

Lumberton Independent School District

Lumberton Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Every Child

Every Class

Every Day

Vision

Educate students to become productive members of society

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Comprehensive Needs Assessment

Demographics

Demographics Summary

Needs Assessments 2018-2019 Demographics

Enrollment increased by 38 students from 16-17 to 17-18. From 17-18 to 18-19 was only 1 student. According to the data LMS enrollment is at 625 students. Our enrollment last year was 624. We have a total of 59 employees on campus. The breakdown of LMS staff is 2 administrators, 1 counselor, 1 librarian, 1 Nurse, 14 paraprofessionals, and 40 teachers. At LMS our student population is made up of mostly white students with 556. The second largest group is Hispanic students at 45. Current data shows that our Hispanic population has increased since last year. We also have a large percentage of our student body classified as Economically Disadvantaged at 32.64 %. Our percentage of students based on ethnicity is White 88.96%, Hispanic 7.2%, Asian 1.12%, Native American 0.16%, and African American .32%. The male population is 52.32% and the female population is 47.68%. 7.36% of our student population participates in our Special Education program and 76 of our students fall under section 504, 12%. We have 46 students in Special Education, 10 ESL students, 15 homeless students, and 44 gifted and talented students. Most of our at-risk students at LMS, 128, are children that have been retained in the previous grade or failed to pass the STAAR exam. The demographics of our faculty closely reflects that of the student body.

RTI Trend and Percentage – 158 students – 25% of population

504 – 76 students – 12% of population

Staff Information	Count/Average	Percent	District	State
Total Staff	56.0	100.0%	100.0%	100.0%
Professional Staff:	48.2	85.9%	2.6%	64.0%
Teachers	42.3	75.5%	50.6%	50.0%
Professional Support	4.7	8.4%	8.2%	10.0%
Campus Administration (School Leadership)	1.1	2.0%	2.3%	2.9%
Educational Aides:	7.9	14.1%	11.1%	9.6%
Total Minority Staff:	2.0	3.6%	4.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.2%
Hispanic	0.0	0.0%	2.8%	26.6%
White	42.3	100.0%	96.9%	59.8%
American Indian	0.0	0.0%	0.3%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	7.9	18.7%	15.2%	23.7%
Females	34.4	81.3%	84.8%	76.3%

Teachers by Highest Degree Held:

No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	36.7	86.7%	86.6%	74.5%
Masters	5.6	13.3%	13.4%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%

Teachers by Years of Experience:

Beginning Teachers	1.9	4.4%	3.8%	7.8%
1-5 Years Experience	14.2	33.6%	29.5%	28.0%
6-10 Years Experience	9.2	21.8%	24.1%	20.9%
11-20 Years Experience	11.1	26.2%	27.1%	27.8%
Over 20 Years Experience	5.9	13.9%	15.5%	15.5%
Number of Students per Teacher	13.9	n/a	15.5	15.1

Demographics Strengths

Studentbody Stability

Demographic Needs

1. Due to Hurricane Harvey, our homeless percentage up, we will need to continue to efforts in aiding those in need.
2. Due to our increased number of Economically Disadvantaged and Hispanic students, we need to continue our remediation efforts of these two sub populations.

Student Achievement

Student Achievement Summary

STAAR 17-18

8th

Math 85%

Reading 90%

Social Studies 68%

Science 78%

7th

Math 83%

Reading 80%

Writing 77%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading teachers will monitor students' reading levels to guide students to read in the upper end of their ZPD range. **Root Cause:** Teachers are not checking the ZPD range of the books their students are checking out.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents/community are very involved in extracurricular activities; such as athletic events, band, choir concerts.

Parent and Community Engagement Strengths

Parents are very involved in extracurricular activities. They attend Open House, pep rallies, athletic events. band, choir events, theater arts performances.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Revised/Approved: October 08, 2015

Goal 1: Student discipline will decrease by 10% by end of school year.

Performance Objective 1: Decrease office referrals by 5%.

Evaluation Data Source(s) 1: Discipline data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Guest speaker Cam Awesome will discuss work ethic, being respectful, anitbully.	Principal	Decrease in office referrals.				
Funding Sources: Activity - 750.00						
2) Guest speaker Harvest House will have a presentation about human sex trafficking, keeping safe, etc.	admin	Decrease in office referrals by 5%.				
3) Teachers sponsor Up Clubs to build positive relationships with students and foster positive self esteem.	Counselor Admin	Decrease in office referrals. Increase in students participating in UP Clubs.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Student attendance will increase by 1.5% for this school year.

Performance Objective 1: Staff will monitor students attendance.

Evaluation Data Source(s) 1: Phone logs
attendance data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 7th grade 4th period classes will be awarded an ice cream for having the highest class attendance average. 8th grade 5th period classes will be awarded an ice cream pass or get to go to lunch first for having the highest class attendance.	4th period teachers will input attendance numbers daily. Classes will be awarded every Friday.	Students' attendance will increase by 1%.				
Funding Sources: Activity - 1000.00						
2) Staff will make contact with parents when a student is absent more than 3 days.	Attendance Clerk	Attendance will increase by 1.5%				
3) Students achieving perfect attendance will put in a drawing at the end of each 3 week grading period and at then end of the semester. Drawings will be held for various prizes. A year end field trip will take place for students with perfect attendance.						
Funding Sources: Activity - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Student attendance will increase by 1.5% for this school year.

Performance Objective 2: Increase student attendance. Incentive drawings each 3 weeks (2 students/grade) , 9 weeks (2-25 students), and semester (all students with perfect attendance).

Evaluation Data Source(s) 2: Attendance Data

Summative Evaluation 2:

Goal 3: Increase student growth on STAAR by +10%

Performance Objective 1: Reading teachers will monitor students' reading levels to guide students to read in the upper end of their ZPD range.

Evaluation Data Source(s) 1: AR data

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will check students books before the student checks out the book to make sure it is in the upper end of their ZPD range.	Teachers	Increase in STAAR growth				
2) Grade level review of data each 9 weeks grading period assessment to identify strength, weakness, and student growth.	Admin	Increase in STAAR growth.				
3) Reinstate staff for reading/dyslexic services.	Admin	STudent growth on STAAR				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Special education students will improve in academic achievement in social studies on PBMAS standards by 10%.

Performance Objective 1: Teachers will analyze 9 week assessments identifying low performing TEKS and low growth students.

Evaluation Data Source(s) 1: 9 week assessments, data information from assessments.

Summative Evaluation 1: No progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
PBMAS 1) Teachers will plan intervention groups according to data	Teachers Admin	PBMAS indicator will drop from 3 to 2.				
PBMAS 2) Special education and general education teachers will collaborate on implementing research based instructional strategies.	Lead teacher	PBMAS indicator will drop from 3 to 2.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
4	1	1	Teachers will plan intervention groups according to data
4	1	2	Special education and general education teachers will collaborate on implementing research based instructional strategies.

Site-Based Decision Making Committee

Committee Role	Name	Position
Non-classroom Professional	April Deters	Media Specialist
Classroom Teacher	Davon Bledsoe	Special Ed PLC Leader
Classroom Teacher	Jennifer Canter	Math PLC Leader
Classroom Teacher	Sheryl Dunham	Science PLC Leader
Classroom Teacher	Susan Tallarita	History PLC Leader
Paraprofessional	Teresa English	Admin Assistant
Classroom Teacher	Paula Taylor	Elective PLC Leader
District-level Professional	Jeannette King	Technology specialist
Administrator	Michael Hatton	Assistant Principal

District Funding Summary

Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds 461	750.00	\$750.00
2	1	1			\$1,000.00
2	1	3	awards	461	\$0.00
Sub-Total					\$1,750.00
Grand Total					\$1,750.00

Addendums

**Texas Education Agency
2017-18 School Report Card
LUMBERTON MIDDLE (100907041)**

District Name: **LUMBERTON ISD**
Campus Type: **Middle School**

Total Students: **624**
Grade Span: **07 - 08**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	87
Student Achievement	Met Standard	84
School Progress	Met Standard	85
Closing the Gaps	Met Standard	92

2018 Accountability Rating

Met Standard

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State		Campus	District	State
Attendance Rate (2016-17)	95.6%	95.5%	95.7%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Secondary			
African American	0.0%	0.3%	12.6%	English/Language Arts	16.9	18.5	16.7
Hispanic	5.9%	8.6%	52.4%	Mathematics	16.9	19.5	17.9
White	91.3%	87.7%	27.8%	Science	16.4	19.0	19.0
American Indian	0.2%	0.5%	0.4%	Social Studies	19.3	19.4	19.3
Asian	1.3%	0.8%	4.4%				
Pacific Islander	0.0%	0.0%	0.1%				
Two or More Races	1.3%	2.1%	2.3%				
Enrollment by Student Group							
Economically Disadvantaged	35.1%	36.9%	58.8%				
English Learners	1.4%	1.9%	18.8%				
Special Education	5.9%	8.3%	9.1%				
Mobility Rate (2016-17)	10.1%	10.9%	16.0%				

School Financial Information (2016-17)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State		Campus	District	State
Instructional Staff Percent	n/a	67.2%	64.4%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	64.1%	63.1%	Total Operating Expenditures	\$6,570	\$7,818	\$9,503
				Instruction	\$4,610	\$4,655	\$5,338
				Instructional Leadership	\$59	\$203	\$149
				School Leadership	\$496	\$411	\$555

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2018	77%	81%	82%	-	77%	82%	*	78%	-	78%	77%
	2017	75%	81%	82%	*	81%	82%	*	83%	-	91%	66%
Reading	2018	74%	81%	88%	-	88%	88%	*	*	-	*	88%
	2017	72%	80%	86%	*	87%	86%	*	*	-	*	74%
Mathematics	2018	81%	83%	86%	-	75%	87%	*	*	-	*	81%
	2017	79%	82%	85%	*	87%	84%	*	*	-	*	73%
Writing	2018	66%	74%	79%	-	*	79%	-	*	-	*	71%
	2017	67%	72%	78%	-	93%	77%	*	*	-	*	62%
Science	2018	80%	81%	78%	-	75%	79%	*	*	-	*	69%
	2017	79%	87%	86%	*	79%	87%	*	*	-	*	66%
Social Studies	2018	78%	81%	68%	-	*	69%	*	*	-	*	62%
	2017	77%	79%	64%	*	*	65%	*	*	-	*	42%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2018	48%	50%	52%	-	40%	53%	*	57%	-	43%	44%
	2017	45%	50%	51%	*	50%	51%	*	44%	-	86%	32%
Reading	2018	46%	52%	55%	-	38%	56%	*	*	-	*	49%
	2017	44%	52%	55%	*	59%	55%	*	*	-	*	36%
Mathematics	2018	50%	48%	54%	-	42%	55%	*	*	-	*	44%
	2017	46%	48%	53%	*	49%	52%	*	*	-	*	33%
Writing	2018	41%	45%	51%	-	*	53%	-	*	-	*	40%
	2017	36%	40%	49%	-	73%	48%	*	*	-	*	26%
Science	2018	51%	51%	59%	-	63%	59%	*	*	-	*	53%
	2017	49%	56%	62%	*	46%	63%	*	*	-	*	40%
Social Studies	2018	53%	55%	34%	-	*	34%	*	*	-	*	29%
	2017	49%	53%	31%	*	*	30%	*	*	-	*	22%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2018	22%	21%	25%	-	19%	25%	*	52%	-	30%	20%
	2017	20%	20%	23%	*	23%	22%	*	28%	-	59%	12%
Reading	2018	19%	22%	31%	-	28%	31%	*	*	-	*	24%
	2017	19%	20%	30%	*	38%	29%	*	*	-	*	18%
Mathematics	2018	24%	19%	22%	-	14%	22%	*	*	-	*	16%
	2017	22%	20%	17%	*	15%	17%	*	*	-	*	5%
Writing	2018	13%	14%	20%	-	*	20%	-	*	-	*	14%
	2017	11%	15%	21%	-	33%	21%	*	*	-	*	13%
Science	2018	23%	21%	32%	-	38%	32%	*	*	-	*	25%
	2017	19%	21%	27%	*	21%	27%	*	*	-	*	14%
Social Studies	2018	31%	29%	20%	-	*	20%	*	*	-	*	19%
	2017	27%	30%	16%	*	*	17%	*	*	-	*	14%
Academic Growth Score (All Grades Tested)												
All Subjects	2018	69	66	76	-	70	76	*	92	-	82	74
Reading	2018	69	65	74	-	71	74	*	83	-	*	74
Mathematics	2018	70	66	77	-	69	77	*	100	-	86	74

For more information about this campus, please see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html>.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2018	38%	47%	56%	-	*	55%	-	*	-	-	55%
	2017	35%	38%	48%	*	55%	48%	-	*	-	*	46%
Mathematics	2018	47%	48%	48%	-	*	51%	-	*	-	*	44%
	2017	43%	42%	50%	*	67%	45%	*	*	-	*	51%
Students Success Initiative												
Grade 8 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	84%	84%	-	81%	84%	*	*	-	*	79%
Students Requiring Accelerated Instruction												
	2018	21%	16%	16%	-	*	16%	*	*	-	*	21%
STAAR Cumulative Met Standard												
	2018	85%	92%	92%	-	94%	92%	*	*	-	*	91%
Grade 8 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	80%	75%	75%	-	77%	74%	*	*	-	*	69%
Students Requiring Accelerated Instruction												
	2018	20%	25%	25%	-	*	26%	*	*	-	*	31%
STAAR Cumulative Met Standard												
	2018	86%	85%	85%	-	85%	85%	*	*	-	*	81%

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