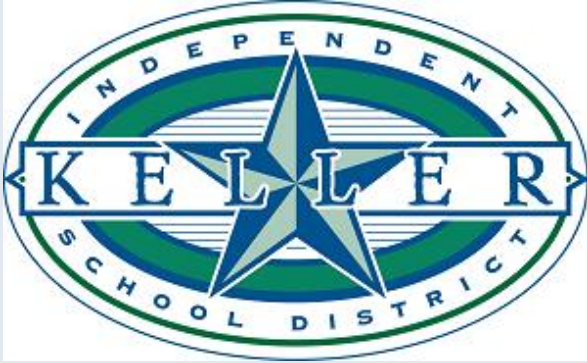


Keller Independent School District



Timberview Middle School

2026-2027 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*

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	9
School Processes & Programs	12
Perceptions	15
Goals	17
Goal 1 : Increase student achievement	18
Goal 2 : Excellence in Student, Parent, and Community Relationships	28
Goal 3 : Employee Excellence and Organizational Improvement	31
Policies, Procedures, and Requirements	34



Comprehensive Needs Assessment

Demographics

Summary

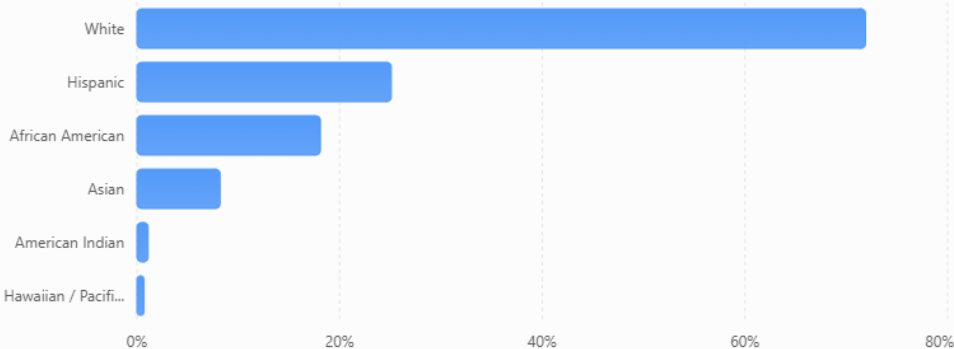
Demographics Summary

Timberview Middle School serves 903 students in grades 5–8 and continues to support a diverse student population. The campus uses demographic information to guide staffing, scheduling, intervention systems, and instructional planning. Student populations include Economically Disadvantaged, Emergent Bilingual, Special Education, Gifted and Talented, Section 504, and At-Risk students. This analysis provides the foundation for the Campus Improvement Plan and aligns campus priorities with student needs.

Student Demographics

Timberview Middle School Student Demographics

Student demographic distribution based on district reporting.



Note: Percentages reflect district demographic reporting. Students may identify with more than one race or ethnicity.

Suggested Table to Place Below the Graph

Student Group	Students	Percentage
White	647	71.9%
Hispanic	226	25.1%
African American	163	18.1%
Asian	74	8.2%
American Indian	10	1.1%
Hawaiian / Pacific Islander	6	0.7%

Note: Percentages reflect district demographic reporting. Students may identify with more than one race or ethnicity.

Special Programs

Timberview Middle School Special Program Participation
Student participation in special programs for the 2026–2027 school year.



Note: Students may participate in more than one program. Percentages do not total 100%.

Suggested Table to Place Below the Chart

Special Program	Students	Percent
Economically Disadvantaged	243	26.1%
Special Education	186	20.0%
Section 504	103	11.1%
Gifted & Talented	93	10.0%
Emergent Bilingual	77	8.3%

Note: Students may participate in more than one program; therefore, percentages exceed 100% when combined.

Analysis

The demographic profile reflects a diverse learning community requiring differentiated instruction and targeted supports. Increasing enrollment in specialized programs reinforces the need for consistent Tier I instruction, collaborative PLCs, timely intervention, and strong family partnerships. Campus leaders will continue to use demographic trends to allocate resources and monitor equitable outcomes.

Strengths

Strengths

At our school, we pride ourselves on fostering strong relationships between staff and students. This connection is built on mutual respect and open communication, creating a supportive environment where students feel valued and understood. Our educators are dedicated to knowing each student personally, which enhances the learning experience and contributes to student success.

Our inclusive campus culture is a cornerstone of our educational philosophy. We maintain high expectations for all students, encouraging them to reach their full potential while ensuring that everyone feels welcomed and respected. This inclusive approach not only celebrates diversity but also prepares our students to thrive in a global society.

We are also witnessing a positive trend in family and community engagement. By actively involving parents and community members in school activities and decision-making processes, we strengthen the support network for our students. This growing partnership enhances educational outcomes and fosters a sense of belonging and shared responsibility.

Finally, our commitment to differentiated instruction and student support is unwavering. We recognize that each student has unique learning needs and styles, and we tailor our teaching methods accordingly. By providing targeted support and resources, we ensure that all students have the opportunity to succeed academically and personally.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	As the number of students requiring specialized instructional supports increases, the campus must strengthen systems that ensure consistent implementation of Tier I instruction, intervention, and progress monitoring across all student groups.	Increasing instructional complexity, diverse learning needs, and staffing transitions require continued refinement of collaborative planning, intervention systems, and instructional consistency.

★ = Priority

Student Learning

Summary

Timberview Middle School is committed to continuous improvement through high-quality Tier I instruction, Professional Learning Communities (PLCs), instructional coaching, and data-informed decision making. Student achievement data, classroom assessments, and growth measures are analyzed to identify strengths, instructional gaps, and priorities for campus improvement.

2025 STAAR Performance Summary

Content	Approaches	Meets	Masters
Reading (Grades Tested)	76–100%	58–100%	22–66%
Mathematics (Grades Tested)	52–100%	22–93%	1–79%
Science	71–100%	32–98%	5–59%
Social Studies (8th)	68%	39%	25%

The 2026 STAAR performance summary for our school reveals several key insights into our students' academic achievements and areas for growth. In Grade 5, the reading scores are commendable, with 88% of students approaching, 73% meeting, and 46% mastering the standards. This indicates a strong foundation in literacy skills among our fifth graders. However, while mathematics and science also show promising results with 80% and 84% of students approaching the standards respectively, there is room for improvement in the percentage of students meeting and mastering these subjects.

Grade 6 students have demonstrated exceptional performance in reading, with 89% approaching, 76% meeting, and 52% mastering the standards. This is the highest meets and masters performance across all grades, highlighting the effectiveness of our reading programs at this level. Mathematics scores are also strong, with 89% of students approaching and 54% meeting the standards, though there is potential to increase the mastery level.

In Grade 7, reading scores show that 76% of students are approaching, 58% meeting, and 22% mastering the standards, which suggests a need for targeted interventions to boost higher-level comprehension skills. Mathematics, however, is a significant area of concern, with only 52% of students approaching, 22% meeting, and a mere 1% mastering the standards. This indicates an urgent need for strategic instructional improvements and support in mathematics for our seventh graders.

Grade 8 students have shown solid performance in reading, with 87% approaching, 70% meeting, and 38% mastering the standards, reflecting consistent literacy skills development. Mathematics scores are moderate, with 76% approaching and 52% meeting the standards, but there is a need to increase the mastery level. Science and social studies present challenges, with science scores showing 71% approaching, 32% meeting, and only 5% mastering the standards, and social studies with 68% approaching, 39% meeting, and 25% mastering. These subjects require focused attention to enhance student understanding and performance.

Overall, our campus highlights include the highest meets performance in Grade 6 reading at 76%, followed by Grade 5 reading at 73%, and Grade 8 reading at 70%. The highest masters performance is also in Grade 6 reading at 52%, with Grade 5 reading at 46% and Grade 8 reading at 38%. These achievements underscore the strength of our reading programs. However, the primary areas for improvement are Grade 7 mathematics, which remains our greatest instructional need, and Grade 8 science, which also represents an area of concern. Addressing these challenges will be a priority as we strive to enhance our students' academic success across all subjects.

Strengths

Our campus's achievement of a 'B' accountability rating is a testament to the dedication and hard work of both our students and staff. This rating reflects our commitment to maintaining high academic standards and providing a supportive learning environment that fosters student success. It is a clear indication that our educational strategies and interventions are effectively meeting the needs of our diverse student body.

Achieving a 100% passing rate on the English I, Algebra I, and Biology End-of-Course (EOC) assessments is a remarkable accomplishment that highlights the strength of our academic programs. This success is the result of rigorous curriculum planning, effective teaching

practices, and the unwavering determination of our students to excel. It also underscores the importance of targeted support and resources that empower our students to reach their full potential in these critical subject areas.

Our strong collaborative Professional Learning Community (PLC) structure is a cornerstone of our educational approach. By focusing on data analysis, our PLCs enable teachers to identify student needs, share best practices, and implement evidence-based strategies that enhance learning outcomes. This collaborative environment fosters continuous professional growth and ensures that our instructional practices are aligned with our goal of improving student achievement.

Positive student engagement is a key factor in our school's success, and we are proud of the opportunities we provide through our Advisory program and extracurricular activities. These initiatives not only support academic growth but also contribute to the development of well-rounded individuals. By participating in these programs, students build essential life skills, form meaningful connections, and cultivate a sense of belonging within our school community.

Our focus on increasing 7th grade mathematics achievement is a critical area for growth. We are committed to implementing targeted strategies that will enhance our students' understanding and proficiency in mathematics. By providing additional resources, professional development for teachers, and engaging instructional methods, we aim to elevate our students' performance and confidence in this subject.

Strengthening foundational literacy for incoming 5th grade students is essential for their academic success. We will concentrate on developing robust literacy programs that emphasize reading comprehension, vocabulary development, and critical thinking skills. By fostering a strong literacy foundation, we prepare our students for future academic challenges and lifelong learning.

Increasing Meets and Masters performance across all tested subjects is a priority that requires a comprehensive approach. We will analyze assessment data to identify areas of improvement and implement evidence-based instructional practices. Our goal is to ensure that all students not only meet but exceed academic standards, demonstrating mastery in their respective subjects.

Expanding enrichment opportunities for high-performing students is vital to nurturing their talents and keeping them engaged. We will offer a variety of advanced programs and extracurricular activities that challenge these students and allow them to explore their interests in greater depth. By doing so, we support their intellectual growth and prepare them for future academic endeavors.

To increase consistency of Tier I instruction through PLC implementation, we will focus on collaborative planning and professional learning communities. This approach will ensure that our instructional practices are aligned and effective across all classrooms. By prioritizing high-quality Tier I instruction, frequent formative assessments, and timely interventions, we aim to address learning gaps and provide enrichment opportunities for students demonstrating advanced mastery. Through this collaborative effort, we will enhance the overall educational experience for our students.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Grade 7 Mathematics student achievement is below campus expectations, particularly at the Meets Grade Level and Masters Grade Level performance standards, limiting overall academic performance and readiness for Algebra I and future mathematics coursework.	Analysis of student performance data indicates the need for more consistent implementation of rigorous Tier I instruction, data-driven PLC practices, timely intervention, and ongoing progress monitoring to ensure students master grade-level mathematical standards.
2 Incoming Grade 5 students enter Timberview Middle School with varying levels of literacy proficiency, resulting in inconsistent readiness for grade-level reading instruction and rigorous academic expectations.	Assessment data indicate the need for consistent implementation of evidence-based literacy instruction, frequent progress monitoring, targeted intervention, and systematic vocabulary and comprehension development to accelerate student growth and close learning gaps.
3 The percentage of students achieving the Meets Grade Level and Masters Grade Level performance standards is below campus expectations across one or more tested content areas, limiting overall student achievement and college, career, and military readiness.	Students require more consistent access to rigorous Tier I instruction, standards-aligned tasks, strategic intervention and enrichment, and ongoing formative assessment to deepen conceptual understanding and increase achievement at the Meets and Masters performance levels.

★ = Priority

School Processes & Programs

Summary

At Timberview Middle School, our dedication to high-quality instruction is evident through our use of an aligned curriculum that ensures consistency and coherence across all grade levels and subjects. This alignment allows us to provide a seamless educational experience that builds on students' prior knowledge and prepares them for future academic challenges. Our commitment is further strengthened by the implementation of Professional Learning Communities (PLCs), where educators collaborate to share best practices, analyze student work, and develop strategies to enhance teaching and learning.

We recognize the importance of instructional coaching as a vital component of our educational framework. Through targeted coaching, our teachers receive personalized support and feedback that empowers them to refine their instructional techniques and effectively engage students. Additionally, our decision-making processes are deeply rooted in data analysis, enabling us to make informed choices that drive student achievement and school improvement.

Our campus systems are meticulously designed to guarantee that every student benefits from rigorous Tier I instruction, which serves as the foundation for their academic success. We are committed to providing timely interventions for students who require additional support, ensuring that no student falls behind. Consistent instructional practices across classrooms further reinforce our commitment to equity and excellence in education.

To maintain the highest standards of educational delivery, we regularly review our school processes to identify areas of strength and address any gaps. This continuous cycle of reflection and improvement allows us to enhance implementation fidelity and ensure that our educational practices are both effective and sustainable. Through these efforts, Timberview Middle School remains steadfast in its mission to provide an exceptional learning environment for all students.

Strengths

Our instructional focus is meticulously aligned with the Keller ISD curriculum and district assessments, ensuring that our teaching strategies are both relevant and effective. Teachers engage in weekly Professional Learning Communities (PLCs) where they delve into the standards, meticulously plan their instruction, and develop common formative assessments. This collaborative environment fosters a culture of continuous improvement as educators analyze student work and devise targeted intervention and enrichment strategies. Our administrators play a crucial role in this process by conducting classroom walkthroughs, providing coaching, and offering regular feedback to support the successful implementation of these instructional practices.

In terms of assessment practices, we employ a comprehensive approach to monitor student learning. Utilizing tools such as MAP Growth, district checkpoints, common formative assessments, classroom assessments, and STAAR/EOC results, we are able to gain a holistic view of student progress. Our PLCs are instrumental in analyzing this assessment data after each checkpoint, allowing us to identify trends, make informed adjustments to instruction, and ensure that students are on track to achieve mastery. This data-driven approach enables us to tailor our teaching strategies to meet the diverse needs of our students effectively.

Our student support programs are designed to provide inclusive and equitable educational opportunities for all learners. Special Education services are delivered in the least restrictive environment, ensuring that students receive the support they need while participating in the general education setting as much as possible. For students with dyslexia, we utilize a district-approved instructional program that is specifically tailored to address their unique learning needs. Additionally, we implement tiered interventions through the Multi-Tiered System of Supports (MTSS) based on individual student needs, ensuring that every student receives the appropriate level of support. Our advisory period is strategically used for intervention, enrichment, and academic monitoring, providing students with the necessary resources and guidance to succeed academically.

Our weekly Professional Learning Communities are a cornerstone of our instructional planning. These gatherings provide our educators with the opportunity to collaborate, share insights, and develop strategies that enhance the learning experience for our students. By focusing on instructional planning, we ensure that our teaching methods are both innovative and effective, aligning with our educational goals.

Consistent administrative walkthroughs and instructional feedback are integral to our campus process. These walkthroughs allow our

administrative team to observe classroom dynamics and provide constructive feedback to teachers. This ongoing process not only supports teacher development but also ensures that our instructional practices remain aligned with our educational standards and objectives.

Our collaborative teacher teams are dedicated to using student data to drive decisions. By analyzing data, teachers can tailor their instructional approaches to meet the diverse needs of our students. This data-driven decision-making process empowers our educators to implement strategies that are responsive to student performance and learning styles, ultimately enhancing student outcomes.

We have established strong intervention systems to support struggling learners, ensuring that every student has the opportunity to succeed. These systems are designed to identify students who need additional support and provide targeted interventions that address their specific challenges. By doing so, we create an inclusive learning environment where all students can thrive.

Our commitment to continuous professional learning is evident in our dedication to the growth and development of our staff. We encourage our educators to engage in ongoing professional development opportunities that expand their knowledge and skills. This commitment not only benefits our teachers but also enriches the educational experience for our students, as it fosters a culture of lifelong learning within our school community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 The implementation of Professional Learning Communities (PLCs) is not yet consistently executed across all teams, resulting in differences in collaborative planning, instructional decision-making, and the systematic use of student data to improve learning outcomes.	Variability in team experience, staffing transitions, protected collaboration time, and consistent implementation of the PLC process has impacted the effectiveness of collaborative planning and continuous instructional improvement.

★ = Priority

Perceptions

Summary

At Timberview Middle School, we are dedicated to nurturing a positive culture that is deeply rooted in meaningful relationships, high expectations, and an unwavering commitment to student success. Our campus motto, 'One School. One Family. One Timberview.', encapsulates our belief that every individual, be it a student, staff member, family, or community partner, contributes significantly to the creation of a welcoming and supportive learning environment. We actively seek and utilize feedback from students, staff, and families to guide our campus improvement efforts, ensuring that our communication, engagement, and trust are continually strengthened.

Our students thrive in an environment where they benefit from strong relationships with their teachers, a wide array of extracurricular opportunities, and supportive structures such as Advisory support and recognition programs. We are committed to further enhancing student voice, fostering a sense of belonging, and improving attendance and engagement through leadership opportunities and regular climate surveys. These initiatives are designed to ensure that every student feels valued and empowered to contribute to the Timberview community.

From the perspective of staff perceptions, it is evident that our educators highly appreciate the collaborative culture fostered through Professional Learning Communities, instructional coaching, and shared leadership. This environment not only encourages teamwork but also enhances the professional growth of our teachers. Our educators are deeply committed to the success of our students and are continuously striving for improvement. However, they have identified the necessity for dedicated collaboration time, meaningful professional development opportunities, and the recognition of their achievements to further support their efforts.

Regarding parent and community perceptions, it is clear that our families are actively engaged with the school through various channels such as ParentSquare, newsletters, curriculum nights, PTA events, fine arts performances, athletic events, and volunteer opportunities on campus. These avenues have been instrumental in maintaining strong connections with our community. Moving forward, we will continue to prioritize timely communication and foster family partnerships, while also seeking to increase participation in campus activities to strengthen our school community further.

Strengths

At our school, we pride ourselves on the strong relationships that have been cultivated between students and staff. These connections are the foundation of our educational environment, fostering a sense of trust and mutual respect that enhances the learning experience for everyone involved. Our educators are dedicated to understanding and supporting each student, which in turn encourages students to engage more deeply with their studies and school activities.

Our positive campus culture is another cornerstone of our institution, centered on respect and a sense of belonging for all members of our school community. We strive to create an inclusive environment where every student feels valued and empowered to contribute. This culture not only supports academic success but also promotes personal growth and development, preparing our students to be respectful and responsible citizens.

We are also witnessing a growing engagement from parents and the wider community, which is vital to the success of our school. This involvement enriches our educational programs and provides students with additional resources and support. By fostering strong partnerships with families and community members, we are able to create a more comprehensive and supportive educational experience for our students.

Consistent communication is key to maintaining the strong relationships and positive culture we have established. By utilizing multiple platforms, we ensure that all stakeholders are informed and engaged with the school's activities and initiatives. This transparency and openness help to build trust and collaboration among students, staff, parents, and the community.

Finally, our shared commitment to the "One School. One Family. One Timberview." vision unites us in our mission to provide a high-quality education for all students. This collective dedication ensures that everyone is working towards the same goals, fostering a sense of unity and purpose that drives our school forward. Together, we are creating a supportive and dynamic learning environment where every student can thrive.



Goals

Goal 1 Increase student achievement

Performance Objective 1

By Spring 2027, Timberview Middle School will achieve at least 65% of students performing at the Meets Grade Level standard in each tested grade level and content area, as measured by the 2027 STAAR and EOC assessments.

Action Step 1

All students will complete the Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) NWEA MAP Growth Reading and Mathematics assessments to establish baseline achievement, monitor academic growth, and identify students requiring Tier II and Tier III interventions through the Multi-Tiered System of Supports (MTSS). Teachers will participate in weekly Professional Learning Communities (PLCs) to analyze student performance data, collaboratively plan standards-aligned instruction using the Keller ISD curriculum and TEKS Resource System, develop common formative assessments, and implement targeted instructional responses to ensure high levels of learning for all students.

Measures: BOY, MOY, and EOY NWEA MAP Growth Reading and Mathematics RIT Scores, Weekly PLC agendas, minutes, and attendance documentation, Common Formative Assessment (CFA) and Unit Assessment results, STAAR Interim assessment data, MTSS intervention rosters and progress monitoring documentation, Student data trackers and goal-setting conferences, Classroom walkthrough and instructional coaching documentation, Lesson plans aligned to the Keller ISD curriculum and TEKS Resource System, 2027 STAAR/EOC performance, with progress toward the campus goal of 60% of students achieving the Meets Grade Level standard in each tested grade level and content area

Staff Responsible for Monitoring: Principal, Assistant Principals, Content Administrators, Department Chairs / PLC Facilitators, Instructional Coaches, MTSS Coordinator / Intervention Teachers, Classroom Teachers

Progress Reviews

December

February

June

Action Step 2

Teachers will participate in weekly Professional Learning Communities (PLCs) to collaboratively analyze common formative assessment data, identify TEKS requiring reteach or enrichment, plan standards-aligned instruction, and monitor the effectiveness of instructional strategies and interventions to improve student achievement.

Measures: Weekly PLC agendas, minutes, and attendance documentation, Common Formative Assessment (CFA) and Unit Assessment results, Data analysis protocols and reteach/enrichment plans, Lesson plans aligned to the Keller ISD curriculum and TEKS Resource System, Classroom walkthrough and instructional coaching documentation, Student progress as measured by MAP Growth, STAAR Interim, and common assessments, Evidence of instructional adjustments based on PLC data discussions

Staff Responsible for Monitoring: Principal, Assistant Principals, Content Administrators, Department Chairs / PLC Facilitators, Instructional Coaches, Classroom Teachers

Progress Reviews

December

February

June

Action Step 3

Teachers will facilitate student data conferences and goal-setting meetings following BOY, MOY, and EOY MAP Growth assessments and common formative assessments. Students will establish measurable academic goals, monitor their progress, reflect on their learning, and adjust goals throughout the school year to increase ownership of their academic achievement.

Measures: Student goal-setting forms and data trackers, BOY, MOY, and EOY MAP Growth Reading and Mathematics RIT Scores, Common Formative Assessment (CFA) and Unit Assessment results, Student data conference documentation, Progress monitoring records, Evidence of student reflection and goal revisions, Growth toward MAP projections and STAAR performance targets

Staff Responsible for Monitoring: Principal, Assistant Principals, Content Administrators, Department Chairs / PLC Facilitators, Classroom Teachers, Intervention Teachers

Progress Reviews

December

February

June

Action Step 4

Students will complete the Middle-of-Year (MOY) MAP Growth Reading and Mathematics assessments to measure academic growth, evaluate progress toward projected growth targets, identify students requiring additional intervention or enrichment, and inform instructional planning. Teachers will analyze MAP Growth data during PLC meetings to adjust instruction and monitor progress toward campus performance goals.

Measures: MOY MAP Growth Reading and Mathematics RIT Scores, MAP Growth Student Progress Reports, Weekly PLC agendas and data analysis documentation, Common Formative Assessment and Unit Assessment results, MTSS intervention documentation, Student growth reports, Classroom instructional adjustments based on assessment data

Staff Responsible for Monitoring: Principal, Assistant Principals, Content Administrators, Department Chairs / PLC Facilitators, Instructional Coaches, Classroom Teachers, MTSS Coordinator / Intervention Teachers

Progress Reviews

December

February

June

Performance Objective 2

By Spring 2027, at least 65% of Grade 7 students will achieve the Meets Grade Level standard on the Mathematics STAAR assessment, while increasing the percentage of students demonstrating projected growth on the MAP Growth Mathematics assessment.

Action Step 1

Students will complete the Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) MAP Growth Mathematics assessments to establish baseline achievement, monitor academic growth, and identify students requiring Tier II and Tier III interventions through the Multi-Tiered System of Supports (MTSS). Teachers will use assessment data to differentiate instruction, establish student learning goals, and monitor progress toward campus and individual achievement targets.

Measures: Student progress will be monitored using BOY, MOY, and EOY MAP Growth Mathematics RIT scores, classroom formative assessments, common formative assessments, student data trackers, and MTSS intervention documentation.

Staff Responsible for Monitoring:

The principal, assistant principals, content administrators, seventh-grade mathematics teachers, PLC facilitators, and intervention staff will monitor student achievement, intervention effectiveness, and implementation of instructional supports.

Progress Reviews

December

February

June

Action Step 2

Teachers will participate in weekly Professional Learning Communities (PLCs) to collaboratively analyze student assessment data, identify essential TEKS requiring reteach or enrichment, develop standards-aligned instructional plans, and implement targeted instructional responses that improve student learning and increase achievement on district and state assessments.

Measures: Implementation will be monitored through PLC agendas and meeting minutes, common formative assessment results, MAP Growth reports, unit assessment data, instructional coaching documentation, and evidence of reteach and enrichment plans.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, department chairs, PLC facilitators, instructional coaches, and seventh-grade mathematics teachers will monitor PLC implementation, instructional planning, and student performance.

Progress Reviews

December

February

June

Action Step 3

Teachers will conduct regular student data conferences following BOY, MOY, and EOY MAP Growth assessments and common formative assessments to establish academic goals, monitor progress, promote student ownership of learning, and provide timely feedback that supports continuous academic growth.

Measures: Student goal-setting forms, student data trackers, MAP Growth reports, common formative assessment data, progress monitoring records, and documentation of student conferences.

Staff Responsible for Monitoring:

The principal, assistant principals, content administrators, seventh-grade mathematics teachers, PLC facilitators, and intervention staff will monitor implementation of student goal setting and progress toward academic goals.

Progress Reviews

December

February

June

Action Step 4

Teachers will implement high-quality Tier I instruction aligned to the Keller ISD curriculum, TEKS, and district instructional framework. Weekly PLC collaboration will focus on lesson planning, instructional rigor, formative assessment, differentiation, and analysis of student work to ensure consistent instructional practices across all Grade 7 Mathematics classrooms.

Measures: Weekly PLC agendas and documentation, lesson plans aligned to the Keller ISD curriculum, classroom walkthrough data, instructional coaching documentation, common formative assessments, and evidence of instructional adjustments.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, department chairs, PLC facilitators, instructional coaches, and seventh-grade mathematics teachers will monitor instructional implementation and fidelity of the PLC process.

Progress Reviews

December

February

June

Action Step 5

Teachers will use common formative assessments, unit assessments, STAAR Interim assessments, and MAP Growth data to identify student learning needs, provide timely reteach

and enrichment opportunities, monitor intervention effectiveness, and adjust instruction to ensure students make continuous academic growth and progress toward achieving the Meets Grade Level standard on the Grade 7 Mathematics STAAR assessment.

Measures: Common formative assessments, unit assessments, STAAR Interim assessments, MAP Growth reports, MTSS intervention documentation, classroom walkthroughs, student growth reports, and Grade 7 Mathematics STAAR results.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, department chairs, PLC facilitators, instructional coaches, intervention staff, and seventh-grade mathematics teachers will monitor instructional effectiveness, intervention implementation, and student progress through ongoing data reviews and classroom observations.

Progress Reviews

December

February

June

Action Step 6

Teachers will implement targeted small-group instruction and evidence-based literacy interventions during the instructional cycle using formative assessment data to address identified learning gaps in reading comprehension, vocabulary development, and text analysis while providing enrichment opportunities for students demonstrating mastery.

Measures: Small-group instructional schedules, intervention rosters, progress monitoring records, common formative assessments, MAP Growth Reading reports, classroom walkthrough documentation, and student achievement data.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, department chairs, PLC facilitators, intervention teachers, instructional coaches, and Grade 6 Reading teachers will monitor intervention implementation, instructional fidelity, and student achievement.

Progress Reviews

December

February

June

Performance Objective 3

By Spring 2027, at least 65% of Grade 6 students will achieve the Meets Grade Level standard on the Reading Language Arts STAAR assessment while increasing student academic growth as measured by the MAP Growth Reading assessment.

Action Step 1

Teachers will participate in weekly Professional Learning Communities (PLCs) to collaboratively analyze student performance data, identify priority TEKS, develop standards-aligned lessons, and monitor the effectiveness of instructional practices to improve student achievement in Grade 6 Reading.

Measures: Implementation will be monitored through PLC agendas and minutes, lesson plans aligned to the Keller ISD curriculum and TEKS Resource System, classroom walkthroughs, common formative assessment results, and instructional coaching documentation.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, department chairs, PLC facilitators, instructional coaches, and Grade 6 Reading teachers will monitor PLC implementation and instructional effectiveness.

Progress Reviews

December February June

Action Step 2

Teachers will use common formative assessments, unit assessments, MAP Growth data, and classroom performance data to identify students requiring reteach or enrichment, adjust instruction, and provide targeted intervention to improve mastery of grade-level Reading TEKS.

Measures: Common formative assessment results, MAP Growth Reading reports, unit assessments, intervention documentation, student work samples, and classroom walkthrough data.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, department chairs, PLC facilitators, and Grade 6 Reading teachers will monitor instructional adjustments and student progress.

Progress Reviews

December February June

Action Step 3

Teachers will implement targeted small-group instruction and evidence-based literacy interventions during the instructional cycle using formative assessment data to address identified learning gaps in reading comprehension, vocabulary development, and text analysis while providing enrichment opportunities for students demonstrating mastery.

Measures: Small-group instructional schedules, intervention rosters, progress monitoring records, common formative assessments, MAP Growth Reading reports, classroom walkthrough documentation, and student achievement data.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, department chairs, PLC facilitators, intervention teachers, instructional coaches, and Grade 6 Reading teachers will monitor intervention implementation, instructional fidelity, and student achievement.

Progress Reviews

December February June

Performance Objective 4

By Spring 2027, at least 65% of Grade 8 students will achieve the Meets Grade Level standard and at least 20% will achieve the Masters Grade Level standard on the Grade 8 Science STAAR assessment while increasing student academic growth through high-quality Tier I instruction, targeted intervention, and data-driven instructional practices.

Action Step 1

Teachers will participate in weekly Professional Learning Communities (PLCs) to analyze common formative assessment data, identify priority Science TEKS, develop standards-aligned instructional plans, and monitor the effectiveness of instructional strategies to improve student achievement and increase performance at the Meets and Masters levels.

Measures: Implementation will be monitored through PLC agendas and minutes, lesson plans aligned to the Keller ISD curriculum and TEKS, classroom walkthrough documentation, common formative assessments, unit assessments, and instructional coaching records.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, department chairs, PLC facilitators, instructional coaches, and Grade 8 Science teachers will monitor PLC implementation and instructional effectiveness.

Progress Reviews

December

February

June

Action Step 2

Teachers will implement targeted intervention and enrichment based on common formative assessments, unit assessments, and MAP Growth data (where applicable), to address learning gaps, reinforce essential Science TEKS, and provide enrichment opportunities that increase higher-level thinking and scientific reasoning.

Measures: Common formative assessments, unit assessments, intervention documentation, enrichment lesson plans, classroom walkthroughs, and student progress monitoring records.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, Grade 8 Science teachers, PLC facilitators, instructional coaches, and intervention staff will monitor intervention implementation and student progress.

Progress Reviews

December

February

June

Action Step 3

Teachers will provide students with frequent opportunities to engage in rigorous scientific inquiry, academic discourse, data analysis, laboratory investigations, and higher-order thinking

tasks aligned to the cognitive rigor of the Science STAAR assessment to increase the percentage of students achieving the Meets and Masters performance standards.

Measures: Student work samples, laboratory investigations, performance tasks, classroom walkthrough documentation, common formative assessments, and unit assessment results.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, department chairs, instructional coaches, and Grade 8 Science teachers will monitor instructional rigor and implementation.

Progress Reviews

December	February	June
-----------------	-----------------	-------------

Action Step 4

Teachers will conduct student data conferences following common formative assessments, and benchmark assessments to establish individual academic goals, monitor student progress, and promote student ownership of learning through regular reflection and goal setting.

Measures: Student goal-setting forms, student data trackers, benchmark assessment results, progress monitoring documentation, and student conference records.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, Grade 8 Science teachers, PLC facilitators, and intervention staff will monitor student progress toward individual learning goals.

Progress Reviews

December	February	June
-----------------	-----------------	-------------

Action Step 5

Campus administrators, instructional coaches, and PLC teams will conduct ongoing instructional monitoring through classroom walkthroughs, coaching conversations, and monthly data reviews to evaluate the effectiveness of instructional practices, intervention systems, and progress toward the campus goal of increasing Grade 8 Science performance at the Meets and Masters levels.

Measures: Classroom walkthrough documentation, instructional coaching records, PLC documentation, common formative assessment results, and Grade 8 Science STAAR results.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, department chairs, instructional coaches, PLC facilitators, and Grade 8 Science teachers will monitor implementation of instructional strategies and progress toward campus performance goals.

Progress Reviews

December

February

June

Performance Objective 5

By Spring 2027, at least 65% of Grade 8 students will achieve the Meets Grade Level standard and at least 40% will achieve the Masters Grade Level standard on the Grade 8 Social Studies STAAR assessment through rigorous Tier I instruction, data-driven PLCs, targeted intervention, and enrichment opportunities.

Action Step 1

Teachers will participate in weekly Professional Learning Communities (PLCs) to analyze common formative assessment data, identify priority Social Studies TEKS, and collaboratively develop standards-aligned instructional plans that strengthen historical thinking, primary source analysis, and student performance at the Meets and Masters levels.

Measures: Implementation will be monitored through PLC agendas and minutes, common formative assessments, unit assessments, lesson plans aligned to the Keller ISD curriculum and TEKS, classroom walkthrough documentation, and instructional coaching records.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, department chairs, PLC facilitators, instructional coaches, and Grade 8 Social Studies teachers will monitor PLC implementation and instructional effectiveness.

Progress Reviews

December

February

June

Action Step 2

Teachers will implement targeted reteach, intervention, and enrichment based on common formative assessments, and unit assessments, to address identified learning gaps while extending learning for students demonstrating proficiency. Instruction will emphasize historical analysis, evaluation of primary and secondary sources, civic literacy, and evidence-based writing.

Measures: Common formative assessments, unit assessments, intervention and enrichment documentation, student work samples, classroom walkthroughs, and progress monitoring records.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, Grade 8 Social Studies teachers, PLC facilitators, instructional coaches, and intervention staff will monitor implementation of intervention and enrichment activities.

Progress Reviews

December

February

June

Action Step 3

Teachers will incorporate daily spiral review, retrieval practice, vocabulary development, and standards-based bell ringers to reinforce previously taught content and improve long-term retention of essential Social Studies concepts and skills.

Measures: Spiral review materials, vocabulary assessments, common formative assessments, classroom observations, student work samples, and unit assessment data.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, department chairs, PLC facilitators, instructional coaches, and Grade 8 Social Studies teachers will monitor implementation and effectiveness of spiral review strategies.

Progress Reviews

December

February

June

Action Step 4

Teachers will provide students with frequent opportunities to engage in document-based questions (DBQs), historical inquiry, academic discourse, and evidence-based writing aligned to the rigor of the Grade 8 Social Studies STAAR assessment to increase higher-order thinking and Masters-level performance.

Measures: DBQ writing samples, performance tasks, common formative assessments, unit assessments, classroom walkthrough documentation, and student work products.

Staff Responsible for Monitoring: The principal, assistant principals, content administrators, instructional coaches, PLC facilitators, and Grade 8 Social Studies teachers will monitor instructional rigor and student performance.

Progress Reviews

December

February

June

Goal 2 Excellence in Student, Parent, and Community Relationships

Performance Objective 1

By Spring 2027, at least 85% of students, parents, and staff will respond positively on campus climate and stakeholder surveys regarding school safety, student belonging, adult support, communication, and overall school climate, while increasing family engagement and student connectedness throughout the school year.

Action Step 1

Timberview Middle School will implement a comprehensive student connectedness initiative to ensure every student has a meaningful relationship with at least one trusted adult on campus. Staff will intentionally foster a safe, inclusive, and supportive learning environment while maintaining consistent communication with families regarding academic progress, attendance, behavior, and campus events.

Measures: Implementation will be monitored through stakeholder survey results, student climate survey data, parent communication logs, attendance records, ParentSquare analytics, student support documentation, and campus event participation.

Staff Responsible for Monitoring: The principal, assistant principals, counselors, teachers, instructional coaches, and campus leadership team will monitor student connectedness, communication effectiveness, and stakeholder engagement.

