

Lumberton Independent School District
Lumberton Middle School
2024-2025 Campus Improvement Plan



Mission Statement

Lumberton ISD Mission Statement:

"Challenge and inspire all students to develop their talents; becoming the best version of themselves."

Vision

Lumberton ISD vision statement:

"To be a premier school district with an inclusive culture for excellence in learning and leading."

Core Values

Lumberton ISD Core Values:

Activate each individual's full potential by:

Promoting innovation

Encouraging lifelong learning

Creating opportunities

Having high expectations for all

Exemplify character traits based on:

Honesty & integrity

Inclusiveness

Compassion

Work ethic

Perseverance

Confidence

Continue a tradition of excellence through:

Demonstrating Raider Pride

Exemplifying energetic leadership

Exuding positivity

Promoting a family atmosphere

Provide a positive environment with:

Opportunities to grow

Safe & nurturing conditions

Individuals who are team players

Strong relationships

High levels of community support

Transparent & timely communication

Family-oriented values

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lumberton Middle School's current enrollment is nine hundred and twenty-one students. We have a total of eighty-seven employees which consists of three administrators, two counselors, one librarian, one diagnostician, one nurse, fourteen paraprofessionals, four secretaries and fifty-nine teachers. The demographics of our faculty and staff closely reflect that of our student body. At Lumberton Middle School our 23-24 school year student population was made up of eight black or African American, seven American Indian or Alaska Native, eight Asian, one hundred sixteen Hispanic/Latino, seven hundred seventy-eight white and nineteen two or more races. Currently, 40.61% of our student body is identified as Economically Disadvantaged. One hundred fifty-eight students receive Special Education services, one hundred fifty-seven students are served under Section 504 and three hundred twenty-seven were identified as at-risk.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

Problem Statement 2: Although the middle school campus has enough Chromebooks for every student on campus, there is still a lack of student access to technology devices for instruction in elective, special education and RTI classes. **Root Cause:** Funding, ration of chromebook carts to classes is not adequate, campus does not distribute Chromebooks to students at a 1:1 ratio

Student Achievement

Student Achievement Summary

2023-2024 STAAR Scores

6th Grade (Approaches, Meets, Masters):

Reading: 79%, 49%, 20%

Math: 75%, 35%, 7%

7th Grade (Approaches, Meets, Masters):

Reading: 78%, 53%, 26%

Math: 69%, 42%, 13%

8th Grade (Approaches, Meets, Masters):

Reading: 82%, 53%, 26%

Math: 73%, 41%, 6%

Algebra EOC: 100%, 89%, 51%

Science: 73%, 39%, 9%

Social Studies: 58%, 28%, 12%

Student Achievement Strengths

All students met the recommended target of 44% passing on the 2024 STAAR Reading assessment with 52%, earning our campus 3 growth/achievement points. The Hispanic sub group surpassed their target passing percentage of 35% with a 54% passing rate earning our campus 3 growth/achievement points. Additionally, our High Focus group met surpassed their target percentage rate of 33% with a 36% passing rate, earning an another 3 points for our campus. The Hispanic student group also earned 3 points for our campus by surpassing their target of 35% passing with a 54% passing rate.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick

stay home", approach to ensure the campus stays healthy.

Problem Statement 2 (Prioritized): Our media center lacks student devices and a student copier, limiting access to online resources and Google classrooms. Many core classrooms also lack Smart TVs/interactive boards, essential for developing 21st-century skills. Additionally, campus copiers frequently malfunction, disrupting services for teachers and staff and requiring external repairs. **Root Cause:** Campus Infrastructure, Funding, and Copier Contracts

Problem Statement 3 (Prioritized): Despite our commitment to quality education, inadequate facilities, poor space utilization, and limited accessibility hinder our ability to achieve our goals and provide a supportive learning environment. **Root Cause:** Campus layout (not originally built for a middle school) and the adding of additional wings; no true traffic patterns established for a middle school campus

Problem Statement 4 (Prioritized): Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. **Root Cause:** 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

Problem Statement 5 (Prioritized): First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity. **Root Cause:** Lack of experience, Resources, Strategies

Problem Statement 6 (Prioritized): Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals. **Root Cause:** Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures

Problem Statement 7 (Prioritized): Individualized professional development opportunities should include content specific training and target individual needs. **Root Cause:** Lack of time, Funding, Teacher Decided

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Problem Statement 9: The campus is transitioning to using more digital programs, online textbooks, and online testing. All teachers need the appropriate tools, such as interactive televisions, to provide rigorous and engaging instruction. **Root Cause:** All teachers do not have access to interactive televisions, document cameras, etc.

Problem Statement 10 (Prioritized): Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

School Culture and Climate

School Culture and Climate Summary

Lumberton Middle School is dedicated to excellence in education, working relentlessly to prepare students for success beyond graduation, guided by the district motto: “Raiders Today, Leaders Tomorrow.” Faculty and staff foster a welcoming, professional, and family-style environment that supports collaboration and mutual respect, ensuring that this positive atmosphere translates into academic success for students. Through innovative programs like the Lumberton Leadership Legacy (LLL) group, which develops leadership skills and community engagement, the Raider Games competition that promotes teamwork, healthy competition, and school spirit, and Raider Hour Mega Lunch, which offers a balance of social interaction and academic support, the school creates well-rounded opportunities for students to thrive academically, socially, and emotionally. These initiatives underscore the school’s mission of shaping future leaders.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 2 (Prioritized): Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions, disrespect towards peers and staff, and a general disregard for the values of courtesy and cooperation. This erosion of respect not only undermines the quality of education but also contributes to an atmosphere of tension and disengagement. **Root Cause:** Root Causes: 1. Home Environment, 2. Peer Influence, 3. Ineffective Discipline Strategies, 4. Cultural and Socioeconomic Factors, 5. Communication and Relationship Building.

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Problem Statement 7 (Prioritized): First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity. **Root Cause:** Lack of experience, Resources, Strategies

Problem Statement 8 (Prioritized): Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals. **Root Cause:** Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures

Problem Statement 9: High rate of teacher absenteeism and significant substitute shortage. **Root Cause:** Pay for Subs, Lack of Subs, Low Morale, Mental health days

Problem Statement 10: Although the middle school campus has enough Chromebooks for every student on campus, there is still a lack of student access to technology devices for instruction in elective, special education and RTI classes. **Root Cause:** Funding, ration of chromebook carts to classes is not adequate, campus does not distribute Chromebooks to students at a 1:1 ratio

Problem Statement 11: Lumberton Middle School is losing teachers to industry, neighboring districts, early retirement, and alternative career options. **Root Cause:** Salary, Travel distance, Campus climate

Problem Statement 12: The campus is transitioning to using more digital programs, online textbooks, and online testing. All teachers need the appropriate tools, such as interactive televisions, to provide rigorous and engaging instruction. **Root Cause:** All teachers do not have access to interactive televisions, document cameras, etc.

Problem Statement 13 (Prioritized): Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Personnel recruitment, support, and retention is an important goal of Lumberton Middle School which utilizes recruitment and training strategies to fit the diverse needs of all learners. Training programs and mentoring of new teachers is a critical component of establishing the effective foundation for long-term retention of professionals in and out of the classroom. Incentives have been developed to assist in driving effective best practices throughout the campus. The Teaching and Learning Department includes curriculum coordinators that support new teachers adjusting to the district, as well as longstanding teachers that need additional help, in addition to campus assigned mentors to novice teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

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Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Lumberton ISD's goals are seamlessly integrated into all aspects of campus life, fully reflecting the district's vision and mission. Our campus features well-established instructional programs aligned with ESSA and TEA requirements, ensuring comprehensive support for student success. These programs include the Dyslexia program, Multi-Tiered Support System (MTSS), Gifted and Talented services, Special Education support, English as a Second Language (ESL) instruction, and Career and Technology Education (CTE) courses. We maintain a strong vertical and horizontal curriculum alignment, embedding a richly-developed instructional sequence of coursework, activities, and programs aligned with the Texas Essential Knowledge and Skills (TEKS).

Technology integration enhances our blended-learning environment, improving instructional outcomes and accountability measures at both campus and district levels. Built-in tutorials during Raider Hour Mega Lunch provide students with targeted academic support, ensuring they have ample opportunities to master key concepts. Additionally, our simplified grading process creates a more accurate reflection of student understanding and mastery, fostering a clearer picture of academic growth. These efforts, combined with initiatives like the Lumberton Leadership Legacy (LLL) group, Raider Games competition, and Raider Hour Mega Lunch, showcase our commitment to cultivating leadership, academic excellence, and future-ready students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

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Parent and Community Engagement

Parent and Community Engagement Summary

Parent engagement is a vital part of the campus team to assist in planning and collaboration for effective implementation of strategies and ideas to improve student achievement and increase positive school climate for all. School partnerships play a vital role in and continue to be a driving force for school improvement.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. **Root Cause:** 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

Priority Problem Statements

Problem Statement 1: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years.

Root Cause 1: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

Problem Statement 1 Areas: Demographics - Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 2: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions, disrespect towards peers and staff, and a general disregard for the values of courtesy and cooperation. This erosion of respect not only undermines the quality of education but also contributes to an atmosphere of tension and disengagement.

Root Cause 2: Root Causes: 1. Home Environment, 2. Peer Influence, 3. Ineffective Discipline Strategies, 4. Cultural and Socioeconomic Factors, 5. Communication and Relationship Building.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Maintaining a positive culture among our LMS family.

Root Cause 3: Addition of new faculty members.

Problem Statement 3 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Context and Organization

Problem Statement 4: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs.

Root Cause 4: Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Problem Statement 4 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 5: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.

Root Cause 5: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

Problem Statement 5 Areas: Student Achievement - School Culture and Climate - Parent and Community Engagement - School Context and Organization

Problem Statement 6: Despite our commitment to quality education, inadequate facilities, poor space utilization, and limited accessibility hinder our ability to achieve our goals and provide a supportive learning environment.

Root Cause 6: Campus layout (not originally built for a middle school) and the adding of additional wings; no true traffic patterns established for a middle school campus

Problem Statement 6 Areas: Student Achievement - School Culture and Climate - School Context and Organization

Problem Statement 7: Our media center lacks student devices and a student copier, limiting access to online resources and Google classrooms. Many core classrooms also lack Smart TVs/interactive boards, essential for developing 21st-century skills. Additionally, campus copiers frequently malfunction, disrupting services for teachers and staff and requiring external repairs.

Root Cause 7: Campus Infrastructure, Funding, and Copier Contracts

Problem Statement 7 Areas: Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Technology

Problem Statement 8: First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity.

Root Cause 8: Lack of experience, Resources, Strategies

Problem Statement 8 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 9: Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals.

Root Cause 9: Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures

Problem Statement 9 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - School Context and Organization

Problem Statement 10: Individualized professional development opportunities should include content specific training and target individual needs.

Root Cause 10: Lack of time, Funding, Teacher Decided

Problem Statement 10 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Ensure organizational improvement, strong school leadership, and effective planning (ESF Lever 1).

Performance Objective 1: Communicate District's Core Values, Vision, and Mission across the district as tools for strategic decision making, planning, and organizational improvement.

Evaluation Data Sources: Observation of the mission, vision, and core values posted on campus and district documents. Observable actions by staff practicing and using them within classrooms, PLCs and district events.

Strategy 1 Details	Reviews		
Strategy 1: Lumberton Middle School will ensure visual presence of the District's Core Values, Vision, and Mission statements by displaying posters in high traffic areas and consistently updating campus Facebook page. Strategy's Expected Result/Impact: Daily practices become aligned with the District's Core Values, Vision and Mission across the District. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 4 - School Culture and Climate 1, 2, 6 - Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1 - School Context and Organization 3, 4	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Lumberton Middle School will communicate by multiple modalities with teachers and staff to explain why and how the district's core values, vision, and mission impact our daily operations and long-term decision-making. Strategy's Expected Result/Impact: Decision-making process becomes aligned with the District's Core Values, Vision and Mission across the District. Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 4 - School Culture and Climate 1, 2, 6 - Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1 - School Context and Organization 3, 4	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Student Achievement**

Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.
Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

School Culture and Climate

Problem Statement 1: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 2: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions, disrespect towards peers and staff, and a general disregard for the values of courtesy and cooperation. This erosion of respect not only undermines the quality of education but also contributes to an atmosphere of tension and disengagement. **Root Cause:** Root Causes: 1. Home Environment, 2. Peer Influence, 3. Ineffective Discipline Strategies, 4. Cultural and Socioeconomic Factors, 5. Communication and Relationship Building.

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Staff Quality, Recruitment, and Retention

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Parent and Community Engagement

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School Context and Organization

Problem Statement 3: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.





Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.
Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

Goal 1: Ensure organizational improvement, strong school leadership, and effective planning (ESF Lever 1).

Performance Objective 2: All campuses and departments will establish and/or evaluate their tightly held and loosely held systems and expectations and ensure program and department alignment.

Evaluation Data Sources: Documentation of the expectations through staff meeting notes and campus notifications.; Lesson plans

Strategy 1 Details	Reviews		
Strategy 1: Lumberton Middle School Campus administration will collaboratively generate the list of tightly held and loosely held systems and expectations and communicate those expectations to all campus staff by email, staff meetings and professional development opportunities. Strategy's Expected Result/Impact: Clearly communicated expectations for campus operations will ensure alignment compliance with campus-level, district-level, and state-level programs, requirements, and mandates. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 4, 10 - School Culture and Climate 1, 2, 6, 13 - Staff Quality, Recruitment, and Retention 1, 8 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - School Context and Organization 3, 4, 10	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Lumberton Middle School will routinely conduct ongoing evaluations of all programs and services and make adjustments and improvements as needed. Strategy's Expected Result/Impact: Improve quality of programs and services; Evaluate the need of technology applications and software; Increase budgetary efficiency. Staff Responsible for Monitoring: Campus administrators, instructional technology specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 10 - School Culture and Climate 1, 2, 4, 13 - Staff Quality, Recruitment, and Retention 1, 8 - Curriculum, Instruction, and Assessment 1, 3 - School Context and Organization 3, 10 - Technology 1	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Lumberton Middle School will utilize and maintain a campus-wide calendar that includes all academic and extra-curricular activities. Strategy's Expected Result/Impact: Alignment of events, improved communication, and elimintaions of major scheduling conflicts. Staff Responsible for Monitoring: Campus administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 4 - School Culture and Climate 6 - Parent and Community Engagement 1 - School Context and Organization 4	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Lumberton Middle School will assist the district in their efforts to "get back to the basics", by placing a strong emphasis on the following four district focus areas: 1.) Counseling, 2.) Attendance, 3.) Discipline, 4.) PLCs. Strategy's Expected Result/Impact: Increased social emotional awareness through the use of the DESSA program, increased attendance rate by offering different incentives, reduced discipline issues with the implementation of Raider PRIDE, and identifying a streamlined PLC process through administrator attendance. Staff Responsible for Monitoring: Campus administrators, counselors, teachers, curriculum coordinators, attendance clerk, and PLC leaders ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - Student Achievement 1, 4, 10 - School Culture and Climate 2, 3, 6, 13 - Staff Quality, Recruitment, and Retention 8 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 1 - School Context and Organization 2, 4, 10	Formative		Summative
	Nov	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

Student Achievement

Problem Statement 1: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

Problem Statement 2: Our media center lacks student devices and a student copier, limiting access to online resources and Google classrooms. Many core classrooms also lack Smart TVs/interactive boards, essential for developing 21st-century skills. Additionally, campus copiers frequently malfunction, disrupting services for teachers and staff and requiring external repairs. **Root Cause:** Campus Infrastructure, Funding, and Copier Contracts

Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.

Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

Problem Statement 10: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

School Culture and Climate

Problem Statement 1: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 2: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions, disrespect towards peers and staff, and a general disregard for the values of courtesy and cooperation. This erosion of respect not only undermines the quality of education but also contributes to an atmosphere of tension and disengagement. **Root Cause:** Root Causes: 1. Home Environment, 2. Peer Influence, 3. Ineffective Discipline Strategies, 4. Cultural and Socioeconomic Factors, 5. Communication and Relationship Building.

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Problem Statement 6: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.

Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

Problem Statement 13: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 8: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

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Parent and Community Engagement

Problem Statement 1: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. **Root Cause:** 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

School Context and Organization

Problem Statement 2: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

Problem Statement 3: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. **Root Cause:** 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

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Technology

Problem Statement 1: Our media center lacks student devices and a student copier, limiting access to online resources and Google classrooms. Many core classrooms also lack Smart TVs/interactive boards, essential for developing 21st-century skills. Additionally, campus copiers frequently malfunction, disrupting services for teachers and staff and requiring external repairs. **Root Cause:** Campus Infrastructure, Funding, and Copier Contracts

Goal 1: Ensure organizational improvement, strong school leadership, and effective planning (ESF Lever 1).

Performance Objective 3: Lumberton Middle School campus leaders will encourage leadership capacity throughout the organization by providing training opportunities and resources to teachers, administrators, and other staff.

Evaluation Data Sources: Documentation of Professional Development; Staff feedback

Strategy 1 Details	Reviews		
Strategy 1: Lumberton Middle School will promote Aspiring Leaders', and both Campus and District Educational Improvement Committee (DEIC), as well as ESL certification, offered at the District level. Strategy's Expected Result/Impact: Increased leadership and decision-making capacity of campus staff. Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 5, 6, 7 - School Culture and Climate 7, 8 - Staff Quality, Recruitment, and Retention 2, 3, 4 - Curriculum, Instruction, and Assessment 4, 5 - School Context and Organization 5, 6	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Lumberton Middle School will encourage faculty and staff members to participate in various professional development opportunities, both in and out of district. Strategy's Expected Result/Impact: Professional growth of the participants Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 5, 6, 7, 10 - School Culture and Climate 7, 8, 13 - Staff Quality, Recruitment, and Retention 2, 3, 4, 8 - Curriculum, Instruction, and Assessment 1, 4, 5 - School Context and Organization 5, 6, 10	Formative		Summative
	Nov	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: Lumberton Middle School will increase student leadership capacity through the continuation of the Lumberton Leadership Legacy program. Students will be selected through an application process to participate in this program that will teach and build leadership skills among all types of students. Students will also experience leadership through working with our community and partnering with local leaders to conduct passion projects and community service opportunities. Strategy's Expected Result/Impact: It is expected that through this program, students will learn new leadership skills and apply them to their everyday lives on and off campus. Staff Responsible for Monitoring: Principal, Assistant Principals and Leadership Council Members ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 4 - School Culture and Climate 1, 2, 6 - Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1 - School Context and Organization 3, 4		Formative		Summative
		Nov	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs</p> <p>Problem Statement 5: First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity. Root Cause: Lack of experience, Resources, Strategies</p> <p>Problem Statement 6: Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals. Root Cause: Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures</p> <p>Problem Statement 7: Individualized professional development opportunities should include content specific training and target individual needs. Root Cause: Lack of time, Funding, Teacher Decided</p> <p>Problem Statement 10: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. Root Cause: Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.</p>
School Culture and Climate
<p>Problem Statement 1: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members.</p>

School Culture and Climate

Problem Statement 2: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions, disrespect towards peers and staff, and a general disregard for the values of courtesy and cooperation. This erosion of respect not only undermines the quality of education but also contributes to an atmosphere of tension and disengagement. **Root Cause:** Root Causes: 1. Home Environment, 2. Peer Influence, 3. Ineffective Discipline Strategies, 4. Cultural and Socioeconomic Factors, 5. Communication and Relationship Building.

Problem Statement 6: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.

Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

Problem Statement 7: First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity. **Root Cause:** Lack of experience, Resources, Strategies

Problem Statement 8: Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals.

Root Cause: Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures

Problem Statement 13: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 2: First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity. **Root Cause:** Lack of experience, Resources, Strategies

Problem Statement 3: Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals.

Root Cause: Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures

Problem Statement 4: Individualized professional development opportunities should include content specific training and target individual needs. **Root Cause:** Lack of time, Funding, Teacher Decided

Problem Statement 8: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Problem Statement 4: First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity. **Root Cause:** Lack of experience, Resources, Strategies

Problem Statement 5: Individualized professional development opportunities should include content specific training and target individual needs. **Root Cause:** Lack of time, Funding, Teacher Decided

Parent and Community Engagement

Problem Statement 1: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.
Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

School Context and Organization

Problem Statement 3: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.
Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

Problem Statement 5: Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals.
Root Cause: Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures

Problem Statement 6: First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity. **Root Cause:** Lack of experience, Resources, Strategies





Problem Statement 10: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Goal 2: Recruit, select, assign, retain, develop, and support a full staff of highly qualified and effective educators (ESF Lever 2).

Performance Objective 1: Aim to ensure that 100% of campus teachers are certified and effective.

Evaluation Data Sources: Data from staff documentation; Personnel records; T-Tess documents

Strategy 1 Details	Reviews		
Strategy 1: LMS participates in the job fair hosted by Lumberton ISD each spring. Strategy's Expected Result/Impact: Recruit highly qualified staff to provide high quality instruction Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5, 10 - School Culture and Climate 1, 7, 13 - Staff Quality, Recruitment, and Retention 1, 2, 8 - Curriculum, Instruction, and Assessment 1, 4 - School Context and Organization 3, 6, 10	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: LMS will provide attendance incentive strategies to encourage consistent staff attendance at school. Strategy's Expected Result/Impact: Maintain minimum of 97% staff attendance rate; Better utilization of instructional time and improved instructional continuity Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1, 5 - School Culture and Climate 1, 3, 7 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 2, 4 - School Context and Organization 2, 3, 6	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: LMS will provide each novice teacher with a mentor on campus. Strategy's Expected Result/Impact: Mentor will assist in building the capacity of their mentee and will contribute to the overall campus goal of providing quality instruction; Increased collective teacher efficacy. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - Problem Statements: Student Achievement 5 - School Culture and Climate 7 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 6	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: LMS will honor teachers for professional achievements and celebrate personal milestones such as birthdays and holidays to cultivate a family culture on campus. Strategy's Expected Result/Impact: Maintain high campus morale; Increased collective teacher efficacy. Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 4, 7, 10 - School Culture and Climate 1, 6, 13 - Staff Quality, Recruitment, and Retention 1, 4, 8 - Curriculum, Instruction, and Assessment 1, 5 - Parent and Community Engagement 1 - School Context and Organization 3, 4, 10	Formative		Summative
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.
Student Achievement
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Student Achievement

Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.

Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

Problem Statement 5: First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity. **Root Cause:** Lack of experience, Resources, Strategies

Problem Statement 7: Individualized professional development opportunities should include content specific training and target individual needs. **Root Cause:** Lack of time, Funding, Teacher Decided

Problem Statement 10: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

School Culture and Climate

Problem Statement 1: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 3: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

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Staff Quality, Recruitment, and Retention

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School Context and Organization

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Goal 2: Recruit, select, assign, retain, develop, and support a full staff of highly qualified and effective educators (ESF Lever 2).

Performance Objective 2: Provide job-specific training and professional learning to all staff members tailored to their individual professional needs.

Evaluation Data Sources: Surveys and staff feedback
Instructional Coach documentation
T-TESS data

Strategy 1 Details	Reviews		
Strategy 1: LMS provides teacher support through Curriculum Coordinators and Instructional Technology Specialists. Strategy's Expected Result/Impact: Retention of effective teachers. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 6, 7, 10 - School Culture and Climate 8, 13 - Staff Quality, Recruitment, and Retention 3, 4, 8 - Curriculum, Instruction, and Assessment 1, 5 - School Context and Organization 5, 10	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: LMS will provide support, accountability and feedback through instructional walkthroughs and campus learning walks. Strategy's Expected Result/Impact: Effective communication and well developed teachers that remain on the LMS staff. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 6, 7, 10 - School Culture and Climate 1, 2, 8, 13 - Staff Quality, Recruitment, and Retention 1, 3, 4, 8 - Curriculum, Instruction, and Assessment 1, 5 - School Context and Organization 3, 5, 10	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Encourage and support instructional staff in seeking content-specific professional development opportunities Strategy's Expected Result/Impact: Knowledgeable staff that implements new learning in the classroom to increase student achievement. Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Department staff ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 7, 10 - School Culture and Climate 13 - Staff Quality, Recruitment, and Retention 4, 8 - Curriculum, Instruction, and Assessment 1, 5 - School Context and Organization 10	Formative		Summative
	Nov	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 6: Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals. Root Cause: Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures</p> <p>Problem Statement 7: Individualized professional development opportunities should include content specific training and target individual needs. Root Cause: Lack of time, Funding, Teacher Decided</p> <p>Problem Statement 10: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. Root Cause: Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.</p>
School Culture and Climate
<p>Problem Statement 1: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members.</p> <p>Problem Statement 2: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions, disrespect towards peers and staff, and a general disregard for the values of courtesy and cooperation. This erosion of respect not only undermines the quality of education but also contributes to an atmosphere of tension and disengagement. Root Cause: Root Causes: 1. Home Environment, 2. Peer Influence, 3. Ineffective Discipline Strategies, 4. Cultural and Socioeconomic Factors, 5. Communication and Relationship Building.</p> <p>Problem Statement 8: Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals. Root Cause: Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures</p> <p>Problem Statement 13: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. Root Cause: Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.</p>

Staff Quality, Recruitment, and Retention

Problem Statement 1: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 3: Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals.
Root Cause: Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures

Problem Statement 4: Individualized professional development opportunities should include content specific training and target individual needs. **Root Cause:** Lack of time, Funding, Teacher Decided

Problem Statement 8: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Problem Statement 5: Individualized professional development opportunities should include content specific training and target individual needs. **Root Cause:** Lack of time, Funding, Teacher Decided

School Context and Organization

Problem Statement 3: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 5: Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals.
Root Cause: Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures

Problem Statement 10: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3).

Performance Objective 1: Engage stakeholders in understanding and practicing the District's Core Values, Mission, and Vision and ensuring a shared understanding of the Core Values, Mission, and Vision in practice.

Evaluation Data Sources: DEIC meetings and feedback
Community surveys
District surveys
Periodic district training to the community (i.e., LEARN)

Strategy 1 Details		Reviews		
Strategy 1: Lumberton Middle School will seek opportunities to cultivate positive relationships with all stakeholders, to foster student growth and achievement. In collaboration with staff members and different student groups on campus, such as the Student Council, NJHS, LLL and club sponsors, etc., multiple events will be scheduled throughout the year for all students to participate in, such as the "StuCo Welcome Breakfast", clubs, Open House, Red Ribbon Week, Raider Spirit days, etc. These events offer additional opportunities outside of the classroom to create positive relationships with all stakeholders. Additionally, all staff members are asked to greet students at the door while coming into class, in order to set a positive tone for the class period. Strategy's Expected Result/Impact: Increased awareness of opportunities for all stakeholders to assist in ways to cultivate positive relationships and improve student growth. Staff Responsible for Monitoring: Campus Administrators; Campus Faculty and Staff; Campus Student Groups and Clubs Problem Statements: Demographics 1 - Student Achievement 1, 4 - School Culture and Climate 1, 2, 3, 6 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Parent and Community Engagement 1 - School Context and Organization 2, 3, 4		Formative		Summative
		Nov	Mar	June
Strategy 2 Details		Reviews		
Strategy 2: Lumberton Middle School will promote student participation in Academic UIL, extra curricular UIL, Student Council, honor society and clubs. Strategy's Expected Result/Impact: Increased participation in Academic UIL, extra curricular UIL, Student Council, honor society and clubs directly affecting student achievement Staff Responsible for Monitoring: PLC leaders, Campus Administrators ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1, 4 - School Culture and Climate 1, 3, 6 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Parent and Community Engagement 1 - School Context and Organization 2, 3, 4		Formative		Summative
		Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 1: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

Student Achievement

Problem Statement 1: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. **Root Cause:** 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

School Culture and Climate

Problem Statement 1: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 2: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions, disrespect towards peers and staff, and a general disregard for the values of courtesy and cooperation. This erosion of respect not only undermines the quality of education but also contributes to an atmosphere of tension and disengagement. **Root Cause:** Root Causes: 1. Home Environment, 2. Peer Influence, 3. Ineffective Discipline Strategies, 4. Cultural and Socioeconomic Factors, 5. Communication and Relationship Building.

Problem Statement 3: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

Problem Statement 6: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. **Root Cause:** 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

Staff Quality, Recruitment, and Retention

Problem Statement 1: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Curriculum, Instruction, and Assessment

Problem Statement 2: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

Parent and Community Engagement

Problem Statement 1: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.
Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

School Context and Organization

Problem Statement 2: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

Problem Statement 3: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.
Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3).

Performance Objective 2: Ensure that district and campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.

Evaluation Data Sources: Review of student handbooks
Course Selection Guide
Campus expectations

Strategy 1 Details	Reviews		
Strategy 1: Continue "Tail-Gate Wednesdays" where students and staff support post-secondary education by wearing their favorite college, career or military shirt. Strategy's Expected Result/Impact: Bring more awareness to post-secondary education. Staff Responsible for Monitoring: All Staff Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 2, 3	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Ensure that the curriculum includes components focused on college and career readiness, such as critical thinking, problem-solving, and real-world applications of learning. Integrate projects that allow students to research and present on career paths that interest them. Strategy's Expected Result/Impact: More emphasis on post-secondary education. Staff Responsible for Monitoring: Career Studies teacher Problem Statements: Student Achievement 7 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 5	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Organize two career exploration days where students can participate in facilitated discussions with invited guests, related to different professions, helping them understand the skills and education required for various careers. Strategy's Expected Result/Impact: Increased awareness of career/job types that are available to students. Staff Responsible for Monitoring: Career Investigations teacher Problem Statements: Student Achievement 7 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 5	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**Demographics**

Problem Statement 1: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

Student Achievement

Problem Statement 1: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

Problem Statement 7: Individualized professional development opportunities should include content specific training and target individual needs. **Root Cause:** Lack of time, Funding, Teacher Decided

School Culture and Climate

Problem Statement 1: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 3: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 4: Individualized professional development opportunities should include content specific training and target individual needs. **Root Cause:** Lack of time, Funding, Teacher Decided

Curriculum, Instruction, and Assessment

Problem Statement 2: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

Problem Statement 5: Individualized professional development opportunities should include content specific training and target individual needs. **Root Cause:** Lack of time, Funding, Teacher Decided

School Context and Organization

Problem Statement 2: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

School Context and Organization
Problem Statement 3: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members.

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3).

Performance Objective 3: Provide explicit behavioral expectations and management systems for students and staff.

Evaluation Data Sources: Data from office referrals, DAEP, ISS etc...

Posts of student expectations on campuses and classrooms





Student Code of Conduct review and feedback

Staff Development

Strategy 1 Details	Reviews		
Strategy 1: Lumberton Middle School will communicate attendance goal of 97% and provide regular student attendance incentives. Strategy's Expected Result/Impact: Increased student attendance and academic achievement rate. Staff Responsible for Monitoring: Campus administrators, staff, attendance clerk ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 2	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Lumberton Middle School will communicate the campus staff attendance goal of 97% or more, and provide staff attendance incentives each semester. Strategy's Expected Result/Impact: Increased staff attendance and student achievement rates. Staff Responsible for Monitoring: Campus Administrators, Attendance Clerk ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 2, 3	Formative		Summative
	Nov	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: Lumberton Middle School will provide consistent implementation of student and staff expectations at the beginning of each semester. These expectations tie into the Raider PRIDE matrix and outline appropriate behavior for different areas or situations on campus such as, restroom expectations, cafeteria expectations, and ID Badge expectations. Strategy's Expected Result/Impact: Use of Raider PRIDE matrix and common language across campus from grade to grade, reduced discipline referrals Staff Responsible for Monitoring: Campus Administrators, counselors, faculty/staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 4, 6 - School Culture and Climate 1, 2, 6, 8 - Staff Quality, Recruitment, and Retention 1, 3 - Parent and Community Engagement 1 - School Context and Organization 3, 4, 5		Formative		Summative
		Nov	Mar	June
Strategy 4 Details		Reviews		
Strategy 4: Lumberton Middle School will implement Raider PRIDE to assist in behavior management on campus. Raider PRIDE covers five different characteristics that align with the DESSA program that has been adopted by the district. The five characteristics are Patience, Respect, Integrity, Determination and Excellence. Strategy's Expected Result/Impact: Reduced discipline referrals for the 2022-2023 school year, along with an increased sense of pride and leadership across campus. Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and campus paraprofessionals. ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Achievement 1, 4, 6 - School Culture and Climate 1, 2, 3, 6, 8 - Staff Quality, Recruitment, and Retention 1, 3 - Curriculum, Instruction, and Assessment 2 - Parent and Community Engagement 1 - School Context and Organization 2, 3, 4, 5		Formative		Summative
		Nov	Mar	June
Strategy 5 Details		Reviews		
Strategy 5: Use Raider Games as a platform to promote positive behavior. Create competitions among grade levels or teams that reward points for demonstrating expected behaviors, participating in school activities, and contributing to a positive school culture. Strategy's Expected Result/Impact: Increased student attendance honor roll students, while reducing behavior referrals and tardies. Staff Responsible for Monitoring: All Staff Problem Statements: Demographics 1 - Student Achievement 1, 4 - School Culture and Climate 1, 3, 6 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Parent and Community Engagement 1 - School Context and Organization 2, 3, 4		Formative		Summative
		Nov	Mar	June

Strategy 6 Details	Reviews		
Strategy 6: Lumberton Middle School will implement CHAMPS to assist in behavior management in the classroom. The CHAMPS framework stands for Conversation, Help, Activity, Movement, and Participation. This model helps establish clear expectations for classroom behavior and routines. Strategy's Expected Result/Impact: Create a structured and positive learning environment that clearly communicates behavioral expectations, promotes student engagement, and supports effective classroom management. Staff Responsible for Monitoring: All Staff Problem Statements: Student Achievement 4, 6 - School Culture and Climate 1, 2, 6, 8 - Staff Quality, Recruitment, and Retention 1, 3 - Parent and Community Engagement 1 - School Context and Organization 3, 4, 5	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.
Student Achievement
Problem Statement 1: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy. Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs Problem Statement 6: Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals. Root Cause: Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures
School Culture and Climate
Problem Statement 1: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members. Problem Statement 2: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions, disrespect towards peers and staff, and a general disregard for the values of courtesy and cooperation. This erosion of respect not only undermines the quality of education but also contributes to an atmosphere of tension and disengagement. Root Cause: Root Causes: 1. Home Environment, 2. Peer Influence, 3. Ineffective Discipline Strategies, 4. Cultural and Socioeconomic Factors, 5. Communication and Relationship Building. Problem Statement 3: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

School Culture and Climate
<p>Problem Statement 6: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs</p> <p>Problem Statement 8: Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals. Root Cause: Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members.</p> <p>Problem Statement 3: Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals. Root Cause: Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 2: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.</p>
Parent and Community Engagement
<p>Problem Statement 1: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs</p>
School Context and Organization
<p>Problem Statement 2: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.</p> <p>Problem Statement 3: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members.</p> <p>Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs</p> <p>Problem Statement 5: Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals. Root Cause: Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures</p>

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3).

Performance Objective 4: Engage families and the community on a regular basis and ensure consistent, transparent, and timely communication with all the stakeholders.

Evaluation Data Sources: Feedback in DEIC

Community Board Meetings

Communication in multiple forms

Data of attendance to campus family nights, district community trainings/meetings, and virtual posts and feedback

Strategy 1 Details	Reviews		
Strategy 1: Lumberton Middle School will utilize social media platforms like Remind, Facebook and the District Website to provide campus-specific information to all stakeholders. Strategy's Expected Result/Impact: Increased awareness of campus happenings and activities. Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 4 - School Culture and Climate 6 - Parent and Community Engagement 1 - School Context and Organization 4	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Lumberton Middle School will partner with Lumberton Intermediate and High Schools to provide parent information meetings for course selection guidance and transition information. Strategy's Expected Result/Impact: All stakeholders will have an understanding of the transition process from Intermediate to Middle School and from Middle School to High School and the courses that are offered at each campus. Staff Responsible for Monitoring: Campus Administrators & Counselors ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 4 - School Culture and Climate 6 - Parent and Community Engagement 1 - School Context and Organization 4	Formative		Summative
	Nov	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: Lumberton Middle School will offer events for families to participate in throughout the school year. These events include pep rallies, LMS Scarecrow Fest, Family Book Fair night, LMS Color Run, etc. Strategy's Expected Result/Impact: Through these activities, it is our hope that the partnership between home and school will strengthen through family involvement. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, & Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Achievement 1, 4 - School Culture and Climate 1, 2, 3, 6 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Parent and Community Engagement 1 - School Context and Organization 2, 3, 4		Formative		Summative
		Nov	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.
Student Achievement
Problem Statement 1: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy. Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs
School Culture and Climate
Problem Statement 1: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members. Problem Statement 2: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions, disrespect towards peers and staff, and a general disregard for the values of courtesy and cooperation. This erosion of respect not only undermines the quality of education but also contributes to an atmosphere of tension and disengagement. Root Cause: Root Causes: 1. Home Environment, 2. Peer Influence, 3. Ineffective Discipline Strategies, 4. Cultural and Socioeconomic Factors, 5. Communication and Relationship Building. Problem Statement 3: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.





School Culture and Climate
Problem Statement 6: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs
Staff Quality, Recruitment, and Retention
Problem Statement 1: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members.
Curriculum, Instruction, and Assessment
Problem Statement 2: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.
Parent and Community Engagement
Problem Statement 1: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs
School Context and Organization
Problem Statement 2: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy. Problem Statement 3: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members. Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3).

Performance Objective 5: Ensure physical safety and security of all staff, students, and district visitors.

Evaluation Data Sources: Safety Committee meetings feedback
Documentation of safety practices
Follow-up meetings and feedback after an incident

Strategy 1 Details	Reviews		
Strategy 1: Lumberton Middle School staff is required to have a parking permit on staff vehicles at all times. Strategy's Expected Result/Impact: Increased visibility and added security on campus Staff Responsible for Monitoring: Campus Adminstrators Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - School Context and Organization 3	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Administration and staff will monitor the functionality of all exterior doors, parking lot and perimeter safety through physical walkthroughs and security cameras. Strategy's Expected Result/Impact: Increased visibility and added security on campus Staff Responsible for Monitoring: Campus Administrators Problem Statements: Student Achievement 3 - School Culture and Climate 1, 5 - Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1, 3	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Lumberton Middle School will conduct safety drills and implement changes to safety plan based on feedback. Strategy's Expected Result/Impact: Frequent adjustments to procedures to ensure safety of all staff and students. Staff Responsible for Monitoring: Campus Administrators Problem Statements: Student Achievement 3 - School Culture and Climate 1, 5 - Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1, 3	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Lumberton Middle School will require that all classroom doors be locked during instruction time. Strategy's Expected Result/Impact: Added security on campus. Staff Responsible for Monitoring: Campus Administrators and Staff Problem Statements: Student Achievement 3 - School Culture and Climate 1, 5 - Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1, 3	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
Strategy 5: Lumberton Middle School will implement Catch My Breath, a vaping awareness and prevention program. This program includes lessons for students in grades 6-8 on the dangers of vaping, how to report and prevent. Strategy's Expected Result/Impact: Reducing the number of vaping incidents on campus. Staff Responsible for Monitoring: Campus Administrators and Teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 4 - School Culture and Climate 1, 2, 6 - Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1 - School Context and Organization 3, 4	Formative		Summative
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 3: Despite our commitment to quality education, inadequate facilities, poor space utilization, and limited accessibility hinder our ability to achieve our goals and provide a supportive learning environment. Root Cause: Campus layout (not originally built for a middle school) and the adding of additional wings; no true traffic patterns established for a middle school campus Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs
School Culture and Climate
Problem Statement 1: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members. Problem Statement 2: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions, disrespect towards peers and staff, and a general disregard for the values of courtesy and cooperation. This erosion of respect not only undermines the quality of education but also contributes to an atmosphere of tension and disengagement. Root Cause: Root Causes: 1. Home Environment, 2. Peer Influence, 3. Ineffective Discipline Strategies, 4. Cultural and Socioeconomic Factors, 5. Communication and Relationship Building.

School Culture and Climate
<p>Problem Statement 5: Despite our commitment to quality education, inadequate facilities, poor space utilization, and limited accessibility hinder our ability to achieve our goals and provide a supportive learning environment. Root Cause: Campus layout (not originally built for a middle school) and the adding of additional wings; no true traffic patterns established for a middle school campus</p> <p>Problem Statement 6: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members.</p>
Parent and Community Engagement
<p>Problem Statement 1: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs</p>
School Context and Organization
<p>Problem Statement 1: Despite our commitment to quality education, inadequate facilities, poor space utilization, and limited accessibility hinder our ability to achieve our goals and provide a supportive learning environment. Root Cause: Campus layout (not originally built for a middle school) and the adding of additional wings; no true traffic patterns established for a middle school campus</p> <p>Problem Statement 3: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members.</p> <p>Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs</p>

Goal 4: Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness (ESF Levers 4 & 5).

Performance Objective 1: Lumberton Middle School will provide high quality instruction encompassing a vertically and horizontally aligned curriculum while meeting the social and emotional needs of all students.

Evaluation Data Sources: Textbook (resources) Committee feedback and process to ensure materials are provided
 Feedback from the District Resource Evaluation Process
 Data of attendance in district training for all instructional staff through Summer Learning, in house district PD
 Survey of PD needs
 PLC meetings and aligned planning and TEKS breakdown observations
 Feedback from district planning

Strategy 1 Details	Reviews		
Strategy 1: Utilize Professional Learning Communities (PLC) model, Backwards Design, unpacking the Texas Essential Knowledge and Skills (TEKS), and Rigor / Relevance / Learner Engagement rubrics to plan instructional activities and interventions tailored to individual student needs. Strategy's Expected Result/Impact: Provide high quality instruction, ensure student growth in each subject at each grade level by at least 1% as evidenced by STAAR results. Staff Responsible for Monitoring: Teachers; Campus Administrators ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 7, 10 - School Culture and Climate 13 - Staff Quality, Recruitment, and Retention 4, 8 - Curriculum, Instruction, and Assessment 1, 5 - School Context and Organization 10	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: All core subjects will utilize online testing through the Eduphoria platform on assessments throughout the 9 week periods. Strategy's Expected Result/Impact: Increased understanding of online testing and how to use the online platform. Staff Responsible for Monitoring: Campus Administrators and Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 4, 7, 10 - School Culture and Climate 1, 6, 13 - Staff Quality, Recruitment, and Retention 1, 4, 8 - Curriculum, Instruction, and Assessment 1, 5 - Parent and Community Engagement 1 - School Context and Organization 3, 4, 10	Formative		Summative
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Strategy 3 Details		Reviews		
Strategy 3: Establish simplified grading at Lumberton Middle School that reflects student mastery of concepts. Grades will be based on in-class assignments, ensuring a clear connection between assessments and learning objectives. Strategy's Expected Result/Impact: Create a clear, supportive grading system that accurately reflects student understanding, promotes high-quality instruction, and addresses the social and emotional needs of all students. Staff Responsible for Monitoring: All staff Problem Statements: Student Achievement 4, 7, 10 - School Culture and Climate 1, 6, 13 - Staff Quality, Recruitment, and Retention 1, 4, 8 - Curriculum, Instruction, and Assessment 1, 5 - Parent and Community Engagement 1 - School Context and Organization 3, 4, 10		Formative		Summative
		Nov	Mar	June

0% No Progress

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Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs</p> <p>Problem Statement 7: Individualized professional development opportunities should include content specific training and target individual needs. Root Cause: Lack of time, Funding, Teacher Decided</p> <p>Problem Statement 10: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. Root Cause: Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.</p>
School Culture and Climate
<p>Problem Statement 1: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members.</p> <p>Problem Statement 6: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs</p> <p>Problem Statement 13: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. Root Cause: Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members.</p>

Staff Quality, Recruitment, and Retention

Problem Statement 4: Individualized professional development opportunities should include content specific training and target individual needs. **Root Cause:** Lack of time, Funding, Teacher Decided

Problem Statement 8: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Problem Statement 5: Individualized professional development opportunities should include content specific training and target individual needs. **Root Cause:** Lack of time, Funding, Teacher Decided

Parent and Community Engagement

Problem Statement 1: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. **Root Cause:** 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

School Context and Organization

Problem Statement 3: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. **Root Cause:** 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs





Problem Statement 10: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Goal 4: Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness (ESF Levers 4 & 5).

Performance Objective 2: Lumberton Middle School will ensure all students have access to high quality instruction, materials, and services.

Evaluation Data Sources: Review data from the District Resource Evaluation Process
Textbook (resources) Process of classroom materials
walk-throughs & observations
Professional Development for all instructional staff and observations of implementation
Feedback from teachers and campus committees

Strategy 1 Details	Reviews		
Strategy 1: Provide targeted interventions to students with identified needs as well as meet HB4545 expectations for students in need of instruction to pass the future STAAR/EOC state assessments. Strategy's Expected Result/Impact: Increased student growth and performance on current year STAAR assessment. Staff Responsible for Monitoring: Campus Administrators, teachers, RTI staff ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 4, 7, 10 - School Culture and Climate 1, 6, 13 - Staff Quality, Recruitment, and Retention 1, 4, 8 - Curriculum, Instruction, and Assessment 1, 5 - Parent and Community Engagement 1 - School Context and Organization 3, 4, 10	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Lumberton Middle School will work with the district technology department and Instructional Technology Specialists to ensure all students have access to instructional technology. Strategy's Expected Result/Impact: Increased use of technology used within the classroom and technology rich lessons. Staff Responsible for Monitoring: Campus Administrators, Instructional Technology staff, and Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - School Culture and Climate 4 - Curriculum, Instruction, and Assessment 3 - Technology 1	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Lumberton Middle School will ensure that all students are adequately assessed and appropriate interventions are provided as needed, to ensure all students have access to grade level curriculum. Strategy's Expected Result/Impact: Increased student growth scores across the campus in all tested areas. Staff Responsible for Monitoring: Campus administration, Teachers, and RTI teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 4, 5, 7, 10 - School Culture and Climate 1, 6, 7, 13 - Staff Quality, Recruitment, and Retention 1, 2, 4, 8 - Curriculum, Instruction, and Assessment 1, 4, 5 - Parent and Community Engagement 1 - School Context and Organization 3, 4, 6, 10	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Lumberton Middle School will provide multiple opportunities for students to practice writing across disciplines, in order to be prepared for the new expectations and changes in question formats on the 2024-2025 STAAR test. Strategy's Expected Result/Impact: Increased awareness and preparedness for new STAAR question formats. Staff Responsible for Monitoring: Campus Administrators, Teachers & RTI staff. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 4, 5, 7, 10 - School Culture and Climate 1, 6, 7, 13 - Staff Quality, Recruitment, and Retention 1, 2, 4, 8 - Curriculum, Instruction, and Assessment 1, 4, 5 - Parent and Community Engagement 1 - School Context and Organization 3, 4, 6, 10	Formative		Summative
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Our media center lacks student devices and a student copier, limiting access to online resources and Google classrooms. Many core classrooms also lack Smart TVs/interactive boards, essential for developing 21st-century skills. Additionally, campus copiers frequently malfunction, disrupting services for teachers and staff and requiring external repairs. Root Cause: Campus Infrastructure, Funding, and Copier Contracts
Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs
Problem Statement 5: First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity. Root Cause: Lack of experience, Resources, Strategies

Student Achievement

Problem Statement 7: Individualized professional development opportunities should include content specific training and target individual needs. **Root Cause:** Lack of time, Funding, Teacher Decided

Problem Statement 10: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

School Culture and Climate

Problem Statement 1: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 4: Our media center lacks student devices and a student copier, limiting access to online resources and Google classrooms. Many core classrooms also lack Smart TVs/interactive boards, essential for developing 21st-century skills. Additionally, campus copiers frequently malfunction, disrupting services for teachers and staff and requiring external repairs. **Root Cause:** Campus Infrastructure, Funding, and Copier Contracts

Problem Statement 6: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. **Root Cause:** 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

Problem Statement 7: First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity. **Root Cause:** Lack of experience, Resources, Strategies

Problem Statement 13: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 2: First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity. **Root Cause:** Lack of experience, Resources, Strategies

Problem Statement 4: Individualized professional development opportunities should include content specific training and target individual needs. **Root Cause:** Lack of time, Funding, Teacher Decided

Problem Statement 8: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Curriculum, Instruction, and Assessment

Problem Statement 3: Our media center lacks student devices and a student copier, limiting access to online resources and Google classrooms. Many core classrooms also lack Smart TVs/interactive boards, essential for developing 21st-century skills. Additionally, campus copiers frequently malfunction, disrupting services for teachers and staff and requiring external repairs. **Root Cause:** Campus Infrastructure, Funding, and Copier Contracts

Problem Statement 4: First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity. **Root Cause:** Lack of experience, Resources, Strategies

Problem Statement 5: Individualized professional development opportunities should include content specific training and target individual needs. **Root Cause:** Lack of time, Funding, Teacher Decided

Parent and Community Engagement

Problem Statement 1: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. **Root Cause:** 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

School Context and Organization

Problem Statement 3: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. **Root Cause:** 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

Problem Statement 6: First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity. **Root Cause:** Lack of experience, Resources, Strategies

Problem Statement 10: Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs. **Root Cause:** Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Technology

Problem Statement 1: Our media center lacks student devices and a student copier, limiting access to online resources and Google classrooms. Many core classrooms also lack Smart TVs/interactive boards, essential for developing 21st-century skills. Additionally, campus copiers frequently malfunction, disrupting services for teachers and staff and requiring external repairs. **Root Cause:** Campus Infrastructure, Funding, and Copier Contracts

Goal 4: Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness (ESF Levers 4 & 5).

Performance Objective 3: Provide programs, systems, and supports to ensure students' college, career, and postsecondary readiness.

Evaluation Data Sources: CTE Director data
State CCMR data
HB3 Five Year Outcome Goals progress and data

Strategy 1 Details	Reviews		
Strategy 1: Lumberton Middle School will provide high school credit Career and Technical Education courses, such as General Employability, Principles of Human Services, and Life Nutrition/Interpersonal Skills, to meet high school graduation endorsement requirements. Strategy's Expected Result/Impact: Increased opportunities for students to experience different types of CTE courses to help them determine an endorsement track. Staff Responsible for Monitoring: Campus Administrators, CTE Director & CTE teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1, 4, 7 - School Culture and Climate 1, 3, 6 - Staff Quality, Recruitment, and Retention 1, 4 - Curriculum, Instruction, and Assessment 2, 5 - Parent and Community Engagement 1 - School Context and Organization 2, 3, 4	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Lumberton Middle School will implement "College T-Shirt Days" on Wednesday to increase awareness of secondary education. Strategy's Expected Result/Impact: Increased awareness of secondary education options. Staff Responsible for Monitoring: Campus Administrators, Counselors & Staff ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Achievement 1, 4 - School Culture and Climate 1, 2, 3, 6 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Parent and Community Engagement 1 - School Context and Organization 2, 3, 4	Formative		Summative
	Nov	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.</p>
Student Achievement
<p>Problem Statement 1: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.</p> <p>Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs</p> <p>Problem Statement 7: Individualized professional development opportunities should include content specific training and target individual needs. Root Cause: Lack of time, Funding, Teacher Decided</p>
School Culture and Climate
<p>Problem Statement 1: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members.</p> <p>Problem Statement 2: Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions, disrespect towards peers and staff, and a general disregard for the values of courtesy and cooperation. This erosion of respect not only undermines the quality of education but also contributes to an atmosphere of tension and disengagement. Root Cause: Root Causes: 1. Home Environment, 2. Peer Influence, 3. Ineffective Discipline Strategies, 4. Cultural and Socioeconomic Factors, 5. Communication and Relationship Building.</p> <p>Problem Statement 3: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.</p> <p>Problem Statement 6: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS. Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Maintaining a positive culture among our LMS family. Root Cause: Addition of new faculty members.</p> <p>Problem Statement 4: Individualized professional development opportunities should include content specific training and target individual needs. Root Cause: Lack of time, Funding, Teacher Decided</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 2: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. Root Cause: With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.</p> <p>Problem Statement 5: Individualized professional development opportunities should include content specific training and target individual needs. Root Cause: Lack of time, Funding, Teacher Decided</p>

Parent and Community Engagement

Problem Statement 1: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.
Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

School Context and Organization

Problem Statement 2: Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years. **Root Cause:** With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.

Problem Statement 3: Maintaining a positive culture among our LMS family. **Root Cause:** Addition of new faculty members.

Problem Statement 4: Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.
Root Cause: 1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs