

Timber Creek Elementary School
N2 Learning Innovative School Application
Timber Creek Elementary School
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Overview and Background

Timber Creek Elementary School is one of thirteen elementary campuses in Tomball ISD. The school opened in 2013 with an initial enrollment of four hundred ninety-seven students. Over the past five years, Timber Creek has experienced significant demographic shifts, including a notable increase in student enrollment and specifically Emergent Bilingual students. This growth prompted intentional reflection as we revisited our mission and vision to ensure our purpose and goals remained aligned with the evolving needs of our students. Through collaborative culture and deep analysis of student performance data, our guiding coalition committee identified an opportunity to raise instructional rigor through a focused and intentional transformational approach. This work marked the beginning of our campus transformation journey. Our efforts initially centered on transforming our school environment for our students, which later expanded to include campus-wide behavior initiatives, staff recognition and appreciation systems, increased student voice, room transformations, student goal setting, and the implementation of student-led conferences.

Today, Timber Creek Elementary serves approximately nine hundred and seventy students in grades kindergarten through fifth grade. Our campus offers a wide range of instructional and specialized programs designed to meet the needs of every learner. This year, we launched our first Structured Learning Lab classrooms, expanding the continuum of support for students requiring a self-contained classroom setting. Additional programs include Specialized Support, Gifted and Talented, and English as a Second Language for Emergent Bilingual students. Our student population reflects a richly diverse and global community, with students identifying as White, Hispanic, Asian, American Indian, and Two or More Races.

We remain committed to advancing our designation as a Professional Learning Community and Great Expectations Model School. To support this work, teachers are provided weekly collaborative time in addition to their planning periods, allowing for intentional, data-driven conversations focused on student learning. Over the past two years, staff have participated in targeted professional learning and team development, resulting in increased alignment, improved instructional practices, and measurable gains in student outcomes.

Focus Areas

Our transformation target centers on goal setting and student voice, aligning with Article VI: Accountability for Learning, which emphasizes empowering students to take ownership of their effort, attention, and commitment. This year, our academic goals intentionally focus on elevating student voice through explicit, meaningful goal-setting practices. Over the summer, our campus Guiding Coalition convened to identify our transformation priority. Through collaborative reflection, teachers identified student voice as a key area for strengthening student ownership of learning and deepening engagement. Our commitment to student voice reflects a belief that students should serve as active partners in their educational journey rather than passive recipients of instruction. By equipping students to monitor their progress, set purposeful goals, and articulate their learning experiences, we aim to cultivate a culture rooted in accountability, empowerment, and continuous improvement. This focus ensures that every student has structured opportunities to express what they are learning, why it matters, and how they plan to grow—ultimately fostering metacognition, confidence, and engagement across all grade levels.

Work

To bring this vision to life, Timber Creek strategically capitalized on structures already in place to drive a campus-wide initiative focused on elevating student voice and ownership of learning for all students in

kindergarten through fifth grade. Building on our existing framework, each student maintains a personal learning binder or folder—a living document that supports goal setting, progress monitoring, and reflection throughout the year. While developmentally appropriate for grades K–2, the system for grades 3–5 is explicitly aligned to the Texas Essential Knowledge and Skills (TEKS) to ensure clarity, rigor, and instructional alignment. Through this process, students regularly reflect on their performance, identify areas for growth, and celebrate academic and personal successes. These binders also serve as a resource during student-led conferences, where students communicate their progress and goals to parents, reinforcing shared responsibility among students, educators, and families.

To further amplify student voice, we established a student ambassador honor program for fourth and fifth-grade students who are committed to leadership, responsibility, and representing our school with pride. Student Ambassadors work as part of a team that serves as a positive role model for other students and represents Timber Creek both on campus and in the community. Student Ambassadors assist with important jobs such as raising and lowering the flag each day, greeting students in the morning, opening car doors during arrival, escorting younger students to class, helping with special school events, and providing teacher feedback. Ambassadors are expected to demonstrate leadership at all times and in all areas of school by showing courtesy to others, being responsible and prepared for duties, working to the best of their academic ability, following the life principles of our Great Expectations program, and maintaining good conduct.

Through student voice opportunities, students have also provided feedback to teachers about making learning more enjoyable. This input has led teachers to incorporate intentional classroom transformations based on what students shared. These transformations enhance relevance, engagement, and ownership of learning. By integrating student feedback into instructional design, we ensure that learning environments reflect students' interests and needs. Through STAAR-style challenges, riddles, and code-breaking tasks, students apply deep comprehension skills while navigating the school to collect symbolic story tokens representing each genre, blending rigor, movement, and fun.

Complementing these academic initiatives is our ongoing commitment to character development through the Great Expectations program. This program provides a consistent framework for teaching and modeling positive character traits, social-emotional skills, and respectful interactions. By embedding Great Expectations principles into daily routines and classroom culture, we create an environment where students feel safe, valued, and empowered to express their voices. The emphasis on character development reinforces our academic focus by promoting responsibility, integrity, and empathy—qualities that strengthen student-led goal setting, reflection, and collaboration. Together, these efforts ensure that students grow not only as learners but as responsible, confident individuals prepared to contribute positively to their school and community.

Through this focused emphasis on student voice, Timber Creek Elementary continues to strengthen its culture of empowerment, accountability, and continuous improvement, ensuring students are not only recipients of instruction but active partners in their learning experience.

Results

The implementation of these initiatives has significantly and positively impacted student growth and performance at Timber Creek Elementary. Students are taking greater ownership of their learning, developing stronger goal-setting skills, and achieving improved academic outcomes. These efforts have deepened engagement and contributed to sustained success in the state accountability system, allowing the campus to maintain its A rating. Feedback from student-led conferences and teacher reflections shows that students are more confident in articulating their progress and setting meaningful goals, while the integration of the Great Expectations character program has reinforced positive behaviors and social-emotional development. This work is especially important as we educate students in the 21st century, where technology and screen time often create barriers to authentic communication and connection. By fostering face-to-face interactions, goal setting, and meaningful dialogue with peers and teachers, we are equipping students with the skills they need to thrive in a world dominated by digital distractions. Collectively, these strategies have created a culture of

empowerment and achievement, positioning Timber Creek Elementary as a model for student-centered learning and continuous improvement.