

Lubbock-Cooper Independent School District
District Improvement Plan
2018-2019



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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Comprehensive Needs Assessment

Needs Assessment Overview

What does the data reveal about trends and patterns over time?

Lubbock-Cooper ISD is a district of growth. As the enrollment grows, the demographics of each campus shift and change. Lubbock-Cooper East Elementary opened for the 2018-2019 school year. East's demographics are made up of students who were previously enrolled at other LCISD elementary campuses. The constant growth ensures that teachers see new students more regularly than other districts. Over time, our STAAR scores have shown two populations, Special Education and English learners, that have struggled. Economically disadvantaged students are also emerging as a special population that is an area of concern. Students in the district that do perform satisfactorily may not show growth from one school year to the next. Another component of growth is the number of new teachers in the district each year. The retention rate of the district is lower than the state average. However, teacher turn over coupled with the number of new teachers to cover growth leaves a large number of teachers that need to be trained every year.

What is the impact of these trends?

The demographic make up of classes are changing. Teachers are realizing instructional practices they have used in the past may not reach all students. The district focused teacher professional development opportunities on differentiation in the classroom to support teachers in expanding their instructional practices to meet the needs of students. The district has also invested in a progress-monitoring tool to track the growth of students.

As the number of first and second year teachers increase in the district, both campus and district leaders have had to provide targeted professional development for these groups. Along with the First Year Teacher Academy, the district has added a Teaching for Learning Academy. This academy is targeted at teachers new to the district, or teachers that principals identified as needing support in the areas of classroom management, engaging instruction, and differentiation.

What other insights does the data reveal?

As the district focuses on growth of all students, new students entering the district must be assessed quickly. Classroom teachers must analyze data to meet student's needs and data analysis is the best practice to form intervention and differentiate classroom instruction for students. We need processes and

structures in place to help new students and families understand how the district operates.

What problem statements have been identified?

Targeted intervention strategies based on accurate data that reflects the student's current mastery and growth level are not being utilized effectively. Teachers, as well as district and campus administrative teams, will make a concerted effort to have accurate data sources that are reviewed continuously, to focus interventions for individual students.

Students at the secondary level need to be better prepared and given tools to ensure college, career and military readiness.

Increasing parent/family engagement will support and encourage higher student achievement.

Students are not showing appropriate growth from year to year.

Goals


Goal 1: The percentage of all students who are at post-secondary readiness standards (meets standard) in STAAR reading will increase from 58% to 60%.

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 Source(s) 1: STAAR Reading/ELA data

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Provide intervention and enrichment for students based on continuous data analysis and student success.	District curriculum team, campus administration, interventionist and content teachers	Increased common unit assessment scores and increased MAP performance				
Funding Sources: Title I - 0.00, Local Funds - 0.00						
						


Goal 2: The percentage of all students who are at post-secondary readiness standards (meets standard) in STAAR math will increase from 62% to 64%.

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 Source(s) 1: STAAR Math data

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Provide intervention and enrichment for students based on continuous data analysis and student success.	District curriculum team, campus administration, interventionist and content teachers	Increased common unit assessment scores and increased MAP performance				
Funding Sources: Title I - 0.00, Local Funds - 0.00						
						


Goal 3: Increase meeting TSI criteria in both Reading and Math by 4%.

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

Evaluation Data Source(s) 1: College, Career, and Military Readiness Data Table; College Board; Texas Higher Education Coordinating Board

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Increase utilization of resources available to prepare for ACT, SAT and Accuplacer.	Secondary administration, District curriculum team, secondary counselors and teachers	Participation in taking ACT, SAT and Accuplacer				
						


Goal 4: Parent engagement through involvement will increase from 35% to 40%.

Performance Objective 1: Effectively communicate parent engagement opportunities.

Evaluation Data Source(s) 1: Parent Surveys

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Campus administrators will utilize various forms of electronic communication to announce engagement opportunities.	District administration team and campus administration teams	Increased parent attendance				
Funding Sources: Local Funds - 0.00, Title I - 0.00, Title II - 0.00						
2) Classroom teachers will effectively utilize all forms of communications, including but not limited to, classroom newsletter, parent/teacher conferences, emails and phone calls	Campus administration teams, classroom teachers, and all staff	Increase parent attendance				
Funding Sources: Local Funds - 0.00, Title I - 0.00						
						


Goal 5: Increase academic growth from a component score of 73% to 76%.

Performance Objective 1: Students will grow and continue to improve to be prepared for the next grade level.

Evaluation Data Source(s) 1: 2019 Accountability Ratings Overall Summary

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Elementary administrators and lead teacher teams will participate in Lead4ward webinars which help teachers and administrators better utilize data sources to target student needs	Elementary administrators	Increased growth on MAP and STAAR				
						

District Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	1	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	1	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00