

Levelland Independent School District



Levelland Middle School 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:

October 21, 2026

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.

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, District Staff, Carnegie Learning

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

7

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.

Dr. Matthew Birdwell, Director of Secondary Education. 80% is dedicated to supporting implementation of the school improvement strategy. Jason Atcheson, Campus Principal. 100% is dedicated to supporting implementation of the school improvement strategy. Amanda Leach, Campus Assistant Principal. 100% is dedicated to supporting implementation of the school improvement strategy. Brad Brunson, Campus Assistant Principal. 100% is dedicated to supporting implementation of the school improvement strategy. Dr. Don Heseman, District Superintendent. 50% is dedicated to supporting implementation of the school improvement strategy. Teresa Montemayor, Chief Financial Officer. 20% is dedicated to supporting implementation of the school improvement strategy. Rodney Caddell, District Assistant Superintendent. 20% is dedicated to supporting implementation of the school improvement strategy.

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).

Dr. Birdwell was the previous middle school principal who was assigned to the campus in October 2025 for school improvement efforts. The campus improved from a 57F to a 69D (due to accountability provision). Dr. Birdwell's experience on the campus creates consistency with school improvement efforts and successful implementation of the TIP. In addition, he is serving as a mentor to Mr. Atcheson.

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.

The funding sources will be Title I, II, IV and local funds. The district is utilizing any fiscal means necessary to improve the campus. For example, the district is using local funds to hire a student tutor for the campus as well as provide students with Saturday morning remediation opportunities. In addition, funding will include teacher stipends, instructional material costs, professional development and training costs, and the addition of new positions. These costs will be sourced from local funds.

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 contingent on grant funding. The district is utilizing funding from local sources to implement the plan.

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

Dr. Birdwell was the previous middle school principal who was assigned to the campus in October 2025 for school improvement efforts. The campus improved from a 57F to a 69D (due to accountability provision). The district redesigned district-level support which includes placing Dr. Birdwell in the position of Director of Secondary Education. This shows a specific focus on supporting the needs of secondary campuses, specifically Levelland MS. The campus also restructured strategic departments and teaching positions to specifically target high-needs areas. The most effective teachers are in the highest needs areas. For example, Alison Dawn was moved from 7th grade Reading to 6th grade Reading and Haley George was moved from 7th grade Science to 8th grade Science to strategically address respective student performance gaps. The district also restructured the elementary and middle school campuses by moving the 5th grade class to the elementary campuses. This strategic move will better meet the learning and social-emotional needs of the students.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

265

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

265

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

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	Campus or District	Frequency	Purpose (how will these results be used)
STAAR Released Test	District	Semester	Our campus will use data from administering a STAAR released test within our established Professional Learning Community (PLC) process to guide the Targeted Improvement Plan. Teacher teams will analyze results by TEKS, reporting category, and student group to identify strengths, learning gaps, and common misconceptions. These findings will inform instructional adjustments, targeted reteaching, and intervention groups, with specific responsibilities and timelines established during PLC meetings during our campus WIN period. Subsequent formative and common assessments will measure progress on identified needs and guide adjustments to support. Campus leaders will review assessment trends and PLC documentation to monitor implementation and evaluate progress toward the plan’s student achievement goals.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	Campus	Monthly	Our campus will use its established Professional Learning Community (PLC) process to analyze common assessment data and guide implementation of the Targeted Improvement Plan. PLC leaders include Ashley Guzman for Writing/Reading, Andrew Barnet for Math, Justin Houser for History, Don Worth for Science, and Kathy Shephard for SPED and sub-populations. Following each common assessment, teacher teams will examine student performance by TEKS and student group to identify learning gaps, misconceptions, and effective instructional practices. Teams will use these findings to plan targeted reteaching, intervention, and enrichment, with clearly defined responsibilities and timelines. Follow-up assessments will measure student progress and inform instructional adjustments. Campus leaders will review PLC documentation and assessment trends to monitor implementation and evaluate progress toward the plan's student achievement goals.
Benchmark	Campus	BOY/MOY/EOY	Our campus will use beginning-of-year, middle-of-year, and end-of-year assessment data within our established Professional Learning Community (PLC) process to guide the Targeted Improvement Plan. Beginning-of-year results will establish baseline performance, identify learning gaps, and inform instructional priorities and intervention groups. Middle-of-year results will measure growth, evaluate the effectiveness of instructional strategies and interventions, and guide adjustments to student support. End-of-year results will evaluate overall progress toward improvement goals and inform planning for the following school year. During PLC meetings, teacher teams will analyze results by TEKS and student group, establish action steps with clear responsibilities and timelines, and monitor progress through ongoing formative and common assessments. Campus leaders will review assessment trends and PLC documentation to monitor implementation and determine the impact on student achievement.

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

Our campus will monitor student growth through a coordinated system that connects campus PLCs, administrative PLCs, and teacher leadership team meetings. Teachers will track individual student performance in a shared campus data tracker using beginning-of-year, middle-of-year, and end-of-year assessments, common assessments, and ongoing formative assessments. The Eduphoria data tracker will document baseline performance, progress toward learning goals, TEKS mastery, and response to interventions. During campus PLC meetings, teacher teams will review and update data following each assessment cycle, identify students needing additional support or enrichment, and establish instructional action steps with clear responsibilities and timelines. Students identified for targeted support will be scheduled for respective intervention opportunities during the campus WIN period. These same students will also have opportunities to attend intervention support opportunities each Saturday remediation tutoring session. Administrative PLCs will examine growth trends across classrooms, grade levels, content areas, and student groups to monitor progress toward Targeted Improvement Plan goals and coordinate resources and support. The teacher leadership team will review campus trends, share effective practices, and recommend adjustments to instruction and intervention. Follow-up assessment results and documented action steps will be reviewed at subsequent meetings to determine whether adjustments are improving student outcomes.

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

Our campus will use the daily intervention period built into the master schedule to provide targeted instruction for students performing below grade level and students in special populations. Teachers will use assessment data, classroom performance, and individual student plans to identify specific learning needs and assign students to flexible intervention groups. Instruction will focus on prerequisite skills and priority TEKS through explicit teaching, guided practice, and appropriate scaffolds. Support will align with applicable IEPs, Section 504 plans, and language development needs through collaboration among classroom teachers and specialized staff. Within the campus PLC process, teachers will regularly review progress-monitoring data and adjust intervention groups, strategies, and intensity based on student response. Campus leaders will monitor implementation and student growth to evaluate effectiveness and coordinate additional support as needed.

Will the campus implement a PLC structure?

Yes

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

Our campus PLCs will be organized by grade level and content area to support collaboration among teachers who share learning standards and student needs. Teams will meet weekly for 45 minutes to align instruction and assessments to the TEKS, analyze student performance and growth data, share effective instructional practices, and plan targeted intervention and enrichment. Each PLC will use a structured agenda and document instructional decisions, action steps, responsibilities, and timelines. PLC findings will inform administrative PLC discussions and teacher leadership team meetings to coordinate campus support and monitor progress toward Targeted Improvement Plan goals. This PLC process is a continuation from the previous year with the same teacher leaders that collaboratively improved the campus 12 total accountability points.

How frequently will PLCs occur?

Our campus will schedule grade-level and content-area PLC meetings weekly for 45 minutes to review student data, align instruction, and plan intervention and enrichment. Teams will use each meeting to monitor progress on previously established action steps and make timely instructional adjustments. Additional PLC meetings will be scheduled as needed following major assessments or to address emerging student needs.

Who will facilitate PLCs?

Department and campus leadership will facilitate PLC meetings, guiding teams through structured agendas focused on lesson internalization, lesson rehearsal, module/unit internalization, and student work analysis. Facilitators will encourage participation, keep discussions focused on student learning, and ensure that action steps, responsibilities, and timelines are documented. They will review progress at subsequent meetings and communicate identified needs to administrative PLCs and the teacher leadership team to coordinate support. Department leadership includes Justin Houser (History), Don Worth (Science), Ashley Guzman (Reading), Andrew Barnett (Math), and Kathy Shepherd (Campus Special Populations Coordinator). Campus leadership includes Mr. Atcheson, Mrs. Leach, and Mr. Brunson. District leadership includes Dr. Birdwell.

Who is required to attend PLCs?

All teachers assigned to the content area addressed by each PLC will be required to attend and actively participate. Teachers will bring relevant student data, instructional materials, and assessment results to support collaborative planning and decision-making. Participants will contribute to discussions, implement agreed-upon action steps, and report on student progress during subsequent meetings. Additional participants include the SPED campus coordinator with strategic intention to include the EB teacher.

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

Our campus will follow a structured PLC protocol during weekly grade-level and content-area meetings facilitated by department and campus leadership. Required content-area teachers will begin by reviewing previous action steps and evidence of student progress. Teams will then clarify the TEKS and intended learning outcomes, analyze assessment data and student work, identify learning gaps, and share effective instructional practices. Using these findings, teams will plan instructional adjustments, targeted intervention, and enrichment, including support provided during the daily intervention period. Each meeting will conclude with documented action steps, assigned responsibilities, timelines, and measures for evaluating student progress. Meeting records and identified support needs will inform administrative PLCs and teacher leadership team meetings to monitor implementation and progress toward Targeted Improvement Plan goals.

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 Manager	Vertical Alignment Training	Mr. Atcheson & Dr. Birdwell	Middle School Teachers/PLC Leaders
Principal Manager	PLC Training Updates; Accountability Training for PLC Leaders	Mr. Atcheson & Dr. Birdwell	Middle School Teachers/PLC Leaders
Principal	Performance Management	Region 17 ESC SI Team/SI Case Manager	District and Campus Instructional Leaders
Principal	Prep-mentorship	Region 17 ESC SI Team/SI Case Manager	District and Campus Instructional Leaders

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

Our campus will differentiate professional learning based on experience, role, and demonstrated needs. Teachers and leaders with fewer than two years in their roles will receive foundational training, modeling, and frequent feedback, with eligible teachers supported through the district mentor program and District First Year Teacher Academy. The campus tiers teachers based on experience and effectiveness (Tier 1: new/needs improvement; Tier 2: < 5 years of experience with evidence of effectiveness; Tier 3 - proven track record over 3+ years/TIA endorsed). Professional development will be differentiated based on the tier, with the possibility of teachers transitioning to a different tier with documented evidence. Tier 1 teachers will be observed three times per week, and Tier 2 teachers will receive weekly observations. Tier 3 teachers will be observed biweekly. Teachers and leaders demonstrating ineffective practices will receive individualized support based on observation feedback, student outcomes, and performance data. Support will include targeted coaching, opportunities to observe effective practices, and action plans with clear goals and timelines. Campus leadership will monitor progress through follow-up observations, PLC participation, implementation evidence, and student growth data, adjusting the frequency and intensity of support as needed.

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?

The student tutor/teacher coach, Jana Avery, will spend at least 50% of her time working with Tier 1 teachers in their respective classrooms. Topics for teacher professional professional development in year 1 will include but not limited to the use of internalization protocols, effective PLCs, and classroom management for strong student engagement. Teacher professional development for year 2 will mirror the plan for leaders by building on the topics addressed in year 1 and adding additional guidance for supporting students in special populations. A common observation tool will be used for classroom observations that align with T-TESS & Prep-mentorship training that focuses on capacity building.

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?

Teachers and administrators will receive ongoing professional learning and coaching to strengthen their capacity to support students in special populations. Training will address differentiated instruction, specially designed instruction, accommodations and modifications, accessible learning materials, and progress monitoring aligned with individual student needs and plans. Teachers will receive support in implementing the campus’s Unique Learning Systems and Success Education programs, including selecting appropriate lessons, adapting instruction, and using student performance data to guide instructional decisions. Administrators will receive support in monitoring implementation, providing actionable feedback, and coordinating resources and services. Through PLCs and collaboration with specialized staff, teachers and leaders will review student progress, share effective practices, and adjust support to improve student access, engagement, and achievement. The district has contracted with ESC17 to provide prep-mentorship training for campus administrators to emphasize instructional moves to address the needs of our special populations. Representatives from ESC17 will meet with teachers and administrators on an as needed basis.

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?

Complete all beginning of year professional development. This include PLC, mentor, and instructional coaching training. We will review BOY student data for trends and correlations. Tier teachers for targeted and differentiated support.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Jason Atcheson/Matthew Birdwell

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

Documented evidence such as sign-in sheets, meeting agendas, and notes of observed trainings. Tiered teachers document.

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

Presentation training by district leadership.

Milestone 2

Description – What specific action or deliverable will be completed?

Establish observation feedback cycles to collect teacher data to gauge effective instruction and identify action steps for improvement. The cycles occur at the cadence aligned to the tiering document.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Jason Atcheson/Matthew Birdwell

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

Observation feedback data and documentation. Any improvement plans that are created.

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

TTESS training for both teachers and administration.

Milestone 3

Description – What specific action or deliverable will be completed?

Develop an assessment calendar that includes monthly performance management meetings to analyze student achievement and growth.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Jason Atcheson/Matthew Birdwell

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

Assessment calendar.

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

Data collection from Eduphoria.

Milestone 4

Description – What specific action or deliverable will be completed?

Implement PLC structures that focus on unit internalization during weekly 45-minute PLC meeting.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Jason Atcheson/Matthew Birdwell

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?

Review student MOY data for trends and make adjustments to teacher tiers and differentiated 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?

Jason Atcheson/Matthew Birdwell/PLC Leaders

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

NWEA Performance Data; Common Assessment Performance Data; Updated teacher tiering document with adjusted support plans.

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

Provide teachers with data disaggregation support as needed.

Milestone 6

Description – What specific action or deliverable will be completed?

Adjust student interventions and enrichment once curriculum has been taught to provide reteach and reinforcement opportunities to students, especially focusing on those in special populations.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Jason Atcheson/Matthew Birdwell/PLC Leaders

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

NWEA Performance Data; Common Assessment Performance Data; WIN Intervention Period Plans

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

Provide teachers with data disaggregation support as needed.

Milestone 7

Description – What specific action or deliverable will be completed?

Review staffing model and determine hiring needs for SY '27-'28.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Jason Atcheson/District-level administration.

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

Campus Staffing Plan/Document.

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

District level support to determine specific needs.

Milestone 8

Description – What specific action or deliverable will be completed?

Complete hiring/staffing process for '27-'28 school year as informed by '26-'27 results.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Jason Atcheson/District-level administration.

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

Campus Staffing Plan/Document.

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

District level support to determine specific needs.

Milestone 9

Description – What specific action or deliverable will be completed?

Review all EOY data including NWEA data, Common Assessment data, and STAAR performance data to identify trends to create data-informed plans for SY '27-'28.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Jason Atcheson/Matthew Birdwell/PLC Leaders

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

NWEA Performance Data; Bluebonnet Performance Data; STAAR Performance Data

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

Provide teachers and administrators with data disaggregation support as needed.

Milestone 10

Description – What specific action or deliverable will be completed?

Finalize '27-'28 BOY professional development plans and data review processes. Review staffing structures to begin tiering process.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Jason Atcheson/Matthew Birdwell

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

August professional development agenda; Campus staffing structure; '26-'27 Teacher Evaluation Documentation.

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

District level support to determine specific needs.

Performance Management

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

District and campus leaders will monitor implementation of the Targeted Improvement Plan through monthly leadership meetings where they will check progress toward each milestone. They will track progress in a spreadsheet to document evidence of implementation of the plan. The district and campus leaders will meet four times throughout the year to update the superintendent on the progress of each milestone.

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

Jason Atcheson, Campus Principal, and Dr. Matthew Birdwell, Director of Secondary Education, will be responsible for reviewing progress toward the Targeted Improvement Plan milestones. They will examine student achievement and growth data, implementation evidence, and updates from department and PLC leadership monthly to determine whether actions are meeting established timelines and intended outcomes. 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?

Progress milestone data will be collected through a shared campus tracking system (Eduphoria) that documents baseline performance, milestone targets, current results, and supporting evidence. Data sources will include beginning-of-year, middle-of-year, and end-of-year assessments, common assessments, STAAR released test results, intervention progress monitoring, classroom observations, PLC records, and professional learning documentation. Jason Atcheson, Campus Principal, and Dr. Matthew Birdwell, Director of Secondary Education, will review the compiled data during district-campus leadership meetings monthly to evaluate milestone progress and determine necessary adjustments.

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

Progress milestone data will be shared with district leadership through a shared campus tracking system and district-campus leadership meetings monthly. Jason Atcheson, Campus Principal, and Dr. Matthew Birdwell, Director of Secondary Education, will review updates that summarize progress toward targets, supporting evidence, identified barriers, and next steps. Campus leadership will communicate relevant findings to department and PLC leaders during weekly meetings and to the teacher leadership team to guide instructional decisions and coordinate support. Other relevant stakeholders will receive periodic summaries through appropriate campus and district communication channels. Reports will highlight campus and student-group trends while protecting confidential student and personnel information.

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	76
Meets Grade Level	51
Masters Grade Level	26

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

Performance Level	EOY Goal (%)
Approaches Grade Level	76
Meets Grade Level	51
Masters Grade Level	26

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

Performance Level	EOY Goal (%)
Approaches Grade Level	76
Meets Grade Level	51
Masters Grade Level	26

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

45

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

75

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?

60

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

50

Additional Info

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

This strategy is building upon the growth from our previous year. Our accountability score improved 12 total accountability points from a 57F in 2024-2025 to a 69D in 2025-2026 (due to the accountability provision). Without the provision, the middle school campus would have been rated a 71C. We believe that the continuation of this strategic collaborative process will help improve the campus to a 'C' grade or better. According to the A-F estimator, our student outcome goals of approaches, meets, and masters would calculate to an 82B. When calculated with Domain 2 Part B (Eco Dis 70.7%), our student outcome goals of approaches, meets, and masters would calculate to a 90A.

Upload additional documents (optional):

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