Pflugerville Independent School District

Timmerman Elementary School

2026-2027

Accountability Rating: B

Distinction Designation
Top 25 Percent: Comparative Academic Growth

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary:

Theodore Timmerman Elementary is a neighborhood school in Pflugerville, Texas. 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 four self-contained Special Education classrooms, including Early Childhood Special Education, Social and Communication Skills, and Functional Academics. Additionally, this year we have added the ASCEND Program. A self-contained program for the top 5% of the district's Gifted and Talented elementary 4th and 5th Graders.

As seen in Table 1, the projected enrollment for the 2026-2027 school year is around 475 students.

Timmerman's demographic categories as a percentage of the total student population have remained steady, according to Table 2. Over the last five years, the Hispanic student population has steadily increased, while the white student population has slightly decreased.

According to Table 3, our student participation in Special Education has increased by about 15% over the last four years, 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. Additionally, there was a lack of consistent Tier I instructional systems prior to the 2025-26 school year.

We offer physical education, art, and music classes as special areas classes, and host enrichment clubs on Friday mornings. Additionally, this year we will be adding a STEM enrichment opportunity for all students through regular rotations.

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 & On Data Suite)									
Year	Hispanic	African American	White	Asian	American Indian	Native Hawaiian	Two Or More	Female	Male
2025 - 2026	45.52%	27.62%	17.65%	4.35%	0.00%	0.00%	4.86%	49.10%	50.90%
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
2025 - 2026	29.41%	0.51%	10.74%	13.04%	67.01%	6.14%	7.93%	2.81%
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

Student Special Program Identification/Participation Timmerman Elementary School (Source: OnDataSuite as of 06/01/26)					
	2021-2022	**2022-2023**	**2023-2024**	**2024-25**	**2025-26**
At-Risk	52.9%	58.7%	60.8%	61.5%	64.96%
Immigrant	1.9%	2.2%	2.3%	1.2%	2.05%
Homeless	2.6%	.9%	3.6%	3.3%	8.95%
Migrant	0%	0%	0%	0%	0%

In recent years, the population of students who are At-Risk and homeless has increased, as has the percentage of mobility, which is greater than the district and state average.

Staff

During the 2025-26 school year, the Timmerman faculty is composed of experienced and certified teachers, except for two. According to the TAPR report for 2024-2025, the Timmerman instructional staff had 30% of teachers with 1-5 years of instructional experience and 33% with over 11 years of experience.

Table 5

Teacher Demographics - Timmerman Elementary School (Source: TAPR)
Total Teachers

Teacher Demographics - Timmerman Elementary School (Source: TAPR)
African American
Hispanic
White
American Indian
Asian
Pacific Islander
Two or More Races

Table 6

Teachers by Years of Experience - Timmerman Elementary School (Source: TAPR)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Teachers	7%	2.6%	5.9%	24.4%	3.2%	5.9%

Teachers by Years of Experience - Timmerman Elementary School (Source: TAPR)						
1-5 Years of Experience	28.2%	38.7%	40%	29.6%	55.5%	30.1%
6-10 Years of Experience	18%	18.5%	20.2%	13.4%	9.6%	18.3%
11-20 Years of Experience	28.4%	32.3%	27.7%	23.7%	22.2%	33.5%
Over 20 Years of Experience	18.4%	7.7%	6.2%	8.9%	9.6%	12.2%

Attendance:

In the table below, overall campus attendance increased about .4% last year to 93.3%. Chronic absenteeism for the 2025-2026 school year was 18.2%, which is a decrease of 5.1% 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 continue to meet monthly to address attendance issues and chronic absenteeism.

Table 7

Attendance: (TAPR & On Data Suite & Everyday Labs)		
School Year	**Attendance Rate**	**Chronic Absenteeism**
2023-24	92.4%	21.2%
2024-25	92.9%	23.3%
2025-26	93.3%	18.2%

Demographics Strengths

- The diverse population of students at Timmerman is served by educators with experience ranging from one to over 20 years. The majority of Timmerman's teachers are represented in the 11-20 years category for teacher experience.
- Our diverse student population creates valuable opportunities for our students to strengthen their cultural competence and ability to collaborate.
- Staffing this spring has been intentional in hiring staff members with profound experience and proven student achievement.
- We have one and a half counselors who provide guidance lessons and other services to improve the social and emotional learning and well-being of our students. Additionally, TES had a designated Social Worker to improve student and family wrap-around support.
- Our families are very supportive of our campus, as demonstrated by well-attended events, financial support through fundraisers, and an active and supportive PTO.
- Through focused efforts, the rate of chronic absenteeism dropped by over 5%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Though it has increased to 93.3% over the last few years, average daily attendance is not above 95%, which is affecting student learning outcomes.
Root Cause: Though it is improving, not all students feel a tight connection with school, and thus may not feel the responsibility to attend school daily.

Problem Statement 2: Though the percentage of chronic absenteeism decreased 5% last school year, the percentage of chronic absenteeism has increased consistently over the last few years, up 3.8% to 18.2% during the 2025-26 school year.
Root Cause: Families don't have a campus connection with the school to fully grasp the importance of regular attendance.

Student Learning

Student Learning Summary

2026 STAAR Data - Grades 3rd -5th Grades

Longitudinal STAAR Results															
	Approaches					*Meets*					*Masters*				
3rd Grade	**2026**	**2025**	**2024**	**2023**	**2022**	**2026**	**2025**	**2024**	**2023**	**2022**	**2026**	**2025**	**2024**	**2023**	**2022**
RLA	72%	77%	79%	68%	72%	40%	45%	51%	40%	44%	12%	16%	25%	16%	30%
Math	57%	59%	72%	69%	58%	30%	27%	38%	35%	26%	12%	14%	21%	12%	11%
4th Grade	**2026**	**2025**	**2024**	**2023**	**2022**	**2026**	**2025**	**2024**	**2023**	**2022**	**2026**	**2025**	**2024**	**2023**	**2022**
RLA	65%	61%	64%	63%	59%	44%	35%	41%	32%	43%	25%	21%	14%	11%	18%
Math	65%	35%	38%	36%	46%	42%	20%	17%	18%	20%	25%	7%	4%	4%	9%
5th Grade	**2026**	**2025**	**2024**	**2023**	**2022**	**2026**	**2025**	**2024**	**2023**	**2022**	**2026**	**2025**	**2024**	**2023**	**2022**
RLA	71%	58%	62%	75%	74%	40%	36%	36%	52%	51%	25%	17%	14%	21%	30%
Math	52%	51%	36%	62%	65%	33%	20%	18%	25%	39%	14%	6%	3%	12%	19%
Science	56%	34%	27%	51%	66%	27%	9%	8%	17%	34%	13%	3%	4%	8%	18%

2026 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**80**	**B**	
Student Achievement		**69**	**D**	**0%**
STAAR Performance	40	69		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**80**	**B**	**70%**
Academic Growth	71	80	B	✓
Relative Performance (Eco Dis: 67.7%)		69	D	
Closing the Gaps	**58**	**79**	**C**	**30%**

- This campus has exited comprehensive support and improvement due to improved performance.
- This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former) ✦	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	2	**0**	**0**	**-**	**-**	**-**	**-**	**0**	**2**	**1**	**-**	**0**
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	0	0	3	-	0	-	-	3	3	0	-	3
2025	2	3	0	-	0	-	-	0	3	2	-	0
2026	0	3	1	-	-	-	-	3	3	1	-	1
Academic Achievement Status: Mathematics												
2024	0	0	0	-	0	-	-	0	0	0	-	0
2025	1	0	0	-	1	-	-	0	1	1	-	0
2026	1	2	2	-	-	-	-	2	0	1	-	2
Academic Growth Status: RLA												
2024	0	0	3	-	-	-	-	0	0	0	-	0
2025	0	2	0	-	-	-	-	1	2	2	-	0
2026	2	3	1	-	-	-	-	3	3	1	-	3
Academic Growth Status: Mathematics												
2024	0	0	0	-	-	-	-	0	1	0	-	0
2025	1	2	2	-	-	-	-	2	2	2	-	2
2026	3	3	3	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	0	0	0	-	0	-	0	0	0	0	0	0
2025	1	1	0	-	0	-	1	0	1	2	-	0
2026	1	2	2	-	2	-	0	2	1	2	-	2
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									0			
2026									3			

The targeted support and improvement data table is provided for informational purposes.

Targeted Improvement Plan

Because TES received overall accountability ratings of "F" for two consecutive years (2024 and 2025), the campus was required to develop a Targeted Improvement Plan. The Targeted Improvement Plan has been implemented for the 2026-2027 school year.

2026 TELPAS Composite Rating - Grades K-5

Longitudinal Results

TELPAS Composite	Beginning				Intermediate				Advanced				Advanced High			
	2026	2025	2024	2023	2026	2025	2024	2023	2026	2025	2024	2023	2026	2025	2024	2023
Kinder	0%	30%	17%	33%	20%	43%	42%	56%	40%	20%	33%	11%	40%	0%	8%	0%
1st Grade	17%	14%	13%	27%	33%	29%	40%	55%	33%	43%	40%	9%	17%	14%	7%	9%
2nd Grade	33%	36%	0%	14%	67%	45%	36%	29%	0%	18%	55%	29%	0%	0%	9%	29%
3rd Grade	0%	14%	0%	0%	50%	57%	83%	43%	50%	29%	17%	57%	0%	0%	0%	0%
4th Grade	0%	0%	0%	11%	60%	83%	57%	11%	40%	17%	43%	44%	0%	0%	0%	33%
5th Grade	0%	0%	0%	18%	33%	14%	13%	45%	50%	71%	63%	27%	17%	14%	25%	9%

Benchmarks/Universal Screeners

C-PALLS Results 2025-26 Pre - Kindergarten Percentage of students on Grade Level as compared to previous years (BOY - Beginning of the Year, EOY - End of the Year)						
C-PALLS	*BOY 2023-24*	*BOY 2024-25*	***BOY 2025-26***	*EOY 2023-24*	*EOY 2024-25*	***EOY 2025-26***
Phonological Awareness	48%	83%	46%	33%	32%	55%
Rapid Letter Naming	24%	34%	44%	61%	44%	71%
Rapid Vocabulary Naming	24%	54%	51%	42%	39%	53%
Overall Mathematics	61%	76%	83%	94%	71%	95%

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.

