

Lubbock-Cooper Independent School District

District Improvement Plan

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 success for all students and readiness for their next level of education and/or postsecondary path.

Pillars:

Student Learning and Progress

Performance Objective 1: The percentage of all students who are at postsecondary readiness standard (meets standard) in STAAR reading will increase by 2% by May 2027.

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. 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 and instructional coaches Results Driven Accountability
Strategy 2 Details
Strategy 2: The district will utilize focused reading intervention such as small group, teacher-directed & interventionist-directed instruction and programs such as LLI, Read 180, iStation, and specific intervention periods 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, RtI committees, interventionists, campus administration, and district curriculum team & instructional coaches. Results Driven Accountability
Strategy 3 Details
Strategy 3: Teachers will participate in professional development focused on TEKS and instructional strategies to provide differentiated methods of literacy instruction, such as district and campus content collaboration times, Reading Academy, and PLCs. Strategy's Expected Result/Impact: I. Increased occurrence of differentiation and best instructional practices in lesson plans and walkthroughs. II. Increased CIRCLE assessment, MAP growth, and common unit assessment scores. Staff Responsible for Monitoring: District curriculum team and instructional coaches, campus administration, teachers

Goal 1: Ensure academic success for all students and readiness for their next level of education and/or postsecondary path.

Performance Objective 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.

Evaluation Data Sources: STAAR Math data; MAP projected proficiency data, unit assessment data

Strategy 1 Details
Strategy 1: Provide Tier 1 math instruction that is aligned with TEKS, LCISD Math Framework, and SAVVAS Envision+. Strategy's Expected Result/Impact: I. Evidence of aligned Tier 1 instruction in lesson plans and walkthroughs. II. Increased MAP growth, common unit assessment scores, and STAAR scores. Staff Responsible for Monitoring: Teachers, campus administration, district curriculum team and instructional coaches Results Driven Accountability
Strategy 2 Details
Strategy 2: Utilize focused math intervention such as small group, teacher-directed & interventionist-directed instruction and programs such as Amira(elementary), and specific intervention periods to increase mathematical skills. Strategy's Expected Result/Impact: I. Following the RtI process, students will transition out of the math intervention programs. II. Students' math scores will show growth towards grade level proficiency. Staff Responsible for Monitoring: Teachers, RtI committees, interventionists,campus administration, and district curriculum team & instructional coaches. Results Driven Accountability
Strategy 3 Details
Strategy 3: Teachers will participate in professional development focused on TEKS, RBIS, and the math framework to provide systematic instruction with SAVVAS instructional materials such as district and campus content collaboration times and PLCs. Strategy's Expected Result/Impact: I. Increased occurrence of Research Based Instructional Strategies (RBIS) and components of the LCISD math framework in lesson plans and walkthroughs. II. Increased MAP growth, common unit assessment scores, and STAAR scores. Staff Responsible for Monitoring: District curriculum team, campus administration, teachers

Goal 1: Ensure academic success for all students and readiness for their next level of education and/or postsecondary path.

Performance Objective 3: The percentage of students meeting TSI criteria in both reading and math will increase by 3% by May 2027.

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

Strategy 1 Details
Strategy 1: Increase teacher understanding of resources available through professional development to prepare students for ACT, SAT, and Accuplacer. Strategy's Expected Result/Impact: I. Increase utilization of resources available to prepare for ACT, SAT, and Accuplacer. II. Increase the percentage of students meeting state targets for the ACT, SAT and Accuplacer Staff Responsible for Monitoring: Secondary administration, district curriculum team, instructional coaches, secondary counselors and teachers
Strategy 2 Details
Strategy 2: Implement College Board PreAP resources through the LCP Scholar Program in middle school and high school math and reading courses. Strategy's Expected Result/Impact: I. Increase in student enrollment in AP/Dual Credit/OnRamps courses. II. Increase in ACT, SAT and TSI scores. Staff Responsible for Monitoring: Secondary administration, district curriculum team, instructional coaches, secondary counselors and teachers

Goal 2: Ensure that every student has effective teachers and adults in the schools that care about students, their learning and their well being.

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

Performance Objective 1: Provide a variety of professional development and support throughout the school year to develop teachers' educational craft.

Evaluation Data Sources: PD portfolios, agendas, surveys of effectiveness

Strategy 1 Details
Strategy 1: Provide staff development opportunities such as, Symposium, Professional Learning Communities, C3s, targeted district-led trainings, Reading Academy, Confluence, First Year Teaching Academy, Learning Lab, LIFT grant (K-8 Math), PREP Allotment grants. Strategy's Expected Result/Impact: I. Increase teacher effectiveness II. Increase student engagement Staff Responsible for Monitoring: Campus administration, district curriculum team, instructional coaches, and digital learning team

Goal 2: 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 technology support and professional learning opportunities for all of teachers, DLS, campus administrators, and district-level instructional staff.

Evaluation Data Sources: LCISD Staff/Teacher survey, PD exit tickets

Strategy 1 Details
Strategy 1: Implement targeted staff trainings through coaching/mentoring cycles, Symposium, Confluence, DL Expo, C3s, PLCs, and the LCISD digital learning website that focus on balanced classrooms, focused on productive technology use vs. passive use. Strategy's Expected Result/Impact: This strategy aims to increase student engagement and well-being by ensuring staff intentionally select analog or digital tools based on specific learning objectives. Staff Responsible for Monitoring: Digital Learning team, Curriculum & Instruction team, instructional coaches, district and campus administrators

Goal 2: 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: Recruit and retain highly effective teachers to meet HB 2 Requirements

Evaluation Data Sources: TAPR

Strategy 1 Details
Strategy 1: Advertise, leverage partnerships with teacher prep programs, university job fairs, social media, & high school CTE LCP Teach to recruit teachers. Strategy's Expected Result/Impact: I. Increase in the average rate of teacher retention II. Increased pool of effective/mentor teachers Staff Responsible for Monitoring: HR, Curriculum and Instruction Team, Campus administrators
Strategy 2 Details
Strategy 2: Implement PREP Allotment Grant funds for mentorship and residency. Strategy's Expected Result/Impact: I. Increase in the average rate of teacher retention II. Increased pool of effective/mentor teachers Staff Responsible for Monitoring: HR, Curriculum and Instruction Team, Campus administrators

Goal 3: 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.

Pillars:

Safety and Well-Being

Performance Objective 1: Lubbock-Cooper ISD will increase the number of LCISD students who feel safe at school to 100%.

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
Strategy 1: Implement resources and training (Mental Health/ Social Emotional Learning: minimum of 1 counselor staffed at each campus, suicide awareness/prevention utilizing StarCare, mental health assistance with CATR (Campus Alliance for Telehealth Resources). Faculty training in Trauma Informed Care, Homeless Recognition, Child Abuse, and bullying. Implement "The Standard" to encourage positive interaction between peers. Strategy's Expected Result/Impact: Decrease in discipline referrals and an increase in parent participation Staff Responsible for Monitoring: Campus Counselors, Principals, Director of Student Services, PASS staff, Special Education staff, campus administrators
Strategy 2 Details
Strategy 2: Provide students instruction in digital citizenship and online safety through: eTech classes at the elementary level, PIT, CHAT and other targeted secondary classes. Strategy's Expected Result/Impact: Increased awareness of how to be a positive digital citizen and use safe online behaviors. Staff Responsible for Monitoring: Campus administrators, teachers, technology department staff
Strategy 3 Details
Strategy 3: Continue to utilize Campus Police Officers and other resources on each campus. Officers receive specialized training. Other resources/procedures include district badge awareness/access control, door procedures (both interior and exterior), mobile alert app (CrisisGo), Sex Trafficking Training for all staff, Campus Lockdown and Drills, School Messenger, Bullying/Security/Dating Violence Anonymous Tipline, SafeVisitor visitor Monitoring, Licensed Professional Counselors. 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 Staff Responsible for Monitoring: Chief of Police, Director of Professional Development, Director of Student Services, campus administrators

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:
Engaged, Well-Rounded Students

Performance Objective 1: Expand opportunities for students/student groups to engage in community service with local businesses, community partners and the district to support well-rounded students.

Evaluation Data Sources: Student Surveys, internal tracking system

Strategy 1 Details
Strategy 1: Embed community and district service initiatives into the activities of student leadership groups, athletic teams, extracurricular clubs, and classes. Strategy's Expected Result/Impact: Increased number of service hours and students participating in service initiatives. Staff Responsible for Monitoring: Organization sponsors, teachers, campus & district administrators

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.

Performance Objective 2: Increase parental and community involvement in LCISD schools.

Evaluation Data Sources: Family surveys, sign-in sheets, internal tracking systems

Strategy 1 Details
Strategy 1: Provide communication to families, in a timely manner, regarding district opportunities such as: Learning Walks, BARK, Dyslexia Simulation, etc. Strategy's Expected Result/Impact: Increase public relations with the district and positive impact of public schools on the future workforce. Staff Responsible for Monitoring: Campus and district admin
Strategy 2 Details
Strategy 2: Invite business leaders into our secondary campuses to engage with students about current job opportunities and future career choices through EMBARK, CTE Career Fair, guest speakers in classrooms, etc. Strategy's Expected Result/Impact: Increase public relations with the district and positive impact of public schools on the future workforce; students have greater exposure to potential career options. Staff Responsible for Monitoring: Campus and district admin, Embark coordinator(s)