

Pflugerville Independent School District

Timmerman Elementary School

2023-2024 Board Approved



Board Approval Date: October 19, 2023

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

Revised/Approved: June 7, 2024

Demographics

Demographics Summary

Demographics Summary The enrollment for the 2023-2024 school year ended at 443. There was a decrease in overall population due to Charter Schools opening in the Timmerman zoning area. Quite a few students attended Charter/Private School. Although we have had some students come back it continues to be a challenge. There has been an increase in Pre-Kindergarten students. In the years following the 2019-2020 school year, we have seen an increase in Pre-Kindergarten students. Since the school year our Pre-Kindergarten classes have remained full at 22 students per class. Our grade levels will continue to be represented by three teachers with an average of 21 students per class. The Timmerman faculty is composed of new and experienced teachers. According to the TAPR report for 2021-2022, Timmerman's instructional staff averages 9.5 years of instructional experience. Additional data about classroom teacher years of experience can be located below.

As a Title 1 campus, 100% of Timmerman Elementary School teachers are certified. The Timmerman faculty is composed of new and experienced teachers. According to the TAPR report for 2020-2021, Timmerman's instructional staff averages 9.5 years of instructional experience. Additional data about classroom teacher years of experience can be located below.

Students

| Student Demographics - Timmerman Elementary School (Source: OnDataSuite) | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| Total Enrollment | 547 | 435 | 431 | 454 | 443 |
| African American | 21.8% | 23.0% | 24.1% | 28.4 | 25.7% |
| Hispanic | 29.7% | 36.8% | 39.4% | 37.89 | 39.95% |
| White | 23.4% | 24.4% | 22.5% | 22.00 | 22.6% |
| American Indian | 0.0% | 0.5% | 0.0% | 0% | 0.2% |
| Asian | 7.5% | 10.1% | 8.1% | 6.61% | 6.6% |
| Pacific Islander | 0.7% | 0.5% | 0.5% | 0% | 0.0% |
| Two or More Races | 7.0% | 4.8% | 5.3% | 5.07 | 4.97% |

| Student Special Program Identification/Participation - Timmerman Elementary School (Source: TAPR & OnDataSuite) | | | | | |
|---|-----------|-----------|-----------|------------------|------------------|
| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| Economically Disadvantaged | 61% | 54% | 61% | 62.3% | 55.8% |
| Emergent Bilingual | 12% | 14% | 13% | 15.4% | 16.7% |
| At-Risk | 59% | 55% | 53% | 58.6% | 25.7% |
| Special Education | 15% | 14% | 15% | 16.7% | 19.4% |
| Gifted & Talented | 5% | 5% | 4% | 4.4% | 4.97% |
| Dyslexia | 3% | 5% | 5% | 5.95% | 7.7% |
| Section 504 | 5% | 5% | 7% | 8.4% | 7.0% |
| Immigrant | 1% | 2% | 2% | 2.2% | 2.3% |
| Homeless | 1% | 1% | 3% | 0.0% | 2.3% |
| Migrant | 0% | 0% | 0% | 0.9% | 0.0% |
| Campus Mobility Rate | 2% | 11.4% | 10.8% | not yet reported | not yet reported |

Staff

The African American teacher population has increased over the years, however; it is still not representative of the student population. There has been a slight decrease in Hispanic teachers over time.

| Teacher Demographics - Timmerman Elementary School (Source: TAPR) | | | | |
|---|-----------|-----------|-----------|--------------|
| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| Total Teachers | 39 | 39 | 35 | Pending TAPR |
| African American | 7% | 7.7% | 9.2% | Pending TAPR |
| Hispanic | 18% | 12.9% | 9.2% | Pending TAPR |

Teacher Demographics - Timmerman Elementary School (Source: TAPR)

| | | | | |
|-------------------|-----|-------|-------|--------------|
| White | 70% | 74.1% | 80.5% | Pending TAPR |
| American Indian | 0% | 0% | 0% | Pending TAPR |
| Asian | 3% | 0% | 0% | Pending TAPR |
| Pacific Islander | 0% | 0% | 0% | Pending TAPR |
| Two or More Races | 3% | 5.2% | 1% | Pending TAPR |

Below is information on years of teacher experience at TES:

| Teachers by Years of Experience - Timmerman Elementary School (Source: TAPR) | | | | |
|--|-----------|-----------|-----------|--------------|
| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| Beginning Teachers | 7% | 2.6% | 5.9% | Pending TAPR |
| 1-5 Years of Experience | 28.2% | 38.7% | 40% | Pending TAPR |
| 6-10 Years of Experience | 18% | 18.5% | 20.2% | Pending TAPR |

| Teachers by Years of Experience - Timmerman Elementary School (Source: TAPR) | | | | |
|--|-------|-------|-------|--------------|
| 11-20 Years of Experience | 28.4% | 32.3% | 27.7% | Pending TAPR |
| Over 20 Years of Experience | 18.4% | 7.7% | 6.2% | Pending TAPR |

Demographics Strengths

Timmerman is a Title 1 neighborhood school located centrally in PFISD. The majority of students walk to school or are dropped off each day. A smaller number require transportation. The diverse population served at Timmerman is served by educators with a variety of experience ranging from first-year experience to over 20 years of experience. This helps to support students in many ways. The majority of Timmerman's teachers are represented in the 1-5, 6-10 and the 11-20 categories for teacher experience. A part-time social worker was added during the 2019-2020 school year to support students' social-emotional health. The social worker is shared with a middle school campus. Timmerman will share a social worker with Caldwell again in the 2023-2024 school year. The social worker's cost is split between Caldwell and Timmerman. This will be the last year Timmerman will be able to pay for this service due to ESSR funds being ended.

Student Learning

Student Learning Summary

In 2018-2019, the overall rating for Timmerman Elementary was a D (60%) with no distinctions. The domain grades for Student Achievement was a D (62%), for School Progress was an F (57%), and Closing the Gaps was an F (55%). Although the STAAR test was given in the 2020-2021 school year, the accountability ratings remained the same.

Over the last five years, there has been a continuous decrease in scores across student groups. Due to the regression, the campus has been assigned the Federal accountability label of targeted support and improvement. The campus is engaged in the Effective Schools Framework (ESF) and is following a Targeted Improvement Plan (TIP). Economically Disadvantaged is the student group that Timmerman is targeted for.

2022 Accountability Ratings

Timmerman ES received an overall accountability rating of C for student performance on STAAR testing in the 2021-2022 school year. Significant improvements from 2019 were made across all accountability domains.

Accountability Rating Summary

| | Component Score | Scaled Score | Rating |
|--|-----------------|--------------|-----------------------------|
| Overall | | 74 | C |
| Student Achievement | | 70 | C |
| STAAR Performance | 41 | 70 | |
| College, Career and Military Readiness | | | |
| Graduation Rate | | | |
| School Progress | | 75 | C |
| Academic Growth | 72 | 75 | C |
| Relative Performance (Eco Dis: 61.3%) | 41 | 67 | Not Rated: Senate Bill 1365 |
| Closing the Gaps | 57 | 72 | C |

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

2022 Closing the Gaps Outcomes

When evaluating STAAR performance across student groups in Closing the Gaps,

- In Math, 3 out of 5 targets were met for Growth, with the Economically Disadvantaged and Non-Continuously Enrolled student groups missing targets
- In Math, all Meets Grade Level or above targets for all student groups were missed, including for the All Students group (indicating a need for improved Tier 1 instruction)
- In Reading, all Growth targets were met, with the exception of the Non-Continuously Enrolled student group
- In Reading, 6 out of 8 targets were met for Meets Grade Level or above performance. Targets were missed for the African American and White student groups.
- Only 1 Student Success target was met (the average performance for math, reading, and science STAAR tests combined) across student groups.
- The English Language Proficiency Status target of 36% was exceeded with 38% of Emergent Bilingual students making progress in their TELPAS composite rating from Spring 2022 compared to prior year

| Student Group | Academic Achievement | | Growth Status | | English Language Proficiency | Student Success |
|---|----------------------|-------------|----------------------|-------------|------------------------------|----------------------|
| | ELA/Reading | Mathematics | ELA/Reading | Mathematics | | |
| % of Targets Met | 38% (6 out of 16) | | 70% (7 out of 10) | | 100% (1 out of 1) | 10% (1 out of 10) |
| All Students | ✓ | ✗ | ✓ | ✓ | n/a | ✗ |
| African American | ✗ | ✗ | n/a | n/a | n/a | ✗ |
| Hispanic | ✓ | ✗ | ✓ | ✓ | n/a | ✗ |
| White | ✗ | ✗ | n/a | n/a | n/a | ✗ |
| American Indian | n/a | n/a | n/a | n/a | n/a | n/a |
| Asian | n/a | n/a | n/a | n/a | n/a | ✗ |
| Pacific Islander | n/a | n/a | n/a | n/a | n/a | n/a |
| Two or More Races | n/a | n/a | n/a | n/a | n/a | n/a |
| Economically Disadvantaged | ✓ | ✗ | ✓ | ✗ | n/a | ✗ |
| Emergent Bilingual (EB) / English Learners (EL) | n/a | n/a | n/a | n/a | ✓ | ✓ |
| Receiving Special Education Services | ✓ | ✗ | n/a | n/a | n/a | ✗ |
| Formerly Receiving Special Education Services | n/a | n/a | n/a | n/a | n/a | n/a |
| Continuously Enrolled | ✓ | ✗ | ✓ | ✓ | n/a | ✗ |
| Non-Continuously Enrolled | ✓ | ✗ | ✗ | ✗ | n/a | ✗ |

n/a Indicates data reporting is not applicable for this group or minimum size requirements were not met.

2022 Identification of Schools for Improvement: *Targeted Support & Improvement*

TES was again identified as a Targeted Support & Improvement School based on student groups missing the same 3 Closing the Gaps indicators for 3 consecutive years (2018, 2019, 2022), as follows:

- Economically Disadvantaged student group
 - Academic Achievement in Math (STAAR performance at Meets Grade Level or above)
 - Growth in Math
 - Student Success (the average performance across all STAAR subject area tests)

Based on this intervention label, TES will continue to engage in the Effective Schools Framework (ESF) system for school improvement with the implementation of a Targeted Improvement Plan (TIP) during the 2022-2023 school year.

In addition to required improvement needed for the Economically Disadvantaged student group, if Math and Reading targets continue to be missed for either the African American or White student groups based on 2022-2023 STAAR performance, TES will be re-identified as a Targeted Support & Improvement School for the 2023-2024 school year.

2022 Accountability Ratings

Timmerman ES received an overall accountability rating of C for student performance on STAAR testing in the 2021-2022 school year. Significant improvements from 2019 were made across all accountability domains.

We are projected to be an F for the 2022-2023 school year.

Looking at the data, to include preliminary STAAR data, our primary area of concern is our Tier I instruction. Our students are struggling in both reading and math. We are still struggling, as a campus, to increase rigor that allows students to perform in the “meets” level.

| Grade Level | STAAR 2021 | STAAR 2022 | STAAR 2023 | Targeted Improvement Plan Goal |
|-------------------|------------|------------|------------|--------------------------------|
| 3rd Grade Math | 16% | 26% | 35% | 45% |
| 3rd Grade Reading | 26% | 43% | 40% | 40% |
| 4th Grade Math | 33% | 20% | 18% | 25% |
| 4th Grade Reading | 24% | 43% | 32% | 35% |
| 5th Grade Math | 30% | 39% | 25% | 50% |
| 5th Grade Reading | 35% | 51% | 52% | 53% |
| 5th Grade Science | 30% | 34% | 17% | 36% |

Looking at the data, there the only growth was in 3rd Grade Math and 5th Grade Reading. Timmerman dropped in 10 points or more in 4th Grade Reading (11 points) 5th Grade Math (14 points) and 5th Grade Science (17 points). The only area that we met our Targeted Improvement Plan Goal was 3rd Grade Reading. Timmerman was within one point in 5th Grade Reading and with three points 4th Grade Reading.

Historical STAAR Results - 2016 through 2021

ALL Subject Area Results Combined

In 2018-2019, the overall rating for Timmerman Elementary was a D (60%) with no distinctions. The domain grades for Student Achievement was a D (62%), for School Progress was an F (57%), and Closing the Gaps was an F (55%). Although the STAAR test was given in the 2020-2021 school year, the accountability ratings remained the same. Over the last five years, there has been a continuous decrease in scores across student groups. Due to the regression, the campus has been assigned the Federal accountability label of targeted support and improvement. The campus is engaged in the Effective Schools Framework (ESF) and is following a Targeted Improvement Plan (TIP). Hispanic and Economically

Disadvantaged are the two student groups that Timmerman is targeted for. The 2020-2021 school year presented some challenges regarding different methods of instruction for students. Some students remained virtual all year, while others were in-person the majority of the time and there were a number of students who went back and forth between virtual and in-person. A number of students did not test due to concerns with Covid and a few 5th graders were quarantined during the reading and math assessments. In the 2021-2022 school year, all students, except for a few, were back on campus. Timmerman received a 75% overall and finished the school year as a “C.” The 2022-2023 school year Timmerman is expected to be an "F."

| TAPR Report | | State | District | Campus | AA | Hispanic | White | Asian | 2 or More | SpEd Current | Economically Disadv. | ELL Current / Monitored |
|-----------------------|------|--------------|-----------------|---------------|-----------|-----------------|--------------|--------------|------------------|---------------------|-----------------------------|--------------------------------|
| All Grades Approaches | 2022 | 74% | 72% | 64% | 41% | 65% | 76% | 96% | 65% | 32% | 54% | 67% |
| | 2021 | 67% | 66% | 53% | 28% | 52% | 75% | 75% | | 14% | 39% | 40% |
| | 2019 | 78% | 78% | 61% | 47% | 60% | 70% | 82% | 66% | 36% | 53% | 74% |
| | 2018 | 77% | 79% | 75% | 67% | 71% | 82% | 90% | 76% | 55% | 70% | 82% |
| | 2017 | 75% | 78% | 77% | 54% | 70% | 89% | 95% | 69% | 69% | 66% | 74% |
| | 2016 | 75% | 78% | 77% | 70% | 67% | 88% | 96% | 94% | 50% | 66% | 68% |
| All Grades at Meets | 2022 | 48% | 46% | 38% | 20% | 35% | 49% | 71% | 53% | 25% | 28% | 43% |
| | 2021 | 41% | 41% | 29% | 8% | 26% | 82% | 17% | - | 14% | 18% | 10% |
| | 2019 | 24% | 25% | 14% | 5% | 11% | 26% | 29% | 16% | 5% | 8% | 16% |
| | 2018 | 22% | 24% | 13% | 3% | 7% | 25% | 20% | 32% | 0% | 8% | 11% |
| | 2017 | 48% | 52% | 41% | 23% | 18% | 68% | 79% | * | * | 22% | * |
| | 2016 | 45% | 49% | 36% | 30% | 25% | 56% | 43% | * | * | 21% | 24% |
| All Grades Master | 2022 | 23% | 22% | 20% | 4% | 18% | 27% | 46% | 3% | 40% | 8% | 20% |
| | 2021 | 18% | 17% | 12% | 8% | 5% | 45% | 17% | * | 9% | 39% | 51% |
| | 2019 | 14% | 14% | 5% | 5% | 0% | 6% | 0% | 29% | 5% | 2% | 0% |
| | 2018 | 13% | 13% | 9% | 0% | 4% | 17% | 20% | * | 0% | 5% | 18% |
| | 2017 | 20% | 23% | 21% | | 10% | 39% | 34% | 22% | 14% | 14% | |
| | 2016 | 18% | 20% | 20% | 15% | 14% | 30% | 24% | | 11% | 10% | 11% |

STAAR Reading Results

| TAPR Report - Reading | | State | District | Campus | AA | Hispanic | White | Asian | 2 or More | SpEd Current | Economically Disadv. | EB Current / Monitored |
|-----------------------------|------|-------|----------|--------|-----|----------|-------|-------|--------------|-----------------|-------------------------|---------------------------|
| All Grades at Approached | 2022 | 75% | 74% | 69% | 44% | 71% | 79% | 100% | 70% | 36% | 61% | 67% |
| | 2021 | 68% | 68% | 57% | 38% | 57% | 71% | 73% | 57% | 32% | 43% | 55% |
| | 2019 | 75% | 77% | 68% | 51% | 66% | 81% | 88% | 64% | 37% | 58% | 77% |
| | 2018 | | 78% | 80% | 69% | 79% | 87% | 87% | 80% | 63% | 77% | 81% |
| | 2017 | 72% | 75% | 76% | 55% | 68% | 88% | 94% | 90% | 69% | 61% | 64% |
| | 2016 | 73% | 77% | 81% | 75% | 72% | 92% | 96% | 100% | 59% | 72% | 68% |
| All Grades at Meets | 2022 | 53% | 53% | 27% | 28% | 48% | 55% | 75% | 60% | 24% | 38% | 48% |
| | 2021 | 45% | 44% | 30% | 20% | 17% | 55% | 55% | 29% | 5% | 21% | 27% |
| | 2019 | 48% | 51% | 37% | 16% | 36% | 57% | 53% | 29% | 29% | 26% | 44% |
| | 2018 | 46% | 52% | 47% | 40% | 33% | 63% | 73% | 60% | 40% | 36% | 47% |
| | 2017 | 48% | 52% | 53% | 36% | 37% | 77% | 79% | * | * | 42% | * |
| | 2016 | 46% | 49% | 45% | 44% | 32% | 60% | 57% | * | * | 28% | 38% |
| All Grades at Masters | 2022 | 25% | 25% | 25% | 5% | 25% | 29% | 58% | 50% | 4% | 13% | 33% |
| | 2021 | 18% | 18% | 13% | 10% | 8% | 18% | 35% | 21% | 0% | 7% | 15% |
| | 2019 | 21% | 22% | 18% | 5% | 16% | 31% | 35% | 7% | 5% | 11% | 23% |
| | 2018 | 19% | 22% | 16% | 5% | 8% | 31% | 20% | 40% | 0% | 9% | 13% |
| | 2017 | 19% | 21% | 27% | * | 18% | 47% | 31% | * | * | 20% | * |
| | 2016 | 17% | 19% | 23% | 25% | 16% | 34% | 25% | * | * | 15% | * |

STAAR Math Results

| TAPR Report | | State | District | Campus | AA | Hispanic | White | Asian | 2 or More | SpEd Current | Economically Disadv. | EB Current / Monitored |
|--------------------------|------|-------|----------|--------|-----|----------|-------|-------|--------------|-----------------|-------------------------|---------------------------|
| All Grades Approached | 2022 | 72% | 69% | 58% | 36% | 56% | 71% | 92% | 60% | 24% | 48% | 67% |
| | 2021 | 66% | 62% | 50% | 18% | 47% | 86% | 73% | 43% | 24% | 35% | 55% |
| | 2019 | 82% | 81% | 64% | 45% | 65% | 74% | 76% | 64% | 45% | 55% | 75% |
| | 2018 | 81% | 82% | 76% | 69% | 73% | 82% | 87% | 80% | 57% | 71% | 79% |

| TAPR Report | | State | District | Campus | AA | Hispanic | White | Asian | 2 or More | SpEd Current | Economically Disadv. | EB Current / Monitored |
|-----------------------|------|-------|----------|--------|-----|----------|-------|-------|-----------|--------------|----------------------|------------------------|
| | 2017 | 79% | 82% | 82% | 64% | 64% | 93% | 96% | 100% | 69% | 75% | 86% |
| | 2016 | 76% | 79% | 80% | 71% | 73% | 86% | 94% | 100% | 47% | 72% | 80% |
| All Grades at Meets | 2022 | 42% | 38% | 30% | 15% | 23% | 40% | 35% | 24% | 40% | 20% | 43% |
| | 2021 | 37% | 34% | 27% | 8% | 20% | 74% | 55% | 14% | 10% | 14% | 35% |
| | 2019 | 52% | 50% | 33% | 15% | 26% | 56% | 71% | 29% | 21% | 20% | 45% |
| | 2018 | 50% | 50% | 39% | 24% | 25% | 56% | 60% | 80% | 33% | 29% | 42% |
| | 2017 | 48% | 51% | 44% | 23% | 23% | 65% | 86% | 70% | 46% | 31% | * |
| | 2016 | 43% | 46% | 45% | 33% | 35% | 56% | 65% | * | * | 26% | 48% |
| All Grades at Masters | 2022 | 20% | 17% | 14% | 5% | 9% | 24% | 42% | 42% | 0% | 5% | 14% |
| | 2021 | 18% | 14% | 12% | 5% | 12% | 19% | 27% | 0% | 0% | 5% | 15% |
| | 2019 | 26% | 26% | 17% | 5% | 11% | 33% | 35% | 21% | 5% | 10% | 18% |
| | 2018 | 24% | 24% | 13% | 0% | 7% | 24% | 27% | 40% | 0% | 9% | 12% |
| | 2017 | 23% | 25% | 23% | * | 9% | 39% | 34% | | 50% | 15% | * |
| | 2016 | 19% | 20% | 23% | * | 16% | 36% | 33% | | * | 9% | 20% |

The 2020-2021 school year presented some challenges regarding different methods of instruction for students. Some students remained virtual all year, while others were in-person the majority of the time and there were a number of students who went back and forth between virtual and in-person. A number of students did not test due to concerns with Covid and a few 5th graders were quarantined during the reading and math assessments.

In the 2022-2023 the school year started as a normal year. An increase in social emotional and academic needs of students became apparent during the 2022-2023 school year.

2022-2023 STAAR Results

| | May 2023 STAAR Reading Language Arts, Grade 3 | | | |
|-----------------------|---|------------|-------|---------|
| | Total Students | Approaches | Meets | Masters |
| Timmerman Elementary | 75 | 68% | 40% | 16% |
| Economic Disadvantage | 44 | 52.27% | 25% | 11.36% |
| Asian | 4 | 100% | 100% | 0% |

| | May 2023 STAAR Reading Language Arts, Grade 3 | | | |
|------------------------------|---|------------|--------|---------|
| | Total Students | Approaches | Meets | Masters |
| Black/African American | 22 | 40.91% | 27.27% | 0% |
| Hispanic | 23 | 78.26% | 39.13% | 26.09% |
| Two or More Races | 4 | 100% | 25% | 25% |
| White | 22 | 72.73% | 45.45% | 22.73% |
| Currently Emergent Bilingual | 9 | 77.78% | 66.67% | 0% |
| Special Ed Indicator | 16 | 31.25% | 6.25% | 6.25% |

| | May 2023 STAAR Mathematics, Grade 3 | | | |
|------------------------------|-------------------------------------|------------|--------|---------|
| | Total Students | Approaches | Meets | Masters |
| Timmerman Elementary | 75 | 69.33% | 34.67% | 12% |
| Economic Disadvantage | 44 | 59.09% | 20.45% | 4.55% |
| Asian | 4 | 75% | 75% | 0% |
| Black/African American | 22 | 54.55% | 13.64% | 0% |
| Hispanic | 23 | 73.91% | 34.78% | 26.09% |
| Two or More Races | 4 | 75% | 25% | 0% |
| White | 22 | 77.27% | 50% | 13.64% |
| Currently Emergent Bilingual | 9 | 55.56% | 44.44% | 0% |
| Special Ed Indicator | 16 | 37.50% | 18.75% | 0% |

| | May 2023 STAAR Reading Language Arts, Grade 4 | | | |
|------------------------|---|------------|--------|---------|
| | Total Students | Approaches | Meets | Masters |
| Timmerman Elementary | 72 | 62.50% | 31.94% | 11.11% |
| Economic Disadvantage | 37 | 64.86% | 27.03% | 10.81% |
| Asian | 7 | 85.71% | 71.43% | 28.57% |
| Black/African American | 18 | 38.89% | 5.56% | 0% |
| Hispanic | 32 | 62.50% | 34.38% | 15.62% |
| Two or More Races | 3 | 66.67% | 66.67% | 0% |
| White | 12 | 83.33% | 33.33% | 8.33% |

| | May 2023 STAAR Reading Language Arts, Grade 4 | | | |
|------------------------------|---|------------|--------|---------|
| | Total Students | Approaches | Meets | Masters |
| Currently Emergent Bilingual | 11 | 63.64% | 36.36% | 18.18% |
| Special Ed Indicator | 13 | 30.77% | 0% | 0% |

| May 2023 STAAR Mathematics, Grade 4 | | | | |
|-------------------------------------|----------------|------------|--------|---------|
| | Total Students | Approaches | Meets | Masters |
| Timmerman Elementary | 72 | 36.11% | 18.06% | 4.17% |
| Economic Disadvantage | 37 | 40.54% | 16.22% | 2.70% |
| Asian | 7 | 57.14% | 28.57% | 0% |
| Black/African American | 18 | 11.11% | 0% | 0% |
| Hispanic | 32 | 37.50% | 15.62% | 3.12% |
| Two or More Races | 3 | 33.33% | 33.33% | 0% |
| White | 12 | 58.33% | 41.67% | 16.67% |
| Currently Emergent Bilingual | 11 | 27.27% | 18.18% | 0% |
| Special Ed Indicator | 13 | 0% | 0% | 0% |

| | May 2023 STAAR Reading Language Arts, Grade 5 | | | |
|----------------------------------|---|------------|--------|---------|
| | Total Students | Approaches | Meets | Masters |
| Timmerman Elementary | 77 | 75.32% | 51.95% | 20.78% |
| Economic Disadvantage | 37 | 54.05% | 43.24% | 8.11% |
| Asian | 2 | 100% | 100% | 0% |
| Black/African American | 23 | 56.52% | 34.78% | 8.70% |
| Hispanic | 31 | 77.42% | 45.16% | 16.13% |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 |
| Two or More Races | 4 | 75% | 75% | 50% |
| White | 17 | 94.12% | 76.47% | 41.18% |
| Currently Emergent Bilingual | 4 | 50% | 25% | 0% |
| Special Ed Indicator | 15 | 33.33% | 13.33% | 6.67% |

| | May 2023 STAAR Mathematics, Grade 5 | | |
|----------------|-------------------------------------|--------|---------|
| Total Students | Approaches | Meets | Masters |
| 76 | 61.84% | 25% | 11.84% |
| 37 | 54.05% | 18.92% | 2.70% |
| 2 | 100% | 50% | 50% |
| 21 | 33.33% | 14.29% | 4.76% |
| 31 | 64.52% | 16.13% | 9.68% |
| - | 0 | 0 | 0 |
| 5 | 80% | 40% | 40% |
| 17 | 82.35% | 47.06% | 11.76% |
| 4 | 25% | 25% | 0% |
| 14 | 21.43% | 0% | 0% |

| | May 2023 STAAR Science, Grade 5 | | | |
|----------------------------------|---------------------------------|------------|--------|---------|
| | Total Students | Approaches | Meets | Masters |
| Timmerman Elementary | 76 | 51.32% | 17.11% | 7.89% |
| Economic Disadvantage | 36 | 38.89% | 2.78% | 0% |
| Asian | 2 | 50% | 50% | 50% |
| Black/African American | 22 | 22.73% | 0% | 0% |
| Hispanic | 31 | 58.06% | 16.13% | 6.45% |
| Native Hawaiian/Pacific Islander | - | 0.00 | 0.00 | 0.00 |
| Two or More Races | 4 | 50% | 50% | 25% |
| White | 17 | 76.47% | 29.41% | 11.76% |
| Currently Emergent Bilingual | 4 | 25% | 0% | 0% |
| Special Ed Indicator | 14 | 28.57% | 0% | 0% |

2023 TELPAS Composite Ratings

| | Beginning | Intermediate | Advanced | Advanced High |
|-------------------------|-----------|--------------|----------|---------------|
| 2023- K Grade Overall | 33% | 58% | 0% | 8% |
| 2023- 1st Grade Overall | 29% | 29% | 14% | 29% |
| 2023- 2nd Grade Overall | 29% | 43% | 29% | 0% |

| | Beginning | Intermediate | Advanced | Advanced High |
|-------------------------|-----------|--------------|----------|---------------|
| 2023- 3rd Grade Overall | 13% | 0% | 25% | 63% |
| 2023- 4th Grade Overall | 36% | 36% | 0% | 27% |
| 2023- 5th Grade Overall | 20% | 40% | 0% | 40% |

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 30% of students performed at or above the Meets Grade Level standard level on 2023 STAAR for math, reading and science. **Root Cause:** Teacher collaboration is focused on what concepts are to be taught, and not focused on how to teach using engaging lessons and activities.

Problem Statement 2 (Prioritized): Each grade level has varied experiences and understandings of PLC systems and Timmerman will have new members on every team level PK-5 for the 2023-2024 School year. This has, and will, result in inconsistencies in teaching and learning. **Root Cause:** TES has been working to develop PLC leads in order to support the teaching and learning process of PLCs through the Solution Tree process.

Problem Statement 3: In Math, all Meets Grade Level or above targets for all student groups were missed, including for the All Students group and economically disadvantaged group. **Root Cause:** Tier 1 instruction was not effective in previous years creating student learning gaps.

Problem Statement 4: 30% STAAR Results (the average performance for math, reading, and science STAAR tests combined) across student groups to include economically disadvantaged students **Root Cause:** Tier 1 instruction was not effective in creating student learning gaps.

Problem Statement 5 (Prioritized): Teachers are struggling to provide rigorous instruction both whole group and small group **Root Cause:** Teacher job satisfaction is decreasing across the campus due to increasing demands and challenging student behavior. The amount of time needed to plan effectively and the professional development needed to differentiate instruction to support the educational gaps exceeds the allotted time.

School Processes & Programs

School Processes & Programs Summary

Goals at Timmerman are aligned to the district's philosophy of providing a quality education with a commitment to excellence. A daily intervention time is scheduled for both math and reading. Two additional part time reading interventionists will also help support students. This will help support the requirements for accelerated intervention. Differentiated instruction is provided to all students to accelerate learning. Gifted and Talented (G/T) students are serviced through classroom instruction.

Intervention at Timmerman will be provided by 4 interventionists - one full time interventionist for reading, 2 part time interventionists for reading, and one full time interventionist for math. Students are placed in intervention through the PSST process. The PSST committee meets on a regular basis to review student concerns - both academic and behavioral- and determine which interventions are most appropriate. All meeting notes and progress monitoring data are kept in Eduphoria. Students do not move into and/or out of intervention without the PSST committee review and decision. This ensures students and data do not get overlooked or lost in the process.

PBIS is responsible for creating school-wide processes and procedures as well as positive incentives for students. Second step has been implemented on campus as a social emotional learning curriculum for teachers to use in morning meetings and in class when needed. During the 2022-2023 school year a part-time social worker was added to help support students' social-emotional needs. TES is continuing the Social Worker, part time, at Timmerman El and is sharing the financial responsibility with Caldwell Elementary.

For the 2023-2024 school year, teachers will meet regularly in Collaborative Team Meetings to discuss assessments and data among other learning topics. Timmerman will continue to grow the PLC process utilizing PLC Leads and Solution Tree. The PLC process is designed to support student and teacher growth and achievement. Collaborative Team Meeting agendas will be planned with the flexibility to adjust the agenda in response to feedback from team leaders and formative/summative data. Teachers, instructional coach, and administrators will attend the summer session of the Solution Tree conference. During the 2022-2023 school year, the campus implemented PLC Leads to facilitate PLC meetings. Although with a larger than normal turnover at Timmerman we will be starting over in every grade level.

Common assessment, universal screener data, and STAAR results are analyzed throughout the year. Areas with low scores form the basis for our campus academic goals. The 2022-2023 STAAR assessment scores, formative/summative tests, and benchmark tests, will be tools used for instructional planning and professional development for the upcoming school year. Nine-week assessments were provided by the district. Students in grades 3-5 were also given the Reading, Math, and Science interim assessments created by TEA. For the 2023-2024 school year, students will be assessed with two nine week assessments (1st and 3rd 9 weeks) and STAAR grades will also be assessed with Reading, Math, and Science TEA Interim assessments.