Progress Reviews

December

February

June

Action Step 2

Students, parents, and staff will participate in annual climate and stakeholder surveys to assess perceptions regarding school safety, belonging, communication, and campus culture. Campus leadership will analyze survey results to identify strengths, address areas of concern, and implement continuous improvement strategies.

Measures: Student Climate Survey, Parent Survey, Staff Survey, stakeholder feedback, Campus Improvement Committee meeting minutes, and action plans developed from survey results.

Staff Responsible for Monitoring: The principal, assistant principals, counselors, Campus Improvement Committee, and campus leadership team will monitor survey participation, analyze results, and oversee implementation of improvement strategies.

Progress Reviews

December

February

June

Action Step 3

Timberview Middle School will expand opportunities for family and community engagement by providing academic events, parent education opportunities, volunteer experiences, PTA partnerships, and community outreach activities that strengthen relationships between home and school and support student success.

Measures: ParentSquare participation reports, campus event attendance, volunteer logs, PTA meeting documentation, family engagement surveys, and participation in academic and extracurricular events.

Staff Responsible for Monitoring: The principal, assistant principals, teachers, counselors, PTA leadership, family engagement coordinator (if applicable), and campus leadership team will monitor participation and evaluate the effectiveness of family engagement initiatives.

Progress Reviews

December

February

June

Action Step 4

Campus leadership will recognize and celebrate student, staff, parent, and community contributions throughout the school year to reinforce the Timberview culture of "One School. One Family. One Timberview." Recognition opportunities will highlight academic achievement, leadership, attendance, service, and positive contributions to the campus community.

Measures: Campus recognition programs, newsletters, ParentSquare communications, social media engagement, staff recognition records, and stakeholder feedback.

Staff Responsible for Monitoring: The principal, assistant principals, counselors, teachers, campus leadership team, and PTA representatives will monitor implementation and stakeholder participation.

Progress Reviews

December

February

June

Action Step 5

The campus will implement attendance and student engagement initiatives that promote regular school attendance, recognize positive attendance habits, and provide timely interventions for students demonstrating attendance concerns to improve student achievement and school connectedness.

Measures: Attendance reports, chronic absenteeism data, intervention documentation, attendance improvement plans, student recognition records, and attendance committee meeting notes.

Staff Responsible for Monitoring: The principal, assistant principals, attendance clerk, counselors, social worker, teachers, and campus attendance committee will monitor attendance trends and intervention effectiveness.

Progress Reviews

December

February

June

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By Spring 2027, Timberview Middle School will strengthen employee effectiveness, instructional leadership, and organizational capacity by providing high-quality professional learning, consistent instructional coaching, collaborative leadership opportunities, and systematic monitoring of instructional practices to improve teacher effectiveness and student achievement.

Action Step 1

Campus leadership will implement a comprehensive Professional Learning Community (PLC) framework that includes protected collaboration time, common agendas, instructional planning protocols, analysis of student work, and data-driven decision making to improve instructional effectiveness across all content areas.

Measures: Weekly PLC agendas and minutes, PLC attendance records, instructional planning documentation, common formative assessment analysis, classroom walkthrough trends, and teacher feedback.

Staff Responsible for Monitoring: Principal, assistant principals, content administrators, department chairs, PLC facilitators, and instructional coaches.

Progress Reviews

December

February

June

Action Step 2

Campus administrators will conduct regular classroom walkthroughs, instructional coaching cycles, and T-TESS observations to provide timely feedback, recognize effective instructional practices, and support continuous professional growth aligned to campus instructional priorities.

Measures: Classroom walkthrough documentation, T-TESS observations, coaching logs, professional growth plans, instructional feedback records, and teacher implementation evidence.

Staff Responsible for Monitoring: Principal, assistant principals, instructional coaches, and content administrators.

Progress Reviews

December

February

June

Action Step 3

Campus leadership will provide ongoing, job-embedded professional learning aligned to campus data, instructional priorities, and teacher needs. Professional learning will focus on Tier I instruction, instructional rigor, differentiation, formative assessment, classroom management, and effective use of student achievement data.

Measures: Professional development agendas, attendance records, participant feedback, implementation walkthroughs, coaching documentation, and evidence of classroom application.

Staff Responsible for Monitoring: Principal, assistant principals, content administrators, instructional coaches, and department chairs.

Progress Reviews

December

February

June

Action Step 4

Campus leadership will develop teacher leadership capacity by providing opportunities for staff to facilitate PLCs, mentor new teachers, lead professional learning, serve on campus committees, and participate in shared decision-making through the Campus Improvement Committee and Principal Advisory Committee

Measures: PLC facilitator assignments, mentoring documentation, committee participation, leadership meeting agendas, and teacher leadership reflections.

Staff Responsible for Monitoring: Principal, assistant principals, department chairs, PLC facilitators, and committee chairs.

Progress Reviews

December

February

June

Action Step 5

Campus leadership will foster a positive professional culture by implementing employee recognition programs, maintaining open communication, supporting staff wellness, and promoting collaboration that reflects the campus vision of "One School. One Family. One Timberview."

Measures: Staff climate survey results, employee recognition records, faculty meeting feedback, retention data, communication logs, and participation in campus recognition initiatives.

Staff Responsible for Monitoring: Principal, assistant principals, campus leadership team, department chairs, and Principal Advisory Committee.

Progress Reviews

December

February

June



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