

# Lubbock-Cooper Independent School District

## Lubbock-Cooper East 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 LCISD 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.

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# Goals

Revised/Approved: August 1, 2023

**Goal 1:** East Elementary students in grades K-5 will demonstrate increased academic achievement in the areas of reading and mathematics. Eighty-five percent of East Elementary students in grades K-5 will meet expected growth in math and reading, as evidenced by the NWEA MAP Assessment.

**Performance Objective 1:** Regular monitoring of formative and summative assessments will drive targeted instruction in order to provide extension or reteach opportunities for students.

## High Priority

**Evaluation Data Sources:** - Formative/Daily Assessments

- Guided Reading Levels
- Common Benchmark/Unit Assessments
- Interim Testing

Final Evaluation:

- NWEA MAP Data (Fall to Spring)
- STAAR Data

Strategy 1 Details
<b>Strategy 1:</b> Students will participate in goal-setting and the monitoring of their own data, as well as student-led conferencing with their parents/guardians.
Strategy 2 Details
<b>Strategy 2:</b> Data-Driven Instruction (DDI) meetings will be regularly held with teachers to analyze the most recent data sets available. <b>Strategy's Expected Result/Impact:</b> Setting aside specific time for teachers to review data sources will ensure student growth is carefully monitored over the course of the entire school year.  Regular support from campus administrators and the LCISD Curriculum Department will provide teachers with opportunities to seek clarification and guidance. <b>Staff Responsible for Monitoring:</b> Campus administrators will meet with teachers within 3 days of a module or unit assessment to analyze the most current data sources.  Teachers will utilize daily/formative assessments, LCISD Unit Assessments, MAP reports, interim testing, guided reading levels, observations, and other sources to ensure intentional supports and lesson planning.  <b>ESF Levers:</b> Lever 5: Effective Instruction

**Goal 1:** East Elementary students in grades K-5 will demonstrate increased academic achievement in the areas of reading and mathematics. Eighty-five percent of East Elementary students in grades K-5 will meet expected growth in math and reading, as evidenced by the NWEA MAP Assessment.

**Performance Objective 2:** The percentage of students scoring at 'Meets Grade Level' will increase for 3rd, 3th, and 5th grade on the 2023-2024 STAAR Reading and Math Assessments.

**High Priority**

**Evaluation Data Sources:** Fifth-grade students will demonstrate increased achievement on the reading and mathematics STAAR exams.

- 58% of 5th graders will meet or exceed the Reading STAAR 'Meets Grade Level' performance level.
- 60% of 5th graders will meet or exceed the Math STAAR 'Meets Grade Level' performance level.

Fourth-grade students will demonstrate increased achievement on the reading and mathematics STAAR exams.

- 60% of 4th graders will meet or exceed the Reading STAAR 'Meets Grade Level' performance level.
- 50% of 4th graders will meet or exceed the Math STAAR 'Meets Grade Level' performance level.

Third-grade students will demonstrate increased achievement on the reading and mathematics STAAR exams.

- 45% of 3rd graders will meet or exceed the Reading STAAR 'Meets Grade Level' performance level.
- 50% of 3rd graders will meet or exceed the Math STAAR 'Meets Grade Level' performance level.

Strategy 1 Details
<p><b>Strategy 1:</b> Formative and summative data points will be closely monitored and analyzed in order to differentiate instruction and support student growth.</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>

## Strategy 2 Details

**Strategy 2:** Reading and math intervention programs will be provided for all students. Careful monitoring of multiple data sources will ensure that students receive the appropriate support needed to be successful.

**Strategy's Expected Result/Impact:** By utilizing the district guidelines for intervention identification and ensuring program fidelity, campus interventionists will provide targeted support for students.

Limiting the program's size will ensure the staff to student ratio is ideal.

Dismissing students from Tier 3 intervention programs when they have met the criteria to do so will result in availability for those students who are in need of additional targeted support.

**Staff Responsible for Monitoring:** Working closely with the LCISD Curriculum Department, campus administrators and interventionists will identify students who are candidates for the provided Tier 2/Tier 3 support programs.

Ongoing analysis of student performance will ensure timely identification of qualifying students and dismissal of those students who master the program objectives.

**ESF Levers:**

Lever 5: Effective Instruction

**Goal 1:** East Elementary students in grades K-5 will demonstrate increased academic achievement in the areas of reading and mathematics. Eighty-five percent of East Elementary students in grades K-5 will meet expected growth in math and reading, as evidenced by the NWEA MAP Assessment.

**Performance Objective 3:** The campus uses a standardized protocol for data-driven instruction to reflect on teaching and learning practices regularly. Through this process, educators will establish what students know, what needs to be retaught, and what needs to be enriched.

- Evaluation Data Sources:**
- DDI Meeting Agendas
  - PLC Meeting Agendas
  - Staff Meeting Agendas
  - Lesson Plans
  - Observation & Feedback Cycles

**Strategy 1 Details**

**Strategy 1:** Data-Driven Instruction (DDI) meetings will be held regularly with teachers to analyze the most recent data sets available.

**Strategy's Expected Result/Impact:** Setting aside specific time for teachers to review data sources will ensure student growth is carefully monitored over the course of the entire school year.

Regular support from campus administrators and the LCISD Curriculum Department will provide teachers with opportunities to seek clarification and guidance.

**Staff Responsible for Monitoring:** Campus administrators will meet with teachers within 3 days of a module or unit assessment to analyze the most current data sources.

Teachers will utilize daily/formative assessments, LCISD Unit Assessments, MAP reports, interim testing, guided reading levels, observations, and other sources to ensure intentional supports and lesson planning.

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Strategy 2 Details**

**Strategy 2:** Weekly PLC meetings based on the work of Richard DuFour will provide an opportunity to preview upcoming lessons, plan for formative and summative assessments, and develop differentiation opportunities.

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Goal 2:** East Elementary staff and students will implement student cultures and routines within each classroom, demonstrating high expectations and shared ownership for student success, with a drive towards career readiness and postsecondary success.

**Performance Objective 1:** Procedures and routines for students are captured in writing and consistently implemented with fidelity in classrooms and across the campus.

**Evaluation Data Sources:** - Training certificates

- Written campus protocols
- Posting of common area expectations
- Posting of classroom expectations
- Building observations
- Classroom observations/walkthroughs/feedback

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will maintain a 'Student Cultures &amp; Routines' committee which will attend Texas Instructional Leadership training through ESC 17, our capacity builder. Following the training, the committee will develop, train, and implement the adopted campus behavioral expectations. Follow-up onsite coaching will be provided by ESC 17 and the district administrators.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Artifacts in the classrooms and hallways reference adopted practices and policies. Teachers and students reference the posted expectations to reinforce positive behaviors and redirect any students that are not meeting the expectation.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>



# Addendums