

Pflugerville Independent School District
Timmerman Elementary School
2018-2019 Timmerman Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: October 18, 2018
Public Presentation Date: September 18, 2018

Mission Statement

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

Vision

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

Core Beliefs

Timmerman believes in the core value of **love**. At Timmerman, it is unconditional! Love is the foundation of everything we do. Words and actions based in love allow us to see the potential, the beauty, and the goodness in each other and ourselves.

Timmerman believes in the core value of **close relationships**. (Teacher-teacher, teacher-student, teacher-parent, student-student) because we value trust, open communication, consistency, and a safe environment.

Timmerman believes in the core value of **collective commitment** because it is our responsibility to build the foundation for achievement to prepare students for a lifetime of personal success.

Timmerman believes in the core value of **capacity building** because in order to achieve excellence we must grow each other and ourselves for the benefit of the Timmerman community.

Timmerman believes in the core value of **excellence** because Timmerman staff and students are committed to giving our best to reach excellence, not perfection.

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Comprehensive Needs Assessment

Needs Assessment Overview

Timmerman Elementary School is a public elementary school in the Pflugerville Independent School District. Timmerman opened in 1987 and operated on the original site until June 2017. Construction of the new building was completed in Spring 2017. 2018-2019 will be the second year at the Swenson Farms location.

Timmerman is named for Theodor Timmerman who faithfully served on the PfISD school board for 21 years, 10 of which he was president. Mr. Timmerman is well known among the city for his many contributions to this community. One of his roles was helping to facilitate the project for having Pflugerville High School and stadium built. Excellent educational programming and innovative and committed staff members give Timmerman Elementary School a long tradition of excellent education. Along with its emphasis on increasing student achievement, Timmerman is a nurturing learning environment where students' achievement efforts and positive behaviors are acknowledged and celebrated daily; an emphasis on student achievement is the hallmark of Timmerman Elementary School.

This Campus Improvement Plan was developed in accordance with Texas Education code 11.251. The plan also meets the requirements of Title 1 School wide Components. The campus staff along with the Campus Academic Advisory Council (CAAC) developed the needs assessment and considered the campus strengths and needs. Additionally, in accordance to the state guidelines this groups meets at least 6 times per year to consider agenda items including campus professional learning, budget items, and the implementing, monitoring, and evaluating of this campus plan. The committee will review data such as grade level common assessments, benchmark assessments, Universal Screener Data, STAAR, Texas Academic Performance Report (TAPR), and other relevant information and campus data.

The purpose of this narrative is to guide the CAAC and campus in our instructional decision making we encounter each day. This plan is Timmerman's road map of where we've been, where we are going, and how we are going to get there. Furthermore, this plan will be reviewed frequently throughout the year to ensure we are meeting our goals, and discuss the need to adjust those goals. We believe our well-trained faculty, adequate instructional budget, and an active and supportive PTO, Timmerman Elementary is well equipped for the continuing challenges of educating the children of PfISD in this time of ever increasing educational standards for students.

Demographics

Demographics Summary

At Timmerman, we serve a diverse population of students.

Enrollment by Race/Ethnicity

- African American 22.4%
- Hispanic 39.4%
- White 24.1%
- American Indian .2%
- Asian 6%
- Pacific Islander .6%
- Two or More Races 7.3%

Enrollment by Student Group

- Economically Disadvantaged 56.2%
- English Language Learners 14%
- Special Education 14%
- Gifted and Talented 17.5%

Our enrollment average for 2017-2018 school year was 535.

	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	Change
Special Education	%	%	%	%	%	%	%	%	%	
0 - Not receiving services	91.1%	89.5%	89.9%	85.5%	86.7%	86.9%	85.9%	88.6%	86.0%	-5.1%
1 - Participant in pgm or svc	8.9%	10.5%	10.1%	14.5%	13.3%	13.1%	14.1%	11.4%	14.0%	5.1%
	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018*	Change
Economically Disadvantaged	%	%	%	%	%	%	%	%	%	
00 - Not identified as economically disadvantaged	64.6%	53.8%	53.1%	52.5%	51.4%	51.0%	56.7%	56.1%	56.2%	-8.4%

01 - Eligible for free meals under the National School Lunch a...	28.3%	37.5%	37.9%	34.3%	40.1%	39.7%	34.3%	34.2%	42.2%	13.9%
02 - Eligible for reduced-price meals under the National Schoo...	6.8%	8.7%	9.0%	13.2%	8.5%	9.4%	9.1%	9.7%	6.9%	0.1%
Ethnicity	2009- 2010 %	2010- 2011 %	2011- 2012 %	2012- 2013 %	2013- 2014 %	2014- 2015 %	2015- 2016 %	2016- 2017 %	2017- 2018 %	Change
A - Asian	14.1%	13.4%	11.0%	9.9%	8.5%	10.5%	10.8%	8.1%	6.0%	-8.1%
B - Black or African American	16.0%	16.9%	17.4%	18.0%	17.5%	17.9%	15.9%	14.0%	22.4%	6.5%
H - Hispanic/Latino	33.1%	34.4%	36.6%	36.7%	37.8%	38.6%	37.5%	40.9%	39.4%	6.4%
I - American Indian or Alaska Native	1.1%	1.2%	1.3%	1.1%	1.0%	0.7%	0.3%	0.2%	0.2%	-1.0%
P - Native Hawaiian or Other Pacific Islander	0.0%	0.2%	0.2%	0.4%	0.4%	0.7%	0.8%	0.7%	0.6%	0.6%
T - Two or More Races	3.0%	3.0%	2.9%	2.9%	4.2%	4.8%	5.0%	5.5%	7.3%	4.2%
W - White	32.7%	30.9%	30.6%	31.0%	30.6%	27.0%	29.7%	30.6%	24.1%	-8.6%
Total Enrollment	526	573	546	545	519	459	397	421	535	

Demographics Strengths

Timmerman's areas of demographic strengths are as follows:

- Attendance rate is 97%, which remained the same from the previous year
- 100% of the white, Native Hawaiian/Pacific Islander, and Asian sub-populations passed the science STAAR

Problem Statements Identifying Demographics Needs

Problem Statement 1: In all STAAR-tested grade levels, one sub-population performed 19%-49% higher than other sub-populations

Student Academic Achievement

Student Academic Achievement Summary

According to the 2018 Accountability Ratings, Timmerman "Met Standard". Timmerman also missed 19/29 indicators/safeguards.

**Academic Achievement: % at or above Meets Grade Level - recalculated at 95% Participation Rate if actual Participation Rate < 95%															WEIGHT: 30%			
Reading	2017-18 Target	44	32	37	60	43	74	45	56	33	19	36	29	46	42			
	Performance	44	34	32	62					34			45					
	Met	Y	Y	N	Y					Y			Y			5	6	83
Math	2017-18 Target	46	31	40	59	45	82	50	54	36	23	44	40	47	45			
	Performance	37	16	24	56					28			42					
	Met	N	N	N	N					N			Y			1	6	17
Academic Achievement Score															6	12	50	

**Academic Growth Status															WEIGHT: 50%			
Reading	2017-18 Target	66	62	65	69	67	77	67	68	64	59	65	64	66	67			
	Performance	65		67	69					61								
	Met	N		Y	Y					N						2	4	50
Math	2017-18 Target	71	67	69	74	71	86	74	73	68	61	70	68	71	70			
	Performance	58		63	48					57								
	Met	N		N	N					N						0	4	0
Academic Growth Score															2	8	25	

**School Quality or Student Success Domain I STAAR Score for All Subjects															WEIGHT 10%		
2017-2018 Target	47	36	41	58	46	73	48	55	38	23	43	37	48	45			
Performance	42	30	34	55		60		56	35	16		46					
Met	N	N	N	N		N		Y	N	N		Y			2	9	22
School Quality of Student Success Score															2	9	22

STAAR	TES Approaches	TES Meets	TES Masters	PFISD Approaches	PFISD Meets	PFISD Masters	State Approaches	State Meets	State Masters
3 rd Reading	75%	33.75%	17.5%	80.72%	46.06%	28.34%	76%	42%	24%
3 rd Math	72.15%	36.71%	16.46%	77.75%	47.7%	23.8%	77%	46%	23%
4 th Reading	69.57%	42.03%	14.49%	77.15%	49.88%	25.7%	72%	45%	24%
4 th Math	57.97%	30.43%	10.14%	78.66%	49.18%	27.51%	78%	47%	26%
4 th Writing	54.41%	27.94%	8.82%	64.27%	42.28%	13.23%	61%	38%	10%
5 th Reading	84.62%	50%	14.1%	87.9%	59.54%	28.9%	82%	52%	25%
5 th Math	85.71%	40.26%	12.99%	92.35%	57.83%	32.22%	90%	57%	29%
5 th Science	73.08%	29.49%	6.41%	76.14%	42.22%	17.22%	75%	40%	16%

Grade Level	Star Early Literacy (K-1) or Star360 Reading (2-5)	Fountas and Pinnell Benchmark Assessment System (K-5)
Kindergarten	At or Above Benchmark: 79% On Watch: 13% Intervention: 6% Urgent Intervention: 1%	At or Above Benchmark: 54% Below Benchmark: 46%
First Grade	At or Above Benchmark: 67% On Watch: 9% Intervention: 17% Urgent Intervention: 7%	At or Above Benchmark: 58% Below Benchmark: 42%
Second Grade	At or Above Benchmark: 59% On Watch: 14% Intervention: 12% Urgent Intervention: 15%	At or Above Benchmark: 63% Below Benchmark: 37%
Third Grade	At or Above Benchmark: 63% On Watch: 18% Intervention: 10% Urgent Intervention: 9%	At or Above Benchmark: 53% Below Benchmark: 47%
Fourth Grade	At or Above Benchmark: 61% On Watch: 13% Intervention: 13% Urgent Intervention: 13%	At or Above Benchmark: 71% Below Benchmark: 29%
Fifth Grade	At or Above Benchmark: 48% On Watch: 23% Intervention: 12% Urgent Intervention: 17%	At or Above Benchmark: 30% Below Benchmark: 70%

