



## **Levelland ISD Academic (& STAAR) Strategies 2025-2026**

### **Levelland ABC**

1. **Targeted Small Group Instruction-** Group students weekly and focus small groups on specific TEKS-aligned objectives and skills students are struggling with in Math and Reading.
2. **Data Driven Intervention with Progress Monitoring-** Identify students in Tier 2 and Tier 3 intervention and assign specific interventions. Monitor weekly and change based on data collection. Collaborative team effort to allow for more students to be served at the same time
3. **Master Schedule Adjustment**—Creating a time in the master schedule to allow all specials teachers to assist with intervention for first grade. With more groups, more students will be served face-to-face without a screen!

### **Capitol Elementary**

1. **Tier 1 Instruction** - Collaborate and plan to ensure writing instruction that is targeted to STAAR expectations and the needs of Capitol students.
2. **Staff Expertise** - Collaborate with Instructional Coordinators and Capitol grade/content experts to support and coach the implementation of instructional best practices for meeting the needs of students across varying academic levels.
3. **Intervention** - Collaborate with teachers to develop a plan that effectively addresses student needs during scheduled intervention time, utilizing only a reading/dyslexia interventionist.

### **South Elementary**

1. **PLC's** - PLC meetings will be structured with agendas and expectations. There will be items that will be brought and prepared beforehand. This will

be a time to work with Instructional Coordinators to plan for the upcoming lessons and any problems that may occur.

- If all teachers have the same expectations for planning and implementation of curriculum, students' results should be higher. This will help with experienced and new teachers because they will all be doing the same thing and can help each other. This will help students because all material will be well planned and will be presented in the same fashion.

**2. Data** - Data will be collected and analyzed. Data will be tracked and kept for each student to help grow them individually. Data will be analyzed during PLC meetings with teachers. Teachers will then meet with students and discuss data individually so that goals can be made for each student.

- By knowing each student's individual data, teachers will be well aware of what each student needs are and in which areas each student needs the most help. As the data is analyzed for each assessment, teachers will stay familiar with the student's growth. Also, by teachers meeting with each student to analyze their data with them, the students will become more aware of what they need to do to grow and where they need to work to improve.

**3. Intervention** - We will have a forty-five minute scheduled intervention time in each classroom. Each teacher will be expected to follow the same schedule and participate in all of the same activities with their students. We plan to use an intervention program that is for Math and Reading. It has pre-test that place students where they need to work. It also uses data within the program on student growth that teachers can use. The program also has a supplemental component that is aligned with the Bluebonnet curriculums so that teachers can help students who are on level continue to grow. This program comes with PD that all staff will attend and will be expected to use.

- With focused Intervention time, teachers are able to work in small groups with their students. They are able to build better relationships with the students. They are more aware of students strengths and

struggles, even before assessments and students are given more individualized assistance. By using the program, it is not left up to chance that the teacher is finding what the students need to help them grow.

4. **PBIS** - The PBIS Committee started working in the summer together and with the staff of Region 17 to construct a plan for the upcoming school year. We started with a new program to award students and track behavior. This program will be explained to parents and students at the beginning of the school year. Parents will be able to track student behaviors through the program. The expectations will be the same for students in all classrooms, halls, playground and specials. Teachers, staff and students will be expected to follow the rules and work for the rewards.
  - As behaviors improve, classroom instruction will be interrupted less. This will help all students be able to receive more time on task and more time focused on subjects.
5. **Attendance** - Attendance will be discussed during each of our Back to School meetings with parents. Parents will be informed that missing even part of a day affects students' learning. Parents will also be informed that we will be tracking tardies and students leaving early because students have to be at school for a percentage of the day for that day to count. I will also have the conversations that we will be filing on students who have missed more than 10 days. We will also be bringing a SRO with us to make home visits when students miss excessive amounts of days. Parents will be called every time a student is absent.

We also want to have a way to make students want to be at school. We will be starting Fun/Fix it Fridays. Every Friday, we will run an early out schedule. Students will attend all classes, but on a shorter schedule. After lunch, all students and staff will have a thirty minute tutorial period. This time will be used for any area that the classroom teacher may need extra time for during the week. After the tutorial period, we will have Fun/Fix It Friday. If students have met all of the requirements, such as turning in all work, no office referral, no absences, no tardies, no leaving early and met

their PBIS expectation, they will go to planned activities for the afternoon. These activities will change on a schedule and will be published to parents and students. Examples of these activities could be board games with friends, special art projects, STEAM projects and such. If students have not met the requirements to attend, they will be placed in a classroom for Fix It Friday. During this time they will work to complete any assignment not turned in, write a reflection paper on behavior, work on AR or other activities. Attendance for Fun/Fix It Friday will be taken Friday through Thursday so that students will know that they will get to attend. This will also make them not want to miss Friday if they are not getting to do the Fun Friday so that they are eligible for the next week's Fun Friday.

We will also be having periodic "contests" between classes and grades on getting perfect attendance. We will announce classes with perfect attendance and have other fun games to help students want to be at school.

- Students who are not in seats, cannot learn. By finding ways to make students want to be at school, we hope to improve attendance. We also hope that by explaining the importance of attendance to parents, they will be more aware of their child being at school every day.

## **Levelland HS**

- 1. Remediation Schedule** - make remediation and tutorials available to students more during the week. Our teachers found that early in the Spring semester (before STAAR testing), remediation evolved to tutorials because students were missing so much work. The site-based committee believes that providing more opportunities for remediation each week will help to improve STAAR performance.
- 2. Attendance Strategies** - the campus site-based committee discussed developing both an attendance improvement plan and an attendance multi-tiered support system. These processes in conjunction with incentives (i.e. extended lunch each grading period) will specifically target chronically absent students.

3. **High Quality Instructional Strategies** - the campus will increase the number of mentors on campus and seek to train them with mentorship/coaching methods. The campus will seek to train these mentor teachers in the Texas Instructional Leadership model to strategically develop growth plans and processes for new and uncertified teachers.

#### **Levelland MS**

1. **Master Schedule-** Streamlined to increase performance: Common conferences by subject for all STAAR tested areas (PLCs will occur during these conferences), WIN time will increase daily by fifteen minutes in order to maximize remediation time for struggling students.
2. **PLCs-** Develop stronger, more results driven PLCs with a greater focus on data analysis to guide instruction and remediation.
3. **Writing Component-** All content teachers and applicable elective teachers will continue to implement a writing component that contains the answer, evidence for the answer, and justification, at least twice a week.
4. **LIP-** Continue with the Local Improvement Plan strategies that were created last school year in order to help improve STAAR math scores. The plan will be amended, based on the new STAAR data, to address current issues. We will also continue to have monthly progress update meetings in order to hold ourselves accountable to the individual components of the plan.

#### **Curriculum Team**

1. **Facilitate effective PLCs** through agenda-driven planning, internalization, data use aligned to STAAR standards, and partnership with campus administrators.
2. **Promote curriculum fidelity** by modeling internalization and aligned planning within consistent, purposeful collaboration.
3. **Embed data-driven instruction** into PLCs to guide instructional adjustments, reteach, and intervention based on STAAR-aligned assessments.