our PFISD behavior management flowchart, and our student discipline matrix.</p>

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: By the end of the 2024-2025 school year, we will reduce the number of disciplinary referrals by 5% from 53 during the prior year to no more than 50.

Evaluation Data Sources: Campus referral data, student behavior outcomes

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus wide implementation of positive behavior intervention strategies (PBIS), restorative practices, and targeted social-emotional learning (SEL) programs.</p> <p>Strategy's Expected Result/Impact: Students will exhibit more positive and constructive behavior as staff members consistently implement PBIS strategies, leading to a more supportive and structured learning environment which will ensure that at least 90% of students with prior referrals show improved behavior and reduced incidents.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Behavior Teacher</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional learning opportunities to Educational Assistants and Teachers on prevention and intervention on positive behavior intervention strategies.</p> <p>Strategy's Expected Result/Impact: Teachers and Educational Assistants will be better equipped to manage classroom behavior proactively, resulting in a measurable decrease in disciplinary referrals across the school year.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Behavior Teacher</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 2: Teacher retention rates are relatively low last year. Root Cause: According to The Spring 2024 Upbeat Survey, teachers are reporting dissatisfaction with support, professional learning opportunities, and opportunities for teacher's to provide input and share in decision-making process.</p>

School Processes & Programs

Problem Statement 1: Students are not receiving optimally targeted instruction at their individual level of need, as evidenced by Timmerman missing state accountability growth targets in multiple areas. **Root Cause:** Teachers are not engaging in consistent, meaningful, and structured Professional Learning Communities (PLCs) discussions around student data and subsequently adjusting instructional practices to optimize tier 1 and small group instruction that has been proven to increase student academic achievement and growth.

State Compensatory

Budget for Timmerman Elementary School

Total SCE Funds: \$2,985.00

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

We will be using \$2985 of SCE funds for after school hours tutoring.

Personnel for Timmerman Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Erin Tapiero	Pre K	0.5
Heather Canales	Interventionist	1
Kelly Bonnickson	Interventionist	1

Title I

1.1: Comprehensive Needs Assessment

In multiple meetings in August and September, multiple stakeholders including grade level teams and the instructional leadership team, reviewed a vast array of student, perceptions, demographic, and school processes and provided input. These insights were shared with some members of the CAAC to get feedback on our problem statements and plan.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement plan was developed with appropriate stakeholders. We utilized a wide range of campus data, identified problem statements, and developed performance objectives and strategies to meet our campus needs.

2.2: Regular monitoring and revision

The Campus Improvement Plan is regularly monitored by administration and the CAAC committee. The CAAC performs progress reviews in November, January, March, and May.

2.3: Available to parents and community in an understandable format and language

The parent liaison and principal will work together to distribute the family engagement plan as well as present it at a Title I meeting this fall. Campus Improvement plan will be located on the district website.

2.4: Opportunities for all children to meet State standards

Students with documented special needs, outlined in a 504 plan or a Special Education IEP receive services as required by those plans. Resource students receive direct instruction with the SPED staff in conjunction with the general education teacher. The SPED teachers and educational assistants support the inclusion classroom instruction, as outlined in the students' IEPs.

Intervention- One math and one reading interventionist support student who are placed in intervention through the PSST process, or through HB1416. The PSST committee meets on a regular basis to review student concerns - both academic and behavioral- and determine which interventions are most appropriate. All meeting notes and progress monitoring data are kept in Eduphoria. Students do not move into and/or out of intervention without the PSST committee review and decision. This ensures students and data do not get overlooked or lost in the process.

Response to Intervention (RtI) through The Problem-Solving Support Team (PSST) - When students have difficulties academically or behaviorally, teacher teams develop "Student Success Plans". Learning and teaching occurs in a three tiers through the lens of RtI. At Tier 1, a student may need extra support when learning anew concept. The teacher pulls them for small group of 1:1 reteaching and with that reteaching, the student understands the concept and moves on. If that same student, however, continues to need extra support more often than the majority of the students, the teacher may move the student to formal RtI processes, such as Tier 2 RtI. In Tier 2, a committee of staff members come together to discuss the child's lack of progress or consistent struggle. At the Tier 2 meeting, instructional interventions are planned and formally documented as well as progress monitoring plans and dates to return to the RtI committee for discussion of the student's progress. Tier 2 interventions often consist of small group instruction 3-4 times a week for thirty minutes. If a student again fails to make expected progress with interventions, the RtI committee meets again where it may be recommended to Tier 3 interventions. Tier 3 interventions are more intense, one-on-one, and more frequent than Tier 2 interventions. The need for intervention is based on how often the student needs support to meet age-appropriate and grade-level behavior and/or academic expectations.