At Timmerman Elementary, we want to ensure that all students learn to their maximum potential; therefore, we want to increase the number of students reading at or above benchmark by 10 percent. This will be reflected by our focus on teaching and learning by increasing purposeful and frequent student discourse and critical writing, implementation of our district curriculum, balanced literacy model implementation with a workshop focus, focused lesson tasks planning to build the depth of knowledge for students, and continued effort to become experts of how to use our informal and formal assessment data to drive our tier 1/core instruction and intervention—every day, in every classroom, for every child this year.

Student Academic Achievement Strengths

Timmerman Elementary celebrates the following areas of academic success over the past year:

- Timmerman met standard on the statewide accountability system.
- 5th grade reading "approaches" exceeded state average;
- 4th grade writing "meets standard" and "masters" level performance higher than previous school year

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Data indicate that students are struggling with higher-level thinking. Learning at the depth and complexity that the standards demand is not always evident in the learning tasks or students' interactions with the learning.

School Processes & Programs

School Processes & Programs Summary

Organizational and Administrative

The context and organization of Timmerman is defined by our family-centered philosophy. During the 2015-2016 school year the staff developed Timmerman's Vision statement. Our vision for Timmerman is that we empower a community where all learners, regardless of background, develop a mindset that creates pathways to future success. All decisions are based on what is best for our students, who are at the heart of this philosophy. Planning for a successful schedule begins early at Timmerman. Each year the current needs are discussed prior to the start of the planning for the upcoming year. This year, prior to the start of school, each grade level had the opportunity to give input into the building of the schedule through a staff survey.

Timmerman is committed to providing time for balanced literacy (150 minutes daily for K-2 and 120 minutes daily for 3-5) and math (90 minutes per day) for each grade level. Our schedule provides hands-on instructional time in the science lab (weekly) and computer lab (weekly). At Timmerman, our goals mirror the district's philosophy of providing a quality education with a commitment to excellence so that our children are afforded equitable educational opportunities to achieve their potential. A daily intervention time is scheduled for both math and reading. Differentiated instruction is provided to all students to accelerate learning. Our G/T students are also serviced through our PFLEX program led by the GT instructional specialist. This program gives our G/T students the opportunity to work together in a differentiated setting. Our specials schedule provides physical education for all students, which supports the health and wellness of our children. Our PE program's minutes are also in accordance with the requirements of the State of Texas. Our fine arts teachers (music and art) also service children through our specials schedule on a rotating basis each week. Special area teachers end each class by providing time for students to write using the academic language of the content.

Grade level leaders assume leadership roles as they work alongside the principal in helping give input on campus direction for a multitude of topics. The principal and instructional coaches, with the input of grade level teams, will plan and prepare for monthly professional learning and weekly PLC meetings. In order to plan quality instruction for our children, we examine the data on student progress, analyze student work, determine effective strategies to facilitate learning, design lessons, and develop common assessments. PLCs at Timmerman plan for high learning expectations for all student learning and continuous school improvement. PLC Communities work collaboratively as they partner to make changes in the practice of instruction in a collaborative decision making process. This year the instructional team of teachers, instructional assistants, and administrators have committed to focusing on strengthening core instruction through teacher input and data gathered from our informal and common formative and summative assessments. SPED, dyslexia specialist, and interventionists attend PLC meetings to help to embed best practices within lessons that will meet the wide range of learners we serve. Support for extending learning experiences for GT and high achieving students is provided through the GT specialist and instructional coach through book study discussion groups and cluster teacher meetings. Training and support of responsive teaching strategies are offered to meet the needs of ELLs. SPED strategies are reinforced to meet the needs of ELL and SPED populations.

Timmerman staff has an excellent opportunity and invitation to voice their perspectives and opinions of the daily operation of the school

through various committees such as CAAC, Grade Level Leaders, PBIS, the Sunshine Committee, Enrichment Committee, Diversity Committee, PLCs, and vertical instructional teams. Likewise, the students are also given the opportunity to voice their thoughts of the school on the PFISD climate survey, student organizations, and through various counselor groups. Timmerman's overall campus rating for the School Evaluation of Performance in Community and School Engagement was Exemplary.

Successful transition for our students is one of the the factors to academic success. Therefore, we have several events that promote helping students integrate into the Timmerman culture throughout the school year. Meet the Teacher night allows students to meet their teacher and familiarize themselves with the building prior to the start of school. A Pre-Kindergarten program is available at Timmerman for eligible students. PK provides children with the early learning experiences that will enable them to meet academic standards throughout elementary and secondary school. Incoming PK students and their parents visit Timmerman each year on a special day set aside for just our PK families. Throughout the year, new to Timmerman students in 1st through 5th grades meet during lunch for a welcome orientation with the counselor. We also have a special time set aside for our new Kindergarten students for their parents and the student to attend student/parent orientation. We feel this helps facilitate a smoother transition for our tiniest of learners. Our fifth graders have an opportunity to visit and tour Park Crest Middle and Pflugerville Middle Schools in the spring in preparation for their return to school in August.

A federally subsidized school hot lunch program is available for all who qualify; this year Timmerman will also participate in a free breakfast program for all students who attend our school. Students have a 30 minute lunch and 30 minute recess time daily. Teacher teams share in the responsibility of monitoring the lunch and recess times for our students.

Throughout the year Timmerman provides opportunities for parents to participate in evening events. In order to accommodate parent schedules the evening events are scheduled late afternoon/early evening. We use surveys to collect data on desired activities at our academic events to make these events meaningful to families.

Our well-stocked library allows us to reach and support students in their families. In May 2018, our library was stocked with 13,866 books, and we increased our number of books available from the 16-17 school year by 192 books. An average of 45 book circulations per student indicates the library is used frequently by students and families. The total library budget is \$12,203, with reading materials (including bilingual materials) accounting for \$1,553 and library materials totaling \$650. In addition, there is a \$10,000 bond included in the budget. Book fair funds raised \$2,600 in cash.

Formal and informal parent, student, and staff surveys show that there is an overall feeling of appreciation of being a part of the Timmerman Family. As a family we are proud of our work and commitment to providing quality education to our students. We believe building relationships within our community is a must. Relationships combined with strong instruction make for a solid foundation of success.

Instructional and Curricular

The focus and heart of all that we do at Timmerman revolves around giving students the tools for emotional, physical, and academic achievement. This past school year we have implemented many important key elements in order to do this.

Grade level teacher teams and administrative instructional teams meet regularly to collaboratively design lessons. Our teams have bi-weekly PLC time for an extended time. PLC agendas will be planned quarterly, with the flexibility to adjust the agenda in response to feedback from

team leaders and formative/summative data. Our students benefit when teachers collaborate and integrate lesson targets and tasks with hands-on activities/experiments because they understand the connections between subject matter and real world application. This collaborative effort among the grade levels helps ensure that the best instructional and assessment practices are used in every classroom every day. As the teacher leadership academy enters year four, this team will continue to look at and work on the improvement of the instructional practices of Timmerman through Instructional Rounds.

Common assessment scores are examined monthly, and universal screener data and STAAR scores are examined throughout the year as well. Areas with low scores form the basis for our campus level academic goals. The 2017-2018 STAAR assessment scores, formative/summative tests, and benchmark tests, will be tools used for instructional planning and professional development for the upcoming 2018-2019 school year. The highly qualified, experienced staff of Timmerman Elementary believes effective learning and teaching looks like time well spent on planning, practicing, evaluating, and reevaluating to ensure we are meeting our students' academic needs. Effective learning from students is best observed through happy faces that are attentive, class discussions that are student-centered and focused on instruction, and hands that are engaged in meaningful work based on the district's core curriculum. Furthermore, as previously stated, campus wide data of instructional practices will be captured through a process called instructional rounds. Instructional Rounds will take place at the beginning, middle, and end of year. After each rounds day, based on the data, professional development will be decided upon and adjusted for the upcoming months to meet the identified needs of the students.

A continued look at balanced literacy implementation will be a focus, along with a balanced approach to math. More specifically our work and learning will look at what students do in work stations for reading and writing while the teacher is leading their guided reading and writing groups. In addition, we will look to structure math blocks so that core components (problem-solving, fluency, spiral, and instruction) are being addressed daily. Teachers also use a variety of evaluation tools, in addition to classroom performance, to help identify the skills that students need interventions with each day. Timmerman challenges their students to always do their best. Differentiated instruction based on each student's individual abilities is a goal for Timmerman teachers. Instructional tasks and interventions for students' success are abundant at Timmerman.

Timmerman teachers provide intervention for students struggling with core content in both math and reading daily. A 30 minute intervention block for both reading and math is set aside in the master schedule for grades K-5. Classroom teachers, intervention teachers, educational assistants, and administrators support the intervention program on campus. Additionally, a morning homework/tutoring/lab time is also available for students when they arrive to school each day. Teachers offer tutoring to students after school on an as needed basis. The science lab is available for classes to rotate through on a regular basis which will allow for deeper science learning experiences and align science instruction in 4th and 5th grades.

Problem Solving Support Team (PSST) meetings are scheduled on an as needed basis to discuss the progress of each student referred for review. Parents are invited to join in the discussion and decision making for their child. PSST members make classroom suggestions to teachers for academic needs. Follow-up meetings are schedule as needed. PSST Tier 3 students may also be referred for special education testing, which is completed by the PFISD Assessment Team once an extensive PSST plan has been implemented and data gathered that would indicate a need for this testing.

Timmerman has a variety of special programs to meet the needs of all students. Students with documented special needs, outlined in a 504 plan or a Special Education IEP, receive services as prescribed 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 prescribed in the student's IEPs.

Timmerman Elementary is completely handicap accessible to accommodate individuals with physical handicaps. Additional services that meet the specialized needs of some students such as speech and language instruction by a speech pathologist, a pre-school PPCD program and PK program, support for the English Language Learners, physical and occupational therapy, behavior support, counseling support, and the gifted and talented program. This year a dedicated GT specialist will be working with the cluster teachers on extension lesson ideas and leading PFLEX for the GT students.

The Timmerman staff will be devoted to continuous and ongoing staff development. Throughout the 2018-2019 school year professional development will be offered in the following areas:

- Balanced Literacy with a focus on reading and writing workshop
- Problem-solving
- Tier 3 intervention delivery
- Using Dr. Hess's Depth of Knowledge (DOK) for lesson planning
- Building instructional tasks that require students to interact at high cognitive levels (application or higher)
- Student discourse that reflects thinking at the application level or higher, is self-monitored, and connects to previous learning
- critical writing
- close reading practices
- growth mindset
- inquiry-based science instruction
- behavior management

The professional learning and work will begin during the August PD, PLC time and then extend into grade level and faculty meetings. A menu of professional campus offerings is also incorporated into the Timmerman community PD time. These areas include, but are not limited to: alignment of curriculum with our TEKS and STAAR, 504/at-risk accommodations and documentation, sexual harassment awareness, dyslexia, SPED services, TTESS and SLOs, how to effectively disaggregated data, classroom management, campus safety, and technology training.

Timmerman's students have access to Activ-Expression clickers, iPads and mini-iPads, interactive white boards, laptops, Osmo, Dot/Dash Robots, and desktop computers. Laptop carts are available for each grade level and the library, as well as iPad carts for primary grades. Computers for students are also located in the library media center and technology labs. In addition, K-5th classes have scheduled times to attend computer lab with their teacher, one time per week.

Personnel

As a Title 1 campus, 100% of Timmerman Elementary School teachers and educational assistants are highly qualified. The Timmerman faculty is a compatible mix of new and experienced veterans who willingly share their expertise. The complete staff consists of 28 classroom teachers, 1 English Language Learner teacher, 3 teacher interventionist (one for K-2, one for 3-5, one reading), 1 PE teacher, 1 art teacher, 1

music teacher, 6 Special Education teachers, 1 counselor, 2 instructional coaches, 2 administrative associates, 12 educational assistants, 1 librarian, and 2 leadership team members (1 principal and 1 assistant principal). Timmerman works with the district to attract highly qualified staff through job fairs, competitive salaries, and stipends. Through campus-wide interview committees, we hire highly qualified staff members who share the same core values as ours. Potential employees are asked to review and sign the Top 10 Timmerman list of core expectations prior to an interviewing them for a campus position.

According to the TAPR report for 2016-2017, Timmerman's instructional staff averages 14.2 years of instructional experience . Additional data about classroom teacher years of experience is as follows:

- Beginning Teachers 2.7%
- 1-5 years of experience 13.2%
- 6-10 years of experience 23.5%
- 11-20 years of experience 33.9%
- Over 20 years of experience 26.8%

Teachers and staff members are provided the opportunity to give input after staff professional development, PLC, and through the many committees that are available for members to participate in throughout the year. Additionally, the staff morale committee, The Sunshine Committee, meets frequently to plan upcoming events for all staff members. Staff members are offered the opportunity to be a part of interview committees for new staff members. If a staff member is enrolled in a master's or doctoral program that requires being a campus intern; the administrative team has volunteered and facilitated opportunities for these individuals to grow.

School Processes & Programs Strengths

The strengths of our school processes and programs are as follows:

- Protected instructional time for core subjects
- Instruction stays at the focus of planning, thinking and discussing through weekly PLCs, weekly grade level planning times, and monthly faculty meetings. These times are used as capacity building opportunities.
- Weekly PLCs for PK-5th grade, intervention, and SPED teachers
- Focused effort on improving the reading and writing instruction PK-5
- Focused effort on improving the STAAR scores
- Focused attention to transitioning our new PK, Kindergarten, and 5th grade students.
- Multiple committees for teachers to serve on and have a voice in the decision making for the school
- College and Career Awareness focus for our students
- Celebrating student success and participation with academics, character development, and daily campus operations (i.e. flag patrol, traffic patrol, TNN, watt watchers, student council, etc.)

- Leadership development among the staff – teachers and instructional leaders have volunteered to serve on multiple committees throughout the school and throughout the district
- Instructional Rounds will take place in October, January, and April
- Grade levels use universal screener data, common assessment data (formal and informal), and STAAR data to identify areas of strength and improvement. This data is used to pinpoint areas to improve on the hard to teach TEKS and TEKS that stand out as areas of strength.
- Staff members are also offered the opportunity to attend professional developments outside of the campus and district as needed.
- Campus mentors for induction year teachers
- Scheduled monthly coaching support for new staff members
- All classrooms are equipped with an interactive projection system
- All grades have a scheduled time for computer lab instruction
- All classrooms have access to a minimum of 2 iPads/mini-iPads, Osmos, and Dot/Dash Robots for classroom use
- The GT cluster classes support the integration of STEM education with their robotics program.
- K-5th grade have access and utilize class sets of Activ-Expression Clickers for assessment and projects

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Multiple staff members have been hired in response to increased student enrollment, and new staff members need to be onboarded in professional learning and supported for future retention. With continued growth and new staff, systems development will be an ongoing work.

Problem Statement 2: Data indicate a need for ongoing training to increase knowledge and usage of available technology resources.

Perceptions

Perceptions Summary

The school culture and climate of Timmerman is defined by our family-centered philosophy. All decisions are based on what is best for our students. Formal and informal checks of our students' and teachers' perspective of the school culture are given throughout the year. We start our day with morning meetings in the classroom and come together on Fridays as a school family in the gym for announcements. A school tutoring program, hospitality group, a staff health and wellness group, safety patrol, student council, news crew, etc. are available to enhance our family-centered philosophy. During the 2018-2019 school year, the action planning team that was developed under CAAC, with the goal of increasing parental involvement and cultivating relationships with community partners, will continue their work.

Timmerman's vision statement states: At Timmerman...we empower a community where all learners, regardless of background, develop a mindset that creates pathways to future success. Timmerman's core values are love, close relationships, collective commitment, capacity building, and excellence. Timmerman will continue to build a culture of family this year. Our core values, vision, and mission statements will be our guardrails as we hire new staff and collectively set goals to provide direction for Timmerman.

A bi-weekly faculty bulletin created by the principal will share the campus's weekly accomplishments. This bulletin will celebrate campus wide instructional successes, and notify staff members of upcoming meetings and professional development dates. It will also share pictures of events happening school wide, and give instructional tips for practices that are being worked on campus wide.

According to our discipline data, a total of 96 referrals were written during the 2017-2018 school year. The highest areas that discipline forms were written for students were: physically aggressive behavior (31), violation of safety rules (14), and disrespect (11). The topic of bullying and character development is addressed not only within the classroom managements plans (PRIDE: Be Safe, Be Respectful, Be Responsible), but also each class has 8 or more lessons per semester with the counselor to encourage character development and preventative actions to take to avoid bullying or how to report bullying. Additionally a bully free honor corp is a campus wide corp of students who demonstrate character traits of leadership and ones who have stood against bully type of behavior. Also to celebrate good character traits, 1 student monthly from each class will be awarded the scholar of character. These students are honored with a special celebration that parents are invited to attend.

Our Timmerman students participated in district wide events such as the science fair, academic UIL, math pentathlon, Destination Imagination. As a campus we also hosted science, math, fine arts, and reading academic events for parents and celebrated Read Across America Day in March. Additionally, one of the the Destination Imagination teams placed 1st at the state level competition and tied for 2nd place at globals in Knoxville, Tennessee.

In accordance with HB 5, Timmerman was required to review and submit a performance report for Community and Student Engagement and Compliance. The report addresses the following areas: fine arts, wellness/PE, community/parental involvement, 21st century workforce development, second language acquisition, digital learning, dropout prevention, and educational program for G/T students. Timmerman received an exemplary rating in 2016-2017, which was the final year this accountability system was required.

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. Also, to ensure the safety of students as they are being dropped off and picked up, Timmerman has a formal number system that is communicated to the parents prior to the school year beginning. The safe arrival and dismissal of students is a priority for our staff.

During the month of January, Timmerman staff and students participated in an on campus career day fair. Many community members came and presented to our students throughout the day. Then, during the month of May, Timmerman held it's annual field day for the students and staff.

