Pflugerville Independent School District

Timmerman Elementary School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

—

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

October 22, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

TES TIP Input.docx

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Accelerating Campus Excellence (ACE) Model

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT PLC Support, School Action Fund (Restart)

Which, if any, program is your school system interested in to support this strategy?

—

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

SustainED Leaders, Steady State Impact Strategies

How many district staff members will be responsible for capacity building with this campus?

4

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Principal stipend: $15,000 — School Action Fund (SAF)
Assistant Principal stipends: $26,000 — School Action Fund (SAF)
Teacher stipends (31 teachers at $5,000 each): $155,000 — Title II
Counselor stipend: $15,000 — School Action Fund (SAF)
Social Worker stipend: $5,000 — School Action Fund (SAF)
Nurse stipend: $2,500 — School Action Fund (SAF)
Instructional Coach stipend: $10,000 — School Action Fund (SAF)
Interventionist/Dyslexia stipend: $5,000 — School Action Fund (SAF)
Educational Associate stipends/extra duty: $15,000 — Title II
Additional Assistant Principal: $96,000 — School Action Fund (SAF)
Full-time Social Worker: $96,000 — School Action Fund (SAF)
Additional 0.5 Counselor: $45,000 — School Action Fund (SAF)
STEM Educational Associate: $40,000 — School Action Fund (SAF)
ADSY transportation – six additional instructional days: $4,151 — ADSY funding
ASCEND transportation: $8,010 — ADSY funding
After-school enrichment: $0 — No additional cost
SustainED LIFT-SI technical assistance (two half-days weekly, also includes bi-weekly calibration with principal manager): approximately $45,000 – LIFT-SI
Full-time campus Instructional Coach salary/benefits: $85,000 – Title I
Relay National Principal Academy Fellowship: $16,500 – Title II
Director of School Improvement support portion of salary/benefits: $25,000 – SAF
Effective Schools Facilitator and District Instructional Coach support: existing personnel – District General Fund
High-quality instructional materials, including Bluebonnet Math and HMH Into Reading: Existing district allocation — IMRA/district instructional funds

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

The ACE strategy is not contingent solely on receipt of School Action Fund (SAF) grant funding. Pflugerville ISD is also pursuing Resource Campus Designation for Timmerman Elementary School as a long-term sustainability strategy for the ACE model. If SAF grant funding is reduced or unavailable, the district will prioritize the highest-impact components of the model through a combination of Title I, Title II, local funds, and other allowable funding sources while continuing to pursue the Resource Campus Designation and associated resources.

The district will prioritize the core components of the ACE model, including recruitment and retention of effective staff, protected collaborative planning and PLC structures, targeted student intervention, and intensive instructional leadership and coaching support. Existing district resources will continue regardless of grant funding, including support from an Effective Schools Facilitator, District Instructional Coaches, Campus Support Team monitoring, district curriculum and assessment resources, and district leadership progress reviews.

If full grant funding is not available, PfISD will adjust the scope or funding source of supplemental positions, stipends, extended learning opportunities, and other grant-funded enhancements rather than discontinue the improvement strategy. District and campus leaders will use student performance and implementation data to prioritize available resources toward the components most directly connected to improved Tier 1 instruction, intervention, and student outcomes. Resource Campus Designation, combined with continued district investment and strategic use of federal and local funds, is intended to provide a sustainable pathway for maintaining the ACE model beyond the initial grant period.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Pflugerville ISD will proportionately redistribute talent and resources to Timmerman Elementary based on the campus's identified needs and improvement goals. Through the ACE model, TES required all instructional staff to reapply for positions and used a selective staffing process to prioritize the placement and retention of effective, experienced teachers. ACE stipends provide additional compensation to attract and retain high-quality teachers and staff at the campus.

The district has also allocated additional staffing to TES beyond the standard elementary staffing model, including an additional assistant principal, a full-time social worker, an additional 0.5 counselor, and a STEM educational associate. These positions increase campus leadership capacity, student and family supports, and opportunities for enrichment while allowing campus leaders to focus more intensively on instructional improvement.