Students with documented special needs, outlined in a 504 plan or a Special Education IEP receive services as required by those plans. Resource students receive direct instruction with the SPED staff in conjunction with the general education teacher. The SPED teachers and educational assistants support the inclusion classroom instruction as outlined in the students' IEPs. SpEd clustering is still a challenge as we are staffed according to grouping (clustering) all SpEd students in the same classroom per grade level. This is not in the best interest of the students for two reasons:

1. In some of our grade levels this would make the classroom a SpEd classroom as the classroom teacher would have 12-14 SpEd students in the classroom.
2. The diverse needs, and behavior, does not facilitate the campus using one SpEd inclusion aide. The aide cannot adequately assist and support 12-14 students.

For the 2023-2024 school year, TES will host a Title 1 meeting.

Throughout the 2023-2024 school year, professional development will be offered in the following areas:

- Guided Phonics
- Math Spiral Review (Calendar Math)
- Small group instruction for reading and math
- HMH resources
- Solution Tree processes

School Processes & Programs Strengths

- Protected instructional time for core subjects.
- Focused effort on improving the reading and math instruction by having a dedicated intervention time in the master schedule as well as two part time reading interventionists.
- Multiple opportunities for teachers to have a voice in decision making for the school. Roles such as PLC Lead and GLL offer opportunities for teachers to have leadership roles on campus.
- Universal screener data, common assessment data, Interim assessment, and STAAR data analyzed to identify areas of strength and improvement Implementation of consistent, focused PSST process.
- Grade level teams identify essential learning standards helping teachers target instruction to student needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 30% STAAR Results (the average performance for math, reading, and science STAAR tests combined) across student groups to include economically disadvantaged students **Root Cause:** Tier 1 instruction was not effective in creating student learning gaps.

Problem Statement 2: 30% of students performed at or above the Meets Grade Level standard level on 2023 STAAR for math, reading and science. **Root Cause:** Teacher collaboration is focused on what concepts are to be taught, and not focused on how to teach using engaging lessons and activities.

Problem Statement 3: In Math, all Meets Grade Level or above targets for all student groups were missed, including for the All Students group and economically disadvantaged group. **Root Cause:** Tier 1 instruction was not effective in previous years creating student learning gaps.

Problem Statement 4 (Prioritized): Each grade level has varied experiences and understandings of PLC systems and Timmerman will have new members on every team level PK-5 for the 2023-2024 School year. This has, and will, result in inconsistencies in teaching and learning. **Root Cause:** TES has been working to develop PLC leads in order to support the teaching and learning process of PLCs through the Solution Tree process.

Problem Statement 5 (Prioritized): Teachers are struggling to provide rigorous instruction both whole group and small group **Root Cause:** Teacher job satisfaction is decreasing across the campus due to increasing demands and challenging student behavior. The amount of time needed to plan effectively and the professional development needed to differentiate instruction to support the educational gaps exceeds the allotted time.

Perceptions

Perceptions Summary

Parents are an important component of Timmerman's success. The active Parent/Teacher Organization (PTO) provides services and resources and helps communicate accurate information between the school and home. The PTO hosts meetings, sponsors fundraisers, encourages school spirit, and provides a number of after school activities for the Timmerman families to participate in throughout the year. Parent communication includes newsletters, list-serve messages, marquee messages, teacher newsletters, and information from our school website. Social media sites (Facebook and Twitter) for TES parents are other forms of school communication.

A campus-wide safety plan is in place. All staff members are trained on the safety plan prior to the beginning of school. Each teacher then reviews the plan with their class. Monthly fire drills and shelter in place drills are practiced. Twice per year the campus practices hazardous weather drills as well. This includes training with the usage of the Raptor Alert app.

The district has implemented safety checks for each campus to include door checks on a regular basis.

2022-2023 attendance information was:

1st six weeks - 94.19%, 2nd six weeks- 90.95%, 3rd six weeks 92.07%, 4th six weeks- 93.69%, 5th six weeks- 93.38%, 6th six weeks - 93.87% , Overall 22-23 School Year, 93.07%

The 2023 Spring Panorama student survey data:

Grades 3-5 had one increase, two decreases and two no changes in the five areas - which are the following: Pedagogical effectiveness, Classroom teacher-student relationships, Classroom climate, Classroom belonging, Classroom engagement. The increases ranged from -2 to +2. points. The largest gain was in Classroom belonging.

Grade K-2 had a decrease in three of the four areas and a one point increase in culture of learning. The range was -6 to +1.

2023 Upbeat Survey

Timmerman's Upbeat data showed an overall increase in 21 areas and a decrease in 2 areas:.

