

Lubbock-Cooper Independent School District

Lubbock-Cooper East Elementary

2026-2027



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

Goal 1: Ensure academic growth and grade-level readiness for every student through high-quality instruction and targeted support.

Pillars:

Student Learning and Progress, Student Readiness

Performance Objective 1: By the end of the 2026-2027 school year, at least 90% of Kindergarten through second-grade students will perform at the Approaches level, 60% will perform at the Meets level, and 30% will perform at the Masters level on MAP Reading and Mathematics assessments.

HB3 Goal

Evaluation Data Sources: End of Year MAP data.

Strategy 1 Details
Strategy 1: Implement rigorous, standards-aligned Tier I instruction that includes differentiation, student engagement, and evidence-based instructional practices to ensure all students master grade-level standards. Strategy's Expected Result/Impact: Students will receive high-quality grade-level instruction that increases academic achievement and reduces the need for intervention. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math
Strategy 2 Details
Strategy 2: Utilize MAP data, common formative assessments, and classroom data to guide instructional decisions through PLCs, DDI meetings, and ongoing progress monitoring. Strategy's Expected Result/Impact: Teachers will identify learning gaps earlier, adjust instruction based on student needs, and improve student growth throughout the school year. Staff Responsible for Monitoring: Principal, Assistant Principals
Strategy 3 Details
Strategy 3: Provide timely Tier II and Tier III interventions, acceleration, and enrichment opportunities based on student performance data. Strategy's Expected Result/Impact: Students will receive targeted support to close learning gaps, accelerate growth, and increase the percentage of students meeting campus performance goals. Staff Responsible for Monitoring: Principal, Assistant Principals

Strategy 4 Details

Strategy 4: Implement research-based literacy and numeracy practices that strengthen foundational reading and mathematics skills through explicit instruction, guided practice, and small-group instruction.

Strategy's Expected Result/Impact: Students will develop strong foundational skills that improve achievement and prepare them for future grade-level success.

Staff Responsible for Monitoring: Principal, Assistant Principals

Strategy 5 Details

Strategy 5: Maximize instructional time by implementing consistent campus systems, intervention schedules, tutoring opportunities, and effective classroom management practices.

Strategy's Expected Result/Impact: Increased instructional time will provide students with additional opportunities to master grade-level standards and demonstrate academic growth.

Goal 1: Ensure academic growth and grade-level readiness for every student through high-quality instruction and targeted support.

Performance Objective 2: By the end of the 2026-2027 school year, at least 60% of students in grades 3-5 will perform at the Meets Grade Level standard or higher on the STAAR Reading Language Arts, Mathematics, and Science assessments.

Evaluation Data Sources: STAAR results

Strategy 1 Details
Strategy 1: Implement rigorous, TEKS-aligned Tier I instruction that incorporates high-yield instructional strategies, differentiated instruction, and frequent opportunities for student engagement. Strategy's Expected Result/Impact: Students will receive consistent, high-quality instruction that increases academic achievement and prepares them to meet grade-level standards. Staff Responsible for Monitoring: Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Utilize PLCs, DDI meetings, common formative assessments, and STAAR-aligned data to monitor student progress and adjust instruction based on identified learning needs. Strategy's Expected Result/Impact: Teachers will use data to make timely instructional decisions, resulting in increased student growth and improved STAAR performance. Staff Responsible for Monitoring: Principal, Assistant Principals

Goal 2: Recruit, develop, support, and retain high-quality educators who are committed to student success and continuous improvement.

Pillars:

Professional Learning/Quality Staff

Performance Objective 1: By the end of the 2026-2027 school year, 100% of instructional staff will participate in ongoing instructional coaching, collaborative PLCs, professional learning, and timely feedback cycles to strengthen instructional effectiveness and student achievement.

Strategy 1 Details
Strategy 1: Provide ongoing instructional coaching, classroom observations, learning walks, and timely feedback aligned to campus instructional expectations. Strategy's Expected Result/Impact: Teachers will strengthen instructional practices, resulting in more consistent, high-quality instruction and increased student achievement. Staff Responsible for Monitoring: Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Strengthen collaborative Professional Learning Communities (PLCs) through data analysis, lesson planning, student artifact reviews, and shared instructional practices. Strategy's Expected Result/Impact: Teachers will use data to make informed instructional decisions, improve collaboration, and increase student academic growth. Staff Responsible for Monitoring: Principals, Assistant Principals
Strategy 3 Details
Strategy 3: Provide targeted intervention and acceleration through RTI, small-group instruction, before-school tutoring, HB 1416 tutoring, and enrichment opportunities based on student performance data. Strategy's Expected Result/Impact: Students will receive timely support to close learning gaps, accelerate learning, and increase the percentage of students achieving the Meets Grade Level standard. Staff Responsible for Monitoring: Principal, Assistant Principals

Goal 2: Recruit, develop, support, and retain high-quality educators who are committed to student success and continuous improvement.

Performance Objective 2: By the end of the 2026-2027 school year, 100% of first-year teachers and teachers new to grade-level assignments will participate in a campus mentoring and instructional coaching program to support effective instructional practices and professional growth.

Strategy 1 Details
Strategy 1: Implement a comprehensive mentoring and professional learning program for all teachers, with targeted support for first-year teachers and educators new to grade-level assignments. Strategy's Expected Result/Impact: Teachers will build instructional confidence, increase instructional effectiveness, and improve staff retention by fostering a culture of continuous learning and professional growth. Staff Responsible for Monitoring: Principal, Assistant Principals

Goal 3: Provide a safe, supportive, and engaging learning environment that promotes the physical safety, social-emotional well-being, and academic success of every student.

Pillars:
Safety and Well-Being

Performance Objective 1: By the end of the 2026-2027 school year, 100% of required safety drills will be conducted according to district and state guidelines, and all campus safety protocols will be implemented with fidelity to maintain a safe and secure learning environment.

Evaluation Data Sources: Safety and Security Logs

Strategy 1 Details
Strategy 1: Conduct regular safety drills and review emergency procedures with staff and students. Strategy's Expected Result/Impact: Students and staff will be prepared to respond appropriately during emergencies, creating a safe learning environment. Staff Responsible for Monitoring: Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Maintain campus safety systems through regular reviews, staff training, and collaboration with district safety personnel. Strategy's Expected Result/Impact: Consistent implementation of safety procedures will reduce risk and promote a secure campus. Staff Responsible for Monitoring: Principal, Assistant Principals

Goal 3: Provide a safe, supportive, and engaging learning environment that promotes the physical safety, social-emotional well-being, and academic success of every student.

Performance Objective 2: By the end of the 2026-2027 school year, 100% of students will participate in the campus comprehensive school counseling program, including classroom guidance lessons that promote social-emotional learning, character development, conflict resolution, and college and career awareness appropriate for elementary students.

Evaluation Data Sources: Counselor classroom logs and lesson plans

Strategy 1 Details
Strategy 1: Implement a comprehensive school counseling program that includes classroom guidance lessons focused on social-emotional learning, character education, conflict resolution, and healthy decision-making. Strategy's Expected Result/Impact: Students will develop the social-emotional skills necessary to build positive relationships, regulate emotions, and succeed academically. Staff Responsible for Monitoring: Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Provide individual counseling, small-group counseling, and crisis response services based on student needs. Strategy's Expected Result/Impact: Students will receive timely support that improves well-being, behavior, and academic engagement. Staff Responsible for Monitoring: Principal, Assistant Principals

Goal 3: Provide a safe, supportive, and engaging learning environment that promotes the physical safety, social-emotional well-being, and academic success of every student.

Performance Objective 3: By the end of the 2026-2027 school year, 100% of students identified for Communities In Schools (CIS) services will receive individualized supports, interventions, and case management designed to improve attendance, behavior, academic success, and student well-being.

Evaluation Data Sources: Communities in Schools logs and lesson plans, and meeting feedback with principal.

Strategy 1 Details
Strategy 1: Collaborate with Communities In Schools to identify students with academic, behavioral, attendance, or social-emotional needs and provide individualized interventions. Strategy's Expected Result/Impact: Students will receive targeted supports that reduce barriers to learning and improve overall student success. Staff Responsible for Monitoring: Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Partner with families and community agencies to connect students with needed resources and services. Strategy's Expected Result/Impact: Strong school-family-community partnerships will improve student attendance, behavior, and academic outcomes. Staff Responsible for Monitoring: Principal, Assistant Principals

Goal 3: Provide a safe, supportive, and engaging learning environment that promotes the physical safety, social-emotional well-being, and academic success of every student.

Performance Objective 4: By the end of the 2026-2027 school year, East Elementary will maintain a positive school climate by implementing campus behavior expectations and increasing positive student behavior through proactive supports, recognition systems, and restorative practices.

- Evaluation Data Sources:** Discipline referral data (office referrals)
ISS/OSS data
Behavior incident reports
PBIS behavior data
Student recognition/positive behavior data (Pirate Parties, positive office referrals, etc.)
Student, staff, and parent climate survey results
Attendance data
MTSS/Behavior Intervention Team meeting data
Counselor and Communities In Schools referral data

Strategy 1 Details
Strategy 1: Implement campus-wide behavior expectations, positive behavior supports, and character education initiatives. Strategy's Expected Result/Impact: Students will demonstrate positive behaviors that contribute to a safe, respectful, and productive learning environment. Staff Responsible for Monitoring: Principal, Assistant Principals

Goal 4: Ensure students have opportunities to engage in the community and that parents and local businesses have opportunities to engage within the school system.

Pillars:
Community Engagement and Partnerships

Performance Objective 1: By the end of the 2026-2027 school year, East Elementary will provide at least three campus-wide family engagement opportunities and increase partnerships with families and community organizations to support student learning and school involvement.

Evaluation Data Sources: Sign-in Sheets

Strategy 1 Details
Strategy 1: Develop new partnerships with local businesses, higher education institutions, civic organizations, and community agencies. Strategy's Expected Result/Impact: Students will benefit from expanded learning opportunities, resources, and community support. Staff Responsible for Monitoring: Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Invite community members to participate in mentoring, career awareness activities, campus events, and volunteer opportunities. Strategy's Expected Result/Impact: Increased community involvement will strengthen relationships between the school and the community while enriching student experiences. Staff Responsible for Monitoring: Principal, Assistant Principals