TX-KEA Results 2025-26 Kindergarten Percentage of students on Grade Level at the end of the year, as compared to previous years					
Reading	**2025-26**	2024-25	2023-24	2022-23	2021-22
Vocabulary	88%	54%	47%	55%	42%
Letter Names	78%	57%	64%	77%	84%
Spelling	94%	74%	65%	77%	76%
Blending	38%	24%	18%	49%	52%
Math	88%				
Overall		26%	36%	53%	61%

Circle KPM - Circle Kinder Progress Monitor is administered to Kindergarten students at the beginning, middle, and end and covers multiple child development domains to provide a holistic understanding of each student and better inform kindergarten teachers about the children in their classes, helping them to design differentiated instruction to meet students' needs and share information with families.

TPRI/AMIRA Results 2025-26 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)										
	BOY 21-22	*BOY 22-23*	BOY 23-24	BOY 24-25	***BOY 25-26****	*EOY 21-22*	*EOY 22-23*	EOY 23-24	EOY 24-25	***EOY 25-26****
1st Grade	27%	23%	17%	17%	**57%**	36%	37%	49%	36%	**58%**
2nd Grade	37%	28%	31%	23%	**42%**	59%	62%	58%	47%	**53%**

* The district moved to AMIRA as the Universal Screener at First and Second Grades. The percentage of students at grade level is a combination of those labeled as On Track and Above.

AMIRA ISIP Assess- Amira ISIP Assess™ listens as students read aloud, capturing and analyzing sounds to generate insights that reflect real skill development and reading growth.

STAR360 Reading Results 2025-26 2nd - 5th Grades Percentage of students on Grade Level as compared to previous years (BOY - Beginning of the Year, EOY - End of the Year)										
	BOY 21-22	*BOY 22-23*	BOY 23-24	BOY 24-25	***BOY 25-26***	*EOY 21-22*	*EOY 22-23*	EOY 23-24	EOY 24-25	***EOY 25-26***
2nd Grade	N/A	N/A	N/A	45%	36%	N/A	N/A	N/A	39%	33%
3rd Grade	45%	42%	50%	64%	50%	48%	47%	57%	58%	51%
4th Grade	47%	34%	42%	57%	50%	56%	34%	44%	54%	55%
5th Grade	50%	46%	37%	54%	49%	55%	32%	29%	53%	49%

Star360 - Administered to 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.

STAR360 Math Results 2025-26 1st - 5th Grades Percentage of students on Grade Level as compared to previous years (BOY - Beginning of the Year, EOY - End of the Year)										
	BOY 21-22	*BOY 22-23*	BOY 23-24	BOY 24-25	***BOY 25-26***	*EOY 21-22*	*EOY 22-23*	EOY 23-24	EOY 24-25	***EOY 25-26***
1st Grade	66%	62%	68%	34%	36%	85%	62%	50%	32%	59%
2nd Grade	64%	52%	56%	42%	32%	64%	74%	52%	33%	39%
3rd Grade	61%	55%	71%	53%	38%	67%	71%	79%	48%	61%
4th Grade	52%	50%	55%	60%	46%	67%	68%	49%	51%	76%
5th Grade	65%	47%	58%	59%	51%	69%	54%	45%	55%	60%

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

AMIRA/STAR360 Reading Results 2025-26

1st - 5th Grades

Percentage of students showing at least a year's growth from the beginning to the end of the year
(EOY - End of the Year)

Grade Level	EOY Percentage
1st	46% (Amira)
2nd	44% (Amira)
3rd	49%
4th	83%
5th	61%

STAR360 Math Results 2025-26

1st - 5th Grades

Percentage of students showing at least a year's growth from the beginning to the end of the year (EOY - End of the Year)

Grade Level	EOY Percentage
1st	42%
2nd	35%
3rd	71%
4th	81%
5th	73%

Student Learning Strengths

- 4th Grade Reading and Math are strengths, with 83% and 81% of students making at least a year's growth, respectively, according to STAR360.
- On average, we had a 28% increase in the percentage of students at or above grade level in math.
- All grade levels maintained or increased the percentage of students at or above grade level in reading.
- In all but one subtest, at least 70% of Kinder students are on track according to Circle KPM.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 2026 STAAR overall student performance at Meets Grade Level standard was 35% in Math and 41% in Reading.
Root Cause: Students were not spending sufficient time engaged in the grade-level depth of knowledge aligned to the TEKS. Tier I instruction did not sufficiently provide time and instructional strategies for engaging students in higher-order thinking, and lacked consistent data analysis with differentiated Tier II response.

Problem Statement 2: 2026 STAAR overall student performance at Masters Grade Level standard was 17% Math and 19% for Reading.
Root Cause: The intensive focus on Tier I HQIM implementation limited the amount of time students spent on higher-order thinking and extension activities. Small group instruction differentiation was focused on meeting the needs of students below grade level.

Problem Statement 3: During the 2025-26 school year, in first and second grade, fewer than 60% of students made at least a year's growth on the End-of-the-Year STAR360 Math and AMIRA Reading. (See appendix)
Root Cause: A third of these teachers were not certified; therefore, students were not spending sufficient time engaged in the grade-level depth of knowledge aligned to the TEKS. Tier I instruction was not implemented with fidelity across the grade levels, and there was no consistent Tier II intervention tool in place.

Problem Statement 4: 2025 STAAR student performance at Meets Grade Level standard was 9% and Masters Grade Level was 3% in Science.
Root Cause: Students were not spending sufficient time engaged in the grade-level depth of knowledge aligned to the TEKS. Tier I instruction did not sufficiently provide time and instructional strategies for engaging students in higher-order thinking, HQIM was not consistently utilized, lack of alignment of instructional materials with STAAR.

School Processes & Programs

School Processes & Programs Summary

Professional Practices

Faculty and staff at Timmerman Elementary will be following the Professional Learning Communities framework. Each PLC will meet a minimum of two times weekly, focused on data analysis to drive instruction, unit/lesson internalization, and tailoring lessons to meet the needs of all students. Our Special Education team will meet with grade-level teams once a week and as their own PLC weekly to ensure that we are efficiently and effectively meeting the needs of our students. This time will also be used to discuss strategies to better support learning and behavior. At least one member of the administrative team attends at least one of these meetings for each grade level a week.

In addition to the PLC process of analyzing data to drive instructional strategies/plans, we will implement "Office Hours" - a precursor to SST - to provide more consistent, targeted, and timely intervention for students.

A master schedule has been developed to maximize instructional times and create priority for all students to access core content instruction. Students can not be pulled for any small group intervention or special education support during the identified new content instructional designated times so that all students are exposed to grade-level instruction. Times are also designated for Tier II flexible grade-level groups intensive instruction (WIN Time) based on PLC data analysis and action plans. This time will also be used school-wide for social-emotional or Leader in Me lessons once a week.

Each teacher at Timmerman serves on a committee to address vertical and global perspective needs of the campus. Committees with grade level/department group representation, including CAAC (elected position by each grade level/department), No Place for Hate/Sunshine/Unified Champions Schools, MTSS, and SHIC, will now be aligned with campus priorities. Each grade level group will have a Vertical team representative in Science, Literacy, Math, Technology, and Social Studies. These committees allow staff to bring valuable input to the site-based decision-making process at Timmerman.

Staff - Professional Learning

Timmerman Elementary is currently a relatively small campus with each grade level only having between 2 and 3 teachers. During the 2025-26 school year, the staff at Timmerman was reconstituted as part of the Turn Around Plan and as a requirement of the ACE/Resource Grant from TEA that TES receives to support this work. As part of hiring, all teachers must have a minimum of two years of teaching experience, and well over 70% of the classroom teachers have already earned a TIA designation. This is expected to increase based on results from the previous school year. Additionally, 80% of our Special Education and

Intervention staff also have the TIA designation. It is expected that with additional programming, including Functional Academics and ASCEND, TES will increase enrollment numbers. As our staff comes together from our various backgrounds and experiences, it will be vital that we embrace the diverse experiences and expertise and spend some time team building so that we can grow as a unified organization. It is imperative that we use the vast strengths of our staff to support the development of each other as a campus.

Other than the focus on team building and PLCs, TES has become a Leader in Me campus, and will participate in staff training as we begin implementation. Kinder and 3rd-grade teachers will also take part in the HB3 required Reading Academy if they have not yet done so. Our staff will continue with training in Restorative Practice in addition to implementing the House System this year.

Programs and Opportunities for Students

Students of Timmerman participate in Enrichment each Friday morning to engage them in high-interest activities, which also allows them to create a positive relationship with other members of the Timmerman staff. Students will also engage in Spark Clubs, where they will be provided opportunities for UIL exposure/ training and academic enrichment. Additionally, to support Literacy, Timmerman will continue the use of Accelerated Reader to help create student ownership and incentive for reading.

A priority at Timmerman has been to build a PBIS team that has begun to create consistent systems and vocabulary for the common areas. This year, the committee focused on building common area expectations and the implementation of a campus-wide rewards system based on daily behavior. These systems bring consistency and clarity of expectations at Timmerman for the students and staff members. TES reduced the number of referrals from 138 during the 2024-2025 school year to 69 during the 2025-26 school year. 23 students, or 5.5% of our student population, accounted for the total amount of suspensions related to referrals. The majority of the referrals were written for physical aggression, disruptive classroom behavior, and disrespect/rude comments/actions. Two students were placed in DAEP for assault. We continue to strive for a reduction in referral numbers through PBIS, PSST, Restorative Practices, building relationships, through the use of the House System, and building leadership traits in our students through the implementation of Leader in Me. As we build the community of Timmerman, we have become a Unified Champion campus to communicate to all that inclusion is a way of life as a Panther. To support students in learning self-regulation and in making good choices, our counselor provides guidance lessons that are designed to meet the social and emotional needs of students. He also provides group and individual counseling services. Additionally, Timmerman students have the opportunity to take a 5-minute sensory break when needed.

A unique characteristic of TES is the proximity to Pflugerville High School. This provides an amazing opportunity for us to partner with them to bring special opportunities for our students. Some opportunities may include PALS mentoring program, Essential Academic Volunteers and mentoring, buddy reading/tutoring, Ready, Set, Teach, Morning Greeters, partnerships with CTE programs, etc. This geographic setup also allows us to join forces for special events such as our

annual Boosterthon Fun Run, Unified Champion celebrations, and Field Day.

TES will provide HB1416 interventions through daily WIN times and additional small groups for both ELA and Math. We will continue to focus heavily on RLA and Math as we continue to implement a new curriculum in both areas. These systems are a part of the general master schedule.

Community Connections

The Timmerman PTO meets monthly on the first Tuesday to discuss opportunities to support and benefit the students and staff. They are looking to build this organization and the community outreach events they coordinate.

Family and community involvement are vital in educating our students. Timmerman families are welcomed on campus or in class as school volunteers. Additionally, we provide the following opportunities to build involvement, including but not limited to:

- Kinder Camp
- Meet the Teacher
- Open House/ Literacy Night
- Science Night
- Carpe Diem Day
- Multicultural Celebration Night
- Grandparents and Special Friends Day
- Grade Level Music Performances
- Book Fairs
- Boosterthon Fun Run
- 5th Grade Bridging Ceremony and 5th Grade Walk
- Kinder Bridging Ceremony
- Field Day
- Kindergarten Rodeo
- Field Trips
- Family engagement nights (dance, game night, movie night)

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 a full-time interventionist.
- 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, module assessment data, Interim assessment, and STAAR data are analyzed to identify areas of strength and improvement in the implementation of a consistent, focused MTSS process.
- Our campus culture leverages the power of collaboration through PLCs, Instructional Leadership Team Meetings, Grade Level Leader Meetings, Committee Meetings, Vertical Teams, and our program.
- 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.
- The number of discipline referrals was cut in half from the previous year due to consistent school-wide expectations and rewards systems.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students receiving Tier II interventions are not making consistent and significant growth in Reading.
Root Cause: Consistent and aligned instructional strategies for Tier II support have not been implemented.

Problem Statement 2: During the 2025-2026 school year, Timmerman recorded 69 disciplinary referrals, with physical aggression, classroom disruption, and disrespectful behavior among the most common concerns. These behaviors continue to disrupt instructional time and indicate a need for stronger, consistently implemented campuswide expectations and behavior supports.
Root Cause: A new campus administrative team was still establishing consistent campuswide behavior expectations, positive reinforcement systems, restorative practices, and procedures for responding to student behavior across classrooms and common areas.

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, School Status 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.

Staff members in PfISD take an annual survey twice a year. The Spring 2026 Pflugerville ISD Staff of Timmerman Upbeat Engagement Survey indicated many changes since last spring. Some of the greatest areas of growth with 40-point or more increases were:

- Principal/Teacher Trust
- Instructional Leadership
- School Safety and Order

Additional areas of strength indicated were:

- Professional Development
- Collaboration
- Inclusive Practices
- Equal Opportunities
- Care & Committment
- Evaluation

Areas for growth indicated on the Upbeat Survey were:

- Autonomy -
- Appreciation
- Work/Life Balance

Perceptions Strengths

- The safety plans are in place and practiced consistently throughout the year through daily practices, required drills, and building checks
- Our students and staff come to us from diverse backgrounds and experiences, which helps create an incredibly diverse school community.
- Grade-level teams are supportive of each other

- Timmerman Elementary is a positive, engaging, and inclusive environment. Through the implementation of strong PBIS systems, a safe, restorative, and positive climate is established, resulting in a small percentage of students receiving office referrals. Timmerman Elementary has earned a "No Place for Hate" distinction and is a Unified Champions School.
- The Spring Upbeat survey indicated some relative strengths in comparison to other elementary schools in the district, including Principal/Teacher Trust, Instructional Leadership, School Safety & Order, Collaboration, Evaluation, Inclusive Practices, Equal Opportunities, and Care & Commitment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The percentage of teachers responding positively to the Upbeat Survey was down 11 points compared to other PfISD campuses in the spring of 2026.
Root Cause: With the implementation of Bluebonnet and HMH using the district's weekly instructional plans with fidelity, teachers had much less autonomy in class. The expectation to use the HQIM was held tight this year.

Problem Statement 2: The percentage of teachers responding positively to the questions regarding appreciation in the Upbeat Survey improved 35 points in the area of teachers being recognized for doing outstanding work, but dropped 6 points when specifically being told when they are individually doing great work in comparison to TES responses last spring.
Root Cause: With the reconstitution of staff this year at TES, a difficult culture was created as some staff were not recommended to return. Additionally, time was prioritized for staffing throughout the spring, limiting positive feedback to teachers.

Goals

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

Performance Objective 1: Timmerman Elementary will provide team and community building, professional learning, and support as we continue to create the culture and systems to continue recruiting and retaining current staff, meeting "ACE" requirements at 85% or more by June 2027.

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 2027.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-Math Academic Growth from 75% to 80%
-Approaches from 59% to 62%
-Meets from 38% to 42%
-Masters from 17% 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 37% in Spring 2026 to 49% by June 2027 and 60% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: 2026 STAAR Results, 2026 Accountability reports

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 2026 STAAR overall student performance at Meets Grade Level standard was 35% in Math and 41% in Reading. **Root Cause**: Students were not spending sufficient time engaged in the grade-level depth of knowledge aligned to the TEKS. Tier I instruction did not sufficiently provide time and instructional strategies for engaging students in higher-order thinking, and lacked consistent data analysis with differentiated Tier II response.

Student Learning
Problem Statement 3: During the 2025-26 school year, in first and second grade, fewer than 60% of students made at least a year's growth on the End-of-the-Year STAR360 Math and AMIRA Reading. (See appendix) **Root Cause**: A third of these teachers were not certified; therefore, students were not spending sufficient time engaged in the grade-level depth of knowledge aligned to the TEKS. Tier I instruction was not implemented with fidelity across the grade levels, and there was no consistent Tier II intervention tool in place.
School Processes & Programs
Problem Statement 1: Students receiving Tier II interventions are not making consistent and significant growth in Reading. **Root Cause**: Consistent and aligned instructional strategies for Tier II support have not been implemented.

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 2027.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-RLA Academic Growth from 66% to 70%
-Approaches from 69% to 78%
-Meets from 44% to 52%
-Masters from 20% 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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 2026 STAAR overall student performance at Meets Grade Level standard was 35% in Math and 41% in Reading. **Root Cause**: Students were not spending sufficient time engaged in the grade-level depth of knowledge aligned to the TEKS. Tier I instruction did not sufficiently provide time and instructional strategies for engaging students in higher-order thinking, and lacked consistent data analysis with differentiated Tier II response.
Problem Statement 3: During the 2025-26 school year, in first and second grade, fewer than 60% of students made at least a year's growth on the End-of-the-Year STAR360 Math and AMIRA Reading. (See appendix) **Root Cause**: A third of these teachers were not certified; therefore, students were not spending sufficient time engaged in the grade-level depth of knowledge aligned to the TEKS. Tier I instruction was not implemented with fidelity across the grade levels, and there was no consistent Tier II intervention tool in place.

School Processes & Programs
Problem Statement 1: Students receiving Tier II interventions are not making consistent and significant growth in Reading. **Root Cause**: Consistent and aligned instructional strategies for Tier II support have not been implemented.

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

Performance Objective 3: By June 2027, 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 2027 STAAR outcomes from the prior year will be:
-Approaches from 59% to 65%
-Meets from 29% to 35%
-Masters from 14% to 25%

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 2026-2027 school year, the English proficiency of at least 65% 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: PfISD will connect high school to career and college.

Performance Objective 1: With a focus on SEL, Timmerman 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 2027.

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Though it has increased to 93.3% over the last few years, average daily attendance is not above 95%, which is affecting student learning outcomes. **Root Cause**: Though it is improving, not all students feel a tight connection with school, and thus may not feel the responsibility to attend school daily.

School Processes & Programs
Problem Statement 2: During the 2025-2026 school year, Timmerman recorded 69 disciplinary referrals, with physical aggression, classroom disruption, and disrespectful behavior among the most common concerns. These behaviors continue to disrupt instructional time and indicate a need for stronger, consistently implemented campuswide expectations and behavior supports. **Root Cause**: A new campus administrative team was still establishing consistent campuswide behavior expectations, positive reinforcement systems, restorative practices, and procedures for responding to student behavior across classrooms and common areas.

Goal 3: PfISD 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 65% or more students and families scoring positively on a survey that will be given for the first time in Spring 2027.

Evaluation Data Sources: Parent surveys, staff surveys

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Timmerman Elementary will strive to increase the attendance rate from 93.3% to 94.5% or higher and reduce chronic absenteeism from 18.2% in the prior year to 15% or lower by Spring 2027.

Evaluation Data Sources: Attendance rate, Chronic Absenteeism rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Timmerman Elementary School's 2027 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:
-- Overall Rating will improve from B to A or above
-- Domain 1 Rating will improve from D to C or above
-- Domain 2 Rating will improve from B to A or above
-- Domain 3 Rating will improve from C to B 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 2026-2027 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 minimum of 50% of 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 2026-2027 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 2026-2027 school year, we will reduce the number of disciplinary referrals from 69 during the prior year to no more than 50.

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 CIPs for Board:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Child Abuse and Neglect	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Coordinated Health Program	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Dating Violence Policy	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Decision-Making and Planning Policy Evaluation	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Dropout Prevention	Director of Student Affairs, Assistant Superintendent	7/20/2026	Karen Shah	7/20/2026
Dyslexia Treatment Program	Executive Director of Special Education	7/20/2026	Karen Shah	7/20/2026
Title I, Part C Migrant	Director of Federal & State Programs	7/20/2026	Karen Shah	7/20/2026
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	7/20/2026	Karen Shah	7/20/2026
Post-Secondary Preparedness	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Technology Integration	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Measure of Poverty	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title II Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title IV Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Parent and Family Engagement Plan (PFE Policy)	Parent and Family Coordinator	7/20/2026	Karen Shah	7/20/2026

Addendums

Early Childhood Literacy Plan Campus Goal - Timmerman ES

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

Yearly Target Goal

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
51%	53%	55%	57%	58%	59%	60%	
Outcomes	45%	40%					

