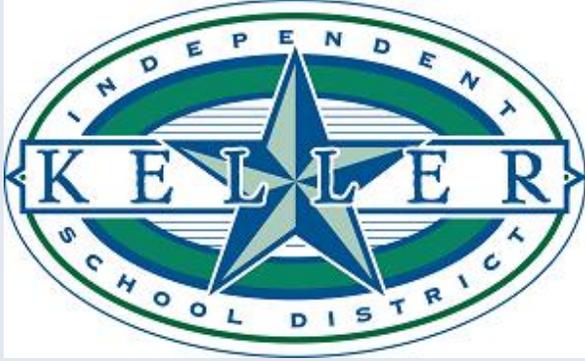


Keller Independent School District



Timberview Middle School

2025-2026 Campus Improvement Plan

Mission Statement

The Timberview Way inspires leadership through exceptional learning experiences and active involvement in our community.

Vision

The core values of Timberview Middle School provide an ethical compass and give purpose to our mission. They include:

- *Integrity*
- *Kindness*
- *Courage*
- *Respect*
- *Responsibility and ownership for learning*

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Comprehensive Needs Assessment

Demographics

Summary

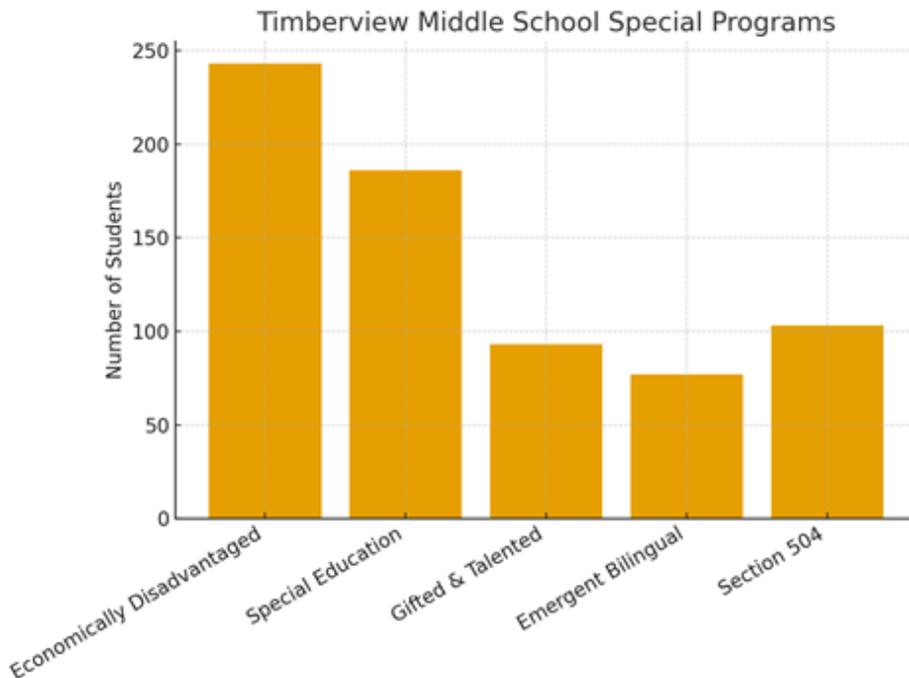
Timberview Middle School currently serves 931 students in 5th–8th grades, with expectations for continued enrollment growth throughout the school year. The campus is committed to meeting the needs of a diverse student population, including students identified as low socioeconomic, at-risk, special education, and emergent bilingual (EB).

Student Demographics

Group	Count
Female	455
Male	476
White	477
Hispanic	224
African American	99
Asian	52
Multi-Racial	81

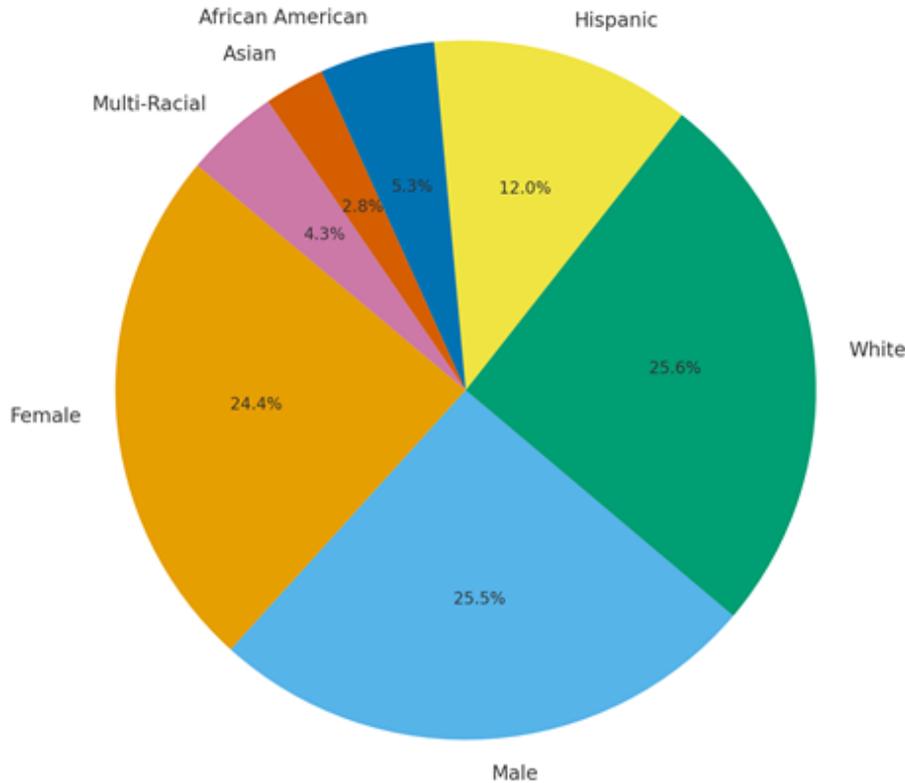
Special Programs

Program	Count
Economically Disadvantaged	243
Special Education	186
Gifted and Talented	93
Emergent Bilingual (EB)	77
Section 504	103



Special Programs Chart

Timberview Middle School Student Demographics



Student Demographics Chart

Analysis

- Student numbers are increasing in Special Education, Section 504, and Emergent Bilingual programs, requiring targeted instructional and support services.
- The number of students qualifying for free and reduced lunch continues to rise, highlighting the importance of addressing socioeconomic needs.
- While teacher demographics do not yet fully reflect the student population, progress has been made in recruiting highly qualified, diverse educators.
- Timberview Middle School remains focused on strengthening connections between staff and students, ensuring that all students feel represented, supported, and engaged in their school community.

Strengths

- At Timberview Middle School, we believe that diversity strengthens our learning community. Our diverse student population provides opportunities to enrich the learning environment and promote

- understanding among peers.
- Timberview students are accepting of new students regardless of race, ethnicity, or socio-economic need.
- Staff hold high expectations for themselves and their students, working hard to provide rigorous instruction for all learners.
- The campus creates opportunities for parent and community involvement, ensuring that stakeholders are engaged and invested in student success.
- Diversity at Timberview fosters collaboration, inclusion, and respect, which directly supports student achievement and positive school culture.

Mission and Vision Statements

Timberview staff is committed to fostering a safe and welcoming environment focused on student engagement, ownership of learning, and preparation for future success.

Vision

At Timberview Middle School, we strive to build a community where every student is challenged, supported, and inspired to reach their fullest potential.

Core Values

- *Integrity*
- *Kindness*
- *Courage*
- *Respect*
- *Responsibility and Ownership for Learning*

Student Learning

Summary

Campus Profile

Timberview Middle School serves a diverse population of students across multiple grade levels and programs. The campus is committed to the continuous improvement of student performance through professional learning communities, collaborative teacher teams, instructional coaching, staff development, and the integration of technology resources.

Student engagement is fostered through rigorous, meaningful lessons and intentional relationship-building activities that connect learners to their school community. Advisory classes provide structured support for students, emphasizing organization, planning, and personal responsibility. Timberview earned a “B” accountability rating for the 2024–2025 school year, reflecting the collective efforts of students, staff, and families.

The Timberview learning community believes in developing the whole child and preparing each student for success in high school and beyond. Academic achievement, attendance, acts of kindness, and personal accomplishments are all celebrated as part of a holistic approach to student growth.

Student Learning Summary

Timberview Middle School serves a diverse population of students across multiple grade levels and programs. The campus is committed to continuous improvement through professional learning communities, collaborative teacher teams, instructional coaching, staff development, and the integration of technology resources.

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The Timberview learning community believes in developing the whole child and preparing each student for success in high school and beyond. Academic achievement, attendance, acts of kindness, and personal accomplishments are all celebrated as part of a holistic approach to student growth.

2025 STAAR Performance – Approaches

Reading: 5th – 88%, 6th – 89%, 7th – 76%, 8th – 87%, English I – 100%
Math: 5th – 81%, 6th – 89%, 7th – 52%, 8th – 76%, Algebra I – 100%
Science: 5th – 78%, 8th – 71%, Biology – 100%
Social Studies: 8th – 68%

2025 STAAR Performance – Meets

Reading: 5th – 74%, 6th – 76%, 7th – 58%, 8th – 70%, English I – 100%
Math: 5th – 51%, 6th – 54%, 7th – 22%, 8th – 52%, Algebra I – 93.41%
Science: 5th – 47%, 8th – 32%, Biology – 97.90%

Social Studies: 8th – 39%

2025 STAAR Performance – Masters

Reading: 5th – 48%, 6th – 52%, 7th – 22%, 8th – 38%, English I – 65.82%

Math: 5th – 21%, 6th – 26%, 7th – 1%, 8th – 20%, Algebra I – 79.1%

Science: 5th – 18%, 8th – 5%, Biology – 58.62%

Social Studies: 8th – 25%

Strengths

Student Strengths

- Academic Performance: Timberview Middle School earned a “B” accountability rating for 2024–2025, demonstrating steady progress in student outcomes.
- Collaborative Structures: Professional learning communities (PLCs) and team planning provide consistent opportunities for data-driven decision-making.
- Student Engagement: Advisory classes and extracurricular opportunities strengthen student connection to school and reinforce life skills.
- Positive School Culture: A culture of recognition celebrates academic growth, attendance, kindness, and personal achievement.
- Whole-Child Development: Programs and initiatives focus on both academic achievement and social-emotional learning.
-
- Student Achievement Highlights: 100% of students passed the Biology End-of-Course (EOC) assessment.
- Student Achievement Highlights: 100% of students passed the English I End-of-Course (EOC) assessment.
- Student Achievement Highlights: 100% of students passed the Algebra I End-of-Course (EOC) assessment.
-
- Campus Commitment to Growth: Timberview Middle School has a population of hard-working, high-achieving students. Our campus professional development continues to prioritize student learning and engagement in classrooms. Within PLCs, effective discussions around student learning, engagement, and data analysis will remain central to driving future student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1
★

Problem Statement 1 (Prioritized): Our 7th grade Math STAAR passing rates were not in line with expected performance. The Approaches pass rate dropped from 58.5% in 2024 to 52% in 2025, showing a downward trend that must be addressed.

Inconsistency in staffing and high turnover in 7th grade Math. Lack of consistent and effective PLC practices, particularly around data analysis and instructional planning. Instructional Gaps: Variability in instructional delivery and rigor across grade levels results in uneven student outcomes.

2
★

Problem Statement 2 (Prioritized): Our incoming 5th grade students' STAAR Reading scores over the last two years show a recurring pattern of Did Not Meets Grade Level performance.

Significant gaps in foundational literacy skills, as indicated by the learning standard breakdown on STAAR data reports.

3

Problem Statement 3 (Prioritized): Our Meets to Masters grade level performance on the 8th grade Reading STAAR will increase by 10% compared to Spring 2025 scores.

Lack of enrichment activities, strategies, and interventions utilized in classrooms. Limited professional development focused on enrichment and extension strategies. PLC discussions have been weighted more heavily toward closing gaps rather than advancing students beyond grade-level proficiency.

★ = Priority

School Processes & Programs

Summary

Instructional Focus

The Curriculum, Instruction, and Assessment focus at Timberview Middle School is guided by the district's curriculum and aligned to district summative assessments. The district scope and sequence provides a framework for classroom instruction that emphasizes critical thinking, problem solving, communication, and collaboration to ensure students master grade-level skills.

Teachers collaborate in weekly Professional Learning Communities (PLCs) to:
Plan how key standards will be taught.
Establish clear expectations for student learning objectives.
Develop daily lesson framework objectives written as success criteria.

PLCs also participate in monthly vertical alignment meetings, supported by classroom observations that provide feedback on instruction and curriculum implementation.

Assessment Practices

Timberview Middle School is committed to supporting the whole child by using authentic assessment tools to monitor and enhance academic success.

Common formative assessments allow students to demonstrate learning through performance, products, and presentations. These assessments are calibrated and analyzed during PLC meetings to ensure consistency across classrooms.

District checkpoints by unit provide timely data to track student growth.

After each checkpoint, PLC meetings with administration, instructional coaches, and district coaches focus on data analysis, instructional adjustments, and intervention planning.

Strengths

Student Support Programs

Special Education Services: Provided in the least restrictive environment (LRE) using an inclusion model (grades 5–8), along with resource, emergent, Redirection, and Life Skills support as needed by Individual Education Plans (IEPs).

Dyslexia Support: Identified students receive services through the MTA reading program.

Tier 3 Interventions: Identified 5th and 6th grade students receive intensive support through Read180 (reading) and Math180 (math).

Advisory: Advisory teachers facilitate interventions, extensions, and missing work check-ins for all grade levels, supporting both academic and social-emotional needs.

Campus Processes

Faculty and Leadership Meetings: Held monthly to monitor campus progress, review data, and plan next steps.

Ongoing Professional Development: Instructional coaching and district-led PD support teacher growth in lesson design, differentiation, and student engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 PLCs were a focus last year, and many staff are still learning the PLC process. While teachers are provided weekly PLC time, not all teachers are able to meet simultaneously. As a result, some teachers must use time outside the school day to participate in PLCs.</p>	<p>Changes in staffing and budget impacting the master schedule. Teachers assigned to multiple content classes, reducing the amount of time available for planning in each content area.</p>
<p>2 For 5th grade PLCs, there are limited to no opportunities to vertically PLC with 4th grade teachers, making data disaggregation during 5th grade PLCs especially critical.</p>	<p>Limited or no opportunities for vertical collaboration with 4th grade teachers. Need to build capacity in new teacher leaders for 5th grade PLCs.</p>

 = Priority

Perceptions

Summary

The Timberview Way has been a focus for the last several years, and TVMS has built upon this vision through the guiding principle of One Timberview. For the 2025–2026 school year, the focus is ensuring that every student, staff member, family, and community member who enters Timberview feels respected, engaged, safe, and valued as an equal member of the school community.

Our motto—One school, One family, One Timberview—shapes daily interactions and emphasizes that building strong student relationships comes first. We believe in personalizing instruction and programming so that all students are engaged and supported in their learning.

Timberview Middle School thrives on the relationships built between staff and students, which create a supportive and engaging learning environment. Family involvement continues to grow through increased participation in athletic events, fine arts performances, curriculum nights, and after-school activities. As a district model campus, Timberview is recognized for innovative instructional practices that inspire both teaching and learning. Effective communication with families remains a strength, supported by consistent use of the campus newsletter and positive engagement through social media platforms.

Strengths

Staff prioritize building meaningful relationships with students and with each other.

Strong sense of community is fostered through the One Timberview vision and motto.

Family and community engagement continues to increase through events and activities.

Recognition as a district model campus reinforces a culture of innovation and high expectations.

Effective, consistent communication channels (newsletter, social media) strengthen family-school connections.



Priority Problem Statements

Problem Statement

Root Cause

1
★

Problem Statement 1 (Prioritized): Our 7th grade Math STAAR passing rates were not in line with expected performance. The Approaches pass rate dropped from 58.5% in 2024 to 52% in 2025, showing a downward trend that must be addressed.

Inconsistency in staffing and high turnover in 7th grade Math. Lack of consistent and effective PLC practices, particularly around data analysis and instructional planning. Instructional Gaps: Variability in instructional delivery and rigor across grade levels results in uneven student outcomes.

2
★

Problem Statement 2 (Prioritized): Our incoming 5th grade students' STAAR Reading scores over the last two years show a recurring pattern of Did Not Meets Grade Level performance.

Significant gaps in foundational literacy skills, as indicated by the learning standard breakdown on STAAR data reports.

★ = Priority



Goals

Goal 1 Increase student achievement.

Performance Objective 1

61% of students will score Meets or higher in each tested grade level and content as measured by 2026 STAAR/EOC.

Action Step 1

Students will take a BOY MAP Growth Math and Reading assessment to establish an initial RIT score for the 2025-2026 school year; those students will be identified for tiered RTI supports. All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data analysis.

Measures: MAP Growth Math and Reading - RIT Scores. Content administrators and PLC lead teacher will facilitate each PLC and monitor teacher participation, PLC agendas and follow through on required agenda topics. Content administrators will support in the implementation of the PLC process.

Staff Responsible for Monitoring: Content administrators, campus principal, department head

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 2

Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success.

Measures: Teachers will use data from campus common assessments to spiral and reteach TEKS not mastered, administrators will monitor through walkthroughs, thus resulting in an increase in student performance.

Staff Responsible for Monitoring: Content administrators, campus principal, department heads, content area teachers

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 3

Teachers will conduct goal setting meetings with students and monitor progress on student goals with the student.

Measures: Teachers will use data from campus common assessments and MAP data to conduct/facilitate goal setting meetings with students to empower student accountability in their learning and progress monitoring.

Staff Responsible for Monitoring: Content administrators, campus principal, department heads, content area teachers.

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 4

Students will take a MOY MAP Growth Math and Reading assessment to establish a mid-year RIT score, and to determine the need to adjust reading intervention supports. Administrators and teachers will facilitate data analysis discussions with content area teachers during PLC meetings.

Measures: MAP student growth report, common formative assessments

Staff Responsible for Monitoring: Content administrators, campus principal, department heads, content area teachers

Progress Reviews

Considerable Progress

December

April

July

August

Performance Objective 2

By May 2026, 75% of students will meet the Approaches or higher pass rate on 7th grade Math STAAR.

Action Step 1

Students will take a BOY MAP Growth Math assessment to establish an initial RIT score for the 2024-2025 school year. Students will be identified for tiered RTI math support.

Measures: MAP Growth Math - RIT Scores

Staff Responsible for Monitoring: 7th grade math teachers, content administrators, campus principal, department heads

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 2

Administrators, teachers, and instructional coaches will facilitate data analysis discussions with 7th grade math teachers during PLC meetings.

Measures: MAP student growth report, PLC training session, Data Analysis training during PLC. Common formative assessments.

Staff Responsible for Monitoring: 7th grade math teachers, content administrators, campus principal, department heads

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 3

Teachers will conduct goal setting meetings with students and monitor progress on student goals with the student.

Measures: Teachers will use data from campus common assessments and MAP data to conduct/facilitate goal setting meetings with students to empower student accountability in their learning and progress monitoring.

Staff Responsible for Monitoring: Math teachers, content administrators, campus principal, department heads

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 4

All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data analysis.

Measures: Content administrator and PLC lead teacher will facilitate each PLC and monitor teacher participation, PLC agendas and follow through on required agenda topics. Content administrators will support in the implementation of the PLC process.

Staff Responsible for Monitoring: Content administrators, campus principal, department head

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 5

Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success.

Measures: Teachers will use data from campus common assessments to spiral and reteach TEKS not mastered, administrators will monitor through walkthroughs, thus resulting in an increase in student performance.

Staff Responsible for Monitoring: Math teachers, Content administrators, campus principal, department heads

Progress Reviews

Considerable Progress

December

April

July

August

Performance Objective 3

By May 2026, 93% of students will meet the Approaches or higher pass rate on 6th grade Reading STAAR.

Action Step 1

All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data analysis.

Measures: Content administrator and PLC lead teacher will facilitate each PLC and monitor teacher participation, PLC agendas and follow through on required agenda topics. Content administrators will support in the implementation of the PLC process.

Staff Responsible for Monitoring: Content administrators, campus principal, department head

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 2

Teachers will meet to plan and discuss data and the new curriculum after every checkpoint to improve instruction and student success.

Measures: Teachers will use data to spiral and reteach TEKS not mastered, administrators will monitor through walkthroughs, thus resulting in an increase in student performance.

Staff Responsible for Monitoring: Content administrators, campus principal, ELA teachers, department heads

Progress Reviews

Considerable Progress

December

April

July

August

Performance Objective 4

Increase the percentage of 8th grade students meeting or exceeding grade level standards on the 2026 STAAR Science assessment from 31.95% Meets and 5.33% Masters to at least 45% Meets and 15% Masters by the end of the 2025-2026 school year.

Action Step 1

All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data analysis.

Measures: MAP student growth report, PLC training session, Data Analysis training during PLC. Common formative assessments. Conduct item analysis of 2025 STAAR, BOY assessments, and common unit tests to identify TEKS requiring reteach/enrichment.

Implement weekly PLC meetings where 8th grade science teachers review student data, adjust lesson plans, and align formative assessments with STAAR rigor.

Staff Responsible for Monitoring: 8th grade science teachers, Content administrators, campus principal, department head

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 2

Provide extension and enrichment opportunities for higher-achieving students to increase Masters-level performance through inquiry projects, advanced questioning, and lab design challenges.

Measures: MAP student growth report, PLC training session, Data Analysis training during PLC. Common formative assessments.

Staff Responsible for Monitoring: 8th grade science teachers, Content administrators, campus principal, department head

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Use spiraled review and bell-ringers that include questions from prior units to increase content retention.

Measures: PLC training session, Data Analysis training during PLC. Common formative assessments.

Staff Responsible for Monitoring: 8th grade science teachers, Content administrators, campus principal, department head

Progress Reviews

Moderate Progress

December

April

July

August

Performance Objective 5

Increase the percentage of 8th grade students meeting or exceeding grade level standards on the 2026 STAAR Social Studies assessment from 38.71% Meets and 25.40% Masters to at least 50% Meets and 35% Masters by the end of the 2025-2026 school year.

Action Step 1

Conduct STAAR item analysis and align unit assessments to identify TEKS gaps, especially in U.S. Constitution, Civil War/Reconstruction, and Government/Civic responsibilities.

Measures: Implement weekly PLC meetings where 8th grade social studies teachers review student data, adjust lesson plans, and align formative assessments with STAAR rigor. PLC training session, Data Analysis training during PLC. Common formative assessments.

Staff Responsible for Monitoring: 8th grade social studies teachers, Content administrators, campus principal, department head

Progress Reviews

Some Progress

December

April

July

August

Action Step 2

Implement PLC protocols to ensure data-informed reteach/enrichment plans after each common

assessment.

Measures: PLC training session, Data Analysis training during PLC. Common formative assessments.

Staff Responsible for Monitoring: 8th grade social studies teachers, Content administrators, campus principal, department head

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Use spiraled review and bell-ringers that include questions from prior units to increase content retention.

Measures: PLC training session, Data Analysis training during PLC. Common formative assessments.

Staff Responsible for Monitoring: 8th grade social studies teachers, Content administrators, campus principal, department head

Progress Reviews

Moderate Progress

December

April

July

August

Goal 2 Excellence in Student, Parent, and Community Relationships

Performance Objective 1

By May 2026, at least 70% of Timberview Middle School students will respond positively (agree/strongly agree) to climate survey items on adult support, belonging, and safety, as measured by the Spring 2026 Student Climate Survey.

Action Step 1

Implement a campus-wide system to ensure every Timberview student has a consistent adult connection, and every family receives clear communication about safety, learning, and school events.

Measures: Weekly newsletter, parent emails and Sign-in Sheets to community engagement events

Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers, Counselors

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 2

Students will participate in a Climate Survey to establish baseline data regarding their experience and perceptions of Timberview Middle School

Measures: Fall Climate Survey Results

Staff Responsible for Monitoring: Counselors, Principal

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 3

Timberview Middle School will host parent/community engagement events to reinforce academics. Monthly Dads on Duty and Hawks on Patrol meetings with parents and guardians, and science nights. Partnering with PTA for community events.

Measures: Surveys, Attendance Sheets. Monthly PTA Board meeting.

Staff Responsible for Monitoring: Administrators, Teachers, PTA Members

Progress Reviews

Considerable Progress

December

April

July

August

Goal 3 Employee excellence and Organizational Improvement

Performance Objective 1

By May 2026, Timberview Middle School will strengthen employee excellence and organizational effectiveness by ensuring high-quality professional practice and efficient campus operations, as evidenced by the following measurable outcomes:

Action Step 1

Publish weekly PLC calendar & norms

Measures: PLC schedule (weekly), norms, and agenda/minutes template shared to staff

Staff Responsible for Monitoring: Administrators, teachers

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 2

Calibration walkthroughs (10 per week per administrator)

Measures: Classroom walkthroughs, observations, and data analysis

Staff Responsible for Monitoring: Administrators

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 3

Form Principal Advisory committee and Student Advisory committee, Monthly meeting prior to faculty meeting. Weekly Principal Update (Friday)

Measures: One-pager (celebrations, priorities, deadlines).

Staff Responsible for Monitoring: Administrators, committee members

Progress Reviews

Considerable Progress

December

April

July

August