

Lubbock-Cooper Independent School District

District Improvement Plan

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: The percentage of all students who are at post-secondary readiness standards (meets standard) in STAAR reading will increase by 2% (from TAPR) by September 2024.

Performance Objective 1: Best practices will be utilized to address increasing achievement for special populations (including special education, economically disadvantage and English learners).

Evaluation Data Sources: STAAR Reading Language Arts data; Map projected proficiency data, unit assessment data

Strategy 1 Details

Strategy 1: Provide differentiated instruction to all students based on data analysis and student needs.

Strategy's Expected Result/Impact: I. Increase in evidence of differentiation in teacher lesson plans and walkthroughs.

II. Increased Circle assessment, MAP growth and common unit assessment scores.

Staff Responsible for Monitoring: Teachers, campus administration, district curriculum team

Strategy 2 Details

Strategy 2: The district will utilize reading intervention programs such as LLI, Read 180, and System 44 to increase literacy skills.

Strategy's Expected Result/Impact: I. Following the RtI process, students will transition out of the reading intervention programs.

II. Students' reading scores will show growth towards reading on grade level.

Staff Responsible for Monitoring: Teachers, campus administration, district curriculum team

Strategy 3 Details

Strategy 3: Teachers will participate in professional development focused on providing differentiated methods of instruction, such as district content collaboration times, Reading Academy, and Lead4Ward Leading Learning Series.

Strategy's Expected Result/Impact: I. Increased occurrence of high-impact formative assessment practices.

II. Increased CIRCLE assessment, MAP growth, and common unit assessment scores.

Staff Responsible for Monitoring: District curriculum team, campus administration, teachers

Goal 2: The percentage of all students who are at post-secondary readiness standards (meets standard) in STAAR math will increase by 2% (from TAPR) by September 2024.

Performance Objective 1: Best practices will be utilized to address increasing achievement for special populations (including special education, economically disadvantaged and English learners).

Evaluation Data Sources: STAAR Math data

Strategy 1 Details
<p>Strategy 1: Provide differentiated instruction to all students based on data analysis and student needs.</p> <p>Strategy's Expected Result/Impact: I. Increase in evidence of differentiation in teacher lesson plans and walkthroughs. II. Increased common unit assessment scores and MAP growth. III. Increased CIRCLE assessments from CLI (Children's Learning Institute)</p> <p>Staff Responsible for Monitoring: Teachers, campus administration, and district curriculum team</p>
Strategy 2 Details
<p>Strategy 2: The district will utilize math intervention programs, such as Imagine Math and Do the Math, and/or courses to increase numeracy skills.</p> <p>Strategy's Expected Result/Impact: I. Following the RtI process, students will apply grade level numeracy skills to math content. II. Increased common unit assessment scores and MAP growth.</p> <p>Staff Responsible for Monitoring: Teachers, campus administration, and district curriculum team</p>
Strategy 3 Details
<p>Strategy 3: Teachers will participate in professional development focused on providing differentiated instruction, such as, district content collaboration times and LEAD4ward Leading Learning.</p> <p>Strategy's Expected Result/Impact: I. Increased occurrence of high impact formative assessment practices such as LEASD4ward Instructional Strategies Playlist and Kagan Strategies. II. Increased common unit assessment scores and MAP growth.</p> <p>Staff Responsible for Monitoring: Teachers, campus administration, and district curriculum team</p>

Goal 3: The percentage of students meeting TSI criteria in both Reading and Math will increase by 3% (from TAPR) by September 2024.

Performance Objective 1: Making students aware of TSI criteria while increasing student knowledge of test content, format and strategies.

Evaluation Data Sources: College, Career, and Military Readiness Data Table; College Board; Texas Higher Education Coordinating Board

Strategy 1 Details
<p>Strategy 1: Increase utilization of resources available to prepare for ACT, SAT and Accuplacer.</p> <p>Strategy's Expected Result/Impact: Participation in taking ACT, SAT and Accuplacer</p> <p>Staff Responsible for Monitoring: Secondary administration, District curriculum team, secondary counselors and teachers</p>
Strategy 2 Details
<p>Strategy 2: All grade 8 students will participate in PSAT 8/9 unless exempted by the committee established for the student under Section 504 or Special Education.</p> <p>Strategy's Expected Result/Impact: Scores and participation in the PSAT assessments will increase.</p> <p>Staff Responsible for Monitoring: Secondary administration, District curriculum team, secondary counselors and teachers</p>
Strategy 3 Details
<p>Strategy 3: Implement the College Board PreAP resources through the Pirate Scholar Program in middle schools and high school math and reading courses.</p> <p>Strategy's Expected Result/Impact: I. Increase in student enrollment in AP/Dual Credit/OnRamps courses. II. Increase in ACT, SAT and TSI scores.</p> <p>Staff Responsible for Monitoring: Secondary administration, District curriculum team, secondary counselors and teachers</p>

Goal 4: Ensure that every student has effective teachers and adults in the schools that care about students, their learning and their well being.

Performance Objective 1: Provide targeted teacher, DLS, campus admin, and district-level staff support through professional learning.

Evaluation Data Sources: Apple's Learning Technologies Survey (LTS) facilitated per campus in October 2022 and April 2023

Strategy 1 Details
<p>Strategy 1: Apple Professional Learning (APL), TIL Cycles, Symposium, Confluence, DL Expo, C3s, Prep for Success</p> <p>Strategy's Expected Result/Impact: Further grow teachers to use technology in a positive manner that impacts student academic learning.</p> <p>Staff Responsible for Monitoring: Executive Director of Technology District and Campus Administrators</p>

Goal 4: Ensure that every student has effective teachers and adults in the schools that care about students, their learning and their well being.

Performance Objective 2: Provide a digital learning website of specific, on-demand video and step-by-step instructions for all digital learning resources used by the district.

Evaluation Data Sources: Apple's Learning Technologies Survey (LTS) facilitated per campus in October 2023 and April 2024.

Strategy 1 Details
<p>Strategy 1: Digital Learning Specialists (DLS) identify needs for the district digital learning website via classroom visits, lesson planning, and other professional development experiences from teacher feedback.</p> <p>Strategy's Expected Result/Impact: Increased and updated resource library curated on the website. Increased access for teachers, students, and administrators to gain personalized learning based on needs.</p> <p>Staff Responsible for Monitoring: Digital Learning Specialists, Digital Learning Coordinator</p>
Strategy 2 Details
<p>Strategy 2: Digital Learning Coordinator collaborates with the Curriculum & Instruction Department and Digital Learning Specialists to create digital learning resources for teachers.</p> <p>Strategy's Expected Result/Impact: Targeted and intentional resources are created to empower teachers to effectively integrate technology in the classroom.</p> <p>Staff Responsible for Monitoring: Digital Learning Specialists, Digital Learning Coordinator, Curriculum & Instruction Staff</p>

Goal 4: Ensure that every student has effective teachers and adults in the schools that care about students, their learning and their well being.

Performance Objective 3: LCISD believes in the value of lifelong learning, and the development of the educational craft by providing a variety of support and professional development throughout the school year.

Evaluation Data Sources: Training records, agendas, surveys of effectiveness

Strategy 1 Details
<p>Strategy 1: Staff development opportunities: LCISD Symposium in the fall; Professional Learning Communities (PLC's) that meet on a regular basis for teachers to dig deeper into the TEKS and tune teaching practices to ensure student success; Reading Academy as per the TEA; LCISD technology hosts Confluence; First Year Teaching Academy</p> <p>Strategy's Expected Result/Impact: Increase teacher effectiveness</p> <p>Staff Responsible for Monitoring: Curriculum and instruction, technology department including the digital learning specialists, campus administration</p>

Goal 5: Lubbock-Cooper ISD will increase the number of LCISD students who feel safe at school to 100%. Ensure all students are educated in an optimal environment that is safe, secure and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.

Performance Objective 1: Mental Health/ Social Emotional Learning

Continue to utilize our Anchor Mentor Program, minimum of 1 counselor staffed at each campus, SOS (Signs of Suicide) and other suicide prevention programs, mental health assistance with CATR (Campus Alliance for Telehealth Resources) STAAR CARE. Faculty training in Trauma Informed Care, Homeless Recognition, Child Abuse . Inner Explorer(SEL Program for students with parent portal) for all elementaries.

Evaluation Data Sources: Updated discipline data, roster of mentors and mentees, number of CATR sessions held, training rosters, District Audit Tool by the Texas School Safety Center, end of the year surveys. Reports from Inner Explorer

Strategy 1 Details
<p>Strategy 1: Implement resources and training to meet a wide variety of behavioral needs.s.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals and an increase in parent participation</p> <p>Staff Responsible for Monitoring: Campus Counselors, Principals, Director of Student Services, PASS staff, Special Education staff</p>
Strategy 2 Details
<p>Strategy 2: Ensure LCISD staff are trained in all areas, such as, suicide prevention, conflict resolution, violence prevention and trauma informed care, with an increased awareness and focus on mental health.</p> <p>Strategy's Expected Result/Impact: Awareness and resources to support mental health and wellbeing. Increased awareness of Employee Assistance Program (EAP)</p> <p>Staff Responsible for Monitoring: Director of Student Programs, Director of Professional Development, Human Resources</p>

Goal 5: Lubbock-Cooper ISD will increase the number of LCISD students who feel safe at school to 100%. Ensure all students are educated in an optimal environment that is safe, secure and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.

Performance Objective 2: School Safety

Continue to utilize the following:

Campus Police Officers on each campus. Officers receive specialized training including, but not limited to: mental health training, SWAT certification, hostage negotiation, Stop the Bleed, active shooter response.

Staff training to include, but not limited to: District badge awareness/access control, door procedures(both interior and exterior), mobile alert app, Sex Trafficking Training for all staff, Campus Lockdown and Fire Drills, School Messenger, Bullying/Security/Dating Violence Anonymous Tipline, Raptor visitor Monitoring, Licensed Professional Counselors access for all students.

Evaluation Data Sources: Disciplinary referrals, attendance reports, security office reports, annual parent, staff and student surveys, professional development training records

Strategy 1 Details
<p>Strategy 1: Implement resources and training to support school safety</p> <p>Strategy's Expected Result/Impact: Decrease in disciplinary referrals, increase student attendance, reduction in security office referrals, results of annual parent, staff and student surveys</p> <p>Staff Responsible for Monitoring: Chief of Police, Director of Professional Development, Director of Student Services, Director of Counseling & Assessment</p>

Goal 5: Lubbock-Cooper ISD will increase the number of LCISD students who feel safe at school to 100%. Ensure all students are educated in an optimal environment that is safe, secure and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.

Performance Objective 3: LCISD expects 100% of dating violence to be reported. (Appendix A).

Evaluation Data Sources: See Appendix A

Addendums

Dating Violence

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation. Lubbock-Cooper expects students to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect. In this effort, LCISD has established procedures on reporting and notifying a parent if a report identifies a student as an alleged victim or perpetrator, and guidelines for students who are victims, \.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by

law and policy FF1. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted.

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.