

# Pflugerville Independent School District

## Timmerman Elementary School

**2025-2026**

**Accountability Rating: F**



**Board Approval Date:** October 16, 2025  
**Public Presentation Date:** August 27, 2025

# 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.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics Summary:

Theodore Timmerman Elementary is a neighborhood school in Pflugerville, Texas. Timmerman Elementary is one of the oldest elementary schools in Pflugerville ISD, originally opening its doors in 1987. Timmerman moved down Pecan Street to a new building in the fall of 2017. We are a Title I campus with Pre-K through 5th grades and three self-contained Special Education classrooms, including Early Childhood Special Education, Social and Communication Skills, and Essential Academics.

As seen in Table 1, the projected enrollment for the 2025-2026 school year is around 430 students.

Timmerman's demographic categories as a percentage of the total student population have remained steady, according to Table 2.

According to Table 3, our student participation in Special Education has slightly increased (about 8%), partially attributed to the state requirement that all students identified as having Dyslexia be moved from Section 504 to Special Education by the end of the 2024-25 school year.

Table 4 shows that the demographic categories of students receiving Special Education services have remained relatively the same over the last 5 years.

We offer physical education, art, and music classes as special areas classes, and host enrichment clubs on Friday mornings.

## Student Demographic Data

Table 1

Total Enrollment (Source: Skyward)	
Year	Total Students
2025 - 2026	435
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	40.38%	26.76%	21.83%	6.34%	0.00%	0.00%	4.69%	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%

**Table 5**

<b>Student Special Program Identification/Participation</b>				
<b>Timmerman Elementary School</b>				
<b>(Source: OnDataSuite as of 06/01/25 &amp; TAPR)</b>				
	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-25</b>
<b>Economically Disadvantaged</b>	61.3%	62.5%	65.8%	67.8%
<b>Emergent Bilingual</b>	13.1%	15.5%	18.2%	15.7%
<b>At-Risk</b>	52.9%	58.7%	60.8%	61.5%
<b>Special Education</b>	14.5%	16.6%	21.4%	25.4%
<b>Gifted &amp; Talented</b>	4%	4.4%	5%	5.6%
<b>Dyslexia</b>	4.7%	6%	7.7%	8.7%
<b>Section 504</b>	6.5%	8.4%	6.8%	5.4%
<b>Immigrant</b>	1.9%	2.2%	2.3%	1.2%
<b>Homeless</b>	2.6%	.9%	3.6%	3.3%
<b>Migrant</b>	0%	0%	0%	0%

In recent years, the population of Economically Disadvantaged, At-Risk, and Gifted & Talented students has increased steadily. Those students identified with Dyslexia have almost doubled in the last several years, post-COVID.

### Staff

The Timmerman faculty is composed of new and experienced teachers. According to the TAPR report for 2023-2024, the majority of Timmerman’s instructional staff averages 1-5 years of instructional experience. Additional data about classroom teacher years of experience can be located below. As demonstrated in Table 6, the recent staff demographics do not mirror the student population, with an overrepresentation of the white population and a significant underrepresentation of our Hispanic population.

**Table 6**

<b>Teacher Demographics - Timmerman Elementary School (Source: TAPR)</b>				
	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Total Teachers	39	35	33.5	31.5
African American	7.70%	9.20%	8.20%	16%
Hispanic	12.90%	9.20%	7.20%	6%
White	74.10%	80.50%	84.60%	78%
American Indian	0%	0%	0%	0%
Asian	0%	0%	0%	0%

Teacher Demographics - Timmerman Elementary School (Source: TAPR)				
Pacific Islander	0%	0%	0%	0%
Two or More Races	5.20%	1%	0%	0%

**Table 7**

Teachers by Years of Experience - Timmerman Elementary School (Source: TAPR)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Teachers	7%	2.6%	5.9%	24.4%	3.2%
1-5 Years of Experience	28.2%	38.7%	40%	29.6%	55.5%
6-10 Years of Experience	18%	18.5%	20.2%	13.4%	9.6%
11-20 Years of Experience	28.4%	32.3%	27.7%	23.7%	22.2%
Over 20 Years of Experience	18.4%	7.7%	6.2%	8.9%	9.6%

## Attendance:

In the table below, overall campus attendance increased about .5% last year to 92.9%. Chronic absenteeism for the 2024-2025 school year was 26.7%, which is an increase of almost 4% 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 8**

	Attendance Rates						Chronic Absenteeism Rates The unduplicated number of K-12 students enrolled for at least 10 days and absent for 10% or more days.					
	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 (On Data Suite)	2024-2025 (On Data Suite - June 5, 2025)	Difference from Prior Year	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 - Approximate (On Data Suite Low Attendance/ Summer Dashboard Total Membership)	2024-2025 - Approximate (On Data Suite as of June 5, 2025) (On Data Suite Low Attendance/ Summer Dashboard Total Membership)	Difference from Prior Year
State	95.0%	92.2%	93.3%				15.0%	25.7%	20.3%			
Region 13	95.5%	91.8%	92.8%				13.2%	26.8%	21.5%			
Pflugerville ISD	95.6%	91.8%	92.9%	92.9%	93.4%	0.5%	12.0%	25.3%	19.5%	20.4%	16.0%	-4.4%
Timmerman ES	94.7%	92.6%	93.5%	92.4%	92.9%	0.5%	18.1%	24.3%	20.2%	22.9%	26.7%	3.8%

## 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 categories for teacher experience.
- Our diverse student population creates valuable opportunities for our students to strengthen their cultural competence and ability to collaborate.
- Staffing this summer has been intentional in hiring staff members who better represent the demographics of the campus.
- We do have a full-time counselor who provides guidance lessons, and other services to improve the social and emotional learning and well-being of our students.
- 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:** 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:** The majority of teacher experience rates are relatively low at 1-5 years, and are not aligned to the student population demographics

**Root Cause:** According to The 2023-2024 TAPR, the majority of teachers are within the 1-5 years of experience and are of White ethnicity, 77.8%, which does not mirror student population.

**Problem Statement 3:** The percentage of chronic absenteeism has increased consistently over the last few years, up 3.8% to 26.7% during the 2024-25 school year.

**Root Cause:** Students don't have a personal connection with school or at least an adult on campus.

# 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

- Math is a relative strength for PreK, based on CPALLS, with 71% meeting expectations at the end of the year.
- Based on TX KEA, Spelling is a relative strength for our Kinder students, with 74% meeting expectations at the end of the year.

##### Areas for Growth

- More than half of the Pre-K students are not on track to meet grade-level expectations in reading.
- The percentage of Kindergarteners meeting grade-level expectations in math and letter names has declined steadily over the last several years.

**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.

<b>C-PALLS Results 2024-25</b>				
<b>Pre - Kindergarten</b>				
<b>Percentage of students on Grade Level as compared to previous years</b>				
<b>(BOY - Beginning of the Year, EOY - End of the Year)</b>				
<b>C-PALLS</b>	<i>BOY 2023-24</i>	<i>BOY 2024-25</i>	<i>EOY 2023-24</i>	<i>EOY 2024-25</i>
Phonological Awareness	48%	83%	33%	32%
Rapid Letter Naming	24%	34%	61%	44%
Rapid Vocabulary Naming	24%	54%	42%	39%
Overall Mathematics	61%	76%	94%	71%

**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.

**TX-KEA Results 2024-25**  
**Kindergarten**  
**Percentage of students on Grade Level at the end of the year, as compared to previous years**

<b>Reading</b>	2024-25	2023-24	2022-23	2021-22
Vocabulary	54%	47%	55%	42%
Letter Names	57%	64%	77%	84%
Spelling	74%	65%	77%	76%
Blending	24%	18%	49%	52%
<b>Math</b>				
Overall	26%	36%	53%	61%

**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.

**TPRI Results 2024-25**  
**1st and 2nd Grades**  
**Percentage of students on Grade Level as compared to previous years**

**(BOY - Beginning of the Year, EOY - End of the Year)**

	<i>BOY 21-22</i>	<i>BOY 22-23</i>	BOY 23-24	BOY 24-25	<i>EOY 21-22</i>	<i>EOY 22-23</i>	EOY 23-24	EOY 24-25
<b>1st Grade</b>	27%	23%	17%	17%	36%	37%	49%	36%
<b>2nd Grade</b>	37%	28%	31%	23%	59%	62%	58%	47%

**STAR360 Reading Results 2024-25**

**2nd - 5th Grades  
Percentage of students on Grade Level as compared to previous years**

**(BOY - Beginning of the Year, EOY - End of the Year)**

	<i>BOY 21-22</i>	<i>BOY 22-23</i>	BOY 23-24	BOY 24-25	<i>EOY 21-22</i>	<i>EOY 22-23</i>	EOY 23-24	EOY 24-25
<b>2nd Grade</b>	N/A	N/A	N/A	45%	N/A	N/A	N/A	39%
<b>3rd Grade</b>	45%	42%	50%	64%	48%	47%	57%	58%
<b>4th Grade</b>	47%	34%	42%	57%	56%	34%	44%	54%
<b>5th Grade</b>	50%	46%	37%	54%	55%	32%	29%	53%

**STAR360 Math Results 2024-25**

**1st - 5th Grades  
Percentage of students on Grade Level as compared to previous years**

**(BOY - Beginning of the Year, EOY - End of the Year)**

	<i>BOY 21-22</i>	<i>BOY 22-23</i>	BOY 23-24	BOY 24-25	<i>EOY 21-22</i>	<i>EOY 22-23</i>	EOY 23-24	EOY 24-25
<b>1st Grade</b>	66%	62%	68%	34%	85%	62%	50%	32%
<b>2nd Grade</b>	64%	52%	56%	42%	64%	74%	52%	33%
<b>3rd Grade</b>	61%	55%	71%	53%	67%	71%	79%	48%
<b>4th Grade</b>	52%	50%	55%	60%	67%	68%	49%	51%
<b>5th Grade</b>	65%	47%	58%	59%	69%	54%	45%	55%

**Analysis of Star360 and TPRI Achievement DATA:**

**Areas for Growth**

- 55% or less of our students in 2nd - 5th grades are meeting grade level benchmarks on the Math STAR360 at the end of the year.
- 58% or less of our students in 2nd - 5th grades are meeting grade level benchmarks on the Math STAR360 at the end of the year.
- 2nd grade Star360 Math at or above benchmark has decreased by 31% since last year (2023).
- 1st grade Star360 Math at or above benchmark has decreased 53% from 2022 (from 85% on level down to 32%).
- At every grade level, fewer students met Benchmark on the End of the year STAR360 Math (1st - 5th grades) and Reading (2nd - 5th Grades) than they did at the Beginning of the year.

**STAAR Data - Grades 3rd -5th Grades**

Longitudinal STAAR Results												
	<i>Approaches</i>				<i>Meets</i>				<i>Masters</i>			
<b>3rd Grade</b>	2025	2024	2023	2022	2025	2024	2023	2022	2025	2024	2023	2022
RLA	77%	79%	68%	72%	45%	51%	40%	44%	16%	25%	16%	30%
Math	59%	72%	69%	58%	27%	38%	35%	26%	14%	21%	12%	11%
<b>4th Grade</b>	2025	2024	2023	2022	2025	2024	2023	2022	2025	2024	2023	2022
RLA	61%	64%	63%	59%	35%	41%	32%	43%	15%	14%	11%	18%
Math	35%	38%	36%	46%	20%	17%	18%	20%	7%	4%	4%	9%
<b>5th Grade</b>	2025	2024	2023	2022	2025	2024	2023	2022	2025	2024	2023	2022
RLA	58%	62%	75%	74%	36%	36%	52%	51%	17%	14%	21%	30%
Math	51%	36%	62%	65%	20%	18%	25%	39%	6%	3%	12%	19%
Science	34%	27%	51%	66%	9%	8%	17%	34%	3%	4%	8%	18%

STAAR results for Spring 2022, 2023, 2024, and 2025 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 and in 2024-25, we lost ground, decreasing this percentage from the previous year, except in 5th grade math and science.
- Our overall percentage of students in the Did Not Meet (DNM) category across grade levels needs to be below 15%.

**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.

**TELPAS Composite Rating - Longitudinal**

TELPAS Composite	<i>Beginning</i>			<i>Intermediate</i>			<i>Advanced</i>			<i>Advanced High</i>		
	2025	2024	2023	2025	2024	2023	2025	2024	2023	2025	2024	2023
<b>Kinder</b>	30%	17%	33%	43%	42%	56%	20%	33%	11%	0%	8%	0%
<b>1st Grade</b>	14%	13%	27%	29%	40%	55%	43%	40%	9%	14%	7%	9%
<b>2nd Grade</b>	36%	0%	14%	45%	36%	29%	18%	55%	29%	0%	9%	29%
<b>3rd Grade</b>	14%	0%	0%	57%	83%	43%	29%	17%	57%	0%	0%	0%
<b>4th Grade</b>	0%	0%	11%	83%	57%	11%	17%	43%	44%	0%	0%	33%
<b>5th Grade</b>	0%	0%	18%	14%	13%	45%	71%	63%	27%	14%	25%	9%

Based on this data, with the exception of a very few, students are not reaching the advanced high level of language proficiency as per the TELPAS. With preliminary data, the current year target of 49% in Domain 3 was not met, and the 2024-2025 outcome is lower than the 2023-2024 outcome of 74%, so 0 points are expected to be earned in this section of Domain 3.

**2025 Accountability Ratings**

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>59</b>	<b>F</b>	
<b>Student Achievement</b>		<b>56</b>	<b>F</b>	<b>0%</b>
STAAR Performance	31	56		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>57</b>	<b>F</b>	<b>70%</b>
Academic Growth	51	57	<b>F</b>	✓
Relative Performance (Eco Dis: 67.8%)		55	<b>F</b>	
<b>Closing the Gaps</b>	<b>23</b>	<b>65</b>	<b>D</b>	<b>30%</b>

### Missed Closing the Gaps Targets:

Only two targets were met: Progress in Achieving English Language Proficiency and Academic Achievement in RLA for the Hispanic student group.

All other targets were missed and include:

- Academic Achievement in RLA: All Students, African American student group, High Focus student group
- Academic Achievement in Math: All Students, African American student group, Hispanic student group, High Focus student group
- Academic Growth in RLA: All Students, African American student group, Hispanic student group, High Focus student group
- Academic Growth in Math: All Students, African American student group, Hispanic student group, High Focus student group
- Student Success: All Students, African American student group, Hispanic student group, High Focus student group

### Identification for Comprehensive Support & Improvement - Progress

TES is identified for Comprehensive Support & Improvement (CSI) based on low performance in Closing the Gaps outcomes that ranked the campus in the bottom 5% of among Title I elementary schools across the state of Texas in 2023-2024. Once identified, campuses must engage in school improvement requirements for two years. To exit from CSI, the campus must not rank in the bottom 5% of the Closing the Gaps domain for two consecutive years AND have a Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified. TES met these criteria during the first year of identification, which moved the campus to CSI-Progress (progress toward exiting). The second successful year of meeting these criteria exits the campus from CSI.

### Closing the Gaps Component Goals

To meet Closing the Gaps targets in 2025-2026, TES will meet the following component points goals:

- **Academic Achievement in RLA and Math** - from 8 out of 32 possible points (25 pts) to 12 out of 32 points (37.5 component pts) - demonstrating at least minimum growth toward meeting all targets for both Math and RLA for all student groups.
- **Academic Growth** - from 9 out of 32 possible points (28.1 pts) to 13 out of 32 possible points (40.6 component pts) - demonstrating at least minimum growth toward meeting all targets for both Math and RLA for all student groups.

- **Progress in Achieving English Language Proficiency (ELP) for Emergent Bilingual Students** - from 0 out of 4 possible points (0 pts) to 2 out of 4 possible points (50 component pts) - demonstrating expected growth toward meeting the target
- **Student Success** - from 2 out of 16 possible points (12.5 pts) to 6 out of 16 points (37.5 component pts) - demonstrating at least expected growth toward meeting targets for all student groups.

**Meeting these goals during the 2025-2026 school year will increase the Closing the Gaps campus outcome from 23 points (scaled to 65 - D rating) to 40 points (scaled to 72 - C rating).**

### **Turnaround Plan Requirement**

Because TES has received overall accountability ratings of "F" for two consecutive years (2024 and 2025), the campus is required to develop a Turnaround Plan, receive Board of Trustees approval of the plan, and submit the plan to TEA for approval by November 14, 2025. Upon TEA approval, TES must implement the Turnaround Plan during the 2026-2027 school year.

### **Student Learning Strengths**

- PreK Screener C-PALLS EOY 2025 Overall Math is a relative strength at 71%.
- 5th grade math STAAR increased with the percentage of students reaching "approaches" by 15% and "meets" by 2%.
- 3rd Grade Reading Star360 at the end of the year had an increase from 47% in 2023 to 58% in 2025. 4th grade also showed an increase from 34% in 2023 to 54% in 2025, and 5th grade from 32% in 2023 to 53% in 2025.
- Both 1st and 2nd grades showed about a 20% growth of students on grade level based on the TPRI from the beginning of the year to the end.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** 2025 STAAR overall student performance at Meets Grade Level standard was 22% in Math and 38% 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:** 2025 STAAR overall student performance at Masters Grade Level standard was 12% Math and 16% 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:** At every grade level, fewer students met Benchmark on the End of the year STAR360 Math (1st - 5th grades) and Reading (2nd - 5th Grades) than they did at the Beginning of the year.

**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.

# 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 2025-2026 school year Timmerman Elementary School is continuing to participate in the 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. All PLC agendas address at least one 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 includes the principal, assistant principals, interventionists, grade-level leaders, and 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 2025-2026 school year, professional development will be offered such as:

- A new adoption of HQIM in Math
- Critical Thinking and Depth of Knowledge
- Professional Learning Communities
- Small group instruction for reading and math
- Tiered Instruction alignment
- Tier 1 Behavior Strategies

**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 2025 STAAR assessment scores, as well as 2025-2026 formative/summative tests and benchmark tests, will be tools used for instructional planning and professional development for the upcoming school year. Unit assessments are provided by the district this year which will replace the previous practice of teachers creating common formative assessments. 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 disaggregated, 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** - Tier III intervention is provided in Math and reading 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. A system of Tier II intervention has been created through WIN or What I Need time daily for at least 45 minutes.

**Multi-Tiered Systems of Support (MTSS)** - formally referred to as Response to Intervention (RtI) and/or Problem-Solving Support Team (PSST) - When students have difficulties academically

or behaviorally, teacher teams develop "Student Success Plans". Learning and teaching occur in three tiers through the lens of MTSS. At Tier 1, a student may need extra support when learning a new concept. The teacher pulls them for a small group or 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 MTSS processes, such as Tier 2 Intervention. In Tier 2, a committee (grade-level teachers or PSST) of staff members comes 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 committee for discussion of the student's progress. Tier 2 interventions consist of daily small-group instruction. If a student again fails to make expected progress with interventions, the committee reconvenes, where Tier 3 interventions may be recommended. Tier 3 interventions are more intense, smaller groups, longer in duration, 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 testing, parents are notified, and the process begins. Students do not move into and/or out of intervention without following the MTSS process. 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 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 that are usually unable to be addressed through the MTSS process.

**Social and Emotional Learning** - To support students in learning self-regulation and in making good choices, our counselors provide guidance lessons that 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 Bucks will be used as a reward system implemented to reinforce 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 students on campus.

**Discipline** - TES had 135 behavior referrals in the 2024-2025 school year. 40 students accounted for the total amount of referrals, and the majority of the referrals were written for physical aggression, skipping, and rude comments. Four students were placed in DAEP for tobacco vape possession.

For the 2025-2026 school year, TES will host Title 1 meetings.

## School Processes & Programs Strengths

- Focused effort on improving the reading and math instruction by having defined Tier I instructional minutes where no students are removed from the classroom, 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 are analyzed to identify areas of strength and improvement in the implementation of consistent, focused MTSS 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 twice weekly.

## **Problem Statements Identifying School Processes & Programs Needs**

**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 tier 1 first time instruction that has been proven to increase student academic achievement and growth.

**Problem Statement 2:** Students receiving tier 2 and tier 3 interventions 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. Clear systems for students to be ensured all levels of support with fidelity have not been implemented.

**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, restorative practices, 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, Technology, Engineering, and Math (STEM Night), Title I Meetings, Veteran's Day Celebration, Open House, Book Fair, Grandparents Day, grade-level musical performances, Field Day, WATCH Dogs, Fine Arts Exhibition Night, Gifted & Talent Showcase, and 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 the school year, all staff members are 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 2025 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

## Perceptions Strengths

- The safety plans are in place and practiced consistently throughout the year through daily practices, required drills, and building checks
- 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:** 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 staff needs continued training on effective family communication strategies regarding student progress and needs.

**Problem Statement 2:** According to Spring 2025 Upbeat Staff Survey data, School Safety and Order decreased 24% from fall to spring, resulting in only 41% positive rating in this category.

**Root Cause:** There is a lack of school-wide expectations, systems for behavior, and common reinforcements.

# Goals

**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 Staff Survey in the following categories: voice and input and professional learning.

