

# Lubbock-Cooper Independent School District

## Lubbock-Cooper Central Elementary

2023-2024



# Mission Statement

The mission of Lubbock-Cooper ISD is to build the future one student at a time. To accomplish this vision for our children's future, the Lubbock-Cooper schools, parents, and community will join together in a partnership designed to produce a safe and orderly learning environment within which academic excellence may flourish.

## Vision

The vision of Lubbock-Cooper ISD is to ensure that all students graduating from our school system will possess the academic, technological, and interpersonal skills to succeed in the challenging world they will enter. As a result, the District has set annual goals to focus efforts toward meeting this challenge.

# Table of Contents

Goals	4
Goal 1: Increase the overall number of students who measurably demonstrate one year of growth from the previous school year based on MAP, Unit assessments and (where applicable) STAAR scores. This change will be evidenced on TEA's Academic Report Card in the areas of Student Growth and Relative Performance. Scores will increase to 90% approaches, 60% Meets and 35% masters respectively.	4
Goal 2: In regard to student success in overall STAAR performance for all subjects: Performance of Economically Disadvantaged students will increase by 5%. (Closing Gaps) Performance of English Learner students will increase by 5%. (Closing Gaps) Performance of Special Education identified students will increase by 7%. (Closing Gaps) In regard to academic achievement for (Economically Disadvantaged) student performance in reading and math: Performance in Reading will increase by 10% Performance in Math will increase by 8% These scores are current goals in relation to most recent STAAR data.	6
Goal 3: Campus admin and certified staff will work through a lesson planning and review process that includes clear roles, timelines, milestones, and check ins to review student data, achievement, and progress.	7
Goal 4: Campus admin and certified staff will implement a campus wide school routines and procedures process that includes clear roles, expectations, rubrics, and review of transitions during the following times/locations: arrival, dismissal, classroom transition. This will be reviewed and evaluated by a campus based committee, district level observers, and a designated coach from Region 17	8
Addendums	9

# Goals

Revised/Approved: August 1, 2023

**Goal 1:** Increase the overall number of students who measurably demonstrate one year of growth from the previous school year based on MAP, Unit assessments and (where applicable) STAAR scores. This change will be evidenced on TEA's Academic Report Card in the areas of Student Growth and Relative Performance. Scores will increase to 90% approaches, 60% Meets and 35% masters respectively.

**Performance Objective 1:** Increase the overall number of students measurably demonstrate one year of growth from the previous school year.

**High Priority**

**Evaluation Data Sources:** MAP, Unit Assessments, Interim Testing, STAAR

Strategy 1 Details
<p><b>Strategy 1:</b> Build a foundation of reading and math.</p> <p>1) Review grade-level data for during grade-level meetings two times per semester. Use data to determine student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in targeted areas</p> <p><b>Staff Responsible for Monitoring:</b> Administration and campus academic support staff,</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math -</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Build a foundation of reading and math.</p> <p>2) Implement intervention and enrichment groups during campus-wide RtI Intervention (Crew time) related to the academic needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in those areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and campus academic support staff and RtI teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math -</p>

### Strategy 3 Details

**Strategy 3:** Build a foundation of reading and math.

3) Students requiring more support to meet projected growth will be intentionally placed in Tier 3 pull out intervention during campus crew time.

**Strategy's Expected Result/Impact:** Students will show growth in targeted areas

**Staff Responsible for Monitoring:** Administration and campus academic support staff and RtI teachers

**ESF Levers:**

Lever 5: Effective Instruction

### Strategy 4 Details

**Strategy 4:** 4) By request, district curriculum and instruction directors prepare lessons, design assessments, and provide guidance on the delivery of instruction using current research-based strategies.

**Strategy's Expected Result/Impact:** Students will demonstrate academic growth in targeted areas. Teachers will receive timely support and feedback on delivery of instruction

**Staff Responsible for Monitoring:** Campus administration supported by district level curriculum team.

### Strategy 5 Details

**Strategy 5:** 5) Administration provides timely and up to date student data, and consistent classroom feedback in the form of walkthroughs.

**Strategy's Expected Result/Impact:** Teachers will implement effective strategies and applications.

**Staff Responsible for Monitoring:** Campus administration, supplemented and supported by campus digital learning specialists and district curriculum.

### Strategy 6 Details

**Strategy 6:** 6) Provide professional development in the areas of Lead4Ward data tracking and instructional strategies.

**Strategy's Expected Result/Impact:** Teachers will implement effective strategies and applications resulting in consistent student outcomes across subgroups and populations.

**Staff Responsible for Monitoring:** Campus administration, supplemented and supported by campus digital learning specialists and district curriculum.

**Goal 2:** In regard to student success in overall STAAR performance for all subjects:  
 Performance of Economically Disadvantaged students will increase by 5%. (Closing Gaps)  
 Performance of English Learner students will increase by 5%. (Closing Gaps)  
 Performance of Special Education identified students will increase by 7%. (Closing Gaps)

In regard to academic achievement for (Economically Disadvantaged) student performance in reading and math:  
 Performance in Reading will increase by 10%  
 Performance in Math will increase by 8%

These scores are current goals in relation to most recent STAAR data.

**Performance Objective 1:** Increase STAAR performance scores in the following areas: overall student performance, Economically Disadvantaged growth, EB growth, SPED growth.

**Evaluation Data Sources:** Unit assessments, MAP, Interim assessments, Walkthrough/evaluations, STAAR.

**Strategy 1 Details**

**Strategy 1:** 1) Student data will be reviewed with all staff in an effort to identify TEKS or learning standards in need of spiraling or reinforcement. Teachers will review lesson plans with campus admin intermittently throughout the year checking for the following: TEKS, stated objectives, assessment, differentiation, and

**Strategy's Expected Result/Impact:** Teacher lesson plans will align with TEKS and learning standards and student outcomes will reflect teaching practice in line with state standards.

**Staff Responsible for Monitoring:** Campus administration and digital learning specialist will provide and clarify student data for teachers as well as review overall student performance seeking opportunities for training and or classroom feedback. Expectations

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Strategy 2 Details**

**Strategy 2:** 2) Classroom teachers will be provided with individual student data which in turn can be used for individual student goal setting and parent communication.

**Strategy's Expected Result/Impact:** Individual students will be aware of and able to explain their individual learning goals and articulate whether or not they have met these goals throughout the year.

**Staff Responsible for Monitoring:** Campus admin will review student goal setting practice with teachers through grade level meetings as well as through T-Tess observations. Parent communication will be submitted to campus admin 3 times per year.

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Goal 3:** Campus admin and certified staff will work through a lesson planning and review process that includes clear roles, timelines, milestones, and check ins to review student data, achievement, and progress.

**Performance Objective 1:** Grade level meetings (PK - 5th) will be schedule ahead of time and updated on the campus calendar. Meetings will follow one of the following models:

- Unit assessment data review scheduled within a week of each unit assessment
- Less plan process review (based on district approved lesson plan template)
- Student goal setting review based on individual student progress and incorporating a check in on communication between student, teacher, and parent.

**High Priority**

**Evaluation Data Sources:** MAP data, interim assessments, Unit assessments, individual student data, submitted teacher lesson plans.

Strategy 1 Details
<p><b>Strategy 1:</b> Unit assessment data review scheduled within a week of each unit assessment</p> <ul style="list-style-type: none"><li>- Less plan process review (based on district approved lesson plan template)</li><li>- Student goal setting review based on individual student progress and incorporating a check in on communication between student, teacher, and parent.</li></ul> <p><b>Strategy's Expected Result/Impact:</b> Student growth and increased communication between school and community. Increased individual student growth as demonstrated on MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Campus admin, campus digital learning specialist, and end of year parent feedback</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>

**Goal 4:** Campus admin and certified staff will implement a campus wide school routines and procedures process that includes clear roles, expectations, rubrics, and review of transitions during the following times/locations: arrival, dismissal, classroom transition. This will be reviewed and evaluated by a campus based committee, district level observers, and a designated coach from Region 17

**Performance Objective 1:** This goal will result in faster transition times between classes, specials, lunch, recess, and campus wide presentations. The campus wide dismissal process will decrease in overall time.

**Evaluation Data Sources:** Review of time and safety procedures by campus level committees, district level observers, and region 17 coaches.



# Addendums