

Keller Independent School District



Timber Creek High School

2026-2027 Campus Improvement Plan

Mission Statement

The Timber Creek community is Truly Committed to Helping Students by providing a safe and nurturing environment, inspiring a culture of discovery learning, developing integrity, and soaring to new heights of achievement.

Vision

KISD – an exceptional district in which to learn, work and live.

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Comprehensive Needs Assessment

Demographics

Summary

According to the 2024–2025 TAPR student demographic data, Timber Creek High School served 2,970 students in grades 9–12. Enrollment was distributed across grade levels, with 763 ninth graders, 759 tenth graders, 729 eleventh graders, and 719 twelfth graders. The student population was 49.1% female and 50.9% male.

Timber Creek's student population included 44.7% White, 27.0% Hispanic, 13.1% African American, 8.0% two or more races, 6.5% Asian, 0.3% American Indian, and 0.2% Pacific Islander students. Economically disadvantaged students represented 26.8% of enrollment, and 37.4% of students were identified as at risk. Emergent bilingual students accounted for 9.0% of enrollment.

Students receiving special education services represented 12.2% of enrollment, while 16.8% received Section 504 services and 11.3% were identified with dyslexia. Gifted and talented students represented 9.4%, and 86.2% participated in career and technical education. Additionally, 14.2% of students were military connected, and 0.5% were identified as experiencing homelessness. These categories may overlap.

These demographics support a plan focused on differentiated instruction, consistent accommodations, language support, and access to advanced academics and career pathways.

Strengths

Timber Creek High School's diverse student population brings varied perspectives and experiences to the campus. With 86.2% of students participating in career and technical education, the campus has a strong foundation for connecting learning to future career opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Timber Creek serves a diverse student population, including 37.4% identified as at risk, 26.8% economically disadvantaged, and 9.0% emergent bilingual. The campus needs a consistent process for consistently reviewing grades, attendance, and participation in school programs by student group to identify students who need additional support and respond sooner.	Teacher PLCs and campus support staff do not yet have a consistent process for reviewing student-group data together, assigning support, and checking whether that support is helping students.

 = Priority

Student Learning

Summary

Timber Creek is focused on helping students improve in Algebra I, English I, English II, Biology, and US History while preparing them for life after high school. Teachers use assessment results and classroom work to identify where students are struggling and provide support through reteaching, tutorials, and interventions.

We need to be more consistent in reviewing student data together and checking whether the support we provide is working. Staffing cuts and heavier workloads make it harder for staff to participate in PLCs. Having one fewer administrator, along with increasing discipline needs, also makes it difficult for administrators to attend PLCs and lead data discussions. Clear responsibilities and regular follow-up will help us respond sooner when students need help.

Strengths

Timber Creek teachers use assessment results and classroom work to identify where students need help. Reteaching, tutorials, and targeted interventions give students additional opportunities to build their skills and improve their understanding.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students who struggle with key skills need targeted support. Timber Creek needs a consistent process for using assessment results to identify learning gaps and check whether students improve after receiving support.	Professional Learning Communities (PLCs) may use different approaches to reviewing assessment results, planning reteaching, and checking progress, making it harder to provide consistent support across classrooms.

★ = Priority

School Processes & Programs

Summary

Timber Creek supports students through PLCs, teacher tutorials, counseling, special education services, and collaboration within the Counselor/Administrator Support Team (CAST). These teams work together to review grades and attendance, check schedules and required services, and connect students with the help they need.

Strengths

Timber Creek has established support systems through CAST, PLCs, tutorials, counseling, and special education services. Staff work together to address academic, attendance, and scheduling needs and connect students with appropriate support, even with reduced staffing and increased workloads.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 PLCs do not consistently have the staff participation and administrative support needed to review student data, plan targeted interventions, and monitor progress. This limits the campus's ability to coordinate timely, effective student support.	Staffing decreases and rising workloads limit staff members' ability to consistently participate in PLCs and complete needed planning and follow-up. With one fewer administrator at each high school and increasing discipline demands, administrators also have less time to attend PLCs, facilitate data discussions, and coordinate student support.

 = Priority

Perceptions

Summary

Feedback from parents, students, and staff is generally positive and reflects satisfaction with Timber Creek. Families and staff appreciate the different ways the campus shares information, especially the weekly Creek Connection (families, students and staff) and The Falcon Eye (staff). Regular updates help keep everyone informed about campus events, expectations, and student opportunities and strengthen the connection between school and home.

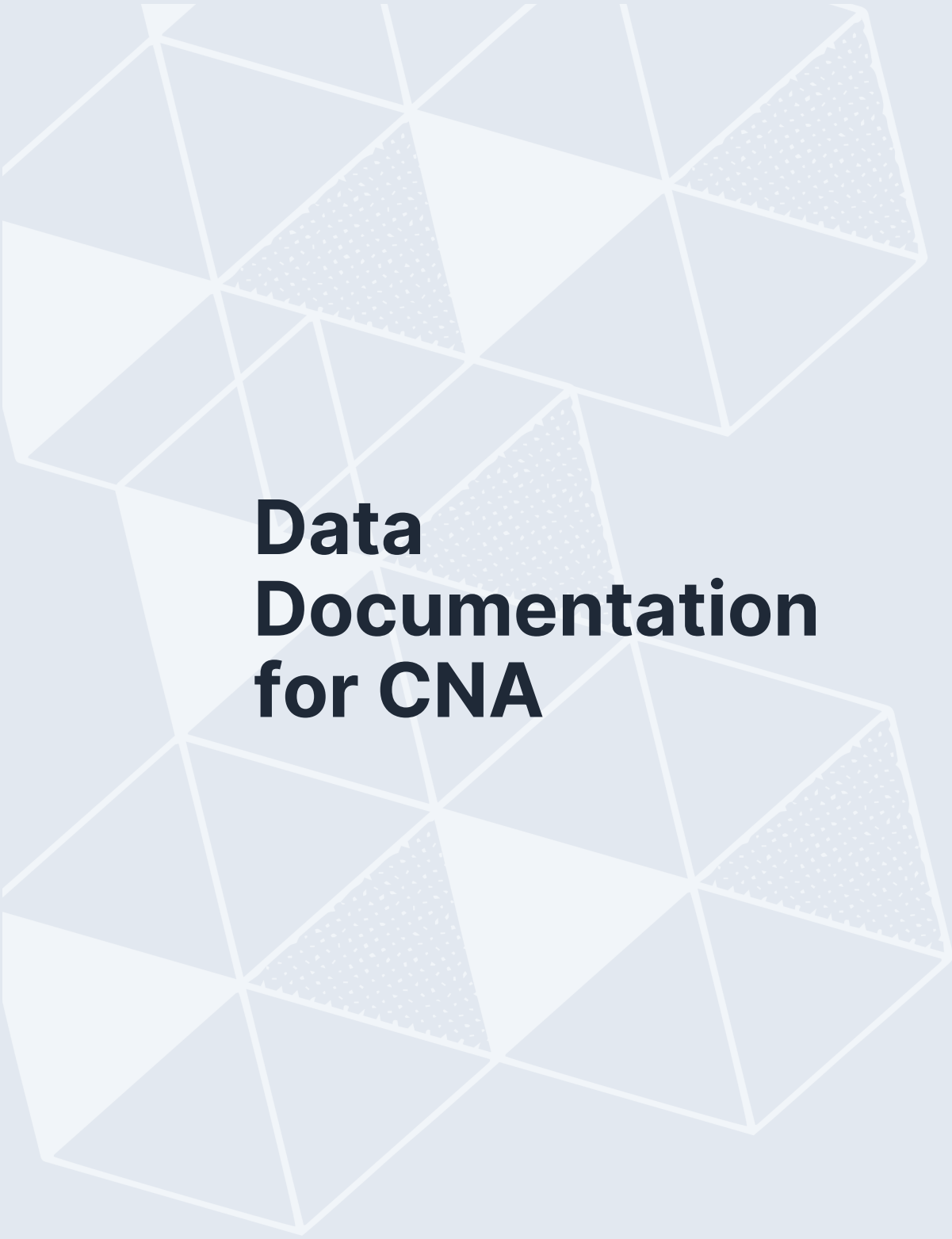
Strengths

Parents, students, and staff generally feel positive about Timber Creek and appreciate the campus's consistent communication. The weekly Creek Connection and other updates help them stay informed, feel connected, and know what is happening on campus.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	While feedback about Timber Creek and campus communication is generally positive, the campus needs a more consistent way to hear from parents, students, and staff whose concerns may not be reflected in the feedback we receive.	Much of the feedback comes from those who regularly respond or participate. Opportunities to gather input from less-involved families, students, and st

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 CCMR goals
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Student failure and/or retention rates

- ☒ 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 between groups
- ☒ 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 and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dual-credit and/or college prep course completion data
- ☒ Graduation plan types

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data

- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-P ESS data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback
- ☒ Parent activity evaluations and feedback data

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Study of best practices and high yield strategies
- ☒ Horizontal and vertical team alignments processes
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1 Increase Student Achievement

Performance Objective 1

By June 2027, increase the percentage of tested students scoring Meets Grade Level or above by 5 percentage points from the Spring 2026 baseline in each EOC subject: Algebra I, English I, English II, Biology, and US History.

Action Step 1

EOC teachers will use PLCs to review assessment data, plan reteaching and tutorials, and reassess student progress. Department chairs will lead this work, with monthly administrator review.

Measures: Unit Assessments
MAP Tests
EOC

Staff Responsible for Monitoring: Principal
Assistant Principals
District Coordinators
Teachers
Department Chairs

Progress Reviews

December	February	June
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Performance Objective 2

By May 2027, at least 90% of enrolled seniors will have one documented, district-verified CCMR indicator met or a scheduled completion pathway before graduation.

Action Step 1

Counselors will review senior CCMR status monthly and meet with students who have not met an indicator to create a completion plan with specific steps and deadlines.

Staff Responsible for Monitoring: Principal
Associate Principal
Counselors

Progress Reviews

December

February

June

Performance Objective 3

By May 2027, 95% of freshman students will remain in cohort according to attendance and academic standards.

Action Step 1

Counselors and administrators will review freshman grades, credits, and attendance and coordinate tutorials, attendance support, and family contact for students at risk of falling behind their cohort.

Measures: Number of freshman on track

Staff Responsible for Monitoring: Principal
Counselors
Administrators

Progress Reviews

December

February

June

Goal 2 Excellence in Student, Parent, and Community Relationships

Performance Objective 1

By May 2027, increase average daily attendance by 1 percentage point.

Action Step 1

The CAST will review attendance weekly, contact families of students with repeated absences, and coordinate support.

Measures: Attendance data

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Progress Reviews

DecemberFebruaryJune

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May 2027, at least 90% of sampled content PLCs will document an aligned assessment review, an instructional response and a follow-up mastery check.

Action Step 1

Department chairs will use a shared PLC agenda to document assessment results, reteaching plans, and follow-up mastery checks. Administrators will review a sample of PLC records.

Measures: Assessment Data

Staff Responsible for Monitoring: Principal
Assistant Principals
Department Chairs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Progress Reviews

December	February	June
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Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026