Providing students additional avenues to engage all parts of a child's personality and ability is also important to the overall success of students. Here at Timmerman, we will make a continual focused effort to do just that. This year we engaged our parents in a survey to gather what type of academic and information meetings they would like to have this year. Additionally, we will hold a GT showcase, fall festival, talent show, and family movie nights to involve parents in the social and academic success of their students. We have also started a weekly enrichment program, where students in grades K-5 were able to engage in activities each Friday morning that aligned with their interests. Some of the enrichment groups included: coding, video gaming/programming, legos, garden club, yoga, and photography.

Capacity-building and growing a culture of professional collaborations are addressed through weekly professional learning community meetings and instructional rounds.

In the end of year 2017-2018 teacher survey, teachers requested additional training on systems for behavior management.

At any age, a student's learning is dramatically enhanced when parents are involved. The National Education Association research has shown that regardless of family backgrounds when parents and school work together, and parents are present in their student's school setting the following happens:

- Students earn higher grades and test scores, and enroll in higher-level programs
- Students are promoted, pass their classes, and earn credits
- Students attend school regularly
- Students have better social skills, show improved behavior, adapt well to school, and go on to graduate and invest the time in post-secondary education

Therefore, 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. Staff members appreciate and value the time, effort, and love, parents contribute to the school. 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. Remind101 and social media sites (Facebook and Twitter) for TES parents are other forms of school communication.

Timmerman especially appreciates the valuable partnership with many community members who take the time to volunteer and serve the Timmerman children each and every year. In an end of year survey, parent/guardian responses were overwhelmingly positive, as noted in the table below. Timmerman’s overall campus rating for the Performance on Community and School Engagement was exemplary based on the evaluation and justification of data for the nine areas that were evaluated. The CAAC Action Team will continue their work during the 2018-2019 school year with a goal to increase community involvement with school by collaborating with community partners to create opportunities for Timmerman students and families to connect with events within the community.

Question	Total Completely Agree/ Agree
I believe my child’s teacher provided quality learning and engaging lessons every day for my child.	100%
I am pleased with the academic progress that my child has made this school year.	97%
The office staff is helpful and friendly.	100%
School administrators are easily accessible.	96%
I am pleased with the school’s communication.	98%
Timmerman’s staff treats me with respect.	99%
My child’s culture is embraced at Timmerman Elementary.	96%
I feel comfortable sharing my culture and background with people in the school community.	99%
My child feels safe at school.	97%

Perceptions Strengths

The strengths of the culture and climate of Timmerman Elementary begins with our students who are the heart of our family:

- Multiple after school activities are offered

- A number of musical concerts led by Timmerman's music teacher are performed by various groups throughout the school year to build student appreciation of the fine arts.
- The safety plans are in place and practiced daily and monthly.
- Staff members are committed to maintaining the family-centered, school-wide philosophy with a focus this year on exposing our students to options for college and career readiness.
- The Timmerman staff is committed to ensuring our students receive the very best education in all aspects of the school day.
- We are entering year 4 of our teacher leader academy to build the capacity of our teachers to effectively lead their grade level teams in delivering expert instruction
- Parent Involvement strength was noted in the following areas: Fall Festival, Talent Show, Classroom Parties, Fundraisers (such as spirit shirts, technology, literature materials), assisting students with reading in classrooms, Popcorn Days, front office support, and Box Top collection.
- Strong attendance at our Back to School Night, Meet the Teacher, Parent/Teacher Conferences, musical performances, and family movie nights
- Classroom parents and volunteers

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Data show that there is a need to increase the opportunities to celebrate the diverse cultures present at Timmerman.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

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

Performance Objective 1: By June of 2019, 100% of the grade level and department PLC teams will participate in a variety of professional development opportunities that are focused on the campus's academic student needs as noted from the student assessment data.

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

Performance Objective 1: By May of 2019, 55% of all students and all student groups will meet or exceed the Meets level of performance on the STAAR reading assessment.

The performance gap between student groups will decrease by 7% on the 2019 STAAR reading assessment compared to the prior year.

80% of K-2 students will be on or above level in the PfISD reading universal screener by the end of the year.

Performance Objective 2: By May of 2019, 50% of all students and all student groups will meet or exceed the Meets level of performance on the STAAR math assessment.

The performance gap between student groups will decrease by 7% on the 2019 STAAR math assessment compared to the prior year.

80% of K-2 students will be on or above level on the PfISD math universal screener by the end of the year.

Performance Objective 3: By May of 2019, 45% of all 4th grade students and all student groups will meet or exceed the Meets level of performance on the STAAR writing assessment.

The performance gap between student groups will decrease by 7% on the 2019 STAAR writing assessment compared to the prior year.

Performance Objective 4: By May of 2019, 45% of all students and all student groups will meet or exceed the Meets level of performance on the 2019 STAAR science assessment.

The performance gap between student groups will decrease by 7% on the 2019 STAAR science assessment compared to the prior year.

Performance Objective 5: By May 2019, Timmerman students will have the opportunity to participate in transition activities to promote a successful start to school.

Performance Objective 6: By June 2019, the year's attendance will increase from 96% to 97%.

Performance Objective 7: 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 toward the work we are doing at Timmerman.

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

Performance Objective 1: By May 2019, teachers and students will show increased knowledge and usage of technology applications, hardware, software, and resources in the learning environment.

Performance Objective 2: By May 2019, students will show a 7% increase in performance at the Masters level in all subject areas on STAAR as compared to previous year results.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By May 2019, end of year climate surveys will show 90% or higher positive disposition towards the work we are doing at Timmerman to maintain parental and community involvement programs that promote the academic, social, and emotional growth of students.

Performance Objective 2: By June 2019, the number of referrals will be reduced by 10%.

Addendums

Timmerman Elementary
Home School Compact 2018-2019



Student Responsibilities:

- Set learning goals and do my best to achieve the goals.
- Give my parents/guardians all notices, information, and graded work received by me.
- Come to school ready to learn.
- Always try to do my best and ask for help when I don't understand.
- Return signed papers to my teacher.
- Discuss with my parents/guardians what I am learning in school.
- Show respect to teachers, adults, classmates, and myself.
- Make a commitment to read every day.
- Do my best in all of my class work and homework.

Parent/Guardian Responsibilities:

- Spend quality time with my child reading, writing, listening, or just talking about the school day.
- Make every effort to make sure my child is in attendance and on time for school.
- Monitor and promote positive use of my child's extracurricular time.
- Maintain open lines of communication with teacher and staff.
- Support the school by assisting in my child's learning while praising and encouraging his/her efforts.

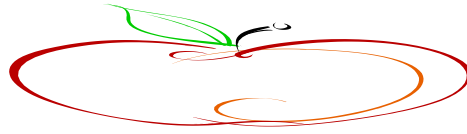
Staff Responsibilities:

- Encourage high standards of academic achievement, positive behavior, and life-long learning.
- Establish and maintain an open line of communication and collaboration with all.
- Teach and encourage children to reach learning goals and be responsible for learning.
- Maintain the highest level of professionalism at all times.
- Provide a safe and caring learning environment.
- Meet the individual needs of each student.

Student Signature: _____

Parent Signature: _____

Teacher Signature: _____



Timmerman Elementary Title 1 Written Parent Involvement Policy 2018-2019

Annual Meeting-During our first CAAC meeting, Mrs. Watson will present general information regarding our Title 1 program. She will also share assessment scores and goals for the upcoming school year. Further she will allow time for parents to view our Written Parent Involvement Policy. This information will also be available online. The session will close with time for questions regarding these documents or this information.

Campus Academic Advisory Council-(CAAC) meetings are held once a month for six months of the year. Members of the committee include Timmerman staff as well as parent and community members. During CAAC meetings, we discuss issues related to our campus budget, professional learning, curriculum, and lesson design, along with federal Title 1 and State Compensatory Education programs.

Parent Teacher Organization-At Timmerman, we are very fortunate to have a warm and inviting PTO made up of staff and parents. PTO meetings are held monthly and are open to the public. Timmerman staff communicates often with PTO members and share information about general education and Title 1 programs as needed. The PTO offers volunteer and financial support which directly impacts our students.

Parent-Teacher Conferences - Individual parent teacher conferences are encouraged throughout the school year. Teachers are available by appointment.

Communication- At Timmerman, we strongly believe in parent support and want to give parents any assistance they may need in helping their child at school. Here are some ways in which we communicate with parents and community members throughout the year:

- Email
- Phone Calls
- Class Dojo
- PTO sponsored monthly Parent Newsletter
- Student Assignment Planners for 3rd - 5th grades
- Student Wednesday Folders
- Parent-Teacher Conferences
- Title 1 Written Parent Policy on Timmerman web page
- Grade level newsletters
- Open Door policy for administrators

- Raptor's Visitor and Volunteer log
- Meet the Teacher Night/Open House
- FOCUS to view students' grades and attendance
- Academic Family Evenings
- Remind 101 (per teacher discretion)
- Peachjar
- PTO/Timmerman Facebook page
- Twitter
- Tutoring/Reading Lab

Family and Community- We welcome parental involvement at Timmerman. There are many ways in which parents and community members are involved at Timmerman. Please contact us if you have another way to be involved with Timmerman.

- Meet the Teacher/Open House
- PTO Meetings
- CAAC
- CAAC Action Arm
- Movie Nights
- Academic Family Evenings
- Parent Involvement Sessions
- Book Fairs
- Science Fair
- Music Programs
- Fall Festival/Spring Showcase/Walkathon
- Mystery Readers
- Volunteering in the classroom/Garden Volunteers
- Career Day
- Donations
- Field Day
- Math Pentathlon
- Destination Imagination
- UIL
- Student Council
- Semester/End of year awards programs
- Field Trips
- Grandparents' Day