Intervention- Math and reading is provided by two interventionists through small group pullouts, to support the requirements for accelerated intervention. Differentiated instruction, both Tier I and Tier II are provided to all students, including Gifted and Talented (G/T) students, within the classroom to accelerate learning.

Section 504 - Students may qualify for services under section 504 when a disability impedes a student's life activity, such as learning. Parents, teachers, and other staff members can submit a request to the campus 504 Coordinator for a meeting to determine student eligibility.

Special Education - Students exhibiting learning or behavioral challenges that have failed to demonstrate significant improvement after receiving RtI services may be evaluated for special education services. The goal of special education is to provide students access to the general education curriculum by addressing a student's disability through an Individual Education Plan (IEP). The IEP may provide students with accommodations for learning which are usually unable to be addressed through the RtI process.

Social and Emotional Learning - To support students in learning self-regulation and in making good choices, our counselors provide guidance lessons which are designed to meet the social and emotional needs of students. Social Emotional Lessons (SEL) are given to teachers to deliver each day for 15 minutes at the start of the day.

Positive Behavior Intervention Supports - PBIS is responsible for creating school-wide processes and procedures, as well as positive incentives for students. Panther Pride Tickets and Reward System is implemented to encourage positive behavior. Additionally, TES uses restorative practices to respond to student needs.

2.5: Increased learning time and well-rounded education

The school's schedule ensures instructional time. The master schedule is designed to meet state mandates regarding instructional time: 120 minutes of reading instruction; 90 minutes of math instruction, and 30 minutes each of science and social studies.

2.6: Address needs of all students, particularly at-risk

Students that are identified as at-risk for not meeting grade level expectations may receive Tier 2 or Tier 3 targeted academic interventions by our interventionists and their classroom teachers provide tier 2 small group instruction as well.

3.1: Annually evaluate the schoolwide plan

In May, the CAAC will perform the annual evaluation of the plan and make recommendations for the next school year.

4.1: Develop and distribute Parent and Family Engagement Policy

This document is being revised this year and will be presented at our next Title I meeting.

4.2: Offer flexible number of parent involvement meetings

Timmerman offers multiple opportunities for parent involvement. Here are a selected few:

- Active Parent/Teacher Organization (PTO)
- Title 1 Meetings
- Academic and SEL awards ceremonies
- CAAC Meetings
- Open House
- Meet the Teacher Night Open House

- Multicultural Night
- SLAM night (Science, Language Arts, and Math Night)
- Veteran's Day Celebration
- Grade-level musical performances
- Field Day
- WATCH Dogs
- Talent Show and GT Showcase
- End of year awards celebrations

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Analisa Reyes-Serrano	Parent Liaison		1
Stacy Howard	Instructional Coach		1

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Substitute pay		\$4,050.00
2	1	6	Two Educational Assistants for PreK		\$0.00
2	1	6	PreK Teacher		\$0.00
Sub-Total					\$4,050.00
Budgeted Fund Source Amount					\$4,050.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Instructional Coach		\$75,600.00
2	1	5	Substitute Pay		\$3,274.00
2	1	7	Math Interventionist		\$0.00
2	2	6	Reading Interventionist		\$0.00
4	3	6	Resources for our Parent Engagement Specialist		\$1,086.00
4	3	6	Family Engagement Liason		\$33,546.00
Sub-Total					\$113,506.00
Budgeted Fund Source Amount					\$113,506.00
+/- Difference					\$0.00
Grand Total Budgeted					\$117,556.00
Grand Total Spent					\$117,556.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Child Abuse and Neglect	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024
Coordinated Health Program	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/3/2024	Karen Shah	9/3/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/3/2024	Karen Shah	9/3/2024
Title I, Part C Migrant	Director of Federal & State Programs	9/3/2024	Karen Shah	9/3/2024
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/3/2024	Karen Shah	9/3/2024
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/3/2024	Karen Shah	9/3/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Technology Integration	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024

Addendums

Early Childhood Literacy Plan Campus Goal - Timmerman ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 51% in Spring 2024 to 60% by June 2030.

