

Lubbock-Cooper Independent School District

Lubbock-Cooper South Elementary

2026-2027



Mission Statement

Is is the goal of Lubbock-Cooper South Elementary School to provide for each and every student a quality education, a sense of community responsibility, a strong awareness of character, and an appreciation for the value of good.

Vision

Tradition: As South Elementary is housed in two of the oldest structures in the Lubbock-Cooper ISD complex, visitors and alumni can easily sense the wonderful flavor of the "Cooper Spirit." From early country beginnings to a current cutting edge of technology, history remains alive here "in the South."

Pride: Determined to remain the very best, we continue to achieve in academics and extra-curricular events. Our teaching faculty, library, music, technology, and intervention programs are among the finest in the area. Setting and refining distinctive standards is the foundation of our mission.

Excellence: Ongoing professional development, devoted faculty members, and a commitment to students are the keys to an exemplary environment for which this campus has long been known. These hallmarks translate into our assurances that we will always provide a quality education.

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Goals

Goal 1: Lubbock-Cooper South Elementary will ensure academic growth and mastery for every student by equipping educators to deliver targeted, high-quality instruction and supportive learning experiences.

Pillars:
Engaged, Well-Rounded Students, Student Learning and Progress, Professional Learning/Quality Staff, Student Readiness, Community Engagement and Partnerships

Performance Objective 1: By May 2027, 55% of our K-2 students at South Elementary will score in the 60th percentile on MAP Growth Reading and Math as measured by Spring RIT scores.

High Priority
Evaluation Data Sources: MAP

Strategy 1 Details
Strategy 1: Implement targeted small group instruction with daily intervention and enrichment based on ongoing formative assessments, student work, and MAP/Amira data. Strategy's Expected Result/Impact: Daily intervention structure ensured that learning gaps were addressed in real-time preventing students from falling permanently behind in core concepts. Staff Responsible for Monitoring: Administrators, 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 - Targeted Support Strategy

Strategy 2 Details

Strategy 2: Implement age-appropriate, visual "Growth Binders" or tracking sheets for K-2 students. Following the Fall MAP window, teachers will conduct 1-on-1 mini-conferences with students to set a visual growth goal (e.g., coloring a graph and "GOAL"den ticket) so students can track their own progress toward their Spring target.

Strategy's Expected Result/Impact: Will increase student intrinsic motivation. In K-2, when kids understand where they are and that they are racing against their own past score rather than their peers. engagement takes off.

Staff Responsible for Monitoring: Teachers

Title I:

2.51, 2.52, 2.53

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Use Professional Learning Communities to analyze student performance every week, adjusting instructional practices and track academic growth to ensure students stay on pace toward meeting grade-level expectations.

Strategy's Expected Result/Impact: Teachers share high-yield strategies, meaning a breakthrough in one classroom immediately benefited students across the entire grade level. Weekly monitoring ensures that struggling students were identified and supported immediately, preventing minor learning gaps.

Staff Responsible for Monitoring: Administration, staff

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Goal 1: Lubbock-Cooper South Elementary will ensure academic growth and mastery for every student by equipping educators to deliver targeted, high-quality instruction and supportive learning experiences.

Performance Objective 2: By May 2027, 60% of 3rd through 5th grade students at South Elementary will perform at the Meets Level on the STAAR reading assessment.

High Priority

Evaluation Data Sources: Unit Assessments
District Assessments
Student Work
MAP
STAAR

Strategy 1 Details
Strategy 1: Implement targeted small group instruction with daily intervention and enrichment based on ongoing formative assessments, and student work. Strategy's Expected Result/Impact: By grouping students strictly by skill deficit (e.g., analyzing text structure) rather than overall reading levels, all students, including demographic subgroups (such as Emergent Bilinguals or Special Education students) receive immediate, equitable access to the exact Tier 2 intervention they need to close specific gaps. Staff Responsible for Monitoring: Teachers Administration C&I Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Implement student-led "Data Goal Binders" for 3rd-5th grade students to track multiple measures of academic growth. In addition to plotting Fall, Winter, and Spring MAP RIT scores, students will routinely track their performance on district unit assessments, writing assessments, and shifts in their Guided Reading levels. Following major assessment windows and STAAR interim blocks, teachers will conduct 1-on-1 data conferences.

Strategy's Expected Result/Impact: It connects multiple points of data to widen the student perspective on daily efforts and progress. Student understanding will aid in closing gaps in their understanding.

Staff Responsible for Monitoring: Teacher
Administration

Title I:

2.51, 2.52, 2.53

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Use Professional Learning Communities to analyze student performance every week, adjusting instructional practices and track academic growth to ensure students stay on pace toward meeting grade-level expectations.

Strategy's Expected Result/Impact: Teachers share high-yield strategies, meaning a breakthrough in one classroom immediately benefited students across the entire grade level. Weekly monitoring ensures that struggling students were identified and supported immediately, preventing minor learning gaps.

Staff Responsible for Monitoring: Administration, staff

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 1: Lubbock-Cooper South Elementary will ensure academic growth and mastery for every student by equipping educators to deliver targeted, high-quality instruction and supportive learning experiences.

Performance Objective 3: By May 2027, 60% of 3rd through 5th grade students at South Elementary will perform at the Meets Level on the STAAR math assessment.

High Priority

Evaluation Data Sources: Unit Assessments
District Assessments
Student Work
MAP
STAAR

Strategy 1 Details
Strategy 1: Implement targeted small group instruction with daily intervention and enrichment based on ongoing formative assessments, and student work. Strategy's Expected Result/Impact: By grouping students strictly by skill deficit (e.g., comparing fractions, multi-step problem solving, or decimal operations) rather than general math ability levels, all students, including demographic subgroups (such as Emergent Bilinguals or Special Education students), receive immediate, equitable access to the exact Tier 2 math intervention they need to close specific conceptual gaps. Staff Responsible for Monitoring: Teacher Administration C&I Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Implement student-led "Data Goal Binders" for 3rd-5th grade students to track multiple measures of academic growth. In addition to plotting Fall, Winter, and Spring MAP RIT scores, students will routinely track their performance on district unit assessments and other student work. Following major assessment windows and STAAR interim blocks, teachers will conduct 1-on-1 data conferences.

Strategy's Expected Result/Impact: It connects multiple points of data to widen the student perspective on daily efforts and progress. Student understanding will aid in closing gaps in their understanding.

Staff Responsible for Monitoring: Teachers
Administrators

Title I:

2.51, 2.52, 2.53

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Use Professional Learning Communities to analyze student performance every week, adjusting instructional practices and track academic growth to ensure students stay on pace toward meeting grade-level expectations.

Strategy's Expected Result/Impact: Teachers share high-yield strategies, meaning a breakthrough in one classroom immediately benefited students across the entire grade level. Weekly monitoring ensures that struggling students were identified and supported immediately, preventing minor learning gaps.

Staff Responsible for Monitoring: Administration, teacher

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Goal 1: Lubbock-Cooper South Elementary will ensure academic growth and mastery for every student by equipping educators to deliver targeted, high-quality instruction and supportive learning experiences.

Performance Objective 4:

By May 2027, as measured by NWEA MAP (K-2) STAAR (3-5), South will close achievement gaps, ensuring that our two lowest-performing subgroups (Hispanic and White) meet or exceed their personalized growth targets.

High Priority

HB3 Goal

Evaluation Data Sources: MAP reading and math assessments
STAAR

Strategy 1 Details
Strategy 1: During weekly PLC meetings, teachers will analyze the performance of these two student cohorts on these assessments, create data tracking profiles for the Hispanic and White student subgroups, and immediately design targeted action plans and tier-2/3 interventions to directly address identified learning gaps. Strategy's Expected Result/Impact: Reduced the achievement gap between the Hispanic and White student subgroups on district benchmarks and state assessments through targeted, demographic-specific data tracking. Staff Responsible for Monitoring: Administration, teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 2: Lubbock-Cooper South Elementary will attract, develop, retain, and reward highly effective teachers in an environment where staff and students can feel safe, supported, valued, and motivated.

Pillars:

Safety and Well-Being, Engaged, Well-Rounded Students, Student Learning and Progress, Professional Learning/Quality Staff, Student Readiness, Fiscal and Operational Systems, Community Engagement and Partnerships

Performance Objective 1: By May 2027, we will equip staff with the training and resources needed to address minor disruptions and non-disruptive behaviors within the building, as evidenced by a 20% reduction in Skyward documentation.

High Priority

Evaluation Data Sources: Skyward
Routines & Procedures feedback

Strategy 1 Details
Strategy 1: Develop and implement a campus-wide, Tier 1 Behavior Flowchart that explicitly defines the line between classroom-managed (minor/non-disruptive) and office-managed (major) behaviors. Equip all staff with a "Universal De-escalation Toolkit" (including visual regulation tools, cool-down corner protocols, and 2-minute restorative script cards) backed by targeted professional development during August and October PLC sessions. Strategy's Expected Result/Impact: Eliminates guesswork and "decision fatigue." Teachers feel highly supported because the campus has drawn a clear line on exactly what they are expected to handle and exactly when administration will step in. The toolkit gives them immediate, physical resources to diffuse situations without having to stop teaching. By standardizing what actually requires an official write-up, accidental or premature Skyward documentation for minor infractions (like blurting out or off-task behavior) drops significantly. Students experience predictable, calm boundaries across all classrooms, reducing anxiety and keeping them in the learning environment instead of being pushed out of the room for minor slip-ups. Staff Responsible for Monitoring: Teachers Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 2: Lubbock-Cooper South Elementary will attract, develop, retain, and reward highly effective teachers in an environment where staff and students can feel safe, supported, valued, and motivated.

Performance Objective 2: South will create a highly motivating campus culture that increases teacher retention by 20% by May 2027 by providing timely communication, hosting monthly staff team-building events, and implementing a campus-wide recognition system that consistently rewards teachers for instructional excellence and publicly celebrates students for their growth and positive behavior.

High Priority

Evaluation Data Sources: Teacher Recognition Comparison from 25-26 to 26-27
Teacher Feedback Surveys

Strategy 1 Details
Strategy 1: Host monthly team building and culture building activities to foster inclusion, collaboration, and a sense of belonging. Strategy's Expected Result/Impact: By transforming appreciation from a sporadic afterthought into a systematic, visible routine (via weekly shout-outs and monthly peer awards), teachers recognize that their daily instructional wins are explicitly seen and celebrated. Staff Responsible for Monitoring: Administration Sunshine Committee Title I: 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: A weekly leadership communication will be established to ensure transparency regarding campus events and operational needs, while simultaneously fostering a positive school culture through peer-nominated staff shoutouts and a traveling campus award. Strategy's Expected Result/Impact: Staff will feel more prepared and less reactive, leading to smoother execution of campus events and day-to-day logistics. "Peer-to-peer" recognition builds a stronger, self-sustaining community where staff feel genuinely seen by the colleagues they work alongside daily. Staff Responsible for Monitoring: Sunshine Committee Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: To improve campus climate, student engagement, and staff retention by implementing a meaningful and inclusive recognition program that celebrates growth, effort, and community contributions.

Strategy's Expected Result/Impact: This will result in a self-sustaining loop of positive morale that encompasses the South campus.

Staff Responsible for Monitoring: Administration

Goal 2: Lubbock-Cooper South Elementary will attract, develop, retain, and reward highly effective teachers in an environment where staff and students can feel safe, supported, valued, and motivated.

Performance Objective 3: Increase the overall student attendance rate from 95% to 96% by May 2027 by implementing proactive family outreach, identifying and supporting chronically absent students, and establishing campus-wide attendance incentives.

High Priority
Evaluation Data Sources: A2A reports

Strategy 1 Details
Strategy 1: South will launch a multi-tiered attendance incentive system featuring grade level, classroom competitions, monthly individual reward drawings, to build a school-wide culture that rewards both consistent and improved attendance. Strategy's Expected Result/Impact: By rewarding classrooms and individuals, it creates positive peer accountability alongside individual motivation. Staff Responsible for Monitoring: Administration, teachers, PEIMS Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 3: South Elementary will cultivate a collaborative network through consistent, inclusive communication and increased family and community engagement, hosting purposeful school-home-community events that build trust and shared responsibility.

Pillars:
Engaged, Well-Rounded Students, Student Learning and Progress, Professional Learning/Quality Staff, Student Readiness, Community Engagement and Partnerships

Performance Objective 1: Host at least four purposeful, high-interest school-wide family engagement events per school year that actively involve parents in interactive learning experiences alongside their children, achieving a minimum 85% satisfaction rate on parent feedback surveys regarding the value of the event.

High Priority

Evaluation Data Sources: Sign-in sheets
Parent surveys

Strategy 1 Details
Strategy 1: South will design and execute a quarterly series of interactive, themed family nights that pair student recognition with parent learning. To maximize attendance and value, South will use multi-channel, multilingual outreach, provide take-home academic resources, and utilize digital exit tickets to measure family satisfaction and continuously improve event quality. Strategy's Expected Result/Impact: Families transition from passive observers to active participants in their child's education, fostering a true sense of shared responsibility for student success. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Goal 3: South Elementary will cultivate a collaborative network through consistent, inclusive communication and increased family and community engagement, hosting purposeful school-home-community events that build trust and shared responsibility.

Performance Objective 2: By May, increase family engagement with school communications by ensuring 100% of campus-wide updates are distributed weekly via multiple accessible channels (text, email, and print) and translated into the primary languages spoken by our student population.

High Priority
Evaluation Data Sources: Community Partner Spreadsheet

Strategy 1 Details
Strategy 1: South will establish a weekly communication protocol by utilizing a centralized digital platform (such as Seesaw or Smore) that automatically translates updates into families' preferred languages. Strategy's Expected Result/Impact: When parents are well-informed, they can better support their children with school deadlines, spirit days, and homework, leading to increased student readiness and morale. Staff Responsible for Monitoring: Administration, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture