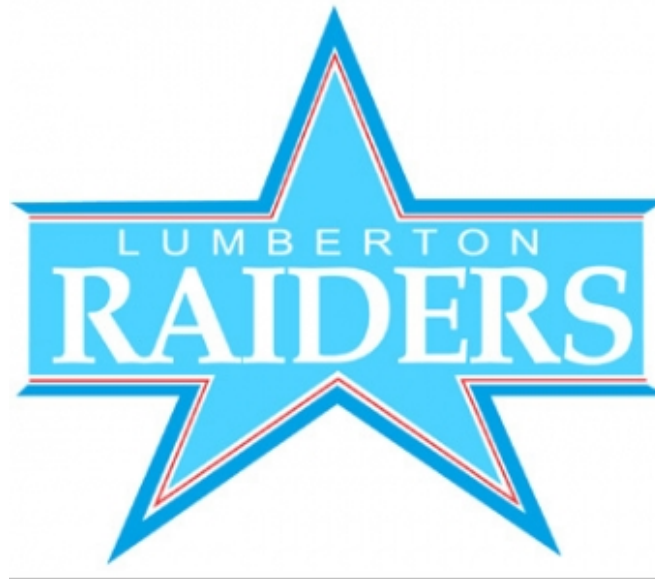


**Lumberton Independent School District**  
**Lumberton Intermediate School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

Lumberton Intermediate encourages students to be confident, knowledgeable, responsible and productive citizens in a diverse, ever-changing world. This will require creating a learning environment which is centered around students, directed by teachers, and supported by home and community.

# Vision

Children are our future. We are dedicated to their success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lumberton Intermediate services grades fourth through sixth. Our beginning of the year enrollment is 948 students. At the beginning of this year there were 326 4th grade students, 302 fifth grade students, and 320 sixth grade students. On staff, we currently have sixteen fourth grade teachers, fifteen fifth grade teachers, and fourteen sixth grade teachers. We have one special education teacher for each grade, two special education teachers for our intense need special education population. We have two physical education coaches, one librarian, one art teacher, one choir teacher and two Response to Intervention teachers.

### Enrollment by Race/Ethnicity:

African American 0.2%

Hispanic 7.8%

White 88.9%

American Indian 0.15

Asian 0.8%

Pacific Islander 0.0%

Two or More Races 2.2%

### Enrollment by Student Group

Economically Disadvantaged: 28.8%

English Language Learners: 1.5%

Special Education: 9.1%

### Demographics Strengths

English language learners are making gains according to STAAR data.

Our campus is seeing growth in student enrollment throughout grades four, five, and six.

Our campus is seeing student growth in our special education student population.

# Student Academic Achievement

## Student Academic Achievement Summary

4th grade Reading STAAR - 80%

4th grade Math STAAR 74%

4th grade Writing STAAR 67%

5th grade Reading STAAR 87%

5th grade Math STAAR 89%

5th grade Science STAAR 73%

6th grade Reading STAAR 66%

6th grade Math STAAR 77%

# 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: Improve student growth +10 Texas Education Agency standards on STAAR

**Performance Objective 1:** Increase student growth +10 on the Reading STAAR

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

**Next Year's Recommendation 1:** To secure RTI help at the beginning of the year for Reading and dyslexia support. Provide Dyslexia

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Add additional staff for Response to Intervention services	2.6	Campus administration Curriculum Directors	Students who are not meeting grade level expectations will receive small group instruction to close educational gaps in order to meet challenging state academic standards.				
2) Grade level review of data each nine week grading period to identify TEKS-based strength and weaknesses.	2.5	Campus administration Curriculum Directors	We will identify the TEKS-based strengths and weakness, and spiral back to the TEKS weakness that were identified. By doing this, we will expect to build up the TEKS weakness and close student gaps.				
3) Campus wide vertical alignment for grades four, five, and six ELA with all ELA teachers present.	2.5	Campus administration Curriculum Directors	By vertically aligning curriculum among grades four, five, and six, the teams will address campus-wide TEKS deficits.				
4) Education Galaxy curriculum software	2.5	Campus Administration Curriculum Directors	Students will use the computer program to close educational gaps in preparation for the STAAR test.				



5) Classroom assigned technology for classroom use that is accessible for student use. Examples: Chromebooks, Clear Touch TVs, Ipads	2.6	Campus Administration Teachers Technology Department	The use of technology will increase student engagement in order to close educational gaps and attain higher level thinking for students who need challenging rigor.				
6) ELA teachers attend training reviewing new TEKS that will be adopted for 2018-2019							
7) Secure personnel to provide interventions to students on areas of weakness based on data - starting in February		Reading teachers and administration.	Improvement in Reading success.				
<b>Funding Sources:</b> General Operating - 0.00							
= Accomplished       = Continue/Modify       = No Progress       = Discontinue							

**Goal 1:** Improve student growth +10 Texas Education Agency standards on STAAR

**Performance Objective 2:** Increase student growth +10 on the Math STAAR

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>PBMAS</b> 1) Provide opportunities for remediation for more students (RTI).  Add additional staff for Response to Intervention.	2.6	Administration and curriculum leaders.	Students that are not meeting grade level expectations will receive small group instruction to close instructional gaps.				
2) Campus wide vertical alignment for grades 4, 5, and 6 with all math teachers.	2.5	Administration and curriculum leaders.	By vertically aligning curriculum among grades 4, 5, and 6 the teams will be able to address campus wide TEKS deficits.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                 </div> <div style="text-align: center;">  = Continue/Modify                 </div> <div style="text-align: center;">  = No Progress                 </div> <div style="text-align: center;">  = Discontinue                 </div> </div>							

**Goal 1:** Improve student growth +10 Texas Education Agency standards on STAAR

**Performance Objective 3:** Increase student performance +10 on the Writing STAAR

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities for remediation for more students (RTI)  Add additional staff for Response to Intervention.	2.6	Administration and curriculum leaders	Students that are not meeting grade level expectations will receive small group instruction to close instructional gaps.				
2) Provide training for new ELA staff members on the implementation of Empowering Writers		Administration, curriculum leaders, and central office	Staff can implement Empowering Writers with fluidity.				
3) Close instructional gaps through the use of Education Galaxy, an online educational program	2.5	ELA Teachers, Administration, Curriculum leaders	Students will use the program to close instructional gaps in preparation for the STAAR test.				
4) Teachers will give a beginning of the year assessment to evaluate students performance in Writing.		Administration	Improve students writing based off the level of incoming writing assessment				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Goal 1:** Improve student growth +10 Texas Education Agency standards on STAAR

**Performance Objective 4:** Increase student performance +10 on the 5th grade Science STAAR Test

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Fifth grade Science teachers will administer a pretest at the beginning of the school year. The same test will be administered mid-year and end of year to evaluate student growth.	2.4	5th grade science teachers, administration, and Curriculum Coordinators	Students will show growth throughout the year on science content.				
2) Students will show growth in science concepts through the use of Education Galaxy and/or Science Starters online programs with 4th and 5th grade science classes.	2.5	Science teachers, administration, and Curriculum Coordinators.	Students will show growth throughout the year on science content.				
<b>Funding Sources:</b> Instructional Materials Allotment - 0.00							
3) 4th and 5th grade students will have access to chromebook carts on a regular basis for the purpose of utilizing Education Galaxy online.	2.5	Science teachers, administration, curriculum coordinators	Students will show growth throughout the year on science content.				
<b>Funding Sources:</b> Career and Technology - 0.00							
4) The school will hire an additional teacher to facilitate intervention lessons in small groups to close gaps in science content.	2.4, 2.6	new hire for Science RTI, Science teachers, administration, and curriculum coordinators.	Students serviced will show progress in closing instructional gaps in science content.				
<b>Funding Sources:</b> General Operating - 0.00							
5) Science teachers campus wide will have ample supplies for classroom labs to increase student understanding and application of science concepts through the purchase of additional science materials.	2.5	Science teachers, administration, and curriculum coordinators.	Students will show growth throughout the year on science content through the application of science concepts in the classroom.				
<b>Funding Sources:</b> Instructional Materials Allotment - 0.00							
6) Science teachers campus wide will meet to achieve vertical alignment.	2.4, 2.5	Science teachers, administration, and curriculum coordinators.	We will vertically align curriculum to address campus wide TEKS deficits.				

 = Accomplished     = Continue/Modify     = No Progress     = Discontinue

## Goal 2: Increase parent and family engagement participation by 2% by end of school year.

**Performance Objective 1:** Increase parent involvement on our campus

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish a strong PTO organization on our campus	3.2	Administration	A strong PTO will create a positive atmosphere and boost student and teacher morale.				
2) We will hold academic family engagement nights that will focus on Math, Science, Reading/Writing engagement strategies and provide resources for home use.	3.2	Campus Administration Teachers	We will build positive relationships between our school and students' families in order to increase parental involvement and support.				
3) Teachers will utilize Remind for parent communication and teacher web pages	3.1	Teachers Campus Administration	Parents will be informed of classroom announcements through Remind 101 website/application and through individual teacher web pages.				
4) Watch Dog for Dads training to encourage dads to participate in students schools.		Administration	Dad's will participate in training and volunteering.				
5) Running Start will be held on August 9, 2018 for students to have an opportunity to meet-and-greet their teachers.							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 2:** Increase parent and family engagement participation by 2% by end of school year.

**Performance Objective 2:** We will provide Choir, ART, and Band programs for our parents to observe our students performing.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Veterans Day Program will be held in November with a reception for all active and retired military.		Mr. Poole, Administration	Students will perform for Veterans and honor all military.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

# Goal 3: Create a positive school climate for students and staff

**Performance Objective 1:** Decrease number of student referrals by using positive behavior support

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teacher follow discipline guidelines from admin.							
2) Involving parents in behavior strategies planning.							
<b>Critical Success Factors</b> CSF 6 3) Counselor receive training on crisis counseling.		administration	Providing interventions for students to be successful in class and deal with day to day crisis.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							



**Goal 3:** Create a positive school climate for students and staff

**Performance Objective 2:** Positive communication with parents

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers send home positive notes through mail.							
2) Teacher utilize Remind 101 for parent communication							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 3:** Create a positive school climate for students and staff

**Performance Objective 3:** School-wide reading and discussing the book Wonder

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers read Wonder discuss characteristics of characters in book.		All classroom teachers	Students use the character traits to build on their own personal traits.				
2) All students watch Wonder Movie to follow up with reading the book.		Admin and teachers	Empathy and positive behavior.				
3) Teacher implement "Brain Breaks into their lesson plans.		Admin and teachers	Students take a brain break allowing for less behavior issues and greater focus on work.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

# Goal 4: Special Education Students will improve on academic achievement in Math +10.

**Performance Objective 1:** Teacher will analyze data for low performing TEK and data

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>PBMAS</b> 1) Teacher will plan intervention groups based on data.		Administration and Teachers	PBMAS indicator will drop from a 2 to a 1				
<b>PBMAS</b> 2) Special Ed and General Ed teachers will collaborate on implementing instructional based researched strategies.		Lead Teacher	PBMAS indicator will drop from a 2 to a 1.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                     </div> <div style="text-align: center;">  = Continue/Modify                     </div> <div style="text-align: center;">  = No Progress                     </div> <div style="text-align: center;">  = Discontinue                     </div> </div>							

# PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	2	1	Provide opportunities for remediation for more students (RTI). Add additional staff for Response to Intervention.
4	1	1	Teacher will plan intervention groups based on data.
4	1	2	Special Ed and General Ed teachers will collaborate on implementing instructional based researched strategies.

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Joy House	Teacher
Classroom Teacher	Meagan Brown	ELA Teacher
Classroom Teacher	Amanda Delcambre	Math Teacher
Classroom Teacher	Vicki Thornton	Teacher

# District Funding Summary

<b>General Operating</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Personnel - student teachers, retired teachers and parents.		\$0.00
1	4	4	additional hire to teach Science RTI		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Instructional Materials Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Education Galaxy online program and Science Starters from Scientific Minds		\$0.00
1	4	5	additional purchase of science materials		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Career and Technology</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	additional chromebook carts		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums

**Texas Education Agency  
2017-18 School Report Card  
LUMBERTON INT (100907103)**

District Name: **LUMBERTON ISD**  
Campus Type: **Elementary**

Total Students: **880**  
Grade Span: **04 - 06**

### 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	69
Student Achievement	Met Standard	73
School Progress	Improvement Required	58
Closing the Gaps	Met Standard	60

### 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
<b>Attendance Rate (2016-17)</b>	95.9%	95.5%	95.7%	<b>Class Size Averages by Grade or Subject</b>			
<b>Enrollment by Race/Ethnicity</b>				<b>Elementary</b>			
African American	0.3%	0.3%	12.6%	Grade 4	17.6	17.6	19.2
Hispanic	10.1%	8.6%	52.4%	Grade 5	20.9	20.9	21.2
White	86.7%	87.7%	27.8%	Grade 6	22.9	22.9	20.3
American Indian	0.2%	0.5%	0.4%				
Asian	0.5%	0.8%	4.4%				
Pacific Islander	0.0%	0.0%	0.1%				
Two or More Races	2.2%	2.1%	2.3%				
<b>Enrollment by Student Group</b>							
Economically Disadvantaged	38.1%	36.9%	58.8%				
English Learners	2.0%	1.9%	18.8%				
Special Education	8.9%	8.3%	9.1%				
<b>Mobility Rate (2016-17)</b>	10.2%	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
<b>Instructional Staff Percent</b>	n/a	67.2%	64.4%	<b>Expenditures per Student</b>			
<b>Instructional Expenditure Ratio</b>	n/a	64.1%	63.1%	Total Operating Expenditures	\$5,021	\$7,818	\$9,503
				Instruction	\$3,787	\$4,655	\$5,338
				Instructional Leadership	\$50	\$203	\$149
				School Leadership	\$372	\$411	\$555



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2018	77%	81%	<b>78%</b>	*	77%	78%	*	*	-	80%	70%
	2017	75%	81%	<b>78%</b>	*	72%	78%	*	*	-	78%	69%
Reading	2018	74%	81%	<b>79%</b>	*	83%	79%	*	*	-	*	71%
	2017	72%	80%	<b>78%</b>	*	73%	79%	*	*	-	*	69%
Mathematics	2018	81%	83%	<b>81%</b>	*	76%	82%	*	*	-	*	74%
	2017	79%	82%	<b>80%</b>	*	70%	80%	*	*	-	*	71%
Writing	2018	66%	74%	<b>68%</b>	*	*	68%	*	-	-	*	*
	2017	67%	72%	<b>66%</b>	*	*	66%	-	*	-	*	*
Science	2018	80%	81%	<b>74%</b>	*	*	73%	-	*	-	*	70%
	2017	79%	87%	<b>84%</b>	-	*	84%	-	*	-	*	78%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2018	48%	50%	<b>40%</b>	*	42%	40%	*	*	-	32%	30%
	2017	45%	50%	<b>44%</b>	*	35%	45%	*	*	-	41%	31%
Reading	2018	46%	52%	<b>45%</b>	*	48%	45%	*	*	-	*	34%
	2017	44%	52%	<b>48%</b>	*	39%	48%	*	*	-	*	35%
Mathematics	2018	50%	48%	<b>41%</b>	*	43%	41%	*	*	-	*	31%
	2017	46%	48%	<b>43%</b>	*	36%	44%	*	*	-	*	28%
Writing	2018	41%	45%	<b>38%</b>	*	*	39%	*	-	-	*	*
	2017	36%	40%	<b>33%</b>	*	*	33%	-	*	-	*	*
Science	2018	51%	51%	<b>28%</b>	*	*	28%	-	*	-	*	24%
	2017	49%	56%	<b>46%</b>	-	*	48%	-	*	-	*	28%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2018	22%	21%	<b>16%</b>	*	13%	16%	*	*	-	14%	9%
	2017	20%	20%	<b>18%</b>	*	12%	19%	*	*	-	13%	10%
Reading	2018	19%	22%	<b>21%</b>	*	23%	21%	*	*	-	*	13%
	2017	19%	20%	<b>23%</b>	*	18%	23%	*	*	-	*	15%
Mathematics	2018	24%	19%	<b>15%</b>	*	11%	15%	*	*	-	*	8%
	2017	22%	20%	<b>17%</b>	*	12%	17%	*	*	-	*	9%
Writing	2018	13%	14%	<b>8%</b>	*	*	9%	*	-	-	*	*
	2017	11%	15%	<b>9%</b>	*	*	10%	-	*	-	*	*
Science	2018	23%	21%	<b>10%</b>	*	*	10%	-	*	-	*	8%
	2017	19%	21%	<b>18%</b>	-	*	20%	-	*	-	*	6%
<b>Academic Growth Score (All Grades Tested)</b>												
All Subjects	2018	69	66	<b>58</b>	*	60	58	*	*	-	56	55
	2018	69	65	<b>59</b>	*	63	59	*	*	-	56	56
Mathematics	2018	70	66	<b>58</b>	*	57	58	*	*	-	56	54

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
<b>Progress of Prior-Year Non-Proficient Students</b>												
<b>Sum of Grades 4-8</b>												
Reading	2018	38%	47%	<b>41%</b>	*	45%	41%	-	*	-	*	39%
	2017	35%	38%	<b>30%</b>	*	*	32%	*	*	-	*	27%
Mathematics	2018	47%	48%	<b>49%</b>	*	44%	50%	-	*	-	*	47%
	2017	43%	42%	<b>36%</b>	*	*	37%	*	*	-	*	32%
<b>Students Success Initiative</b>												
<b>Grade 5 Reading</b>												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	82%	<b>82%</b>	*	83%	82%	-	*	-	83%	79%
Students Requiring Accelerated Instruction												
	2018	21%	18%	<b>18%</b>	*	17%	18%	-	*	-	*	21%
STAAR Cumulative Met Standard												
	2018	84%	87%	<b>87%</b>	*	90%	87%	-	*	-	83%	83%
<b>Grade 5 Mathematics</b>												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	85%	83%	<b>83%</b>	*	93%	81%	-	*	-	100%	78%
Students Requiring Accelerated Instruction												
	2018	15%	17%	<b>17%</b>	*	*	19%	-	*	-	*	22%
STAAR Cumulative Met Standard												
	2018	90%	90%	<b>90%</b>	*	97%	89%	-	*	-	100%	88%

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

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