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

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

**Performance Objective 2:** Timmerman Elementary will provide team and community building, professional learning, and support as we continue to create the culture and systems to recruit and retain current staff meeting "ACE" requirements at 80% or more by June 2026.

**Evaluation Data Sources:** TAPR reports, Human Resource Reports

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

**Performance Objective 1:** Timmerman staff will continue to collaborate on effective strategies and practices to increase Growth and student achievement at all performance levels on STAAR Math across grades 3-5 for all student groups, aiming to meet all Closing the Gaps targets by June 2026.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Math Academic Growth from 46% to 60%
- Approaches from 50% to 62%
- Meets from 25% to 38%
- Masters from 10% to 22%

To meet HB3 Early Childhood Math Goals:

-The percentage of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 27% in Spring 2025 to 49% by June 2026 and 60% by June 2030.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2026 STAAR Results, 2026 Accountability reports

**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 Growth and student achievement at all performance levels on STAAR Reading Language Arts (RLA) across grades 3-5 for all student groups, aiming to meet all Closing the Gaps targets by June 2026.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- RLA Academic Growth from 51% to 65%
- Approaches from 66% to 78%
- Meets from 40% to 52%
- Masters from 16% to 28%

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 45% in Spring 2025 to 53% in Spring 2026 to 60% by June 2031.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2026 STAAR Results, 2026 Accountability reports

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

**Performance Objective 3:** By June 2026, there will be increases at all performance levels on 5th grade STAAR Science for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 35% to 47%
- Meets from 9% to 21%
- Masters from 3% to 15%

**Evaluation Data Sources:** 2026 STAAR Results, 2026 Accountability reports

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

**Performance Objective 4:** By the end of the 2025-2026 school year, the English proficiency of 60% of Emergent Bilingual students in grades 3rd-5th will increase at least one level on the TELPAS composite ratings.

**Evaluation Data Sources:** TELPAS

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

**Performance Objective 1:** With a focus on SEL, Carpenter students will indicate a greater sense of leadership and increase the sense of belonging, emotional regulation, self-efficacy, and a stronger growth mindset with a clear plan for their future as indicated by at least 70% of students responding positively on the end-of-year survey in May of 2026.

**Evaluation Data Sources:** Counselor logs, End of Year Survey, Discipline Data, Attendance Rates

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

**Performance Objective 2:** Timmerman Elementary will consistently engage students and families through various methods to improve student academic outcomes, resulting in at least 50% or more students and families scoring positively on a survey that will be given for the first time in Spring 2026.

**Evaluation Data Sources:** Parent surveys, staff surveys

**Goal 4:** PflSD will improve low performing schools.

**Performance Objective 1:** Timmerman Elementary will strive to increase the attendance rate from 92.9% to 94.5% or higher and reduce chronic absenteeism from 26.7% in the prior year to 18% or lower by Spring 2026.

**Evaluation Data Sources:** Attendance rate, Chronic Absenteeism rate

**Goal 4:** PflSD will improve low performing schools.

**Performance Objective 2:** Timmerman Elementary School's 2026 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 D to C or above

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2026 Accountability reports

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 3:** During the 2025-2026 school year, TES will communicate and collaborate with parents and the community in meaningful ways to improve the culture, climate, relationships, and student academic outcomes, as shown by a 10% increase in positive responses on the Family Engagement survey.

**Evaluation Data Sources:** Parent Surveys, Social Media, Marquis, Parent Communication, School Feedback via Email, Improved student academic outcomes

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 4:** During the 2025-2026 school year, TES will implement a Coordinated School Health program with a minimum of two activities in each area of fitness and social/emotional learning to promote well-rounded students

**Evaluation Data Sources:** FitnessGram data, Attendance Rates, Student Surveys, Boosterthon & UCS Participation

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 5:** By the end of the 2025-2026 school year, we will reduce the number of disciplinary referrals from 135 during the prior year to no more than 100.

**Evaluation Data Sources:** Campus referral data, student behavior outcomes

# 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 CIP for Board Approval:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Child Abuse and Neglect	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Coordinated Health Program	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Dating Violence Policy	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/29/2025	Karen Shah	9/29/2025
Dyslexia Treatment Program	Executive Director of Special Education	9/29/2025	Karen Shah	9/29/2025
Title I, Part C Migrant	Director of Federal & State Programs	9/29/2025	Karen Shah	9/29/2025
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/29/2025	Karen Shah	9/29/2025
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Technology Integration	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Measure of Poverty	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025

# 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

<b>2023-2024</b> <small>(Actual Outcome for Goal-Setting)</small>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>
<b>51%</b>	<b>53%</b>	<b>55%</b>	<b>57%</b>	<b>58%</b>	<b>59%</b>	<b>60%</b>
<b>Outcomes</b>	<b>45%</b>					

### 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
<b>2023-2024</b> <small>(Actual Outcomes for Goal-Setting)</small>	n/a	<b>35%</b>	<b>79%</b>	n/a	n/a	n/a	n/a	<b>8%</b>	<b>43%</b>	n/a	n/a	n/a	n/a
<b>2024-2025</b>	n/a	<b>39%</b>	<b>80%</b>	n/a	n/a	n/a	n/a	<b>17%</b>	<b>45%</b>	n/a	n/a	n/a	n/a
<b>Outcomes: 2024-2025</b>	n/a	<b>35%</b>	<b>47%</b>	n/a	n/a	n/a	n/a	<b>20%</b>	<b>33%</b>	n/a	n/a	n/a	n/a
<b>2025-2026</b>	n/a	<b>44%</b>	<b>81%</b>	n/a	n/a	n/a	n/a	<b>26%</b>	<b>48%</b>	n/a	n/a	n/a	n/a
<b>Outcomes: 2025-2026</b>													
<b>2026-2027</b>	n/a	<b>47%</b>	<b>82%</b>	n/a	n/a	n/a	n/a	<b>27%</b>	<b>51%</b>	n/a	n/a	n/a	n/a
<b>Outcomes: 2026-2027</b>													
<b>2027-2028</b>	n/a	<b>49%</b>	<b>83%</b>	n/a	n/a	n/a	n/a	<b>28%</b>	<b>54%</b>	n/a	n/a	n/a	n/a
<b>Outcomes: 2027-2028</b>													
<b>2028-2029</b>	n/a	<b>54%</b>	<b>84%</b>	n/a	n/a	n/a	n/a	<b>44%</b>	<b>57%</b>	n/a	n/a	n/a	n/a
<b>Outcomes: 2028-2029</b>													
<b>2029-2030</b>	n/a	<b>60%</b>	<b>85%</b>	n/a	n/a	n/a	n/a	<b>60%</b>	<b>60%</b>	n/a	n/a	n/a	n/a
<b>Outcomes: 2029-2030</b>													

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

<b>2023-2024</b> <small>(Actual Outcome for Goal-Setting)</small>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>
<b>15%</b>	<b>23%</b>	<b>30%</b>	<b>37%</b>	<b>45%</b>	<b>54%</b>	<b>60%</b>
<b>Outcomes</b>	<b>17%</b>					

### 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
<b>2023-2024</b> <small>(Actual Outcomes for Goal-Setting)</small>	<b>0%</b>	<b>13%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>14%</b>	n/a	<b>8%</b>	n/a	n/a
<b>2024-2025</b>	<b>10%</b>	<b>21%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>21%</b>	n/a	<b>16%</b>	n/a	n/a
<b>Outcomes: 2024-2025</b>	<b>0%</b>	<b>24%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>4%</b>	n/a	<b>0%</b>	n/a	n/a
<b>2025-2026</b>	<b>20%</b>	<b>29%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>28%</b>	n/a	<b>24%</b>	n/a	n/a
<b>Outcomes: 2025-2026</b>													
<b>2026-2027</b>	<b>30%</b>	<b>37%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>36%</b>	n/a	<b>32%</b>	n/a	n/a
<b>Outcomes: 2026-2027</b>													
<b>2027-2028</b>	<b>40%</b>	<b>45%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>44%</b>	n/a	<b>41%</b>	n/a	n/a
<b>Outcomes: 2027-2028</b>													
<b>2028-2029</b>	<b>50%</b>	<b>53%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>52%</b>	n/a	<b>51%</b>	n/a	n/a
<b>Outcomes: 2028-2029</b>													
<b>2029-2030</b>	<b>60%</b>	<b>60%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>60%</b>	n/a	<b>60%</b>	n/a	n/a
<b>Outcomes: 2029-2030</b>													

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

<b>2023-2024</b> <small>(Actual Outcome for Goal-Setting)</small>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	
<b>26%</b>	<b>31%</b>	<b>36%</b>	<b>42%</b>	<b>48%</b>	<b>54%</b>	<b>60%</b>	
<b>Outcomes</b>	<b>35%</b>						

### 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
<b>2023-2024</b> <small>(Actual Outcomes for Goal-Setting)</small>	<b>23%</b>	<b>17%</b>	<b>32%</b>	n/a	n/a	n/a	n/a	<b>11%</b>	<b>19%</b>	n/a	<b>0%</b>	n/a	n/a
<b>2024-2025</b>	<b>29%</b>	<b>24%</b>	<b>36%</b>	n/a	n/a	n/a	n/a	<b>19%</b>	<b>25%</b>	n/a	<b>10%</b>	n/a	n/a
<b>Outcomes: 2024-2025</b>	<b>25%</b>	<b>33%</b>	<b>55%</b>	n/a	n/a	n/a	n/a	n/a	<b>21%</b>	n/a	<b>10%</b>	n/a	n/a
<b>Outcomes: 2025-2026</b>	<b>35%</b>	<b>31%</b>	<b>41%</b>	n/a	n/a	n/a	n/a	<b>27%</b>	<b>32%</b>	n/a	<b>20%</b>	n/a	n/a
<b>2026-2027</b>	<b>41%</b>	<b>38%</b>	<b>46%</b>	n/a	n/a	n/a	n/a	<b>35%</b>	<b>39%</b>	n/a	<b>30%</b>	n/a	n/a
<b>Outcomes: 2026-2027</b>													
<b>2027-2028</b>	<b>47%</b>	<b>45%</b>	<b>51%</b>	n/a	n/a	n/a	n/a	<b>43%</b>	<b>46%</b>	n/a	<b>40%</b>	n/a	n/a
<b>Outcomes: 2027-2028</b>													
<b>2028-2029</b>	<b>53%</b>	<b>52%</b>	<b>56%</b>	n/a	n/a	n/a	n/a	<b>51%</b>	<b>53%</b>	n/a	<b>50%</b>	n/a	n/a
<b>Outcomes: 2028-2029</b>													
<b>2029-2030</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	n/a	n/a	n/a	n/a	<b>60%</b>	<b>60%</b>	n/a	<b>60%</b>	n/a	n/a
<b>Outcomes: 2029-2030</b>													

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

<b>2023-2024</b> <small>(Actual Outcome for Goal-Setting)</small>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	
<b>53%</b>	<b>54%</b>	<b>55%</b>	<b>56%</b>	<b>57%</b>	<b>58%</b>	<b>60%</b>	
<b>Outcomes</b>	<b>43%</b>						

### 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
<b>2023-2024</b> <small>(Actual Outcomes for Goal-Setting)</small>	<b>55%</b>	<b>43%</b>	<b>70%</b>	n/a	<b>50%</b>	n/a	n/a	<b>20%</b>	<b>45%</b>	n/a	<b>32%</b>	n/a	n/a
<b>2024-2025</b>	<b>56%</b>	<b>46%</b>	<b>71%</b>	n/a	<b>51%</b>	n/a	n/a	<b>27%</b>	<b>47%</b>	n/a	<b>36%</b>	n/a	n/a
<b>Outcomes: 2024-2025</b>	<b>41%</b>	<b>35%</b>	<b>43%</b>	n/a	<b>69%</b>	n/a	n/a	<b>13%</b>	<b>35%</b>	n/a	<b>38%</b>	n/a	n/a
<b>Outcomes: 2025-2026</b>	<b>57%</b>	<b>49%</b>	<b>72%</b>	n/a	<b>52%</b>	n/a	n/a	<b>34%</b>	<b>50%</b>	n/a	<b>40%</b>	n/a	n/a
<b>2026-2027</b>	<b>58%</b>	<b>52%</b>	<b>73%</b>	n/a	<b>54%</b>	n/a	n/a	<b>40%</b>	<b>52%</b>	n/a	<b>45%</b>	n/a	n/a
<b>Outcomes: 2026-2027</b>													
<b>2027-2028</b>	<b>59%</b>	<b>55%</b>	<b>74%</b>	n/a	<b>56%</b>	n/a	n/a	<b>47%</b>	<b>55%</b>	n/a	<b>50%</b>	n/a	n/a
<b>Outcomes: 2027-2028</b>													
<b>2028-2029</b>	<b>60%</b>	<b>58%</b>	<b>75%</b>	n/a	<b>58%</b>	n/a	n/a	<b>54%</b>	<b>57%</b>	n/a	<b>55%</b>	n/a	n/a
<b>Outcomes: 2028-2029</b>													
<b>2029-2030</b>	<b>61%</b>	<b>60%</b>	<b>76%</b>	n/a	<b>60%</b>	n/a	n/a	<b>60%</b>	<b>60%</b>	n/a	<b>60%</b>	n/a	n/a
<b>Outcomes: 2029-2030</b>													

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
<b>38%</b>	<b>43%</b>	<b>49%</b>	<b>53%</b>	<b>58%</b>	<b>59%</b>	<b>60%</b>
<b>Outcomes</b>	<b>27%</b>					

### 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	<b>31%</b>	<b>50%</b>	n/a	n/a	n/a	n/a	<b>8%</b>	<b>32%</b>	n/a	n/a	n/a	n/a
2024-2025	n/a	<b>36%</b>	<b>55%</b>	n/a	n/a	n/a	n/a	<b>18%</b>	<b>36%</b>	n/a	n/a	n/a	n/a
<b>Outcomes: 2024-2025</b>	n/a	<b>14%</b>	<b>41%</b>	n/a	n/a	n/a	n/a	<b>19%</b>	<b>14%</b>	n/a	n/a	n/a	n/a
2025-2026	n/a	<b>42%</b>	<b>60%</b>	n/a	n/a	n/a	n/a	<b>29%</b>	<b>40%</b>	n/a	n/a	n/a	n/a
<b>Outcomes: 2025-2026</b>													
2026-2027	n/a	<b>48%</b>	<b>64%</b>	n/a	n/a	n/a	n/a	<b>35%</b>	<b>45%</b>	n/a	n/a	n/a	n/a
<b>Outcomes: 2026-2027</b>													
2027-2028	n/a	<b>53%</b>	<b>67%</b>	n/a	n/a	n/a	n/a	<b>41%</b>	<b>50%</b>	n/a	n/a	n/a	n/a
<b>Outcomes: 2027-2028</b>													
2028-2029	n/a	<b>57%</b>	<b>68%</b>	n/a	n/a	n/a	n/a	<b>50%</b>	<b>55%</b>	n/a	n/a	n/a	n/a
<b>Outcomes: 2028-2029</b>													
2029-2030	n/a	<b>60%</b>	<b>69%</b>	n/a	n/a	n/a	n/a	<b>60%</b>	<b>60%</b>	n/a	n/a	n/a	n/a
<b>Outcomes: 2029-2030</b>													

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
<b>87%</b>	<b>88%</b>	<b>89%</b>	<b>90%</b>	<b>91%</b>	<b>92%</b>	<b>93%</b>
<b>Outcomes</b>	<b>71%</b>					

### 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>	<b>83%</b>	<b>88%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>88%</b>	n/a	<b>77%</b>	n/a	n/a
2024-2025	<b>84%</b>	<b>89%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>89%</b>	n/a	<b>79%</b>	n/a	n/a
<b>Outcomes: 2024-2025</b>	<b>58%</b>	<b>71%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>61%</b>	n/a	<b>64%</b>	n/a	n/a
2025-2026	<b>85%</b>	<b>90%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>90%</b>	n/a	<b>81%</b>	n/a	n/a
<b>Outcomes: 2025-2026</b>													
2026-2027	<b>87%</b>	<b>91%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>91%</b>	n/a	<b>84%</b>	n/a	n/a
<b>Outcomes: 2026-2027</b>													
2027-2028	<b>89%</b>	<b>92%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>92%</b>	n/a	<b>87%</b>	n/a	n/a
<b>Outcomes: 2027-2028</b>													
2028-2029	<b>91%</b>	<b>93%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>93%</b>	n/a	<b>90%</b>	n/a	n/a
<b>Outcomes: 2028-2029</b>													
2029-2030	<b>93%</b>	<b>94%</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>94%</b>	n/a	<b>93%</b>	n/a	n/a
<b>Outcomes: 2029-2030</b>													

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
<b>32%</b>	<b>36%</b>	<b>40%</b>	<b>45%</b>	<b>50%</b>	<b>55%</b>	<b>60%</b>
<b>Outcomes</b>	<b>26%</b>					

### 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>	<b>27%</b>	<b>38%</b>	<b>21%</b>	n/a	n/a	n/a	n/a	<b>16%</b>	<b>24%</b>	n/a	<b>31%</b>	n/a	n/a
2024-2025	<b>32%</b>	<b>41%</b>	<b>27%</b>	n/a	n/a	n/a	n/a	<b>23%</b>	<b>30%</b>	n/a	<b>35%</b>	n/a	n/a
<b>Outcomes: 2024-2025</b>	<b>25%</b>	<b>22%</b>	<b>27%</b>	n/a	n/a	n/a	n/a	n/a	<b>21%</b>	n/a	<b>10%</b>	n/a	n/a
2025-2026	<b>37%</b>	<b>44%</b>	<b>33%</b>	n/a	n/a	n/a	n/a	<b>30%</b>	<b>36%</b>	n/a	<b>40%</b>	n/a	n/a
<b>Outcomes: 2025-2026</b>													
2026-2027	<b>42%</b>	<b>48%</b>	<b>40%</b>	n/a	n/a	n/a	n/a	<b>37%</b>	<b>42%</b>	n/a	<b>45%</b>	n/a	n/a
<b>Outcomes: 2026-2027</b>													
2027-2028	<b>48%</b>	<b>52%</b>	<b>47%</b>	n/a	n/a	n/a	n/a	<b>45%</b>	<b>48%</b>	n/a	<b>50%</b>	n/a	n/a
<b>Outcomes: 2027-2028</b>													
2028-2029	<b>54%</b>	<b>56%</b>	<b>54%</b>	n/a	n/a	n/a	n/a	<b>53%</b>	<b>54%</b>	n/a	<b>55%</b>	n/a	n/a
<b>Outcomes: 2028-2029</b>													
2029-2030	<b>60%</b>	<b>60%</b>	<b>60%</b>	n/a	n/a	n/a	n/a	<b>60%</b>	<b>60%</b>	n/a	<b>60%</b>	n/a	n/a
<b>Outcomes: 2029-2030</b>													

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
<b>47%</b>	<b>49%</b>	<b>51%</b>	<b>53%</b>	<b>56%</b>	<b>58%</b>	<b>60%</b>
<b>Outcomes</b>	<b>31%</b>					

### 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>	<b>38%</b>	<b>40%</b>	<b>66%</b>	n/a	<b>50%</b>	n/a	n/a	<b>26%</b>	<b>39%</b>	n/a	<b>20%</b>	n/a	n/a
2024-2025	<b>41%</b>	<b>43%</b>	<b>67%</b>	n/a	<b>51%</b>	n/a	n/a	<b>31%</b>	<b>42%</b>	n/a	<b>26%</b>	n/a	n/a
<b>Outcomes: 2024-2025</b>	<b>26%</b>	<b>26%</b>	<b>49%</b>	n/a	<b>31%</b>	n/a	n/a	<b>14%</b>	<b>19%</b>	n/a	<b>28%</b>	n/a	n/a
2025-2026	<b>44%</b>	<b>46%</b>	<b>68%</b>	n/a	<b>52%</b>	n/a	n/a	<b>37%</b>	<b>45%</b>	n/a	<b>33%</b>	n/a	n/a
<b>Outcomes: 2025-2026</b>													
2026-2027	<b>48%</b>	<b>49%</b>	<b>69%</b>	n/a	<b>54%</b>	n/a	n/a	<b>43%</b>	<b>49%</b>	n/a	<b>40%</b>	n/a	n/a
<b>Outcomes: 2026-2027</b>													
2027-2028	<b>52%</b>	<b>53%</b>	<b>70%</b>	n/a	<b>56%</b>	n/a	n/a	<b>49%</b>	<b>53%</b>	n/a	<b>47%</b>	n/a	n/a
<b>Outcomes: 2027-2028</b>													
2028-2029	<b>56%</b>	<b>56%</b>	<b>71%</b>	n/a	<b>58%</b>	n/a	n/a	<b>55%</b>	<b>57%</b>	n/a	<b>54%</b>	n/a	n/a
<b>Outcomes: 2028-2029</b>													
2029-2030	<b>60%</b>	<b>60%</b>	<b>72%</b>	n/a	<b>60%</b>	n/a	n/a	<b>60%</b>	<b>60%</b>	n/a	<b>60%</b>	n/a	n/a
<b>Outcomes: 2029-2030</b>													

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