Levelland Independent School District

Levelland High School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 13, 2026 at 08:57 PM

Mission Statement

Levelland High School is dedicated to graduating young adults who are confident, prepared and eager to pursue higher education, as well as demonstrate employability and societal productivity in order to become leaders of tomorrow.

Vision

Here at Levelland High School, it is our commitment to provide a safe and positive learning environment for all students. Building positive relationships and meeting the needs of all students is our passion. Levelland High School is a GREAT place for kids!

Value Statement

Levelland High School is a Title I, Part A Schoolwide Program with a student poverty rate of at least 40% that coordinates federal funds with SCE funds to serve at-risk students on a schoolwide campus with $239,917 SCE funds and 5.16 FTEs.

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DEMOGRAPHICS & STAFF QUALITY

Enrollment in Levelland ISD continued with a slight decrease. With regards to ethnicity, the Hispanic population continues to represent approximately 70% of the total school enrollment. Special population percents have remained fairly stable although there has been an increase in the percent of special education students. The District has made a concerted effort to improve in its identification of homeless students and has a total of 87 (up from 64 in 16-17) students currently identified. The number of students classified as economically disadvantaged remains consistent at 70%. Fifty-three percent of the students are at-risk and 1,119 (up from 979) of our student body is enrolled in one or more CTE classes.

PEIMS Data	Enrollment	Am Indian	Asian	Black	Hispanic	White	Pac Island	Two +
2017-2018	2998	8	9	98	2135	720	1	27
%	100%	0.27%	0.30%	3.27%	71.21%	24.02%	0.03%	0.90%
2016-2017	3011	10	9	124	2086	749	1	32
%	100%	0.33%	0.30%	4.12%	69.28%	24.88%	0.03%	1.06%
	Migrants	**Eco Dis**	**BIL/ESL**	**G/T**	**At-risk**	**CTE**	**SPED**	
2017-2018	146	2119	213	165	1608	1119	419	
%	4.87%	70.68%	7.11%	5.50%	53.64%	37.32%	13.98%	
2016-2017	136	2100	215	171	1568	979	416	
%	4.52%	69.74%	7.14%	5.68%	52.08%	32.51%	13.82%	

Levelland ISD has a total of 429.5 (down from 448 in 16-17) staff members with 71 of these serving as educational aides and 230 being classroom teachers. Of the teachers, 80% have a bachelors degree and 19% possess a masters. The District takes pride in maintaining an excellent student to teacher ratio (13:0 in 17-18). The District is below the state average in all grades, and particularly, at the secondary level with most subjects being three or more below the state average. Attendance continues to be an area to address in the District with 95.16% (Skyward data) of all students being present in the 17-18 school year.

Staff Quality—In Levelland ISD, 98% of teachers in the district were determined to be effective, efficient and certified. Instructional Aides also were 100% certified. In addition to this, 100% of the teachers received high-quality professional development.

DEMOGRAPHIC STRENGTHS	DEMOGRAPHIC WEAKNESSES
1. For the 17-18 school year, 7 staff positions were absorbed and teacher ratios--even though increased--still remain lower than the state average. (Forty absorbed from 14-15 to 17-18.)	1. Enrollment continues to decline.
2. 98% of teachers and 100% teaching assistants were highly qualified	2. The high number of economically disadvantaged students is an instructional challenge based on the needs of this student population.

DISTRICT PROCESSES & PROGRAMS

<u>LISD will continue to support teachers and principals by:</u>

Modeling and training in the use of the TEKS Resource System as a tool to promote purposeful planning, to tighten our alignment to Texas Essential Knowledge and Skills, and to improve our assessment strategies

Communicating expectations for Fundamental 5 strategies in the classroom

Providing immediate access to data to inform instruction – data-driven decision making

Supporting and facilitating teacher collaboration time – PLC’s

Focusing on growth in every classroom using multiple measures – Common Assessments, NWEA (Growth, Fluency, and Skills)

Developing small group instructional strategies – Balanced Literacy

Growing our Response to Intervention practices

LISD will implement strategies and systems to:

Support teachers’ use of Depth of Knowledge strategies to increase the cognitive demand of our learning objectives (Lesson Frame) and questions used for classroom discourse (Seed for FSGPT)

Develop a strong coaching model so teachers can be supported with immediate feedback for growth – Get Better Faster model

STAFF RECRUITMENT & RETENTION

Staff Recruitment—Staff openings are posted on the local website. Specialized teachers are also announced on sites specific to that population (I. E. Vocational Agricultural Teachers Association of Texas). The Directors of Administrative and Instructional Services for the district also attend job fairs in the region. Foremost among these are the Texas Tech University and West Texas Job Fairs which are both held in Lubbock and provide a majority of our teacher candidates.

Staff Attendance, Retention, and Turnover Rates—Staff attendance for professional staff members continues to be a focus. Absenteeism is due predominantly to personal/family illness, personal days, and school-related activities such as workshops/ conferences. The average number of years of experience for LISD teachers is 8.4 years as compared to a state average of 7.2 years. Our turnover ratio was higher than the state average for the 17-18 school year. The state average was 16.4%. LISD’s average was 17.6%. Traditionally, LISD's average was lower than that of the state; therefore, this may be an area to explore. The average experience of teachers was 13.9 years compared to a state average of 10.9 years.

Staff Support and Development—During the summer at-risk students are encouraged to attend Summer School in order to prepare for the STAAR assessments. Principals select from a pool of teacher applicants to teach these classes and those selected have been deemed to be highly effective at their teaching assignments. Enrichment, College and Career Readiness, and Fitness were included in the summer school offerings as part of the Afterschool Centers on Education (ACE) Grant.

The district has implemented a teacher mentor program and new and second-year teachers meet four or three times, respectively, during the year and are guided by experienced educators.

In order to build capacity and support the notion of continuous improvement, the district offers seven staff development days throughout the year. Four of these are “comp-waiver days” that must be approved by each staff member’s principal and are completed during the summer (off-contract) days. In order to determine the types of staff development that needs to be provided, assessment and behavioral data are examined to make these determinations. This information is then presented to the district’s advisory committee for discussion and input. The types of professional development provided have been very diverse. It has ranged from technology to classroom management.

SCHOOL ORGANIZATION

Class sizes in Levelland ISD are much lower in the secondary grades with core subject student to teacher ratios averaging 3-5 students less than the state average. Elementary student to teacher ratios are slightly above or below the state average. Most of the larger class sizes are in the elementary grades.

The early childhood campus supplements it instructional program by providing teaching assistants for all PK teachers and one assistant for every two teachers at the kindergarten level. At the elementary level (grades 1-3) departmentalization is utilized for all core subjects. At the Intermediate campus (grades 4-5) a conventional schedule is followed with a departmental model being utilized. Professional learning communities are built into the schedule and extended time is allowed during the day for subject matter intervention and enrichment activities. Both secondary campuses have professional learning communities. The middle school program is supplemental to the daily schedule while the high school schedule has it built into the schedule. All campuses have tutorials and other intervention programs for students who need the supplemental instruction. A summer program for STAAR preparation and remediation is also in place as is a credit recovery program at both the elementary and secondary levels. At the high school, STAAR remediation classes are offered during the day for both math and science. District and campus site base committees are the means by which teachers and other district stakeholders have a voice in decision making and school policies. There are also several committees that meet on a regular basis in which district staff members can voice their concerns and help resolve problems that occasionally surface. During staff meetings with building and central office administration, teachers make suggestions on what assessments will be used to evaluate individual student progress as a whole. Recommendations do not include those assessments mandated by the state.

Campus Organization

Levelland Academic Beginnings Center	Grades EC-K
Capitol Elementary	Grades 1-3
South Elementary	Grades 1-3
Levelland Intermediate School	Grades 4-5
Levelland Middle School	Grades 6-8
Levelland High School	Grades 9-12
Cactus	DAEP, Migrant Program, Parent Liaisons, Technology, Wellness

CURRICULUM, INSTRUCTION & ASSESSMENT

The process of reviewing and strengthening the core curriculum is well supported by PLC's on campuses. Data-driven instruction is more prominent in all grades. The use of support documents from the TEKS Resource System continues to increase and is impacting our understanding of how to incorporate rigor into classrooms. Teachers meet in Professional Learning Communities (PLC) regularly to review curriculum, design instruction, and develop assessments. Student need for intervention is monitored by assessment and therefore responded to in a more timely manner. New staff are supported with the very successful first and second-year new teacher mentoring academy. All K-8 students growth is measured NWEA and teachers are provided reports three times per year.

English Language Arts/Reading classroom K-5 use the Balanced Literacy approach to effectively provide differentiated instruction for students. Teacher's use Running Records to monitor students progress in Reading and to inform instructional decisions. Fundations is our Phonics program for students in Pre-K through 2nd grade. This program ensures a consistent, vertically aligned process to help create strong readers and meet our goal for reading on grade level by 3rd grade.

STAFF RECRUITMENT & RETENTION STRENGTHS

1. Stipends are rewarded for high demand teaching fields. One was added for HS science for the 2016-2017 school year. Bilingual teachers receive a sign-on bonus as well as a stipend.

2. Department chairs are financially rewarded.

3. Insurance benefits are better than most area districts.

4. There are several post-secondary universities in the area from which to gain an employment pool.

5. Federal funds are used to assist staff in becoming certified--as long as they continue to work for LISD.

SCHOOL ORGANIZATION STRENGTHS

1. PK teachers all have teaching assistants.

2. Professional learning communities exist at all campuses.

3. All campuses have intervention and enrichment activities--which includes ACE at four of our six campuses. (All six campuses included effective 18-19.)

4. All stakeholders have a voice in the operation of the district.

Technology

Levelland ISD's classrooms have easy access to technological devices that support high-quality instruction. The district has purchased Laptops, Chromebooks, and iPads and we have deployed these devices based on the needs of the campus. We are in the first year of a 1 to 1 Chromebook initiative on our High School campus. Step 1 is to get our teachers and students prepared to use technology in the classroom on a daily basis by providing carts of devices and a learning management system (Schoology). Teachers are working on Google certifications to develop their Google Tools classroom usage skills. Students in the lower elementary grades have incorporated software supports to personalize learning. This use of devices in elementary classrooms supports teachers efforts to differentiate instruction. Devices on the secondary campuses support intervention, content access, and research along with other applications.

PERCEPTIONS SUMMARY

SCHOOL CULTURE & CLIMATE/FAMILY & COMMUNITY ENGAGEMENT

The District Advisory Committee is composed of the LISD staff, members of the business community, and parents of LISD students. This committee primarily addresses the following areas of the district: curriculum, staffing, staff development, budgeting and the school calendar. Each campus also has a site-base committee in which staff members, community stakeholders and parents discuss and have input into similar topics.

The District is involved with parents. Several campuses also have parent clubs who meet with building principals to discuss activities and programs that might enhance learning at the campus level. In addition, many parents serve as volunteers for campuses within the district. The District has a goal of providing a bilingual secretary/clerk at each campus and the District office. The District also uses bilingual parent liaisons as interpreters and in establishing a communication link between Spanish speaking parents and the school. Students in special programs have access to community resources and advisory groups that provide them with supplemental support in order to be successful in school. An example of this is the Migrant Parent Advisory Council—which meets regularly to discuss programs and share other educational information. Several campuses have active community partnerships which support both families and students. These typically are businesses which support and make financial contributions in order to encourage and fund the activities at the various campuses. These include such businesses as Prosperity Bank, McDonalds, United Supermarkets and the Hockley County Employees Credit Union.

The District is active in the community with many administrators serving on various committees and groups such as the Chamber of Commerce and Main Street Committee. Various community groups sponsor campuses by providing incentives for students who perform well both academically and exhibit good character. Several groups of the District such as the choir perform for various functions in the community. During the spring of 2018, the District conducted a survey on the effectiveness of parent involvement. The following results were reported. Approximately 316 results were returned although not all questions were answered. This is why there were differences in numbers reported. Numbers recorded are rounded percentages.

Parent Survey

	Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
1. I feel welcomed and appreciated when I visit my child's school.	**49**	**33**	**14**	**3**	**1**
2. I am comfortable with my child's teachers and administrators.	**48**	**32**	**15**	**5**	**0**
3. There is a clear understanding about how I can be involved with my child's education.	**41**	**38**	**15**	**6**	**0**
4. I support the goals of the school and what it is trying to accomplish.	**54**	**37**	**7**	**1**	**1**
5. Students are expected to meet high academic standards.	**48**	**40**	**9**	**3**	**0**
6. My child understands what needs to be learned.	**45**	**42**	**10**	**3**	**0**
7. Schoolwork is meaningful and made relevant.	**45**	**37**	**13**	**5**	**0**
8. Teachers give my child extra help if it is needed.	**43**	**33**	**14**	**9**	**1**
9. Grades are given in a fair and consistent manner.	**46**	**39**	**9**	**5**	**1**
10. Teachers make adjustments in instruction to meet individual student needs.	**39**	**30**	**19**	**8**	**4**
11. My child feels safe at school.	**47**	**38**	**10**	**4**	**2**
12. Expectations for student behavior and discipline are communicated with students, staff and parents.	**50**	**37**	**8**	**4**	**1**
13. School staff listens carefully when I express my opinions and concerns.	**43**	**34**	**15**	**5**	**3**

14. I am made aware when my child is struggling academically.	**39**	**28**	**16**	**12**	**5**
15. There is frequent, two-way communication between school staff and families.	**35**	**33**	**19**	**8**	**6**
16. The school is clean and conducive to learning.	**55**	**37**	**7**	**1**	**0**
17. I partner with the school to assist in my student's overall success.	**48**	**38**	**13**	**1**	**0**

PARENT & FAMILY SURVEY SHOWS STRENGTHS IN THESE AREAS:

1. I support the goals of the school and what it is trying to accomplish.

2. Students are expected to meet high academic standards.

3. My child understands what needs to be learned.

4. Expectations for student behavior and discipline are communicated with students, staff and parents.

5. The school is clean and conducive to learning.

6. I partner with the school to assist with my student's overall success.

(Includes those statements with over 85% total in strongly agree and agree domains)

PARENT & FAMILY SURVEY SHOWS AREAS WHERE IMPROVEMENT IS NEEDED IN THESE AREAS:

1. Teachers make adjustments in instruction to meet individual student needs.

2. I am made aware when my child is struggling academically.

3. There is frequent, two-way communication between school staff and families.

(Includes those statements with less than 75% total in strongly agree and agree domains)

Demographics

Summary

PEIMS Data	Enrollment	AmIndian	Asian	Black	Hispanic	White	Pac Island	Two +
2021-2022	724	1	3	30	507	177	0	6
%		.14	.41	4.14	70.03	24.45	0	.83
2020-2021	720	0	4	26	507	177	1	5
%		0	.56	3.61	70.42	24.58	.14	.69
	Migrants	Eco Dis	BIL/ESL	G/T	At-risk	CTE	SPED	
2021-2022	39	465	34	39	362		114	
%	5.38	64.23	4.7	5.39	50		15.75	
2020-2021	42	444	35	47	444		98	
%	5.83	61.67	4.86	6.53	61.67		13.61	

Strengths

1. Enrollment has stayed about 724 students.

2. Levelland High School is closing the gaps academically within sub pops.

3. With the reduction in staff over the last 4 years, classes have remained below 24 students per class (in most instances).

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Multiple staff members seeking alternative certifications.	Teacher shortage in certain areas.
2	Disproportionate alignment between demographics of the teaching staff and student body.	Teacher shortage in minority populations.

★ = Priority

Student Learning

Summary

	Overall							
	2018	2019	2021	Projected Score				
LHS	80	91	90	A				
	Student Achievement							
	2018	2019	2021					
LHS	76	86	89					
	Academic Growth				Relative Performance			
	2018	2019	2021		2018	2019	2021	Best
LHS	82	83	N/A		79	93	90	93
	Closing the Gaps							
	2018	2019	2021					
LHS	76	86	92					

STUDENT ACADEMIC ACHIEVEMENT

EOC results improved by 1% in Social Studies, 6% in Math, 1% in ELA I, 7% in ELA II, and 10% in Science.

Meets level performance met the district goal in all EOC's except Reading.

District improved performance in nearly every category of the A-F System. Our improvement for Domain I and II for 2019 will be focused on increasing our Meets/Masters level performance and increasing growth at the student and teacher level

Domain III Closing the Gaps digs deeper into the data with all students and subpopulations. This domain has several components: Meets Level for Academic Status --LHS met the target for 12 of the 15 areas; Growth Status -- LHS met the target in 12 of 12 areas; Graduation Rate --LHS met in 0 of the 5 areas; Student Success Status is Domain I component score -- LHS met in 6 of the 9 areas. CCMR measures college readiness and the campus met 2 of 7 targets in this area.

Academic Achievement --

The gaps between performance and target for Meets level did not reach the targets in ELAR for EL and SPED students. The areas of concern are Non Continuously enrolled ELAR results.

Academic Growth --

No areas of concern

Graduation --

LHS is accountable for All Students and 4 sub-groups for graduation. The campus missed the target by more than 5% of the target in all but the White population. The areas most in need of improvement are the SPED and Economically Disadvantaged Populations.

Student Success --

The campus met all targets except EL, AA and SPED

School Quality (CCMR Performance) --

School Quality was also very close in all categories

Strengths

Domain I – Student Achievement

Overall student performance in Domain I increased by 4 for approaches, 2 for meets, and 1 for masters. These increases moved us from a Domain I component score of 42 to 43. The approaches score increased for all content areas (Reading 1%, Math 1%, Writing 7%, Science 2%, and Social Studies 3%), the meets score increased for Reading by 1% and Math by 2%, and the masters level increased for Math by 1% and Science by 6%.

Domain II – Student Progress

Growth

In Domain II, Growth, the district improved the percent of students making growth by 2% in Reading and 6% in Math.

Relative Performance

When compared to districts/campuses with similar economically disadvantaged populations the district has its strongest performance. The 2019 scaled score is 93 up from 2018 score for Relative Performance of 78 so the district increased our score 15 points.

Domain III – Closing the Gaps

Academic Achievement Status– MEETS

The district improved the meets level performance for All students and 5 of the 8 sub-populations for ELA/Reading and All Students and 7 of the 8 sub-populations for Mathematics. The district met or exceeded the target in 2 of the nine areas in ELA/Reading and in 4 of the 9 areas in Mathematics

Growth Status

ELA/Reading growth results increased in All students by 2 points and went up 3 of the 8 sup-populations. Math growth results increased in All students by 6 points and went up 7 of the 8 sup-populations. The district met or exceeded the target score in 4 of the 9 areas for ELA/Reading and 8 of the 9 areas for Math.

Student Success Status – Domain I Component Score

Overall domain I component score used Student Success went up in 7 of the 9 sup- populations.

The district overall increased its grade from a C to a B

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	English II EOC performance dropped 10% at the approaches level from the previous year.	Teaching assignments have been changed to improve English II EOC performance from the previous year.

★ = Priority

School Processes & Programs

Summary

Instructional and curricular

* PLC driven

* Data driven

* Reserach driven

Personnel (recruit/support/retain)

* Instructional coaching

* Walk throughs

Strengths

*Strong PLC program

*Great teacher/student rapport

*High Expectations for students and staff

*Schedule designed for remediation and support of higher learning

Perceptions

Summary

Safe environment

Master schedule is student driven

Expectation for higher learning - encourage students to take more AP classes and dual credit classes

Excellent student/teacher rapport

Excellence in extra-surricular

Strengths

High expectations

Strong work ethic from staff and students

Accolades for student success

Team building with staff

Community support

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Only 65% of the student body participate in an extracurricular activity of some form.	High teacher attrition rate from the previous year. Lack of programs with what student's would like to participate in. Need to improve program recruitment efforts.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	English II EOC performance dropped 10% at the approaches level from the previous year.	Teaching assignments have been changed to improve English II EOC performance from the previous year.

★ = Priority

Goals

Goal 1 Levelland High School will build a strong foundation of reading and math to support all content areas.

Performance Objective 1

Domain I STAAR Meets score will increase at least 3 points from the previous year results by the end of year STAAR results.

Evaluation Data Source: STAAR results

Strategy 1

PLC's will review all common assessments for alignment to their instructional focus document's and performance assessments.

Strategy's Expected Result/Impact: Increase alignment of common assessments to end of course exams.

Staff Responsible for Monitoring: Principal, PLC leader

Formative Reviews

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Strategy 2

Common Assessment results will be analyzed for performance and report to PLC's for strategizing of next steps.

Strategy's Expected Result/Impact: Growth of the Domain I component score

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 3

Promote the use of sheltered English strategies and the ELPS for emergent bilinguals students in all subjects and levels.

Strategy's Expected Result/Impact: Use of appropriate ELPS teaching strategies in classrooms

Staff Responsible for Monitoring: ESL campus coordinator

Funding Sources: Federal,

Formative Reviews

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Strategy 4

Serve English Language Learner through an accelerated program to acquire proficiency in the English language including the purchase of supplemental supplies/materials and testing supplies.

Strategy's Expected Result/Impact: Ongoing student data and progress
TELPAS results

Staff Responsible for Monitoring: Principal

Funding Sources: Title I,

Formative Reviews

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Strategy 5

Encourage parent and family engagement by providing opportunities for parents including those with special population identified children to participate in school-sponsored activities. (i.e. annual meeting, UIL activities, etc.)

Strategy's Expected Result/Impact: Sign-in sheets, agendas

Staff Responsible for Monitoring: Principal, counselors, UIL coaches

Funding Sources: Federal,

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Performance Objective 2

STAAR student growth will average 80% or above for all students and meet or exceed the Domain III target for each accountable sub-groups in the spring STAAR results.

Evaluation Data Source: STAAR year-end results
Common Assessments

Strategy 1

Review STAAR data to identify growth targets for students who did not make growth in Reading and Math during prior testing. Provide timely, effective, additional assistance to student below the 21st percentile.

Strategy's Expected Result/Impact: Higher percentage of growth

Staff Responsible for Monitoring: Principal, PLC leaders

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Strategy 2

Anaylze STAAR data to determine overall growth at the classroom level. Provide ongoing support for classrooms below 50% growth from prior year.

Strategy's Expected Result/Impact: Classrooms that were targeted below 50% growth from year before will show growth by 10% for this year.

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 3

Fundamental Five- Explore strategies to develop younger teachers into stronger teachers by using the fundamental 5

Strategy's Expected Result/Impact: Data from walk throughs from Fundamental Five will increase from each 6 weeks

Staff Responsible for Monitoring: Principal, Assistant Principals

Formative Reviews

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Performance Objective 3

Levelland High School attendance rates will average 95% across each nine week grading period.

Evaluation Data Source: PEIMS Records

Strategy 1

Provide parent liaison for students that have 4 unexcused absences in a 6 month period.

Strategy's Expected Result/Impact: Log of parent contacts

Staff Responsible for Monitoring: Principal, Assistant Principals

Funding Sources: Title I,

Formative Reviews

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Strategy 2

Review campus attendance each six weeks and set goals for increasing the percent in attendance. Set rewards to motivate students to have perfect attendance.

Strategy's Expected Result/Impact: Increased yearly attendance with quartile 1 level results for distinctions

Staff Responsible for Monitoring: Principal

Funding Sources:

Formative Reviews

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Performance Objective 4

Develop intervention plans for all students who do not meet standard on the STAAR assessment for incoming 9th graders based on 8th grade STAAR performance in accordance with HB 1416.

Evaluation Data Source: List of students and their accelerated learning plans and documentation of progress monitoring; STAAR results.

Goal 2 Levelland High School will recruit, support, and retain teachers.

Performance Objective 1

100% of Levelland High School staff hired will be certified in their respective teaching field(s) or assignments or will become so by March 1 of the current school year.

Evaluation Data Source: Staff transcripts
SBEC certificates
Equity report

Strategy 1

Seek assistance through Alternative Certification Programs, State Board for Educator Certification to aid staff who are not certified fully to meet criteria as set forward by their respective programs.

Strategy's Expected Result/Impact: Staff certifications

Staff Responsible for Monitoring: Principal, Human Resources

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Strategy 2

Ensure retention efforts of certified staff are implemented.

Strategy's Expected Result/Impact: % of students instructed by certified teachers

Staff Responsible for Monitoring: Principal

Funding Sources:

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Performance Objective 2

Evaluate teacher professional development needs at least 2 times annually.

Strategy 1

Survey PLC's to determine needs for professional development.

Strategy's Expected Result/Impact: Identify specific teacher and content area needs for professional development and encourage staff to express needs and concerns.

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 2

Provide staff development for teachers and counselors regarding; implementation of intervention strategies, IEP development, accommodations, LRE, identification,
transition, graduation, discipline, classroom management, positive behavior interventions, CPI & Restraint,accommodations, modifications and special education
legal compliance.

Strategy's Expected Result/Impact: Compliance of district and federal laws regarding serving students with disabilties.

Staff Responsible for Monitoring: Principal, SPED teachers

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Goal 3 Levelland High School will enhance family and community partnerships.

Performance Objective 1

3.1 Enhance family satisfaction and engagement as measured through increased website usage and social media message, parent survey results, and action plan development during the 2026-2027 school year.

Evaluation Data Source: Website usage reports
Social media posting data
Parent survey and summative action protocol plan

Strategy 1

Enhance website, social media messaging, and Parent Square messaging.

Strategy's Expected Result/Impact: Increased engagement by parents/community members.

Staff Responsible for Monitoring: Principal
Director of Communications.

Formative Reviews

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Strategy 2

Distribute parent and family satisfaction survey.

Strategy's Expected Result/Impact: Distribute survey annually during Spring semester.

Staff Responsible for Monitoring: Director of Curriculum/Special Programs.
Principal

Formative Reviews

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Strategy 3

Develop a listening and action protocol based on survey results.

Strategy's Expected Result/Impact: Enhance engagement and positive relationships with community.

Staff Responsible for Monitoring: Principal
Director of Curriculum/Special Programs

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Performance Objective 2

3.3 Increase school/business engagement through implementation of community survey and action plan, and annual Veteran's Day celebration during the 2025-2026 school year.

Evaluation Data Source: Community survey and summative action protocol plan
Veteran's Day celebration attendance/agenda

Strategy 1

Distribute community satisfaction survey.

Strategy's Expected Result/Impact: Collect survey results.
Develop action plan.

Staff Responsible for Monitoring: Director of Curriculum/Special Programs
Principal

Formative Reviews

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Strategy 2

Participate in development of a district marketing plan to highlight campus and district.

Strategy's Expected Result/Impact: Increased outreach through social media and other PR avenues.

Staff Responsible for Monitoring: Principal
Director of Communications.

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Strategy 3

Continued participation in the district Veteran's Day celebrations.

Strategy's Expected Result/Impact: Student-led program.

Staff Responsible for Monitoring: Principal
Director of Communications.

Formative Reviews

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Performance Objective 3

3.2 During the 2025-2026 school year, continue to foster school/business partnerships through administration participation in civic organizations and increased LIFE foundation grant applications due to increased dual credit and teacher grants.

Evaluation Data Source: Number of school/business partnerships.
LIFE Foundation contributions.

Strategy 1

Expand participation in community organizations.

Strategy's Expected Result/Impact: Lions Club, Rotary Club, Hockley County Endowment Board, Chamber of Commerce

Staff Responsible for Monitoring: Principal

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Strategy 2

Strengthen process and protocols with LIFE foundation.

Strategy's Expected Result/Impact: Increased support for dual credit students.
Increased financial support for classroom teachers.

Staff Responsible for Monitoring: Principal
Director of Curriculum/Special Programs

Formative Reviews

November	February	June	July

Strategy 3

Strengthen relationships, processes, and protocols with campus business partners.

Strategy's Expected Result/Impact: Increased business support for various programs including P-TECH.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	February	June	July

Strategy 4

Implement the new Levelland Collegiate Academy beginning with the junior class. Collaborate with the LIFE foundation to provide dual credit at no cost for students who participate.

Strategy's Expected Result/Impact: No-Cost Dual Credit

Staff Responsible for Monitoring: Principal

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	June	July

Goal 4 Levelland High School will promote financial effectiveness and efficiency.

Performance Objective 1

4.1 Establish transparent and systemic campus financial processes through the Campus Improvement Plan by participating in the yearly budget development process.

Evaluation Data Source: CIP

Strategy 1

Develop campus budgets to support goals and strategies aligned to CIP.

Strategy's Expected Result/Impact: CIP
Campus budgets

Staff Responsible for Monitoring: Principal
Chief Financial Officer

Formative Reviews

November	February	June	July

Strategy 2

Implement quarterly reviews for campus and department budgets.

Strategy's Expected Result/Impact: Responsible fiscal management.
Quarterly meetings with budget stakeholders.

Staff Responsible for Monitoring: Principal
Chief Financial Officer

Formative Reviews

November	February	June	July

Strategy 3

Ensure transparency of review and development of the budget calendar for all stakeholders.

Strategy's Expected Result/Impact: Quarterly meetings with budget stakeholders.
Improved fiscal transparency and responsibility.

Staff Responsible for Monitoring: Principal
Chief Financial Officer

Formative Reviews

November	February	June	July

Strategy 4

Ensure transparency of campus financial information for all stakeholders.

Strategy's Expected Result/Impact: Improved relationships with stakeholders regarding financial information.

Staff Responsible for Monitoring: Principal
Chief Financial Officer

Formative Reviews

November	February	June	July

Performance Objective 2

4.2 Develop and implement systemic facility management plans and processes with the Director of Maintenance to increase efficiency in facility operations, maintenance, and planning.

Evaluation Data Source: 10-year facility master plan
5-year preventative maintenance plan

Strategy 1

Participate in the development of a 10-year district facility master plan that includes campus safety updates.

Strategy's Expected Result/Impact: Master Plan Report.
Updates in progress.

Staff Responsible for Monitoring: Principal
Chief Financial Officer
Director of Maintenance.

Formative Reviews

November	February	June	July

Strategy 2

Develop and sustain a 5-year preventative maintenance plan in collaboration with the Chief Financial Officer and Maintenance Department.

Strategy's Expected Result/Impact: Maintenance Plan.

Staff Responsible for Monitoring: Chief Financial Officer
Principal
Maintenance Director

Formative Reviews

November	February	June	July

Strategy 3

Participate on any future committee focused on Bond Election and construction projects.

Strategy's Expected Result/Impact: Committee Recommendations
Operational Facility Data

Staff Responsible for Monitoring: Principal

Formative Reviews

November	February	June	July

Performance Objective 3

4.3 Ensure campus operational effectiveness and efficiency through long-term planning, ensuring resource capacity review with the Director of Maintenance and Chief Financial Officer to review feasibility options so as to increase building expenditure efficiency.

Evaluation Data Source: 10-year expenditure projection plan

Strategy 1

Participate in the development of a 10-year expenditure projection plan based on enrollment.

Strategy's Expected Result/Impact: Student enrollment data (campus & district)
Campus budget.

Staff Responsible for Monitoring: Principal
Chief Financial Officer

Formative Reviews

November	February	June	July

Strategy 2

Work with the Chief Financial Officer and Director Maintenance to ensure support and resource capacity for the high school campus.

Strategy's Expected Result/Impact: Staffing Ratios
Facility Needs Assessment.
Enrollment Trends

Staff Responsible for Monitoring: Principal
Chief Financial Officer
Director of Maintenance.

Formative Reviews

November	February	June	July

Strategy 3

Review facility feasibility options with Chief Financial Officer and Director of Maintenance.

Strategy's Expected Result/Impact: Operational Facility Data

Staff Responsible for Monitoring: Principal
Chief Financial Officer
Director of Maintenance.

Formative Reviews

November	February	June	July

Goal 5 Levelland High School will connect students, classrooms, and campuses to career and/or college for all.

Performance Objective 1

CCMR Domain I and III component score will be at or above 97% of graduates meeting at least one of the CCMR requirements. Domain I score will be at or above 97 and the Domain III score will be at or above 97.

Evaluation Data Source: The number of students meeting at least one CCMR requirement tracked from 9th grade

Strategy 1

CTE staff-as a part of T-TESS-will create pre- and post-tests to ascertain students' growth in CTE courses.

Strategy's Expected Result/Impact: Evidence of growth of student achievement in CTE courses

Staff Responsible for Monitoring: Principal

Funding Sources:

Formative Reviews

November	February	June	July

Strategy 2

Increase the number of industry certifications successfully obtained by CTE students

Strategy's Expected Result/Impact: Roster of students obtaining industry certification credentials

Staff Responsible for Monitoring: Principal
CTE Teachers

Funding Sources: Federal,

Formative Reviews

November	February	June	July

Strategy 3

Provide transition activities for students who are entering their freshman year through visits to campuses/next grade level classrooms. Provide transition programs to parents within the district and incoming parents.

Strategy's Expected Result/Impact: Completed student enrollment; sign-in sheets and agendas from parent engagement activities

Staff Responsible for Monitoring: Principal, counselors

Funding Sources:

Formative Reviews

November	February	June	July

Strategy 4

The high school will offer a variety of CTE courses which lead to student industry certifications (Certified Nurse Aide, ServeSafe, etc.)

Strategy's Expected Result/Impact: Increase Graduation Rates

Staff Responsible for Monitoring: Principal

Formative Reviews

November	February	June	July

Strategy 5

Provide opportunities for dual credit. Implement the new Levelland Collegiate Academy.

Strategy's Expected Result/Impact: Dual credit completion

Staff Responsible for Monitoring: Principal, Counselors

Formative Reviews

November	February	June	July

Performance Objective 2

Graduation rates will be 99% for all student populations and the dropout rate will not exceed 1%.

Evaluation Data Source: State cohort reports
Graduation and Completion summary reports
Beginning of the Year No-Show lists

Strategy 1

Review daily attendance and follow implemented steps to reduce the number of absences.
Implement incentives for students who meet 96% attendance for each 9-week grading period.

Strategy's Expected Result/Impact: Higher attendance rate - 6 weeks and year end total.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	February	June	July

Strategy 2

Set up conferences with students who are continuously on the failure list.

Strategy's Expected Result/Impact: Fewer students re-taking classes. Increase in graduation rate.

Staff Responsible for Monitoring: Principal, Assistant Principals, counselors

Formative Reviews

November	February	June	July

Strategy 3

The high school will offer a variety of CTE courses which lead to student industry certifications (Certified Nurse Aide, ServeSafe, etc.)

Strategy's Expected Result/Impact: Increase CTE enrollment, number and types of certifications for students
Improve student sense of their college and/or career pathway.

Staff Responsible for Monitoring: Princpal and CTE Staff

Formative Reviews

November	February	June	July

Strategy 4

Provide college and career enhancement/preparation to bridge secondary to post-secondary.

Strategy's Expected Result/Impact: Increased Career Awareness and better performance on TSI, ACT and SAT and percentage of students successfully completing the first year of college.

Staff Responsible for Monitoring: High School Principal and counseling staff

Formative Reviews

November	February	June	July

Strategy 5

Additional Targeted Support Strategy

Class cohorts will be tracked from 9th grade so students who might be dropouts can be investigated

Strategy's Expected Result/Impact: Reduce the number of dropouts.

Staff Responsible for Monitoring: Curriculum Staff and HS Staff

TEA Priorities: Connect high school to career and college

Formative Reviews

November	February	June	July

Performance Objective 3

Ensure 100% of identified state processes (programs) are in place to provide for the safety and health of the student body.

Evaluation Data Source: Attendance records, referrals to nurses, and safety reports

Strategy 1

Provide programs to educate students and parents about the detrimental effects of alcohol, tobacco and drugs and their impact on student conduct (UMC Training).

Strategy's Expected Result/Impact: Discipline Records, Drug and Alcohol Surveys, and 425 PEIMS Records

Staff Responsible for Monitoring: Principal

Funding Sources: Federal,

Formative Reviews

November	February	June	July

Strategy 2

Provide a short term DAEP for placement of students with unacceptable behavior.

Strategy's Expected Result/Impact: Roster of Students, 425 PEIMS Records

Staff Responsible for Monitoring: Principal

Funding Sources: , SCE Funds,

Formative Reviews

November	February	June	July

Strategy 3

Maintain the Wellness Program for campus employees.

Strategy's Expected Result/Impact: Wellness Program membership

Staff Responsible for Monitoring: Principal

Funding Sources: 199 Local,

Formative Reviews

November	February	June	July

Strategy 4

Utilize the School Safety Alert Program.

Strategy's Expected Result/Impact: Number of successful interventions

Staff Responsible for Monitoring: Principal

Funding Sources: 199 Local,

Formative Reviews

November	February	June	July

Strategy 5

Create partnership with Law Enforcement to have a visible presence on campuses regularly and assist with emergencies as needed.

Strategy's Expected Result/Impact: Decreased number of discipline incidents and emergencies, increased Law Enforcement visits on campuses

Staff Responsible for Monitoring: Principal

Funding Sources: 199 Local,

Formative Reviews

November	February	June	July

Performance Objective 4 ☑ HB3 Goal

Ensure TSIA score will meet or exceed 70 for RLA and 55 for Math for 2025-2026 to prepare for 2027 accountability year.

Evaluation Data Source: TSIA2 Scores.

Strategy 1

Implement a TSIA preparation/remediation/intervention program to prepare students for the TSIA exams.

Formative Reviews

November	February	June	July

Goal 6 Levelland High School will improve areas of low performance based on state and federal accountability.

Performance Objective 1

ELA I and II STAAR Meets results will increase by staggered varied percentages by Spring STAAR results. ELA I will increase by 3% approaches, 5% meets, and 5% masters. ELA II will increase by 4% approaches, 5% meets, and 5% masters.

Evaluation Data Source: STAAR results from previous year, common assessment results and current STAAR results

Strategy 1

The English Department will monitor pre and post writing assessments to plan for informed writing instruction based on student needs.

Strategy's Expected Result/Impact: Students will improve writing from pre to post assessment.

Staff Responsible for Monitoring: Principal, English PLC leader

Formative Reviews

November	February	June	July

Strategy 2

The ELA department will utilize an intervention/remediation program to address specific areas of reading challenges for students to improve their success performance on the ELA STAAR exams.

Strategy's Expected Result/Impact: Increase STAAR ELA performance.

Staff Responsible for Monitoring: ELA Department.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	June	July

Goal 7 Student Growth and Learning

Performance Objective 1 ☑ HB3 Goal

1.1 At least annual growth in core areas for each student - growth from 55% to 70% by 2027 (NWEA) and from 74% to 90% approaches, 40% to 60% meets, and 15% to 30% masters by 2027 (STAAR). [2023--80/45/18]

Evaluation Data Source: STAAR and NWEA MAP year-end results

Performance Objective 2

1.2 Each student is college and/or career and/or military ready by meeting one of the CCMR measures by graduation - grow from 97% to 99% by 2028.

Evaluation Data Source: CCMR Measures

Performance Objective 3

1.3 Student well-being as measured from 2026 baseline data will show 5% decrease in office referrals, 0.5% increase in attendance, and 5% increase in academic performance.

Evaluation Data Source: Discipline records
Attendance records
STAAR/NWEA

Performance Objective 4 ☑ High Priority

1.4 Prioritize student safety with 100% compliance of school emergency operation procedures and online security processes.

Evaluation Data Source: Mandatory Drill Schedule completion records
Raptor records/reports
Remind/Skylert notification and usage reports

Performance Objective 5

1.5 Each student is engaged and well-rounded, as evidenced by increased student participation in one or more campus activities or competitions, increased attendance (from 93.86% in 2023 to 96% by 2027), and decreased discipline incidents (ISS from 508 in 22-23 to 450 by 2027; OSS from 70 in 22-23 to 60 by 2027; expulsion 1 in 22-23 to no more than 3 by 2027) and improved academic performance (to 90/60/30 by 2027) as evidenced by campus specific data.

Evaluation Data Source: PEIMS discipline data reports
Attendance reports
Extracurricular participation documentation
STAAR/NWEA results

Performance Objective 6

Fully implement HB1481 (Cell Phone Law). Educate and remind students of the law each day in an effort to limit infractions to one per day.

Goal 8 Staff Support and Growth

Performance Objective 1

2.1 During the 2026-2027 school year, grow and develop staff by training mentor and first-year teachers, providing 14 days of professional development, and expanding the membership of District Advisory Committee to adhere to board policy.

Evaluation Data Source: Mentor training agendas/attendance sheets
FYTA training agendas/attendance sheets
Professional development plan
DAC agendas/attendance sheets/minutes

Performance Objective 2

2.2 In 2026-2027, enhance staff safety and well-being through implemented school emergency operation procedures, staff wellness benefit and the Guardian program.

Evaluation Data Source: EOP
Wellness programs offered to employees
Guardian participants

Performance Objective 3

2.3 Provide an environment for staff satisfaction, engagement, and retention through staff incentive opportunities as measured by 2025-2026 staff turnover percentage (Decrease district teacher turnover rate from 27.4% in 2022 to 15% by 2027; decrease sick leave and substitute requests).

Evaluation Data Source: Turnover statistic comparison

Funding Summary

Funding Summary

199 Local

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	3	3		--	$0.00
5	3	4		--	$0.00
5	3	5		--	$0.00
				Sub-Total	$0.00

Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		--	$0.00
1	3	1		--	$0.00
				Sub-Total	$0.00

Federal

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	$0.00
1	1	5		--	$0.00
5	1	2		--	$0.00
5	3	1		--	$0.00
				Sub-Total	$0.00

SCE Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	3	2		--	$0.00
				Sub-Total	$0.00