- Parent/Teacher Communication: 64% decrease 34%
- Professional Development: 74% decrease 7%
- Autonomy: 97% increase .04%
- Principal/Teacher Trust: 95% decrease 2%
- Instructional Leadership: 91% decrease 6%
- School Safety & Order: 80% decrease 14%
- Appreciation: 84% decrease 2%
- Collaboration: 80% decrease 17%
- Work/Life Balance: 63% decrease 4%

- Resources & Facilities: 92% decrease 1%
- Self-Efficacy: 86% increase 1%
- Evaluation: 88% decrease 11%
- Teacher Voice and Leadership: 83% decrease 15%
- Recruitment Hiring and On boarding: 85% decrease 11%
- Compensation and Career Path: 50% decrease 7%
- Belonging and Well being: 83% decrease 7%
- Diversity: 60% decrease 13%
- Equity: 96% decrease 2%
- Inclusion: 83% decrease 12%
- Cultural Competence: 68% decrease 3%
- Care and Commitment: 91% decrease 8%
- Student Engagement: 85% decrease 7%
- Satisfaction and Purpose: 80% decrease 7%

Perceptions Strengths

2022-2023:

- The safety plans are in place and practiced daily and monthly.
- Positive survey results from students regarding Teacher-Student Engagement
- Positive survey results from teachers and staff about school leadership
- Positive survey results from families about school safety

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Attendance records and student failure reports are higher than they have been in previous years, and has contributed to potential need for more interventions and progress monitoring. **Root Cause:** Inconsistent attendance contributes to higher failure rates and learning gaps.

Problem Statement 2 (Prioritized): Teachers are struggling to provide rigorous instruction both whole group and small group **Root Cause:** Teacher job satisfaction is decreasing across the campus due to increasing demands and challenging student behavior. The amount of time needed to plan effectively and the professional development needed to differentiate instruction to support the educational gaps exceeds the allotted time.

Problem Statement 3 (Prioritized): Each grade level has varied experiences and understandings of PLC systems and Timmerman will have new members on every team level PK-5 for the 2023-2024 School year. This has, and will, result in inconsistencies in teaching and learning. **Root Cause:** TES has been working to develop PLC leads in order to support the teaching and learning process of PLCs through the Solution Tree process.

Priority Problem Statements

Problem Statement 1: Teachers are struggling to provide rigorous instruction both whole group and small group

Root Cause 1: Teacher job satisfaction is decreasing across the campus due to increasing demands and challenging student behavior. The amount of time needed to plan effectively and the professional development needed to differentiate instruction to support the educational gaps exceeds the allotted time.

Problem Statement 1 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Each grade level has varied experiences and understandings of PLC systems and Timmerman will have new members on every team level PK-5 for the 2023-2024 School year. This has, and will, result in inconsistencies in teaching and learning.

Root Cause 2: TES has been working to develop PLC leads in order to support the teaching and learning process of PLCs through the Solution Tree process.

Problem Statement 2 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Attendance records and student failure reports are higher than they have been in previous years, and has contributed to potential need for more interventions and progress monitoring.

Root Cause 3: Inconsistent attendance contributes to higher failure rates and learning gaps.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Goals

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

Performance Objective 1: By June of 2024, 100% of the grade level and department Collaborative teams will participate in a variety of professional development opportunities that are focused on the campus's academic student needs, consisting of the following:

- Classroom Management for challenging behaviors
- Classroom Management
- SEL
- Tier I Instruction
- Tier II Instruction

High Priority

Evaluation Data Sources: Grade level Campus Collaborative Team and committee agendas, Collaborative Team agendas (data), Walk-Through documentation, and teacher surveys

Summative Evaluation: Some progress made toward meeting Objective

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

Performance Objective 1: By May of 2024, 75% of students in all student groups will show one or more year's growth with an emphasis on African American, SpEd and Economically Disadvantaged student groups for math based on Intervention, STAAR and EOY Screener.

- STAAR
- PreK Assessments (CPALLS)
- TX-KEA Kindergarten Screener
- Star360 Screener

High Priority

Evaluation Data Sources: MOY, EOY, 9-Week Assessments, Progress Monitoring

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

Performance Objective 2: By May of 2024, 70% of students in all student groups will show one or more year's growth with an emphasis on African American, White, SpEd and Economically Disadvantaged student groups for reading based on STAAR and EOY Screener.

- CPALLS
- TX-KEA Kindergarten Screener
- Star360 Screener
- Eduphoria

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

Performance Objective 3: The percent of students that score at, or above meets, grade level on STAAR 2024, will increase to the following:

- 3rd Grade ELA to 50% and Masters to 30%
- 3rd Grade Math to 45% and Masters to 25%
- 4th Grade ELA to 50% and Masters to 25%
- 4th Grade Math to 35% and Masters to 18%
- 5th Grade ELA to 65% and Masters at 32%
- 5th Grade Math to 45% and Masters at 25%
- 5th Grade Science to 40% and Masters at 25%

Evaluation Data Sources: STAAR 2024

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

Performance Objective 1: By the end of the 2023-2024 school year, 100% of Timmerman students will participate in activities that raise awareness of expectations to prepare for and plan their future.

Evaluation Data Sources: Career Day Schedule
Student list of events

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By May 2024, end of year climate surveys will show 90% or higher positive disposition regarding parent involvement programs that promote the academic, social, and emotional growth of students.

Evaluation Data Sources: End of year survey.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By June 2024, the student survey results will show a 10% increase in the area of grit.

Evaluation Data Sources: Student Survey from Fall to Spring

Goal 4: PflSD will improve low performing schools.

Performance Objective 3: Throughout the 2023-2024 school year, Timmerman ES staff will maintain a safe school that promotes a safe, healthy, secure environment for all students, staff, family, and community members.

Evidence will be collected through the end of year climate survey showing a 90% or higher response rate in positive disposition.

Evaluation Data Sources: Upbeat Survey, Parent Survey

Goal 4: PflSD will improve low performing schools.

Performance Objective 4: End of 2023-2024 school year Timmerman will have 96% or above attendance rate.

Evaluation Data Sources: Skyward Data

Addendums