

**Lumberton Independent School District**  
**Lumberton Primary School**  
**2018-2019 Campus Improvement Plan**



# **Mission Statement**

In order to achieve our vision, Lumberton Primary School will provide a positive learning environment that will empower all students to develop good character, to achieve academic success, and to create a life-long love of learning.

# **Vision**

Children are our future. We are dedicated to their success in our diverse and ever changing world!

# **Value Statement**

Focus on the student and everything else will fall in place.

# Comprehensive Needs Assessment

Revised/Approved: June 18, 2018

## Demographics

### Demographics Summary

Enrollment continues to increase annually. Staff retention is high. Smaller class sizes would benefit student learning.

### Demographics Strengths

Staff retention rate

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Enrollment increases affect class sizes and student learning. **Root Cause:** Overcrowding of campus.

## **Student Achievement**

### **Student Achievement Summary**

Teachers disaggregated data from Istation, STAAR, DRA, Renaissance, Unit Assessments, ect. They use this information to target weaknesses, create grouping and address areas of concern. In doing so, special education and economically disadvantaged show a lower performance level. The STAAR report shows that RTI is working. However, scores skill have room for improvement. A separation of qualifying students for various interventions should be considered.

### **Student Achievement Strengths**

Disaggregated student data

Comparison of data from one resources to another

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Low scores in numeracy and problem solving **Root Cause:** Lack of professional development

## School Culture and Climate

### School Culture and Climate Summary

Based on attendance records, there is a low turn-over rate, as well as a high attendance rate. Due to the increase of office referrals, discipline is an area of improvement. Mentor teacher training is also an area that needs improvement. Lumberton primary school lacks substitute teachers.

### School Culture and Climate Strengths

Low turn- over rates for teachers and staff

High attendance rate

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Due to the increase of office referrals discipline is a problem on our campus. **Root Cause:** Lack of consistency on campus

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Staff retention is high. New staff benefit from mentor program. All teachers are highly qualified.

### **Staff Quality, Recruitment, and Retention Strengths**

Staff retention rate is high. Beneficial mentor program.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** More staff is needed due to the increase of student enrollment. **Root Cause:** Overcrowding of campus.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Teachers and staff use universal screenings, a weeks assessments and STAAR data to target areas of instructional need. Teachers need training on how to review some of this data. Curriculum teams, instructional technologist and teachers meet to discuss strategies to differentiate and challenge students. It has been identified that teachers need training to implement rigorous instruction focusing on numeracy, problem solving and critical thinking to improve STAAR math scores.

### **Curriculum, Instruction, and Assessment Strengths**

Use of data to target areas of instructional need

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Decreasing scores in numeracy/ problem solving (math) and critical thinking (reading). **Root Cause:** Lack of professional development

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

According to the parent survey, the atmosphere of Lumberton Primary School is a welcoming and positive environment. The responses from parents indicated there is a lack of volunteers due to the lack of communication and awareness of parent involvement.

### **Parent and Community Engagement Strengths**

Welcoming and positive environment atmosphere on campus

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Lack of volunteers **Root Cause:** Lack of communication/awareness for parent involvement



## **School Context and Organization**

### **School Context and Organization Summary**

At LPS our strength is that we have multiple programs to support struggling learners, for example, RTI and dyslexia. Teachers at our school feel that they have a voice in campus decisions and assessments. Overcrowding is the main weakness at LPS. It affects master schedules, programs, class sizes, materials, and under-staffing.

### **School Context and Organization Strengths**

Multiple programs to support struggling learners

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Overcrowding is the main weakness at LPS. **Root Cause:** Understaffed

## Technology

### Technology Summary

Technology strengths for LPS are our tech team as a resource for our teachers and students. The response time for technology issues is quick and efficient. They offer multiple PD opportunities and support. At LPS we have multiple tech devices available in the classrooms and school-wide. However, more tech tools are needed in the hands of each student. Hindering this is the lack of band width within the district.

### Technology Strengths

The response time from the tech team

### Problem Statements Identifying Technology Needs

**Problem Statement 1:** Internet issues as well as the 1:1 ratio of technology devices for students **Root Cause:** Lack of band width

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio

### **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

Revised/Approved: October 08, 2015

**Goal 1: One of our goals is to decrease the number of office referrals for the 2018-2019 school year.**

**Performance Objective 1:** Create school-wide procedures for discipline

**Evaluation Data Source(s) 1:** Number of referral write ups

**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) Devise a plan Communicate the plan with all staff members	Campus administration	Decrease in office referrals				
	Problem Statements: School Culture and Climate 1 Funding Sources: General Operating - 0.00					
2) PBIS proactive incentives	PBIS Committee	Decrease in office referrals				
	Problem Statements: School Culture and Climate 1 Funding Sources: Activity - 0.00					
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 1 Problem Statements:**








School Culture and Climate
<b>Problem Statement 1:</b> Due to the increase of office referrals discipline is a problem on our campus. <b>Root Cause 1:</b> Lack of consistency on campus

## Goal 2: Increase scores for numeracy and problem solving in math.

**Performance Objective 1:** Professional development for numeracy and problem solving

**Evaluation Data Source(s) 1:** Renaissance and Istation data scores

**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) Training provided by curriculum directors	Campus administration	Increase scores in numeracy and problem solving				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: General Operating - 0.00					
2) Small group support	Campus administrators	Increase scores in numeracy and problem solving				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: General Operating - 0.00					
3) RTI Support	Campus administrators	Foundation skills that build to increase scores in numeracy and problem solving				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: General Operating - 0.00					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

### Performance Objective 1 Problem Statements:







Student Achievement
<b>Problem Statement 1:</b> Low scores in numeracy and problem solving <b>Root Cause 1:</b> Lack of professional development
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Decreasing scores in numeracy/ problem solving (math) and critical thinking (reading). <b>Root Cause 1:</b> Lack of professional development

### Goal 3: Increase critical thinking skills in reading

**Performance Objective 1:** Provide professional development

**Evaluation Data Source(s) 1:** Renaissance and Istation data scores

**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) Small group support	Campus administrators	Increase scores in critical thinking				
	Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: General Operating - 0.00					
2) Data analysis	Campus administrators	Increase scores in critical thinking				
	Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: General Operating - 0.00					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

#### Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Decreasing scores in numeracy/ problem solving (math) and critical thinking (reading). <b>Root Cause 1:</b> Lack of professional development

## Campus Funding Summary

<b>General Operating</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Professional development		\$0.00
2	1	1	Professional Development		\$0.00
2	1	2	Collaboration with colleagues		\$0.00
2	1	3	Planning time with curriculum directors and teachers		\$0.00
3	1	1	Professional development		\$0.00
3	1	2	Professional development on the use of data effectively		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Activity</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Positive incentives		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00