TES also receives a higher level of district instructional and school improvement support based on campus need. An Effective Schools Facilitator provides ongoing leadership coaching and implementation support, and District Instructional Coaches provide targeted instructional coaching aligned to campus and teacher needs. The Campus Support Team monitors implementation and student outcomes and coordinates additional district resources when data indicate a need for intensified support. As an elementary campus, TES also receives one full day of weekly SustainED coaching to support implementation of Bluebonnet Math through LIFT SI.

Resources are further concentrated on protecting Tier 1 instruction and providing targeted intervention. The master schedule includes protected core instructional blocks and dedicated WIN time so students can receive intervention or enrichment without being removed from Tier 1 instruction. District assessment, PLC, lesson internalization, and data-analysis structures support teachers in identifying students requiring additional support and adjusting instruction accordingly.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

181

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Bi-Monthly	HMH Into Reading, Bluebonnet Math, and HMH Into Science curriculum-based assessments are administered at instructional checkpoints aligned to the district pacing calendar. Teachers and campus leaders analyze results in PLCs to identify TEKS and students requiring reteach, intervention, or extension; adjust student groupings; and develop targeted reteach plans. Results are also used to monitor the effectiveness and rigor of Tier 1 instruction across classrooms.
Interim		District	Semester	TEA Interim Assessments in STAAR-tested grades are used to monitor progress toward grade-level standards and anticipated STAAR performance. Campus and district leaders disaggregate results by grade, teacher, student group, and standard to identify performance trends and students requiring additional support. Results inform PLC data meetings, reteach and intervention plans, and adjustments to instructional and coaching support.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Universal Screeners	District	BOY/MOY/ EOY	District universal screeners—including Circle KPM and i-Ready Inform Math in Kindergarten, AMIRA ISIP (TPRI/Tejas LEE) and Star 360 Math in Grades 1–2, and Star 360 Reading and Math in Grades 3–5—are used to establish baseline performance, measure growth, identify students needing intervention or enrichment, and monitor response to instruction. Results inform dynamic student grouping, WIN intervention supports, and campus PLC and data-meeting decisions.
Other	Common Formative Assessments	Campus	Daily	Provide timely evidence of student learning so PLCs can identify misconceptions, adjust upcoming instruction, plan small-group instruction, and determine reteach or enrichment.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

TES will use a campus-wide system to track student performance and growth at the individual student, classroom, grade-level, and campus levels. Teachers will maintain student data trackers that include CBA results and BOY, MOY, and EOY assessment data by student, along with individual performance and growth goals. This will allow teachers and leaders to monitor both whether students are meeting grade-level expectations and whether individual students are making sufficient growth over time.

PLCs will review student data weekly to identify students who are on track, approaching, or not on track to meet their performance and growth goals. Teams will analyze assessment results and student work, identify standards and misconceptions requiring additional instruction, and determine specific reteach, intervention, and enrichment actions. Students requiring additional support will be regrouped for WIN/intervention based on current evidence of need. This aligns with the district's expectation that PLC systems move beyond data review to instructional response and ongoing student-work analysis.

The Instructional Leadership Team (ILT) will monitor the connection between adult implementation and student outcomes. During Strong Start, the ILT will review walkthrough data and implementation trends to determine the extent to which expected instructional practices are evident across classrooms. As student outcome data become available, the ILT will review those results alongside walkthrough trends to determine whether improvements in instructional practice are translating into student growth and achievement. Identified gaps will inform adjustments to coaching, PLC support, intervention, and professional learning.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

TES will provide a layered intervention system for students performing below grade level, with support delivered through both the campus interventionist and classroom-based Tier 2 instruction. The campus interventionist will provide targeted small-group instruction throughout the school day based on identified student needs. In addition, classroom teachers will provide Tier 2 support using a defined instructional plan that specifies the skill focus, instructional approach, and students assigned to each group.

TES has a designated WIN period to protect time for intervention without replacing core Tier 1 instruction. During WIN, RLA intervention will focus primarily on foundational literacy skills, while math intervention will target foundational numeracy skills and fluency. Student groupings and intervention priorities will be adjusted based on current assessment and progress-monitoring data.

