

Lubbock-Cooper Independent School District
Lubbock-Cooper West Elementary
2018-2019 Campus Improvement Plan



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.

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Comprehensive Needs Assessment

Needs Assessment Overview

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

Academic vocabulary needs to be a focus for both math and ELAR.

What is the impact of these trends?

Using Eduphoria's Leadership Report Card, all certified teachers were able to compare historical averages of each SE (student expectation) to 2018 STAAR performance and locate campus hot spots. Using these hot spots we could trace back areas of need vertically identifying the curriculum strands that link from kindergarten to 5th grade.

What other insights does the data reveal?

The data allowed us as a campus team using Lead4Ward's "Analyzing Learning Standards", to chart our students' performance in each SE as growing, maintaining, and declining. This allows as a teaching staff to know what areas we needing support in our curriculum and to address needs more specific to our student population.

What problem statements have been identified?

How do we incorporate math geometric vocabulary in a way that students in apply it in a variety of settings? How we do teach reading instruction in a way that supports vocabulary growth specifically in the area of expository strands of literature?

Demographics

Demographics Summary

Lubbock-Cooper West Elementary is comprised of a wide range of demographics with cultures represented from all over the world. Our student population is growing. Our current enrollment is 750 students. These include prekindergarten through fifth grade. Of these 750 students, there are approximately 24% who are economically disadvantaged. 3% of our students are English Language Learners. Our campus is also comprised of 6% who fall into the special education population. Our mobility rate is 9%.

Demographics Strengths

- Having a wide range of demographics results in students being exposed to a variety of cultures.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High growth rate emphasizes our growing infrastructure needs as a campus.

Student Achievement

Student Achievement Summary

West Elementary is a very high performing campus in the area of student achievement.

Student Achievement Strengths

- Master level of STAAR assessments is growing.
- The achievement gap in sub-populations is beginning to close as some are above the overall score.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Although science scores increased, there is still opportunity for growth and student mastery of concepts.

Problem Statement 2: Continue to grow in writing with scores of 6, 7, and 8.

School Culture and Climate

School Culture and Climate Summary

West Elementary has worked hard to create a positive culture and climate. Our Pirate Code states that we are responsible, respectful, and caring, and every adult and child in the building works hard to follow this code on a daily basis. Positive Behavior Intervention Support is used throughout the building to reinforce behavior expectations.

Technology

Technology Summary

Technology is integrated into all areas at West Elementary. Teachers seamlessly integrate SMART Boards and Apple TVs into instruction, and most classrooms have a minimum of 5 computers. Hallways and Commons Areas are equipped with Interactive TV's. Laptop and iPad carts are used on a regular basis, and several different software programs are used to guide and improve student learning. Teachers continually are finding new Apps to increase student engagement in their learning.

Technology Strengths

- Effective integration of technology into all classrooms
- Availability of technology

Problem Statements Identifying Technology Needs

Problem Statement 1: Expand the use of technology by allowing students to utilize technology every day.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices


Goals

Goal 1: By spring of 2019, Lubbock-Cooper West students' STAAR Math scores in grades 3-5 will increase in the area of geometry by 10% for each grade level (3rd grade - 65%; 4th grade - 57%; 5th grade - 65%).

Performance Objective 1: Geometry vocabulary will be an intentional focus.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Spiral in 6 box for flex 1st - 5th grade students	Principal, Assistant Principal, Classroom Teachers, Interventionist	MAPS scores will increase in the area of Geometry				
Funding Sources: Local Funds - 0.00						
2) Geometry vocabulary will be added 1 time a week to morning meeting on Math Monday.	Principal, Assistant Principal, Classroom Teachers, Interventionist	Unit assessments will show an increase in geometry vocabulary.				
Funding Sources: Local Funds - 0.00						
						

Goal 2: By spring of 2019, Lubbock-Cooper West students' STAAR Reading scores in grades 3-5 will increase in the expository strands by 10% for each grade level (3rd grade - 69%; 4th grade - 67%; 5th grade - 68%).

Performance Objective 1: Student expectations: 1.14, 2.14, 3.13, 4.11, 5.11 will be targeted to increase achievement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Teachers will plan lessons for flex, shared reading, campus intervention time with the specific student expectations routinely included.	Principal, Assistant principal, classroom teachers & interventionists	Unit assessments will show increased achievement focused on the specific student expectations.				
Funding Sources: Local Funds - 0.00						
2) Open ended graphic organizers will be spiraled in specific lessons.	Principal, Assistant principal, classroom teachers & interventionists	MAP testing will show increased achievement focused on the specific student expectations.				
Funding Sources: Local Funds - 0.00						
						

Campus Funding Summary

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