Levelland Independent School District

Academic Beginnings Center

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 14, 2026 at 09:17 AM

Mission Statement

Levelland Academic Beginnings Center:

BUILDING A FOUNDATION OF EXCELLENCE IN LEARNING, CHARACTER AND INDEPENDENCE

Vision

Levelland ABC staff members set the tone for our building through our actions and attitudes. Knowing this, we will demonstrate our continued support and encouragement of students in these four important ways.

1. All children are valuable and can learn.
2. School should be fun.
3. Every child is responsible for his/her actions.
4. The family unit has the primary responsibility for the support system of their children's education.

We will commit to the following beliefs:

* We will provide each child with the opportunity to reach his/her potential through a variety of teaching strategies, which reflect unique learning styles and abilities.

* We will provide positive feedback to students who are meeting expectations and following the *Guidelines for Success*.

* We will work as a team (home and school) to solve behavior problems that are chronic and/or severe in nature.

Value Statement

SCE Allocations and FTEs

Levelland Academic Beginnings Center 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Summary

Levelland Academic Beginnings Center serves students in early childhood, prekindergarten, kindergarten, and first grade. As a Title I, Part A schoolwide campus, ABC serves a diverse student population with a significant percentage of students identified as economically disadvantaged, at-risk, emergent bilingual, and/or receiving special education services.

Campus demographic and enrollment data will be reviewed annually to identify changes in student populations and ensure staffing, instructional programming, intervention, family engagement, and campus resources are aligned with student needs.

The campus recognizes that early identification and intervention are critical at the PK–1 level. ABC will continue to prioritize high-quality Tier 1 instruction, early intervention, progress monitoring, family partnerships, and appropriate services for students in special populations.

Enrollment: 444

71.4% Hispanic

75% economically disadvantaged

42.2% at-risk

17.8% special education.

Strengths

- ABC maintains a highly experienced early-childhood staff with a strong understanding of the developmental needs of young learners.
- A significant number of campus paraprofessionals are bilingual, providing additional support for students and families.
- The PK–1 campus configuration provides opportunities for early identification of academic, behavioral, language, and developmental needs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	ABC serves a diverse and changing population of early childhood students with varying academic, language, developmental, and socioeconomic needs, creating a continued need for differentiated supports and resources to ensure equitable access to high-quality learning experiences.	Students enter ABC with varying levels of school readiness, prior educational experiences, language development, and access to early learning opportunities.

★ = Priority

Student Learning

Summary

At ABC, we use NWEA MAP Growth in Kindergarten and first grade and CIRCLE Progress Monitoring in Pre-K to monitor how our students are doing in reading and math.

Our 2025–2026 NWEA data showed that Kindergarten students did well overall. By spring, 78% of Kindergarten students were at or above Approaches in math and 82% were at or above Approaches in reading. We still want to see more students move into the Meets and Masters levels. Kindergarten growth continues to be an area we need to work on, especially in math. By spring, 43% of Kindergarten students met their math growth goal and 49% met their reading growth goal.

In first grade, 69% of students were at or above Approaches in math and 64% were at or above Approaches in reading by the spring. First grade showed stronger growth, with 58% meeting their math growth goal and 51% meeting their reading growth goal.

Our Pre-K CIRCLE data also showed good growth throughout the year. In reading, students increased from 31% on track in the fall to 77% on track in the spring. Math started stronger, with 73% on track in the fall and 78% on track in the spring. This shows that our Pre-K students are making good progress and are leaving ABC better prepared for Kindergarten.

Our current 2026–2027 BOY CIRCLE data gives us a starting point for this year's Pre-K students. The data show that many students are still needing support in early literacy skills, especially letter naming and phonological awareness.

Overall, our students are making progress, but math growth continues to be an area we need to focus on, especially in Kindergarten. We will continue using PLCs, intervention groups, progress monitoring, and strong Tier 1 instruction to help more students meet their growth goals and move into Meets and Masters.

Strengths

Students are showing growth throughout the school year. Pre-K students are leaving ABC better prepared for Kindergarten, and Kindergarten students continue to show strong achievement in reading and math. First-grade students also showed positive growth, especially in math. Teachers regularly use student data to adjust instruction and provide targeted support.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	ABC serves a diverse and changing population of early childhood students with varying academic, language, developmental, and socioeconomic needs, creating a continued need for differentiated supports and resources to ensure equitable access to high-quality learning experiences.	Students enter ABC with varying levels of school readiness, prior educational experiences, language development, and access to early learning opportunities.
2	At Levelland ABC, not enough students are meeting their expected growth in mathematics.	There is a continued need to strengthen TEKS-aligned math instruction, appropriate rigor, and the use of student data to adjust instruction and interventions.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	ABC serves a diverse and changing population of early childhood students with varying academic, language, developmental, and socioeconomic needs, creating a continued need for differentiated supports and resources to ensure equitable access to high-quality learning experiences.	Students enter ABC with varying levels of school readiness, prior educational experiences, language development, and access to early learning opportunities.

★ = Priority

Goals

Goal 1

By May 2027, increase student academic growth in reading and math through data-driven instruction, targeted interventions, and progress monitoring, as measured by campus assessment and progress-monitoring data.

Performance Objective 1 ☑ HB3 Goal

At least annual growth in core areas for each student in K/1- growth of meets level from 29% at meets level to 50% by 2027. PK will show an increase of on track students from 77% to 85% by 2027.

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

Strategy 1

Ensure guaranteed, viable curriculum

Strategy's Expected Result/Impact: Administer TEKS-based assessments; Implement HQIM with fidelity

Staff Responsible for Monitoring: Curriculum Team & Principal

Funding Sources: 199 Local 199 Local,

Formative Reviews

November	February	June	July

Strategy 2

Ensure PLC and Teacher Effectiveness

Strategy's Expected Result/Impact: Implement internalization of lessons and follow T-TESS protocols

Staff Responsible for Monitoring: Principal and Assistant Principal

Funding Sources: Federal, , 199 Local,

Formative Reviews

November	February	June	July

Strategy 3

Implement data tracking system for progress monitoring

Strategy's Expected Result/Impact: Utilize tracking system at the student/teacher/classroom/campus level

Staff Responsible for Monitoring: Principal and teachers

Funding Sources: 199 Local,

Formative Reviews

November	February	June	July

Performance Objective 2

Increase the percentage of students demonstrating grade-level readiness in foundational reading and math skills to support future CCMR success. Students will also be exposed to college and careers available.

Evaluation Data Source: BOY/MOY/EOY assessment data and student growth/progress-monitoring data and opportunities for students to explore college and careers.

Strategy 1

Provide "When I Grow Up Day" for PK and First-grade students; teaching about different career choices utilizing parents. Kindergarten students will participate in South Plains College "College Day."

Strategy's Expected Result/Impact: Increase student awareness of career choices and college opportunities.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	February	June	July

Performance Objective 3

Each student is engaged and well-rounded, as evidenced by increased student participation in one or more campus activities or competitions, increased attendance, and decreased behavior as evidenced by campus-specific data.

Strategy 1

Encourage parent and family engagement by providing opportunities for parents including those with special populations identified children to participate in school-sponsored activities (i.e.

annual meeting, UIL activities, DI, etc.).

Strategy's Expected Result/Impact: Increased family engagement and stronger school-family partnerships, as measured by parent participation and attendance at school-sponsored activities.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	February	June	July

Strategy 2

Provide transition activities for students:
PPK to PK
PK to K; K to 1st;
1st to elementary;
from campus to campus; through visits to campuses/next grade level classrooms. Provide transition programs to parents within the district and incoming parents at SPCAA Building Blocks

Strategy's Expected Result/Impact: Students and families will experience a smoother transition between grade levels and campuses, as measured by participation and attendance at transition activities and parent programs. We will communicate these events through school newsletters and document with sign-in sheets and agendas from parent engagement activities

Staff Responsible for Monitoring: Principal

Funding Sources: 199 Local,

Formative Reviews

November	February	June	July

Strategy 3

Implement attendance incentives and recognition programs to encourage regular attendance and celebrate students demonstrating positive attendance habits.

Strategy's Expected Result/Impact: Increased student attendance and reduced chronic absenteeism, as measured by campus attendance data.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	February	June	July

Goal 2

By May 2027, provide ongoing support and professional growth opportunities for all staff through professional development, collaboration, feedback, and recognition, as measured by staff participation, feedback, and documented growth toward professional goals in T-TESS.

Performance Objective 1

Professional Development -Provide targeted professional learning based on staff and student needs.

Evaluation Data Source: PD attendance records, agendas, and staff feedback

Strategy 1

Provide targeted professional development based on campus data, instructional needs, and staff feedback.

Strategy's Expected Result/Impact: Increased staff knowledge and implementation of effective instructional practices.

Staff Responsible for Monitoring: Principals and Assistant Principals

Formative Reviews

November	February	June	July

Strategy 2

Facilitate regular PLCs and collaborative planning opportunities to analyze data, share effective practices, and support instruction.

Strategy's Expected Result/Impact: Increased staff collaboration and consistency in instructional practices.

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

November	February	June	July

Strategy 3

Conduct regular walkthroughs and observations and provide timely, actionable feedback aligned to individual T-TESS goals.

Strategy's Expected Result/Impact: Improved teacher performance and progress toward individual T-TESS goals.

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

November	February	June	July

Performance Objective 2

Collaboration & Support - Provide regular opportunities for staff collaboration, coaching, and instructional support.

Evaluation Data Source: PLC/team meeting documentation, walkthrough data, and coaching records

Strategy 1

Provide a strong male presence on campus

Strategy's Expected Result/Impact: Watch DOGS program

Formative Reviews

November	February	June	July

Strategy 2

Sustain District Guardian Program

Strategy's Expected Result/Impact: ensure select LABC staff are apart of the Guardian Program

Formative Reviews

November	February	June	July

Performance Objective 3

Provide an environment for staff satisfaction, engagement, and retention through staff incentive opportunities as measured by the 2026-2027 staff retention percentage.

Evaluation Data Source: Data collected from Assistant Superintendent regarding retention of staff.

Strategy 1

Faculty and Staff Satisfaction Survey

Strategy's Expected Result/Impact: Monitor and adjust campus practices based on feedback

Staff Responsible for Monitoring: District Level administration

Formative Reviews

November	February	June	July

Strategy 2

Campus mentors

Strategy's Expected Result/Impact: Provide support for teachers/ meet monthly

Staff Responsible for Monitoring: Principal

Formative Reviews

November	February	June	July

Strategy 3

Continue implementation of the Teacher Incentive Allotment program

Strategy's Expected Result/Impact: Reward teachers for growing students

Staff Responsible for Monitoring: Principal
Director of Instructional Services

Formative Reviews

November	February	June	July

Goal 3

The focus is on strengthening family engagement, communication, transition activities, and community/business partnerships at ABC.

Performance Objective 1

Enhance family satisfaction and engagement as measured through increased website usage and social media, messaging. parent survey results and action plan.

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

Strategy 1

Enhance website and social media posting

Strategy's Expected Result/Impact: Posting weekly to the social media pages

Formative Reviews

November	February	June	July

Strategy 2

Develop and implement parent and family satisfaction survey

Strategy's Expected Result/Impact: Distribute annually in the spring to be reflective

Staff Responsible for Monitoring: District Instructional Services

Formative Reviews

November	February	June	July

Performance Objective 2

During the 2026-2027 school year, continue to foster school business partnerships through administration participation in civic organizations, and increased LIFE Foundation contributions due to increased dual credit and teacher grants.

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

Strategy 1

Partner with a local bank to support attendance for students.

Strategy's Expected Result/Impact: Increase working partnership with the community

Staff Responsible for Monitoring: Principal

Formative Reviews

November	February	June	July

Strategy 2

Strengthen processes and protocols with LIFE Foundation

Formative Reviews

November	February	June	July

Goal 4 Financial Effectiveness and Efficiency

Performance Objective 1

Establish a transparent and systematic financial process through the District Improvement Plan, Campus Improvement Plans, and learning loss by striving to adopt an annual budget by August 30.

Evaluation Data Source: DIP
CIPs
AIP records

Strategy 1

Develop campus budget to support goals and strategies aligned with CIP

Staff Responsible for Monitoring: Principal

Formative Reviews

November	February	June	July

Performance Objective 2

Develop and implement systematic facility management process(es) with a facility master and maintenance plan to increase efficiency in facility operations, maintenance and planning.

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

Strategy 1

Communicate facility needs with facility master

Strategy's Expected Result/Impact: Transparancy

Staff Responsible for Monitoring: Principal

Formative Reviews

November	February	June	July

Funding Summary

Funding Summary

199 Local

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	199 Local	--	$0.00
1	1	2		--	$0.00
1	1	3		--	$0.00
1	3	2		--	$0.00
				Sub-Total	$0.00

Federal

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