Students receiving special education services will receive their required instructional minutes from appropriately assigned staff. TES serves a comparatively large special education population, but the campus has sufficient staffing to meet required service minutes. Special education teachers and general education teachers will coordinate through PLCs and student-support processes to ensure students continue to access grade-level content while receiving specially designed instruction, accommodations, and targeted intervention based on individual needs.

For Emergent Bilingual students, teachers and administrators will receive capacity-building support focused on integrating language development into Tier 1 instruction. Training and coaching will emphasize implementation of the ELPS, appropriate linguistic scaffolds, academic vocabulary and discourse, and strategies that provide students opportunities to develop listening, speaking, reading, and writing skills while accessing grade-level content. TES will also provide Ellevation training to strengthen teachers' ability to differentiate instruction for Emergent Bilingual students. Teachers will use TELPAS, classroom assessment, and other student-performance data to identify language-development needs and plan appropriate supports during PLCs and lesson internalization. Campus leaders will monitor implementation through classroom walkthroughs and review student progress data, including TELPAS.

Campus leaders and teachers will use screener, CBA, formative assessment, and progress-monitoring data to determine whether students are responding to intervention and whether changes in group, frequency, duration, or instructional focus are needed. The campus will also review student performance data to determine whether additional after-school tutoring is warranted for students who need support beyond the intervention provided during the instructional day.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs will be organized primarily by grade level, with teachers collaborating around the core content areas of RLA and math. Grade-level PLCs will provide protected collaborative planning time for lesson internalization, analysis of student work and assessment data, and planning for reteach, intervention, and enrichment based on identified student needs.

TES will also use after-school vertical PLCs to provide structured time for teachers across grade levels to plan together, examine how standards and skills progress from one grade to the next, identify gaps or redundancies in instruction, and strengthen alignment across grade levels. These vertical PLCs will complement the regular grade-level PLC structure by helping teachers connect daily instructional planning to broader campus-wide learning progressions.

How frequently will PLCs occur?

PLCs will occur twice weekly for each grade level (K–5). Each grade level has one 50-minute PLC during the instructional day and an additional 45-minute PLC after school on Monday or Tuesday. This schedule provides recurring protected time for lesson internalization, collaborative planning, student work and assessment analysis, and planning for reteach and intervention. TES also has a designated Data PLC structure, and the campus Instructional Leadership Team meets on Mondays from 7:45–9:15 a.m. to support alignment and monitoring of the instructional work.

Who will facilitate PLCs?

The campus instructional coach and principal will facilitate TES PLCs. They will guide teams through the district's established lesson internalization and data-analysis protocols, ensure PLCs remain focused on grade-level instructional priorities and student outcomes, and support teachers in translating student data into specific reteach, intervention, and enrichment actions. Facilitation will also include monitoring follow-through on PLC commitments and identifying where teachers or teams need additional coaching or support.

Who is required to attend PLCs?

Required PLC attendance will vary based on the PLC structure. Grade-level teachers, the principal, campus instructional coach, and the grade-level assistant principal are required to attend the regularly scheduled grade-level PLCs during the instructional day.

Because interventionists and special education teachers have student-service responsibilities that prevent consistent participation in daytime PLCs, TES will intentionally include them at key points in the PLC cycle. Interventionists will attend data PLCs to analyze student performance, identify students requiring additional support, and collaborate with grade-level teams on intervention groupings and instructional priorities. Special education teachers will participate in weekly after-school PLCs, prioritizing the grade level with the greatest identified need for special education collaboration and instructional support. District Multilingual specialists provide support to teachers on appropriate linguistic scaffolds, academic vocabulary and discourse strategies.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Timmerman Elementary follows PfISD's structured PLC protocols for module internalization, lesson internalization, lesson rehearsal, and student work analysis/data-driven instruction. These processes support teachers in deeply understanding the HQIM, preparing to deliver rigorous Tier 1 instruction, and responding to evidence of student learning.

Module internalization occurs before teachers begin lesson-level internalization. Using the PfISD Module Internalization Protocol, teams examine the module overview and progression of content, identify anticipated misconceptions, review the pacing and assessment sequence, complete and analyze the end-of-module assessment, identify critical knowledge and skills, and examine the arc of learning across topics and lessons. This establishes a shared understanding of where instruction is headed and how individual lessons contribute to module-level outcomes.