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 (Actual Outcomes for Goal-Setting)	n/a	35%	79%	n/a	n/a	n/a	n/a	8%	43%	n/a	n/a	n/a	n/a
2024-2025	n/a	39%	80%	n/a	n/a	n/a	n/a	17%	45%	n/a	n/a	n/a	n/a
Outcomes: 2024-2025	n/a	35%	47%	n/a	n/a	n/a	n/a	20%	33%	n/a	n/a	n/a	n/a
2025-2026	n/a	44%	81%	n/a	n/a	n/a	n/a	26%	48%	n/a	n/a	n/a	n/a
Outcomes: 2025-2026	n/a	37%	n/a	n/a	n/a	n/a	n/a	11%	31%	n/a	n/a	n/a	n/a
2026-2027	n/a	47%	82%	n/a	n/a	n/a	n/a	27%	51%	n/a	n/a	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	49%	83%	n/a	n/a	n/a	n/a	28%	54%	n/a	n/a	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	54%	84%	n/a	n/a	n/a	n/a	44%	57%	n/a	n/a	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	85%	n/a	n/a	n/a	n/a	60%	60%	n/a	n/a	n/a	n/a
Outcomes: 2029-2030													

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

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

Early Childhood Literacy Progress Measure 1 - Timmerman ES

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

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
15%	23%	30%	37%	45%	54%	60%	
Outcomes	17%	33%					

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 (Actual Outcomes for Goal-Setting)	0%	13%	n/a	n/a	n/a	n/a	n/a	n/a	14%	n/a	8%	n/a	n/a
2024-2025	10%	21%	n/a	n/a	n/a	n/a	n/a	n/a	21%	n/a	16%	n/a	n/a
Outcomes: 2024-2025	0%	24%	n/a	n/a	n/a	n/a	n/a	n/a	4%	n/a	0%	n/a	n/a
2025-2026	20%	29%	n/a	n/a	n/a	n/a	n/a	n/a	28%	n/a	24%	n/a	n/a
Outcomes: 2025-2026	47%	26%	n/a	n/a	n/a	n/a	n/a	n/a	32%	n/a	n/a	n/a	n/a
2026-2027	30%	37%	n/a	n/a	n/a	n/a	n/a	n/a	36%	n/a	32%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	40%	45%	n/a	n/a	n/a	n/a	n/a	n/a	44%	n/a	41%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	50%	53%	n/a	n/a	n/a	n/a	n/a	n/a	52%	n/a	51%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	n/a	n/a	n/a	n/a	n/a	n/a	60%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested

Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated)

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

Early Childhood Literacy Progress Measure 2 - Timmerman ES

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

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
26%	31%	36%	42%	48%	54%	60%
Outcomes	35%	75%				

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 (Actual Outcomes for Goal-Setting)	23%	17%	32%	n/a	n/a	n/a	n/a	11%	19%	n/a	0%	n/a	n/a
2024-2025	29%	24%	36%	n/a	n/a	n/a	n/a	19%	25%	n/a	10%	n/a	n/a
Outcomes: 2024-2025	25%	33%	55%	n/a	n/a	n/a	n/a	n/a	21%	n/a	10%	n/a	n/a
2025-2026	35%	31%	41%	n/a	n/a	n/a	n/a	27%	32%	n/a	20%	n/a	n/a
Outcomes: 2025-2026	n/a	78%	n/a	n/a	n/a	n/a	n/a	n/a	74%	n/a	n/a	n/a	n/a
2026-2027	41%	38%	46%	n/a	n/a	n/a	n/a	35%	39%	n/a	30%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	47%	45%	51%	n/a	n/a	n/a	n/a	43%	46%	n/a	40%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	53%	52%	56%	n/a	n/a	n/a	n/a	51%	53%	n/a	50%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	60%	n/a	n/a	n/a	n/a	60%	60%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

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

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

Early Childhood Literacy Progress Measure 3 - Timmerman ES

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

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
53%	54%	55%	56%	57%	58%	60%
Outcomes	43%	50%				

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 (Actual Outcomes for Goal-Setting)	55%	43%	70%	n/a	50%	n/a	n/a	20%	45%	n/a	32%	n/a	n/a
2024-2025	56%	46%	71%	n/a	51%	n/a	n/a	27%	47%	n/a	36%	n/a	n/a
Outcomes: 2024-2025	41%	35%	43%	n/a	69%	n/a	n/a	13%	35%	n/a	38%	n/a	n/a
2025-2026	57%	49%	72%	n/a	52%	n/a	n/a	34%	50%	n/a	40%	n/a	n/a
Outcomes: 2025-2026	43%	48%	56%	n/a	n/a	n/a	n/a	24%	44%	n/a	48%	n/a	n/a
2026-2027	58%	52%	73%	n/a	54%	n/a	n/a	40%	52%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	59%	55%	74%	n/a	56%	n/a	n/a	47%	55%	n/a	50%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	60%	58%	75%	n/a	58%	n/a	n/a	54%	57%	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	61%	60%	76%	n/a	60%	n/a	n/a	60%	60%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

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 or above in either English or Spanish (unduplicated) - All students tested (where they were view)
*Starting 2025-2026 TPRI & Tejas LEE results using Amira - of all students, number of students at "On Track" or "Above" in either TPRI or Tejas LEE (unduplicated)

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 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
38%	43%	49%	53%	58%	59%	60%
Outcomes	27%	30%				

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 (Actual Outcomes for Goal-Setting)	n/a	31%	50%	n/a	n/a	n/a	n/a	8%	32%	n/a	n/a	n/a	n/a
2024-2025	n/a	36%	55%	n/a	n/a	n/a	n/a	18%	36%	n/a	n/a	n/a	n/a
Outcomes: 2024-2025	n/a	14%	41%	n/a	n/a	n/a	n/a	19%	14%	n/a	n/a	n/a	n/a
2025-2026	n/a	42%	60%	n/a	n/a	n/a	n/a	29%	40%	n/a	n/a	n/a	n/a
Outcomes: 2025-2026	n/a	32%	n/a	n/a	n/a	n/a	n/a	16%	17%	n/a	n/a	n/a	n/a
2026-2027	n/a	48%	64%	n/a	n/a	n/a	n/a	35%	45%	n/a	n/a	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	53%	67%	n/a	n/a	n/a	n/a	41%	50%	n/a	n/a	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	57%	68%	n/a	n/a	n/a	n/a	50%	55%	n/a	n/a	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	60%	69%	n/a	n/a	n/a	n/a	60%	60%	n/a	n/a	n/a	n/a
Outcomes: 2029-2030													

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 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
87%	88%	89%	90%	91%	92%	93%
Outcomes	71%	95%				

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 (Actual Outcomes for Goal-Setting)	83%	88%	n/a	n/a	n/a	n/a	n/a	n/a	88%	n/a	77%	n/a	n/a
2024-2025	84%	89%	n/a	n/a	n/a	n/a	n/a	n/a	89%	n/a	79%	n/a	n/a
Outcomes: 2024-2025	58%	71%	n/a	n/a	n/a	n/a	n/a	n/a	61%	n/a	64%	n/a	n/a
2025-2026	85%	90%	n/a	n/a	n/a	n/a	n/a	n/a	90%	n/a	81%	n/a	n/a
Outcomes: 2025-2026	93%	95%	n/a	n/a	n/a	n/a	n/a	n/a	96%	n/a	n/a	n/a	n/a
2026-2027	87%	91%	n/a	n/a	n/a	n/a	n/a	n/a	91%	n/a	84%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	89%	92%	n/a	n/a	n/a	n/a	n/a	n/a	92%	n/a	87%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	91%	93%	n/a	n/a	n/a	n/a	n/a	n/a	93%	n/a	90%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	93%	94%	n/a	n/a	n/a	n/a	n/a	n/a	94%	n/a	93%	n/a	n/a
Outcomes: 2029-2030													

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 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
32%	36%	40%	45%	50%	55%	60%	
Outcomes	26%	88%					

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 (Actual Outcomes for Goal-Setting)	27%	38%	21%	n/a	n/a	n/a	n/a	16%	24%	n/a	31%	n/a	n/a
2024-2025	32%	41%	27%	n/a	n/a	n/a	n/a	23%	30%	n/a	35%	n/a	n/a
Outcomes: 2024-2025	25%	22%	27%	n/a	n/a	n/a	n/a	n/a	21%	n/a	10%	n/a	n/a
2025-2026	37%	44%	33%	n/a	n/a	n/a	n/a	30%	36%	n/a	40%	n/a	n/a
Outcomes: 2025-2026	n/a	83%	n/a	n/a	n/a	n/a	n/a	n/a	84%	n/a	n/a	n/a	n/a
2026-2027	42%	48%	40%	n/a	n/a	n/a	n/a	37%	42%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	48%	52%	47%	n/a	n/a	n/a	n/a	45%	48%	n/a	50%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	54%	56%	54%	n/a	n/a	n/a	n/a	53%	54%	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	60%	n/a	n/a	n/a	n/a	60%	60%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

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 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
47%	49%	51%	53%	56%	58%	60%	
Outcomes	31%	41%					

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 (Actual Outcomes for Goal-Setting)	38%	40%	66%	n/a	50%	n/a	n/a	26%	39%	n/a	20%	n/a	n/a
2024-2025	41%	43%	67%	n/a	51%	n/a	n/a	31%	42%	n/a	26%	n/a	n/a
Outcomes: 2024-2025	26%	26%	49%	n/a	31%	n/a	n/a	14%	19%	n/a	28%	n/a	n/a
2025-2026	44%	46%	68%	n/a	52%	n/a	n/a	37%	45%	n/a	33%	n/a	n/a
Outcomes: 2025-2026	26%	40%	64%	n/a	n/a	n/a	n/a	28%	33%	n/a	27%	n/a	n/a
2026-2027	48%	49%	69%	n/a	54%	n/a	n/a	43%	49%	n/a	40%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	52%	53%	70%	n/a	56%	n/a	n/a	49%	53%	n/a	47%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	56%	56%	71%	n/a	58%	n/a	n/a	55%	57%	n/a	54%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	72%	n/a	60%	n/a	n/a	60%	60%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

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