

Levelland Independent School District



Accountability Rating: B

2026-2027 District Improvement Plan

Public Presentation Date:
August 26, 2026

Mission Statement

Helping every Lobo discover their path and create their future

Vision

Find YOUR Place

Discover YOUR Purpose

Create YOUR Future

Value Statement

THE LOBO WAY IS THE STANDARD

Levelland ISD's 5 Pillars

Academic Excellence -We challenge every learner to grow, achieve, and reach their highest potential.

Personal Integrity -We do what is right, honor our commitments, and take responsibility for our choices.

Critical Thinking -We ask questions, analyze information, solve problems, and make thoughtful decisions.

Purposeful Direction -We help every Lobo identify their strengths, explore opportunities, and create a pathway for success.

Community & Belonging -We build meaningful relationships, support one another, and take pride in being part of the Lobo family.

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Comprehensive Needs Assessment

Student Learning

Summary

Implement research-based reading intervention (K-3) focusing on phonics and fluency	Aug 2026	50% of K-1 students at "meets" by June 2027
Establish consistent math intervention protocols across elementary campuses	Aug 2026	60% of 2-3 grade at "meets" by June 2027
Provide intensive professional support for differentiation and data analysis	Ongoing monthly	80% of teachers implement Bluebonnet curriculum with fidelity
Create vertical alignment documents (K-3, 4-5, 6-8) for ELA and Math	Sept 2026	All grade levels using aligned pacing guides
Establish TSIA prep program for high school (ACT/SAT focus)	Aug 2026	50% of CCMR students meet TSIA by May 2027

Strengths

Secondary Gains must continue

Elementary results as a whole must improve.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Close achievement gaps; reach HB3 targets by 2027	Lack of vertical alignment and collaboration opportunities for staff.

★ = Priority



Goals

Goal 1

GOAL 1: Improve Academic Achievement

Performance Objective 1 High Priority HB3 Goal

Increase student achievement in Reading/ELA and Mathematics by improving the percentage of students performing at or above grade-level expectations on STAAR.

Evaluation Data Source: STAAR/EOC assessment results/Common and formative assessments/TELPAS Results

Strategy 1 Results Driven Accountability

Administer TEKS-based assessments; Implement HQIM with fidelity

Strategy's Expected Result/Impact: Strengthen Tier 1 instruction and the districtwide use of student achievement data to provide timely, targeted instruction and intervention that increases student mastery of grade-level TEKS.

Staff Responsible for Monitoring: Superintendent; Assistant Superintendent; Directors of Curriculum and Instruction; High School Principal; Counselors; CTE Coordinators/Teachers; College and Career Advisors; and Dual Credit/College Partnerships Staff

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Performance Objective 2 High Priority HB3 Goal

By May 2027, Levelland ISD will increase the percentage of students meeting or exceeding grade-level expectations in Reading/ELA and Mathematics by at least 5 percentage points from the established baseline of last year scores, as measured by STAAR/EOC results.

Evaluation Data Source: EOC/STAAR data

Strategy 1 Results Driven Accountability

Implement a districtwide system of continuous instructional improvement that uses student achievement data to identify learning gaps, provide targeted intervention and enrichment, and adjust instruction to ensure students master grade-level TEKS.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of grade-level TEKS through stronger Tier 1 instruction, timely intervention, and data-informed instructional adjustments, resulting in improved academic growth and achievement across Reading/ELA and Mathematics, with reduced achievement gaps among student groups.

Staff Responsible for Monitoring: Superintendent; Assistant Superintendent; Directors of Curriculum and Instruction; High School Principal; Counselors; CTE Coordinators/Teachers; College and Career Advisors; and Dual Credit/College Partnerships Staff

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Performance Objective 3 **High Priority** **HB3 Goal**

By May 2027, Levelland ISD will increase the percentage of graduates demonstrating College, Career, or Military Readiness (CCMR) by at least 5 percentage points from the established baseline of previous year data through expanded access to dual credit, industry-based certifications, work-based learning, and other postsecondary pathways.

Evaluation Data Source: TEA CCMR accountability data, PEIMS graduate data, TSIA/TSI results, dual credit completion records, industry-based certification records, work-based learning participation, and postsecondary enrollment data.

Strategy 1 **Results Driven Accountability**

Expand and strengthen college, career, and military readiness pathways by increasing student access to dual credit, industry-based certifications, work-based learning, advanced coursework, and postsecondary advising aligned to each student's interests and career goals.

Strategy's Expected Result/Impact: Students will graduate with clearly defined postsecondary pathways and increased readiness for college, career, or military service, resulting in an increase in the percentage of graduates meeting CCMR indicators.

Staff Responsible for Monitoring: Superintendent; Assistant Superintendent; Directors of Curriculum and Instruction; High School Principal; Counselors; CTE Coordinators/Teachers; College and Career Advisors; and Dual Credit/College Partnerships Staff.

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Performance Objective 4 **High Priority** **HB3 Goal**

By May 2027, Levelland ISD will develop and implement vertically aligned ELA and Mathematics instructional frameworks for grades K-3, 4-5, and 6-8 to ensure a coherent progression of TEKS, essential knowledge, and skills across grade levels.

Evaluation Data Source: District-approved ELA and Mathematics vertical alignment documents, TEKS alignment reviews, PLC/collaborative planning documentation, instructional walkthrough data, curriculum implementation reviews, and campus feedback.

Strategy 1 **Results Driven Accountability**

Develop and implement a collaborative districtwide vertical alignment process that brings teachers, instructional leaders, and curriculum staff together to identify essential TEKS, establish clear learning progressions, and align instruction across grade levels in ELA and Mathematics.

Strategy's Expected Result/Impact: Improved vertical alignment will create a consistent progression of knowledge and skills across grade levels, reduce instructional gaps and redundancies, and ensure students are better prepared for the expectations of the next grade level.

Staff Responsible for Monitoring: Assistant Superintendent; Director of Curriculum and Instruction; Campus Principals; Assistant Principals; and ELA and Mathematics Teachers.

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Goal 2 Improve Student Attendance and Engagement

Performance Objective 1 High Priority

By May 2027, Levelland ISD will increase the district attendance rate to 95% through proactive attendance monitoring, early intervention, and student engagement strategies.

Evaluation Data Source: PEIMS attendance data, district and campus attendance reports, ADA/attendance rate data, chronic absenteeism reports, and student engagement survey data.

Strategy 1

Develop a coordinated districtwide attendance and engagement system that uses early identification, consistent parent communication, and individualized interventions to address barriers to regular attendance and strengthen students' connection to school.

Strategy's Expected Result/Impact: Increased student attendance and engagement, resulting in fewer students experiencing chronic absenteeism, increased instructional time, and improved student academic outcomes.

Staff Responsible for Monitoring: Superintendent; Assistant Superintendent; Director of Student Services; Campus Principals; Assistant Principals; Attendance/PEIMS Staff; and Campus Counselors

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Performance Objective 2 High Priority

By May 2027, Levelland ISD will increase student engagement and sense of belonging, as measured by district student engagement survey results, with a focus on students reporting positive connections to their campus, teachers, and peers.

Evaluation Data Source: District student engagement survey results, student climate/culture survey data, campus engagement data, student participation data, and focus group feedback.

Strategy 1

Strengthen student engagement and sense of belonging by expanding opportunities for students to build meaningful relationships with staff and peers, participate in extracurricular and leadership activities, and connect their interests and strengths to their school experience

Strategy's Expected Result/Impact: Students will report stronger connections to their school, teachers, and peers, resulting in increased engagement, participation, and sense of belonging, while reducing factors that contribute to absenteeism and disengagement.

Staff Responsible for Monitoring: Superintendent; Assistant Superintendent; Campus Principals; Assistant Principals; Campus Counselors; Teachers; and Student Engagement/Extracurricular Staff.

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Goal 3

Implement and monitor consistent districtwide discipline practices and safety protocols across all campuses

Performance Objective 1 High Priority

By May 2027, 100% of Levelland ISD campuses will implement and document required safety protocols, drills, emergency procedures, and staff training, with identified areas for improvement addressed through ongoing safety reviews.

Evaluation Data Source: Safety drill documentation, emergency preparedness checklists, campus safety audits, required safety training records, incident reports, and district safety compliance reviews.

Strategy 1

Implement a districtwide safety management system that establishes consistent expectations for emergency procedures, required drills, staff training, and campus safety reviews, with identified deficiencies tracked and addressed through ongoing monitoring and corrective action.

Strategy's Expected Result/Impact: All campuses will maintain consistent, well-practiced emergency procedures and staff preparedness, resulting in a safer school environment and improved readiness to respond effectively to emergencies.

Staff Responsible for Monitoring: Superintendent; Assistant Superintendent; Campus Principals; Assistant Principals; Campus Safety Coordinators; and designated emergency response/safety personnel.

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Performance Objective 2 High Priority

By May 2027, Levelland ISD will reduce the percentage of students with multiple disciplinary referrals or repeat disciplinary incidents by at least 10% from the 2025-2026 baseline through consistent behavior expectations, progressive interventions, and targeted student support.

Evaluation Data Source: PEIMS discipline data, district and campus discipline referral reports, repeat-offense data, disciplinary consequence records, and student behavior intervention records.

Strategy 1 Equity Plan

Implement a consistent, progressive behavior support system across all campuses that establishes clear behavior expectations, uses data to identify students with repeated disciplinary incidents, and provides targeted interventions, counseling, and family engagement to address underlying causes of repeated behavior.

Strategy's Expected Result/Impact: Students will receive consistent and appropriate behavioral interventions that address the underlying causes of repeated disciplinary incidents, resulting in fewer repeat referrals, improved student behavior, and a safer, more supportive learning environment.

Staff Responsible for Monitoring: Superintendent; Assistant Superintendent; Campus Principals; Assistant Principals; Campus Counselors; and designated behavior intervention/support staff.

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Goal 4 Ensure Equitable Support and Opportunities Across Campuses

Performance Objective 1 High Priority

By May 2027, 100% of Levelland ISD campuses will meet established district baseline standards for facilities, technology, instructional materials, furniture, and other essential resources, as documented through an annual district resource and facility audit.

Evaluation Data Source: District facility/resource audit, technology inventory, instructional materials inventory, furniture inventory, campus needs assessments, and budget/resource allocation records.

Strategy 1

Establish and implement districtwide baseline standards for facilities, technology, instructional materials, furniture, and essential campus resources, followed by annual audits and prioritized corrective action to address identified gaps across campuses.

Strategy's Expected Result/Impact: All campuses will have equitable access to safe, functional, and adequate facilities, technology, instructional materials, furniture, and essential resources, reducing disparities in campus environments and supporting consistent learning opportunities for all students.

Staff Responsible for Monitoring: Superintendent; Assistant Superintendent; Chief Financial Officer/Finance Director; Maintenance Director; Technology Director; Director of Curriculum and Instruction; and Campus Principals.

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Performance Objective 2 High Priority

By May 2027, Levelland ISD will implement and maintain equitable staffing allocations across campuses based on enrollment, student needs, and established district staffing formulas, with identified staffing disparities addressed through the annual staffing process.

Evaluation Data Source: Staffing allocations, enrollment data, student-to-staff ratios, campus staffing formulas, HR staffing reports, and student program/service needs.

Strategy 1 Equity Plan

Develop and implement a transparent, districtwide staffing allocation formula based on enrollment, student needs, program requirements, and campus-specific factors, with staffing allocations reviewed annually and adjusted to address identified inequities.

Strategy's Expected Result/Impact: Campuses will receive staffing resources that are equitable, transparent, and aligned to student needs, resulting in more consistent access to teachers, aides, specialists, and support personnel across the district.

Staff Responsible for Monitoring: Superintendent; Assistant Superintendent; Chief Financial Officer/ Finance Director; Directors of Curriculum and Instruction; and Campus Principals.

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Performance Objective 3  **High Priority**

By May 2027, 100% of Levelland ISD campuses will provide students with equitable access to identified enrichment and extracurricular opportunities, including GT, UIL, fine arts, physical education, and other district-supported programs.

Evaluation Data Source: Campus program inventories, student participation data, extracurricular/enrichment schedules, student demographic and participation data, and campus program audits.

Strategy 1  **Equity Plan**

Establish districtwide expectations for equitable access to enrichment and extracurricular opportunities and conduct annual campus program reviews to identify and address gaps in student access, participation, and program availability.

Strategy's Expected Result/Impact: Students across all Levelland ISD campuses will have comparable opportunities to participate in enrichment, extracurricular, fine arts, athletics, and other programs that support student engagement, belonging, and well-rounded development.

Staff Responsible for Monitoring: Superintendent; Assistant Superintendent; Directors of Curriculum and Instruction; Fine Arts; Athletic Director; GT Coordinator; Campus Principals; and program/activity sponsors.

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Goal 5 Improve Communication and Transparency

Performance Objective 1 High Priority

By May 2027, Levelland ISD will increase parent and staff satisfaction with district and campus communication to an average rating of at least 4.0 on a 5-point scale, as measured by the annual district communication survey.

Evaluation Data Source: Parent and staff communication surveys, campus climate surveys, and district communication feedback data.

Strategy 1

Implement a consistent districtwide communication framework that establishes clear expectations for timely, professional, welcoming, and accessible communication across all campuses and departments.

Strategy's Expected Result/Impact: Parents and staff will experience more consistent, timely, and professional communication, resulting in increased satisfaction and trust in district and campus communications.

Staff Responsible for Monitoring: Superintendent and Campus admin

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Performance Objective 2 High Priority

By May 2027, at least 90% of parents and staff will report that they receive timely and sufficient advance notice of important district and campus events, changes, and announcements.

Evaluation Data Source: Parent/staff communication surveys, communication calendar audits, district and campus calendar records, and event notification records.

Strategy 1

Establish a coordinated district and campus communication calendar and standardized notification procedures to ensure families and staff receive accurate information and adequate advance notice of important events, changes, and announcements.

Strategy's Expected Result/Impact: Families and staff will receive more timely and consistent information, reducing confusion, missed events, and conflicting communications across campuses.

Staff Responsible for Monitoring: Superintendent and Campus Admin

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Performance Objective 3 High Priority

By May 2027, Levelland ISD will ensure that at least 95% of documented parent and community concerns receive an initial response within two business days, with concerns appropriately resolved, referred, or escalated according to district protocols.

Evaluation Data Source: Parent concern/complaint logs, response tracking records, campus and district administrative records, and parent satisfaction feedback.

Strategy 1

Implement a consistent districtwide process for receiving, documenting, routing, responding to, and following up on parent and community concerns, with clearly defined responsibilities and response-time expectations at both the campus and district levels.

Strategy's Expected Result/Impact: Parents and community members will receive timely, professional, and consistent responses to concerns, resulting in improved trust, greater satisfaction with district responsiveness, and more effective resolution of issues.

Staff Responsible for Monitoring: Superintendent; Assistant Superintendent; Communications; Campus Principals; Assistant Principals; and designated campus/district staff responsible for parent and community relations.

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Performance Objective 4 High Priority

By May 2027, Levelland ISD will increase opportunities for meaningful two-way communication by providing regular district and campus forums, updates, and feedback opportunities, with at least 80% of participating stakeholders reporting that they feel informed and have opportunities to provide input.

Evaluation Data Source: Parent/staff engagement surveys, attendance at forums, feedback forms, district/campus newsletters, and communication participation records.

Strategy 1

By May 2027, Levelland ISD will increase opportunities for meaningful two-way communication by providing regular district and campus forums, updates, and feedback opportunities, with at least 80% of participating stakeholders reporting that they feel informed and have opportunities

to provide input.

Strategy's Expected Result/Impact: Parent/staff engagement surveys, attendance at forums, feedback forms, district/campus newsletters, and communication participation records.

Staff Responsible for Monitoring: Superintendent/Campus Admin

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Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance