

Levelland Independent School District



South Elementary 2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.056](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.055](#) and [§39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

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Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Other

Please specify the other program:

Prep Mentorship and Prep Residency

Which, if any, program is your school system interested in to support this strategy?

Texas Instructional Leadership

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 17, Great Minds PBC, District Staff

How many district staff members will be responsible for capacity building with this campus?

8

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Joanna Runkles, Elementary Curriculum Director, 80%

Shana Fleming, Principal, 90%

Gracie Ruiz, Assistant Principal, 90%

Alexis Gavina, Mentor Teacher, 20%

Loni Sanders, Mentor Teacher, 20%

Shari Straley, Mentor Teacher, 20%

Lacey Guzman, Mentor Teacher, 20%

Holly McGinnis, Mentor Teacher, 20%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Shana Fleming was the Principal and Gracie Ruiz was the Assistant Principal last year. The campus improved from a 67 (D) to a 78 (C) due to focused school improvement efforts. Mrs. Runkles is the role of elementary curriculum and instruction director who has experience in leading a campus out of school improvement and she serves as a leader for these administrators. These administrators provide consistency and knowledge to continue to improve the campus' student outcomes.

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Title I, and III funds and local funds will be used to support the following:

Stipends

Instructional Materials

Our Professional Development or training cost

Any additional positions

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

None of our strategies are dependent on grant funding. If we are unable to receive grant funding, we use our local funding to support the strategy.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district restructured the campuses by moving the 5th grade from the middle school to the elementary campuses in order to best serve the students. The district has redesigned district level support in order to better serve the campuses, which includes Mrs. Runkles as elementary curriculum and instruction director. This allows a specific focus to support the needs of the elementary campuses. South Elementary campus staff were also reassigned in order to put the most effective teacher in the highest need areas, such as moving Shari Straley to fifth grade math and Chloe Murillo to 3rd grade reading due to their student success scores.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

165

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Results are used to monitor students proficiency on resently taught TEKS to determine if strategies such at reteaching or intervention are needed.
STAAR Released Test		District	BOY/MOY/EOY	To assess growth from beginning of year to end of year to determine growth of each individual student. Test results at the bingging of the year and the middle of the year are used to place students into intervention groups and to identify SE(s) that need to be focused on.
Other	NWEA (MAP)	District	BOY/MOY/EOY	To monitor student Growth progress to determine all students are continuing to make progress in Math and Reading. Results from the BOY test are used to place students in intervention groups. These results are also used in supplemental programs to establish the path the students will be placed on.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

District and Campus Administrators work with teachers on shared digital data trackers to monitor both individual student progress and teacher progress and determine next steps. Teachers and students work on individual student goal tracking sheets to monitor student Growth toward individual growth and goals.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Students are intentional grouped based upon their needs from Gifted and Talented to Special Education during Intervention. Intervention for Math and Reading are built into the Master schedule. Students are given thirty minutes for each subject, and are strategically assigned with skilled teachers daily.

Students who are below grade level are assigned extra support. This can range from Teaching Assistants going into the classroom, to students being pulled for forty-five minutes of small group instruction with our Special Education teachers.

ESL students are assigned to teachers with an ESL certification so they can best be served. They are also assisted with Teaching Assistants who speak Spanish going into the classroom during instructional time.

Gifted and Talented students are served by teachers who are trained in this area. They are pulled from the General Education classroom weekly for 45 minutes for specially designed instruction.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are scheduled by grade level content areas.

How frequently will PLCs occur?

PLCs occur weekly for 45 minutes

Who will facilitate PLCs?

District Elementary Curriculum Director and Campus Administrators who have received Bluebonnet training and are knowledgeable in the Bluebonnet curriculum facilitate PLCs.

Who is required to attend PLCs?

All grade level content, Special Education and ESL teachers.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

PLC protocol includes Norms, and Objectives.

Weekly agendas include:

- pacing calendar
- module/unit internalization
- lesson internalization
- data anylises
- student work analysis
- next action steps

Upload PLC agenda (optional):

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Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Performance Management	Region 17 ESC SI Team/SI Case Manager	District and Campus Instructional Leaders
Principal	Prep Mentorship for leaders and mentors	Region 17 ESC	District and Campus Instructional Leaders

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Training and support will align with teacher tiers. Inexperienced and ineffective teachers will be assigned a trained mentor, meet monthly with the mentor and assigned action steps through the Prep Mentorship program. First Year Teacher Academy is also provided six times throughout the year and aligned to the Lead4ward program.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

A common observation tool will be used for classroom observations that align with T-TESS and the Prep Mentorship training that focuses on capacity building. Observation/feedback cycles will be differentiated based on teacher tiers to provide Tier 1 feedback biweekly and Tier 2 & 3 teachers weekly in order to provide them more support.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

ELPS, GT vs High Achievers training, Special Education update, Prep Mentorship for diffentiation in the classroom

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Develop a clear assessment calendar that includes data analysis of student achievement and student growth at monthly performance management meetings

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Director of Elementary Curriculum & Instruction

Evidence of Completion – What artifact, data, or observable action will verify completion?

Assessment calendar; data in Eduphoria; monthly update of teacher/student goal tracker

Support Needed – What training, coaching, resources, or tools are required?

Access to data, Eduphoria reports, monthly data meetings with teachers, campus Administration and Director of Elementary Curriculum & Instruction

Milestone 2

Description – What specific action or deliverable will be completed?

Implement observation and feedback cycles that occur at the cadence and level of support aligned to tiering document (weekly for Tier 2 & 3 teachers, biweekly for Tier 1 teachers) and identify trends for instructional improvement

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Director of Elementary Curriculum & Instruction

Evidence of Completion – What artifact, data, or observable action will verify completion?

Observation forms and feedback logs

Support Needed – What training, coaching, resources, or tools are required?

Observation and feedback platform

Milestone 3

Description – What specific action or deliverable will be completed?

Establish teacher support tiers using assessment data and walkthrough data to determine differentiated coaching and observation schedules.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completed tiering document, teacher support plans, and observation/feedback coaching schedule based on teacher tiers

Support Needed – What training, coaching, resources, or tools are required?

Access to data tools and support with analysis.

Milestone 4

Description – What specific action or deliverable will be completed?

Implement PLC structures that focus on unit internalization and data analysis during weekly 45-minute PLC.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Director of Elementary Curriculum & Instruction

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas, lesson internalization documents

Support Needed – What training, coaching, resources, or tools are required?

PLC facilitation protocols, coaching support for PLC leaders, district curriculum resources

Milestone 5

Description – What specific action or deliverable will be completed?

Train new staff on HQIM.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

ESC 17

Evidence of Completion – What artifact, data, or observable action will verify completion?

Training slide decks, sign-in sheets

Support Needed – What training, coaching, resources, or tools are required?

Professional development

Milestone 6

Description – What specific action or deliverable will be completed?

Implement feedback cycles for students to improve writing across the campus by using a writing program.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Curipod Trainer, Director of Elementary Curriculum & Instruction, Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Training slide decks, sign-in sheets

Support Needed – What training, coaching, resources, or tools are required?

Professional development

Milestone 7

Description – What specific action or deliverable will be completed?

Review student BOY and MOY data for trends and adjust interventions for students and teacher supports based on the data.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Director of Elementary Curriculum & Instruction

Evidence of Completion – What artifact, data, or observable action will verify completion?

Data analysis report: updated tiering document with adjusted support plans.

Support Needed – What training, coaching, resources, or tools are required?

Access to data tools and support

Milestone 8

Description – What specific action or deliverable will be completed?

Review teacher effectiveness data and determine staffing needs.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

List of returning and nonrenewed teachers

Support Needed – What training, coaching, resources, or tools are required?

Access to data tools and support with analysis

Milestone 9

Description – What specific action or deliverable will be completed?

Review all EOY data (ex. attendance, discipline, achievement, special populations) for trends to establish improvement priorities.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Principal, Director of Elementary Curriculum & Instruction

Evidence of Completion – What artifact, data, or observable action will verify completion?

Yearly review document

Support Needed – What training, coaching, resources, or tools are required?

Data analysis protocols

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

The principal and district leader will calendar monthly meetings for the year. The principal and district leader will check progress toward implementation of the plan monthly by meeting to review completion and progress toward each milestone. They will track progress in a spreadsheet to document evidence of implementation of the plan. The principal and district leader will meet four times throughout the year to update the superintendent on progress for each milestone.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The principal, Mrs. Fleming, and her district leader, Mrs. Runkles, will meet monthly to review the progress of each milestone. They will meet with the superintendent, Dr. Heseman, four times throughout the year to update him on progress of each milestone.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Data will be collected by analyzing the evidence items listed for each milestone.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress will be shared with district leadership and CLT through meetings and the spreadsheet that will document the progress and completion of the milestones.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	74
Meets Grade Level	49
Masters Grade Level	17

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	61
Meets Grade Level	49
Masters Grade Level	21

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	68
Meets Grade Level	49
Masters Grade Level	19

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

28.125

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

1.875

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

65.625

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

1.875

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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