Lesson internalization uses the PfISD Lesson Internalization Protocol. Teachers complete pre-work by reviewing the lesson and creating a student exemplar. During PLCs, teams identify the lesson objective and aligned TEKS/ELPS, develop Know/Show charts, examine pacing and coherence, anticipate misconceptions, identify key discourse opportunities and checks for understanding, and plan appropriate scaffolds, accommodations, and modifications. Teachers also participate in a lesson internalization process where they internalize on their own and submit to campus leadership for feedback.

Lesson rehearsal provides teachers opportunities to practice high-leverage portions of upcoming instruction and receive feedback before classroom implementation, strengthening teacher readiness and consistent delivery of the HQIM.

Student work analysis/data-driven instruction uses the PfISD Looking at Student Work Protocol. Teams establish criteria for mastery, analyze and calibrate student work, identify patterns and priority learning gaps, determine whole-class or student-group instructional adjustments, and commit to concrete action steps for reteach and follow-up.

Upload PLC agenda (optional):

Lesson Internalization PLC Agenda_TES.pdf

ACE

Has this campus completed a planning year for the SAF grant for the ACE model?

Yes

Upload your school design plan. This plan must meet the criteria in TEC Section 39A.105(b). (Optional)

Copy of Pflugerville ISD - Timmerman Elementary - School Design Plan (1).docx

Would you like to provide more detail about the implementation of your ACE model? Select yes if your School Design Plan does not meet the criteria in TEC Section 39A.105(b).

No

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Teacher	ACE-specific professional learning focused on implementation of HQIM and research-based instructional strategies. Training included two days of Bluebonnet Math implementation, HMH 2.0 use and lesson internalization, research-based instructional strategies in reading and math, and writing instruction using HMH 2.0.	PfISD Curriculum & Instruction/ Professional Learning staff	K–5 classroom teachers, including math and RLA teachers as applicable
Teacher	Role-specific professional learning designed to strengthen access to rigorous Tier 1 instruction and specialized supports. Training included participation in Bluebonnet Math and HMH 2.0 training alongside general education teachers, PLAAFP development, behavior support services, functional academics updates, and facilitated learning.	PfISD Curriculum & Instruction and Special Education staff; Region 13 for facilitated learning	SCS, resource, inclusion, ECSE, behavior and functional academics teachers; SPED educational assistants, as applicable

Role	Training/PD Description	Delivered By	Attended By
Teacher	Best Practices in Pre-K focused on developmentally appropriate instructional practices and preparation for implementation of the ACE instructional model.	PfISD Early Childhood staff	Pre-K teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Professional learning addressing crisis protocols, district processes, ethics/best practices, and SRO procedures to strengthen coordinated student supports within the ACE model.	PfISD Student Support staff	Counselors and social workers
Teacher	Job-alike professional learning aligned to staff roles, including STEM/LEGO, fine arts, library services, nursing, and other specialized programs supporting the ACE whole-campus model.	PfISD department staff	STEM/ ASCEND, art, music, library, nursing and other specialized staff
Teacher	Math Refined RBIS Training – understanding and applying Research-Based Instructional Strategies (RBIS) within Bluebonnet Math and lesson internalization.	SustainED Leaders	All K–5 Math Teachers
Teacher	Small-Group Intervention Training – understanding the distinction between WIN and RRE intervention time, available intervention resources, and how to differentiate supports based on student needs in reading and mathematics.	SustainED Leaders	K–5 Math and RLA Teachers and instructional leaders
Principal	Instructional Systems Training – change management, district instructional priorities, and development of strong observation/feedback and PLC systems.	SustainED Leaders	Principal, Assistant Principals, Instructional Coach, and other district/ campus instructional leaders

Role	Training/PD Description	Delivered By	Attended By
Principal	PLC and Lesson Internalization Development – expectations for effective PLCs, module and lesson internalization, student-work analysis, lesson rehearsal, and calibration of PLC implementation.	Campus leadership, SustainED Leaders, Effective Schools Facilitator, District Instructional Coaches, and Curriculum & Instruction	Campus administrators, Instructional Coach, and instructional staff
Principal	Observation and Feedback Training – training on effective observation and feedback cycles, including identifying high-leverage instructional actions, providing actionable feedback, establishing coaching cadences, and monitoring teacher implementation and growth.	PfISD District Leaders	Principals
Principal	TEA Content Agnostic Walkthrough Tool Training – training and calibration on the district's use of the TEA Content Agnostic Walkthrough Tool to identify evidence of high-quality instruction, collect consistent implementation data, and use walkthrough trends to inform coaching, PLC support, and professional learning.	PfISD District Leaders	Principals, Assistant Principals, and Instructional Coaches
Principal	Relay National Principal Academy Fellowship (NPAF) – intensive principal development focused on instructional leadership, including building and managing effective instructional systems, observation and feedback, data-driven instruction, and leading adult learning and continuous improvement. Learning from the fellowship will be applied to TES's implementation of the ACE model and district instructional priorities.	Relay Graduate School of Education	TES Principal

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

As part of the ACE reconstitution process, TES required instructional staff to reapply for positions and used a selective staffing process to strengthen the overall talent base before the 2026–27 school year. As a result, differentiated support will be based on both experience in role and demonstrated implementation of the campus instructional expectations, rather than assuming all staff require the same level of support.

Teachers with fewer than two years of experience in their role, uncertified teachers, and teachers who do not yet demonstrate consistent effectiveness will receive intensified support, including at least weekly classroom observation and feedback from an administrator or instructional coach, targeted coaching on specific action steps, additional modeling or co-planning as needed, and increased support during TES's twice-weekly PLCs. Coaching will focus on implementation of HQIM, lesson internalization, RBIS, checks for understanding, student engagement, and use of student data to adjust instruction. The TEA Content Agnostic Walkthrough Tool, PLC observation tools, coaching documentation, and student-performance data will be used to determine whether support should be maintained, intensified, or reduced.

Teachers who demonstrate consistent instructional effectiveness and implementation will receive observation and feedback at least biweekly, while continuing to participate in twice-weekly PLCs, lesson internalization, student-work analysis, and campus/district professional learning. Teachers may move between levels of support based on walkthrough evidence, coaching progress, implementation fidelity, and student outcomes. This tiered approach aligns with TEA's expectation that teachers requiring more support are observed at least weekly and teachers needing less support are observed at least biweekly.

Training will also be differentiated based on prior experience with specific instructional materials and practices. For example, SustainED differentiates Bluebonnet Math training so returning teachers receive a targeted review and greater emphasis on module internalization rather than repeating introductory product training. Additional implementation training will be assigned when observation, PLC, or student-performance data identify a specific need.

Leadership support will also be differentiated. The TES principal will participate in the Relay National Principal Academy Fellowship and district Observation and Feedback training, receive ongoing support from the Effective Schools Facilitator and district leadership, and participate in calibration on the TEA Content Agnostic Walkthrough Tool. Campus administrators will receive additional coaching and support in PLC leadership, observation and feedback, and data-driven instruction based on implementation evidence and campus performance data.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

TES will use the TEA Content Agnostic Observation Tool as the primary classroom walkthrough instrument to evaluate implementation of professional learning and the ACE instructional model. Walkthrough data will be documented in KickUp so campus and district leaders can analyze implementation trends over time by teacher, grade level, and campus. The PLC Observation Tool will also be used to monitor implementation of lesson internalization, data analysis, and other PLC practices.

Classroom walkthrough look-fors will align directly to the professional learning teachers receive and will include implementation of HQIM and RBIS; alignment of instruction to the intended lesson objective and task; appropriate rigor; student engagement and ownership of learning; academic discourse; checks for understanding; response to student misconceptions; use of questioning; and appropriate scaffolds and supports for diverse learners. Leaders will also look for evidence that practices developed during lesson internalization are transferring into classroom instruction.

The PLC Observation Tool will be used to determine whether teams are effectively internalizing lessons, using student exemplars and Know/Show expectations, anticipating misconceptions, planning checks for understanding and student discourse, analyzing student work and assessment data, and developing specific reteach and intervention responses. These look-fors align with PfISD's lesson internalization criteria, which include student exemplars, Know/Show, anticipated misconceptions, discourse questions, checks for understanding, and plans for all learners.

For leadership capacity building, the Instructional Leadership Action Plan and leadership coaching tools will be used by the Effective Schools Facilitator and district leaders to monitor implementation of the principal's instructional systems, including PLC leadership, observation-and-feedback cycles, coaching cadence, use of implementation data, and completion of identified leadership action steps. The TES principal's learning through the Relay National Principal Academy Fellowship will be reinforced and monitored through these ongoing leadership coaching and performance-management structures.

Campus and district leaders will review walkthrough, PLC observation, coaching, and student-performance data to determine whether professional learning is resulting in changes in practice. Identified gaps will trigger targeted coaching, additional modeling or professional development, and increased observation frequency. Teachers requiring greater support will receive observation and feedback at least weekly, while teachers demonstrating stronger implementation will receive observation and feedback at least biweekly, consistent with the TEA success criteria.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

TES teachers and administrators will receive ongoing capacity-building support to strengthen Tier 1 instruction and intervention for students in special populations, with particular attention to students receiving special education services. Support will be embedded within the campus's broader ACE instructional model so that meeting the needs of special populations is incorporated into lesson internalization, PLCs, observation and feedback, and data-driven instruction rather than addressed through separate professional development alone.

For students receiving special education services, teachers and administrators will receive district-provided training and coaching related to implementation of IEPs and PLAAFPs, accommodations and modifications, inclusive instructional practices, behavior supports, and delivery of specially designed instruction within HQIM. During lesson internalization and PLCs, teams will plan how grade-level instruction will be scaffolded while maintaining the rigor of the intended standard and task. Campus leaders will monitor implementation through classroom walkthroughs, PLC observations, student work, and disaggregated student-performance data and will coordinate additional coaching or support with district Special Education staff when implementation gaps are identified.

For emergent bilingual students, teachers and administrators will receive support in implementing the ELPS within Tier 1 instruction, providing appropriate linguistic scaffolds, increasing opportunities for academic discourse and language development, and using TELPAS and other student-performance data to identify instructional needs. PLC and lesson-internalization planning will include explicit consideration of the language demands of the lesson and the supports necessary for emergent bilingual students to access grade-level content.

TES will also use its small-group intervention training to strengthen support for students who require instruction beyond Tier 1. Teachers will use screener, CBA, formative assessment, and student-work data to identify students requiring additional support, determine appropriate WIN/intervention groups, and monitor their response to intervention.

Implementation will be monitored through the TEA Content Agnostic Observation Tool, PLC Observation Tool, student-performance data, and campus coaching cycles. Look-fors will include appropriate scaffolds and accommodations, access to grade-level HQIM, student engagement and academic discourse, checks for understanding, and evidence that teachers adjust instruction in response to student need. When walkthrough or student-outcome data indicate a gap in support for a particular student group, campus and district leaders will provide targeted coaching, modeling, PLC support, or additional professional learning.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Implement the ACE staffing and resource model: Complete implementation of the ACE staffing model, including teacher selection, staffing allocations, additional personnel, and compensation structures. Monitor staffing stability and identify adjustments needed to support implementation.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Human Resources; Director of School Improvement

Evidence of Completion – What artifact, data, or observable action will verify completion?

ACE staffing roster, personnel assignments, staffing and retention data, and documentation of allocated resources.

Support Needed – What training, coaching, resources, or tools are required?

ACE funding, HR support, district staffing allocations, and School Improvement support.

Milestone 2

Description – What specific action or deliverable will be completed?

Establish ACE schoolwide systems and routines: Implement consistent schoolwide routines, instructional expectations, and ACE implementation structures. Train staff, establish monitoring procedures, and provide feedback on implementation.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Assistant Principals; Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Schoolwide implementation plan, staff training records in KickUp, walkthrough findings, and documented adjustments.

Support Needed – What training, coaching, resources, or tools are required?

ACE implementation resources, SustainED instructional systems training, and ESF coaching.

Milestone 3

Description – What specific action or deliverable will be completed?

Implement weekly lesson internalization PLCs: Establish weekly planning meetings using district lesson and module internalization protocols. Campus leaders will monitor PLC implementation and provide coaching to strengthen Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Assistant Principals; Instructional Coach; PLC Leaders

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC schedules and agendas, completed lesson internalizations, PLC observation records, and instructional coaching documentation.

Support Needed – What training, coaching, resources, or tools are required?

District internalization protocols, SustainED coaching, C&I support, and ESF facilitation.

Milestone 4

Description – What specific action or deliverable will be completed?

Launch observation and feedback cycles: Establish teacher coaching loads and differentiated observation and feedback cycles. Campus instructional leaders will conduct observations aligned to district instructional priorities and use observation trends to refine coaching.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Assistant Principals; Instructional Coach; ESF

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teacher coaching loads, observation and feedback records in KickUp, classroom walkthrough trends, and documented coaching action steps.

Support Needed – What training, coaching, resources, or tools are required?

SustainED observation and feedback support, Content Agnostic Observation Tool, KickUp, and ESF coaching.

Milestone 5

Description – What specific action or deliverable will be completed?

Implement data-driven instruction and intervention cycles: Implement weekly data meetings and structured assessment analysis using district protocols. Teachers will identify student misconceptions, plan reteaching, adjust instructional groups, and monitor student progress through reassessment.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Assistant Principals; Instructional Coach; PLC Leaders

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completed data protocols, weekly data meeting records, reteach plans, reassessment results, and intervention grouping documentation.

Support Needed – What training, coaching, resources, or tools are required?

District data protocols, assessment dashboards, C&I support, instructional coaching, and ESF support.

Milestone 6

Description – What specific action or deliverable will be completed?

Strengthen Bluebonnet Math implementation through LIFT-SI: Implement the district's Bluebonnet Math instructional expectations through ongoing SustainED coaching. Campus leaders and teachers will use coaching and classroom evidence to improve lesson internalization, instructional delivery, and implementation of research-based instructional strategies.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Assistant Principals; Math Instructional Coach; SustainED

Evidence of Completion – What artifact, data, or observable action will verify completion?

SustainED coaching summaries, KickUp professional learning records, PLC observation findings, lesson internalization artifacts, and classroom walkthrough trends.

Support Needed – What training, coaching, resources, or tools are required?

LIFT-SI coaching, Bluebonnet instructional materials, district mathematics support, and SustainED technical assistance.

Milestone 7

Description – What specific action or deliverable will be completed?

Evaluate and strengthen ACE implementation: Conduct a formal review of ACE implementation, including staffing stability, schoolwide systems, instructional practices, and the effectiveness of allocated resources. Identify adjustments needed to strengthen implementation.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Director of School Improvement; ESF; District Leadership

Evidence of Completion – What artifact, data, or observable action will verify completion?

ACE implementation review, staffing and retention data, instructional implementation evidence, documented findings, and an updated action plan.

Support Needed – What training, coaching, resources, or tools are required?

ACE implementation guidance, district HR and financial data, ESF coaching, and district leadership support.

Milestone 8

Description – What specific action or deliverable will be completed?

Complete MOY and EOY performance-management reviews: Use SustainED LIFT performance-management routines and district monitoring structures to evaluate progress toward student outcome goals and implementation milestones. Identify and implement adjustments based on student achievement and instructional implementation data.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Director of School Improvement; Principal Supervisor; ESF; Campus Support Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY and EOY performance-management documentation, updated milestone tracker, student performance analysis, CST action steps, and documented course corrections.

Support Needed – What training, coaching, resources, or tools are required?

SustainED performance-management support, district data systems, ESF facilitation, and CST support.

Milestone 9

Description – What specific action or deliverable will be completed?

Evaluate Year 1 instructional implementation and student outcomes: Evaluate implementation of the district instructional priorities and the impact of ACE and LIFT-SI supports. Analyze student achievement, instructional observation trends, PLC effectiveness, and intervention outcomes to determine priorities for Year 2.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; Director of School Improvement; ESF; Principal Supervisor

Evidence of Completion – What artifact, data, or observable action will verify completion?

Year 1 implementation evaluation, student achievement and accountability analysis, observation trends, and identified instructional improvement priorities.

Support Needed – What training, coaching, resources, or tools are required?

District accountability analysis, SustainED implementation findings, C&I support, and School Improvement Team.

Milestone 10

Description – What specific action or deliverable will be completed?

Develop the Year 2 ACE and LIFT-SI implementation plan: Use Year 1 findings to refine staffing and resource allocations, instructional coaching, professional learning, PLC implementation, and performance-management routines for 2027–28. Establish clear responsibilities and monitoring expectations.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; Director of School Improvement; ESF; District Leadership

Evidence of Completion – What artifact, data, or observable action will verify completion?

Updated campus implementation plan, Year 2 staffing and resource allocations, professional learning priorities, and revised instructional leadership action plan.

Support Needed – What training, coaching, resources, or tools are required?

ACE resources, district staffing and budget support, SustainED recommendations, and School Improvement Team support.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor implementation of the TES Targeted Improvement Plan through a structured performance-management cycle that examines both implementation of the ACE strategy and progress toward student outcome goals. The TES principal and campus leadership team will monitor implementation on an ongoing basis through PLCs, classroom walkthroughs, observation and feedback cycles, assessment and student-growth data, intervention data, and progress toward TIP milestones.

The Effective Schools Facilitator (ESF) will provide ongoing coaching to the principal and support monitoring of the campus improvement plan, including implementation of instructional systems, progress toward milestones, and identified leadership action steps. The principal's participation in the Relay National Principal Academy Fellowship (NPAF) will provide an additional layer of leadership development that will be reinforced through district coaching and monitoring. District Instructional Coaches and curriculum staff will support and monitor implementation of HQIM, lesson internalization, data-driven instruction, and intervention practices. SustainED will provide ongoing Bluebonnet Math implementation support and additional implementation data from its district work.

The Campus Support Team (CST) will review TES progress at least once a semester. Reviews will include TIP milestone status, student achievement and growth data, implementation of HQIM and RBIS, PLC implementation, intervention effectiveness, attendance as appropriate, and observation-and-feedback data. The TEA Content Agnostic Observation Tool, PLC Observation Tool, and observation/feedback records in KickUp will provide implementation evidence, including walkthrough frequency, teacher action steps, instructional delivery, HQIM fidelity, and teacher growth.

In addition, each month there is a LIFT Performance Management Routine with SustainED and the Office of School Leadership. District and technical-assistance leaders review evidence of student learning and instructional implementation, identify trends and gaps, establish high-leverage action items with assigned owners, and review progress on upcoming implementation milestones. Every quarter, the Deputy Superintendent shares performance updates with the Superintendent and cabinet level leaders.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The Timmerman principal and campus leadership team will be responsible for reviewing progress toward implementation milestones at the campus level. At the district level, the Effective Schools Facilitator, District Instructional Coach, Principal Manager, and School Improvement leadership will review progress through Campus Support Team meetings and other established monitoring routines. In addition, SustainED, Curriculum & Instruction, and Office of School Leadership leaders will review progress toward LIFT milestones during the monthly LIFT Performance Management Routine, including progress on previously identified action items and upcoming milestones.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through existing campus and district monitoring systems, including classroom observation and feedback data and PLC implementation evidence documented in KickUp, and student work and assessment data. Campus leaders, the Effective Schools Facilitator, District Instructional Coach, and SustainED will collect and review evidence through their regular campus support and coaching work.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress data will be shared with district leadership through Campus Support Team meetings, regular School Improvement monitoring, and the monthly LIFT Performance Management Routine with SustainED and the Office of School Leadership. During the monthly LIFT routine, leaders review student-learning and instructional-implementation evidence, progress on action items and milestones, and determine next steps and ownership.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	78
Meets Grade Level	52
Masters Grade Level	28

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	62
Meets Grade Level	42
Masters Grade Level	22

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	68
Meets Grade Level	43
Masters Grade Level	25

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

20

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

3

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

26

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

11

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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