Yearly Target Goal

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
51%	53%	55%	57%	58%	59%	60%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	n/a	35%	79%	n/a	n/a	n/a	n/a	8%	43%	n/a	n/a	n/a	n/a
2024-2025	n/a	39%	80%	n/a	n/a	n/a	n/a	17%	45%	n/a	n/a	n/a	n/a
2025-2026	n/a	44%	81%	n/a	n/a	n/a	n/a	26%	48%	n/a	n/a	n/a	n/a
2026-2027	n/a	47%	82%	n/a	n/a	n/a	n/a	27%	51%	n/a	n/a	n/a	n/a
2027-2028	n/a	49%	83%	n/a	n/a	n/a	n/a	28%	54%	n/a	n/a	n/a	n/a
2028-2029	n/a	54%	84%	n/a	n/a	n/a	n/a	44%	57%	n/a	n/a	n/a	n/a
2029-2030	n/a	60%	85%	n/a	n/a	n/a	n/a	60%	60%	n/a	n/a	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 1 - Timmerman ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 15% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
15%	23%	30%	37%	45%	54%	60%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	0%	13%	n/a	n/a	n/a	n/a	n/a	n/a	14%	n/a	8%	n/a	n/a
2024-2025	10%	21%	n/a	n/a	n/a	n/a	n/a	n/a	21%	n/a	16%	n/a	n/a
2025-2026	20%	29%	n/a	n/a	n/a	n/a	n/a	n/a	28%	n/a	24%	n/a	n/a
2026-2027	30%	37%	n/a	n/a	n/a	n/a	n/a	n/a	36%	n/a	32%	n/a	n/a
2027-2028	40%	45%	n/a	n/a	n/a	n/a	n/a	n/a	44%	n/a	41%	n/a	n/a
2028-2029	50%	53%	n/a	n/a	n/a	n/a	n/a	n/a	52%	n/a	51%	n/a	n/a
2029-2030	60%	60%	n/a	n/a	n/a	n/a	n/a	n/a	60%	n/a	60%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested
Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 2 - Timmerman ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 26% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
26%	31%	36%	42%	48%	54%	60%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	23%	17%	32%	n/a	n/a	n/a	n/a	11%	19%	n/a	0%	n/a	n/a
2024-2025	29%	24%	36%	n/a	n/a	n/a	n/a	19%	25%	n/a	10%	n/a	n/a
2025-2026	35%	31%	41%	n/a	n/a	n/a	n/a	27%	32%	n/a	20%	n/a	n/a
2026-2027	41%	38%	46%	n/a	n/a	n/a	n/a	35%	39%	n/a	30%	n/a	n/a
2027-2028	47%	45%	51%	n/a	n/a	n/a	n/a	43%	46%	n/a	40%	n/a	n/a
2028-2029	53%	52%	56%	n/a	n/a	n/a	n/a	51%	53%	n/a	50%	n/a	n/a
2029-2030	60%	60%	60%	n/a	n/a	n/a	n/a	60%	60%	n/a	60%	n/a	n/a

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Vocabulary, Letter Names, Spelling - All students tested (where they were view)

Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 3 - Timmerman ES

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI and STAAR Reading assessments will increase from 53% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
53%	54%	55%	56%	57%	58%	60%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	55%	43%	70%	n/a	50%	n/a	n/a	20%	45%	n/a	32%	n/a	n/a
2024-2025	56%	46%	71%	n/a	51%	n/a	n/a	27%	47%	n/a	36%	n/a	n/a
2025-2026	57%	49%	72%	n/a	52%	n/a	n/a	34%	50%	n/a	40%	n/a	n/a
2026-2027	58%	52%	73%	n/a	54%	n/a	n/a	40%	52%	n/a	45%	n/a	n/a
2027-2028	59%	55%	74%	n/a	56%	n/a	n/a	47%	55%	n/a	50%	n/a	n/a
2028-2029	60%	58%	75%	n/a	58%	n/a	n/a	54%	57%	n/a	55%	n/a	n/a
2029-2030	61%	60%	76%	n/a	60%	n/a	n/a	60%	60%	n/a	60%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade TPRI & Tejas LEE results - All students tested (where they were view)

Of all students, number of students at "No Intervention Needed" in either TPRI or Tejas LEE (unduplicated) +

Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Literacy Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan

Early Childhood Math Plan Campus Goal - Timmerman ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 38% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
38%	43%	49%	53%	58%	59%	60%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	n/a	31%	50%	n/a	n/a	n/a	n/a	8%	32%	n/a	n/a	n/a	n/a
2024-2025	n/a	36%	55%	n/a	n/a	n/a	n/a	18%	36%	n/a	n/a	n/a	n/a
2025-2026	n/a	42%	60%	n/a	n/a	n/a	n/a	29%	40%	n/a	n/a	n/a	n/a
2026-2027	n/a	48%	64%	n/a	n/a	n/a	n/a	35%	45%	n/a	n/a	n/a	n/a
2027-2028	n/a	53%	67%	n/a	n/a	n/a	n/a	41%	50%	n/a	n/a	n/a	n/a
2028-2029	n/a	57%	68%	n/a	n/a	n/a	n/a	50%	55%	n/a	n/a	n/a	n/a
2029-2030	n/a	60%	69%	n/a	n/a	n/a	n/a	60%	60%	n/a	n/a	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 1 - Timmerman ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 87% in Spring 2024 to 93% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
87%	88%	89%	90%	91%	92%	93%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	83%	88%	n/a	n/a	n/a	n/a	n/a	n/a	88%	n/a	77%	n/a	n/a
2024-2025	84%	89%	n/a	n/a	n/a	n/a	n/a	n/a	89%	n/a	79%	n/a	n/a
2025-2026	85%	90%	n/a	n/a	n/a	n/a	n/a	n/a	90%	n/a	81%	n/a	n/a
2026-2027	87%	91%	n/a	n/a	n/a	n/a	n/a	n/a	91%	n/a	84%	n/a	n/a
2027-2028	89%	92%	n/a	n/a	n/a	n/a	n/a	n/a	92%	n/a	87%	n/a	n/a
2028-2029	91%	93%	n/a	n/a	n/a	n/a	n/a	n/a	93%	n/a	90%	n/a	n/a
2029-2030	93%	94%	n/a	n/a	n/a	n/a	n/a	n/a	94%	n/a	93%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Math - All students tested

Of all students, number of students at "Making Acceptable Progress" in Math in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 2 - Timmerman ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 32% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
32%	36%	40%	45%	50%	55%	60%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	27%	38%	21%	n/a	n/a	n/a	n/a	16%	24%	n/a	31%	n/a	n/a
2024-2025	32%	41%	27%	n/a	n/a	n/a	n/a	23%	30%	n/a	35%	n/a	n/a
2025-2026	37%	44%	33%	n/a	n/a	n/a	n/a	30%	36%	n/a	40%	n/a	n/a
2026-2027	42%	48%	40%	n/a	n/a	n/a	n/a	37%	42%	n/a	45%	n/a	n/a
2027-2028	48%	52%	47%	n/a	n/a	n/a	n/a	45%	48%	n/a	50%	n/a	n/a
2028-2029	54%	56%	54%	n/a	n/a	n/a	n/a	53%	54%	n/a	55%	n/a	n/a
2029-2030	60%	60%	60%	n/a	n/a	n/a	n/a	60%	60%	n/a	60%	n/a	n/a

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view) Of all students, number of students "On Track" in math in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 3 - Timmerman ES

The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 47% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
47%	49%	51%	53%	56%	58%	60%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	38%	40%	66%	n/a	50%	n/a	n/a	26%	39%	n/a	20%	n/a	n/a
2024-2025	41%	43%	67%	n/a	51%	n/a	n/a	31%	42%	n/a	26%	n/a	n/a
2025-2026	44%	46%	68%	n/a	52%	n/a	n/a	37%	45%	n/a	33%	n/a	n/a
2026-2027	48%	49%	69%	n/a	54%	n/a	n/a	43%	49%	n/a	40%	n/a	n/a
2027-2028	52%	53%	70%	n/a	56%	n/a	n/a	49%	53%	n/a	47%	n/a	n/a
2028-2029	56%	56%	71%	n/a	58%	n/a	n/a	55%	57%	n/a	54%	n/a	n/a
2029-2030	60%	60%	72%	n/a	60%	n/a	n/a	60%	60%	n/a	60%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade Star360 math results - All students tested (where they were view) Of all students, number of students "At/Above Benchmark" in either English or Spanish (unduplicated) + Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Math Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan