

Lubbock-Cooper Independent School District

Lubbock-Cooper Middle

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 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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Goals

Goal 1: By May 2027, increase the percentage of all students meeting or exceeding expected growth across all core content areas by 3%.

Pillars:
Student Learning and Progress

Performance Objective 1: Increase the percentage of students reaching the Meets Grade Level standard in Mathematics from 46% to 49% and in Reading Language Arts (RLA) from 63% to 66%

High Priority

Evaluation Data Sources: District curriculum guides and common unit assessments.

Strategy 1 Details
Strategy 1: Utilize Professional Learning Communities (PLCs) focused on TEKS-aligned instructional strategies to ensure balanced growth across all core departments. Strategy's Expected Result/Impact: To increase student growth in all core content areas. Staff Responsible for Monitoring: Campus administration, department leads, and teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 1: By May 2027, increase the percentage of all students meeting or exceeding expected growth across all core content areas by 3%.

Performance Objective 2: Reduce the 10-point approach-level gap between RLA (84%) and Math (74%) by improving overall mathematical proficiency.

Evaluation Data Sources: MAP projected proficiency data, unit assessment data, and teacher lesson plans.

Strategy 1 Details
Strategy 1: Provide differentiated instruction to all students based on ongoing data analysis of MAP growth and common unit assessments. Strategy's Expected Result/Impact: To reduce the approach-level gap between RLA and Math. Staff Responsible for Monitoring: Teachers, campus administration, and instructional coaches. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 2: By May 2027, close the achievement gap for English Learners (EL), students with disabilities (SPED), and economically disadvantaged students by increasing their Meets standard performance by at least 3%.

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

Performance Objective 1: 100% of EL and SPED students will show annual growth toward grade-level standards through access to specialized academic interventions.

Evaluation Data Sources: District curriculum guides and common unit assessments.

Strategy 1 Details
Strategy 1: Utilize dedicated intervention periods for small-group, teacher-directed instruction and the use of district approved programs. Strategy's Expected Result/Impact: EL and SPED students will show annual growth. Staff Responsible for Monitoring: Campus administration, department leads, and teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 2: By May 2027, close the achievement gap for English Learners (EL), students with disabilities (SPED), and economically disadvantaged students by increasing their Meets standard performance by at least 3%.

Performance Objective 2: Enhance the effectiveness of in-class support by ensuring 100% collaboration between general education and special education teachers.

Evaluation Data Sources: Inclusion support staff training materials and shared instructional plans.

Strategy 1 Details
Strategy 1: Ensure collaboration for Gen Ed and SPED teachers to align differentiated instruction and support assistant expectations in the classroom. Strategy's Expected Result/Impact: Enhance the effectiveness of in-class support to ensure student growth. Staff Responsible for Monitoring: Campus administration and PLC leads. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 3: By May 2027, cultivate a high-performing professional environment where 100% of first-year teachers feel empowered, valued, and included through a campus-specific mentor framework

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

Performance Objective 1: 100% of first-year teachers will successfully complete the district mentor program, reporting a high level of confidence in pedagogy and LCP culture.

Evaluation Data Sources: Mentor/mentee Google Form completion

Strategy 1 Details
Strategy 1: Pair every new teacher with a campus mentor and provide monthly collaborative feedback sessions through the First Year Teaching Academy. Strategy's Expected Result/Impact: 100% of first-year teachers will successfully complete the district mentor program Staff Responsible for Monitoring: District and campus administrators as well as campus mentors Title I: 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 3: By May 2027, cultivate a high-performing professional environment where 100% of first-year teachers feel empowered, valued, and included through a campus-specific mentor framework

Performance Objective 2: Increase campus leadership presence to provide ongoing, non-evaluative coaching and feedback to new staff members.

Evaluation Data Sources: Walkthrough data and observations

Strategy 1 Details
Strategy 1: Conduct supportive walkthroughs focused on the Portrait of an LCP Leader trait of Empowerment, offering immediate encouragement and instructional ideas Strategy's Expected Result/Impact: Increase campus leadership presence to provide ongoing support Staff Responsible for Monitoring: Campus administration and instructional coaches Title I: 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture