

Lubbock-Cooper Independent School District

Lubbock-Cooper Central Elementary

2026-2027

Accountability Rating: A

Distinction Designation

Academic Achievement in Science



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.

At Central Elementary we inspire creativity, foster a love of learning, and value one another in a safe and inclusive environment.

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.

At Central Elementary our students grow, our educators thrive, our community supports, and our school thrives.

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Goal 4: Lubbock-Cooper ISD will increase the number of LCISD students who feel safe at school to 100%, ensuring that all students are educated in an optimal environment that is safe, secure, and conducive to learning. 8

Goals

Goal 1: The percentage of all students who are at post-secondary readiness standards (meets standard) in STAAR Reading will increase by 2% by May of 2027.

Pillars:
Engaged, Well-Rounded Students, Student Learning and Progress, Student Readiness

Performance Objective 1: Best practices will be utilized to address increasing achievement for all students, including special populations and our high focus group.

High Priority

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

Strategy 1 Details
Strategy 1: Classroom teachers and intervention teachers will review students who have regressed of plateaued in the previous school year and provide differentiated instruction and/or intervention as needed. Strategy's Expected Result/Impact: It is expected that academic gaps will be identified and targeted in order for students to demonstrate concept mastery which will lead to measurable growth evidenced by MAP and STAAR results. Staff Responsible for Monitoring: Campus admin, RTI team, classroom teachers, intervention teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction

Goal 1: The percentage of all students who are at post-secondary readiness standards (meets standard) in STAAR Reading will increase by 2% by May of 2027.

Performance Objective 2: 100% of Central Elementary students will demonstrate measurable academic growth evidences through one or more the the following measures: MAP testing, STAAR testing, Guided Reading Level, and Circle Assessment.

Evaluation Data Sources: MAP scores, STAAR data, Guided Reading Levels, Circle Assessments

Strategy 1 Details
Strategy 1: Central Elementary Administration team with identify any student who shows no growth according to MAP scores and meet with the appropriate staff (teachers, interventionists, staff support) to create a targeted plan for student growth. This will be reviewed at the beginning, middle, and end of the year testing points with a summative take away at the end of the year. Strategy's Expected Result/Impact: It is expected that identified students will receive appropriate differentiated instruction and will demonstrate growth evidences by MAP or STAAR scores. Staff Responsible for Monitoring: Central Elementary Administration team, Digital Learning Specialist, classroom teachers, intervention teachers, and support staff as applicable. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction

Goal 2: The percentage of all students who are at post-secondary readiness standards (meets standard) in STAAR Math will increase by 2% by May 2027.

Pillars:
Student Learning and Progress

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

High Priority
Evaluation Data Sources: STAAR Math data

Strategy 1 Details
Strategy 1: Student in one of the following categories will be identified and progress monitored in conjunction with normal data review at the end of each unit assessment window and MAP testing window: SPED, Emerging Bilingual, Highly mobile, Economically Disadvantaged. Strategy's Expected Result/Impact: It is expected that the identified students iwll receive targeted and differentiated instruction based on their needs and their academic growth will be evidenced by MAP and unit assessments. Staff Responsible for Monitoring: Central Elementary administration team, Digital Learning Specialist, classroom teachers, intervention teachers, and support staff as applicable. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction

Goal 3: Ensure that every student has effective teachers and adults in the school that care about students, their learning, and their well being.

Pillars:
Safety and Well-Being, Engaged, Well-Rounded Students, Professional Learning/Quality Staff

Performance Objective 1: Campus admin and certified staff will continue to partner in lesson planning and PLC norms - establish clear roles, timelines, milestones, and check ins - in order to review student data, track growth, and monitor progress.

Evaluation Data Sources: Student growth data in MAP and STAAR, Staff survey feedback

Strategy 1 Details
Strategy 1: Campus lesson plan template and PLC practices will be revised in the first semester to ensure we are meeting current needs and achieving a high level of student growth. Strategy's Expected Result/Impact: It is expected that teacher lesson plans will meet core component expectations and address student needs. Staff Responsible for Monitoring: Campus administration and Digital Learning Specialist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction

Goal 4: Lubbock-Cooper ISD will increase the number of LCISD students who feel safe at school to 100%, ensuring that all students are educated in an optimal environment that is safe, secure, and conducive to learning.

Pillars:

Safety and Well-Being

Performance Objective 1: Continue utilizing 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 will include, but not limited to: district badge awareness and 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.

Resources available for students and staff: Anonymous Tip line, SafeVisitor visitor Monitoring, Licensed Professional Counselors access for all students.

Evaluation Data Sources: Disciplinary referrals, attendance reports, security officer reports, annual parent/staff/student surveys, professional development training records.

Goal 4: Lubbock-Cooper ISD will increase the number of LCISD students who feel safe at school to 100%, ensuring that all students are educated in an optimal environment that is safe, secure, and conducive to learning.

Performance Objective 2: Central Elementary administrator and certified staff will implement a campus wise school routines and procedures process that includes clear roles, expectations, rubrics, and review of transitioned during the following times/locations: arrival, dismissal, cafeteria, and grade level transitions. This will be reviewed and evaluated by a campus based committee, district level observers, and a coach from Region 17.

Evaluation Data Sources: Staff survey feedback

Strategy 1 Details
Strategy 1: Central Elementary administrators will continue to provide training for all staff with an emphasis on common area expectations and campus discipline consistency. SAIL The Central Way will continue into year two with a focus on consistency for the campus. Strategy's Expected Result/Impact: It is expected that campus wide behavior referral trends will continue to level out and decrease as teachers are given tools for handling discipline in their classrooms and have campus wide supports in place. Staff Responsible for Monitoring: Central Elementary administration, staff members that monitor the following areas: cafeteria, playground, hallway transitions, and field trips; staff leadership committee. ESF Levers: Lever 1: Strong School Leadership and Planning