

Lumberton Independent School District



2025-2026 District Improvement Plan

Mission Statement

Challenge & inspire all students to develop their talents, becoming the best version of themselves

Vision

To be a premier school district with an inclusive culture for excellence in learning & leading

Value Statement

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

Motto: *"Raiders Today, Leaders Tomorrow"*

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Comprehensive Needs Assessment

Demographics

Summary

Lumberton, located in Hardin County, has a population of over 13,500 people according to the 2020 US Census Bureau, and another 15-16,000 or more residents live in the surrounding area included in the 59 square-mile Lumberton Independent School District. Lumberton is the largest city in Hardin County and is currently growing at a rate of 2.03% annually.

Lumberton was settled due to the abundance of timber. Many tons of lumber have been shipped from this area. It borders on the Pine Island Bayou and Village Creek where boating and fishing are common attractions. Village Creek State Park, one of the State's newest State Parks, is located on Village Creek in Lumberton.

A large number of civic clubs and organizations are active in the city, including a very active Chamber of Commerce. There are churches representing most major denominations. Lumberton has an active City Government. Law enforcement is maintained by the City Police, with fire and ambulance services provided by active volunteer groups. The City has a great public library for area residents. Lumberton Municipal Utility District provides water and sewer services for residents within the boundaries of the school district.

Lumberton Independent School District has the best of two worlds. The conveniences of a large urban area located only a short drive away, while Lumberton retains the atmosphere of a small, close-knit community. Lumberton I.S.D. provides educational services to the city of Lumberton and the surrounding area of southeast Hardin County. Lumberton I.S.D. is fully accredited by Texas Education Agency. Currently there are five campuses located within the city limits of Lumberton, Texas. Pre-K and kindergarten are located at the Lumberton Early Childhood School, 1st through 2nd grades are located at the Lumberton Primary School, 3rd through 5th grades are housed at Lumberton Intermediate School, 6th and 8th grades are at Lumberton Middle School, and 9th through 12th graders attend Lumberton High School.

Lumberton takes pride in its excellent educational system and is committed to providing the best possible education to its students. School buildings are well designed and classrooms are completely air conditioned. In recent years several of Lumberton's graduates have done well in National Merit Scholarship competition. With an enrollment of close to 4,100 students, the Lumberton School District operates a comprehensive school program for pre-kindergarten through twelfth grade students. A fleet of buses transport students on each of the five campuses. Specially equipped buses transport Special Education students. Transportation is available for all students. The district is considered to be a large 4A School district according to the UIL classification system.

Lumberton schools present students with the opportunity to grow academically and to participate in a variety of extracurricular activities. Each year Lumberton students take part in UIL activities including music at all schools, UIL academic events, athletic programs, performing arts, choir, dance and drill teams, and academic decathlon. Lumberton High School also offers a large variety of student programs focused in Career and Technology Education as well as College level coursework, where students can receive dual-credit for many courses.

The latest available TAPR report as of August 2024 indicates the following data:

Category	District Count	District Percent	State Count	State Percent	Enrollment Count	Enrollment Percent	State Enrollment Count	State Enrollment Percent
Total Students	4185	100.00%	5504150	100.00%	4195	100.00%	5518432	100.00%
Early Childhood Education	15	0.40%	17201	0.30%	19	0.50%	25110	0.50%
Pre-Kindergarten	90	2.20%	243493	4.40%	90	2.10%	244284	4.40%
Pre-Kindergarten: 3-year Old	0	0.00%	40199	0.70%	0	0.00%	40213	0.70%
Pre-Kindergarten: 4-year Old	90	2.20%	203294	3.70%	90	2.10%	203749	3.70%
Kindergarten	283	6.80%	367180	6.70%	283	6.70%	367466	6.70%
Grade 1	321	7.70%	399048	7.20%	321	7.70%	399413	7.20%
Grade 2	344	8.20%	395639	7.20%	344	8.20%	396470	7.20%

Grade 3	317	7.60%	393583	7.10%	317	7.60%	393764	7.10%
Grade 4	300	7.20%	393765	7.20%	300	7.20%	393936	7.20%
Grade 5	321	7.70%	395111	7.20%	321	7.70%	395394	7.20%
Grade 6	304	7.30%	399341	7.30%	304	7.30%	399527	7.30%
Grade 7	330	7.90%	409362	7.40%	330	7.90%	409758	7.40%
Grade 8	336	8.00%	425589	7.70%	336	8.00%	425758	7.70%
Grade 9	314	7.50%	477875	8.70%	314	7.50%	477863	8.70%
Grade 10	261	6.20%	436752	7.90%	261	6.20%	437002	7.90%
Grade 11	261	7.50%	385894	7.00%	316	7.50%	386027	7.00%
Grade 12	313	7.50%	364317	6.60%	315	7.50%	366512	6.60%
African American	22	0.50%	705310	12.80%	22	0.50%	706775	12.80%
Hispanic	478	11.40%	2915219	53.00%	478	11.40%	2915791	52.80%
White	3513	83.90%	1410571	25.60%	3513	83.90%	1416420	25.70%
American Indian	19	0.50%	17050	0.30%	19	0.50%	17056	0.30%
Asian	32	0.80%	280306	5.10%	32	0.80%	280742	5.10%
Pacific Islander	6	0.10%	8696	0.20%	6	0.10%	8700	0.20%
Two or More Races	115	2.70%	166128	3.00%	115	2.70%	166565	3.00%
Female	2036	48.60%	2688496	48.80%	2039	48.60%	2693780	48.80%
Male	2149	51.40%	2815654	51.20%	2156	51.40%	2824652	51.20%
Economically Disadvantaged	1555	37.20%	3415987	62.10%	1557	37.10%	3421217	62.00%
Non-Educationally Disadvantaged	2630	62.80%	2088163	37.90%	2637	62.90%	2097515	38.00%
Section 504 Students	517	12.40%	407619	7.40%	517	12.30%	407743	7.40%
EB Students/EL	109	2.60%	129468	2.30%	109	2.60%	1270533	2.30%
Students w/ Disciplinary Placements (2021-22)	49	1.20%	87162	1.50%	51	1.20%	87162	1.50%

Strengths

Lumberton ISD has multiple areas of strength:

1. College, Career, and Military Readiness: At the High School Level English and Math Collge Preparatory classes were expanded for the 2024-25 school year. Also, such programs as Culinary Arts, Audio/Video Production, and Criminal Justice have seen significant growth while allowing students to earn Dual Credit. The new CTE building houses these programs with additional space and new equipment to boost them even further.
2. Graduation Rate: the LISD 4-year graduation rate is 100% (OnDataSuite August 2024).
3. Special Programs: The Department of Special Programs has added close to 100 addtional students in the past two years. It has an excellent reputation of serving students with variety of needs. Recent Spacial Education Audit has provided additional guidance to the LISD leadership team on how to make the program even more successful.
4. LISD is dedicated to maintaining low teacher-student ratio without filing class size waivers.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Data from the TEA indicates an increase in students served in special education, with nearly one-fourth of the student population in Texas now identified as SPED or 504.	The increase in dyslexia identification and the need for high-quality training in new dyslexia research and practices are contributing to the growing number of students requiring special education services.
2 ★	Data indicates difficulty regarding the transitioning of students with disabilities between campuses, with a need for improved communication, awareness, consistency, procedures, and planning.	Lack of effective transition planning and communication between campuses.
3 ★	Emergent bilingual students encounter the impact of low expectations resulting from stereotypes or misconceptions regarding their language proficiency and academic capabilities.	Pervasive stereotypes and misconceptions surrounding emergent bilingual students lead to low expectations among educators and peers.

★ = Priority

Student Learning

Summary

In 2025 (latest available A-F Rating), Lumberton ISD was rated C with 77 overall score with no district-level Distinction Designations. The breakdown by campus is as follows: Lumberton High School 84 (B) with a Distinction Designation in Science, Lumberton Middle School 76 (C), Lumberton Intermediate School 71 (C), Lumberton Primary School 71 (C), and Lumberton Early Childhood School 71 (C).

Districts are rated in three domains—Student Achievement, School Progress, and Closing the Gaps. In determining the ratings, TEA considers such factors as student achievement on STAAR (grades 3-11), College, Career, and Military Readiness, Graduation Rate, Students' Academic Growth, Relative Performance (comparing to districts and campuses with similar demographics), and Students' English Language Proficiency.

Per 2025 Student STAAR data, the District performed as follows:

The 2025 Lumberton ISD Meets baseline is as follows:

All Subjects and Grade Levels 48%,
Reading 53%,
Mathematics 39%,
Science 54%,
Social Studies 55%, and
Academic Growth 61%.

The 2025 Lumberton Intermediate Meets baseline is as follows:

All Subjects and Grade Levels 43%,
Reading 46%,
Mathematics 38%,
Science 40%, and
Academic Growth 60%.

The 2025 Lumberton Middle School Meets baseline is as follows:

All Subjects and Grade Levels 46%,
Reading 52%,
Mathematics 50%,
Science 55%,
Social Studies 34%, and
Academic Growth 61%.

The 2025 Lumberton High School Meets baseline is as follows:

All Subjects and Grade Levels 60%,
Reading 63%,
Mathematics 38%,
Science 67%,
Social Studies 77%, and
Academic Growth 65%.

Based on the 2024-2025 TEA data released Aug 13, 2025.

Strengths

English I and English II EOC Performance (2024):

- **Lumberton ISD:** Consistent and strong performance in English I and English II EOC exams.
- **Comparison to State and Region 5:** Lumberton ISD outperforms the state averages and is on par with or slightly better than Region 5 in these areas, demonstrating a robust English Language Arts program.

Mathematics in Grades 3-5 (2024):

- **Lumberton ISD:** Strong performance, especially in grades 3 and 4, with a significant percentage of students achieving at least the "Meets" standard.
- **Comparison to State and Region 5:** Lumberton ISD's performance is above the state Region 5 average at Meets Grade Level, indicating effective early math instruction.

Biology EOC Performance (2024):

- **Lumberton ISD:** Noticeable improvement in Biology EOC scores.
- **Comparison to State and Region 5:** Lumberton ISD's Biology performance is higher than both the state and Region 5 averages, indicating effective science instruction.

US History (2024):

- **Lumberton ISD:** Strong performance in US History STAAR assessments.
- **Comparison to State and Region 5:** Lumberton ISD scores exceed the State and Region 5 averages, highlighting a solid social studies curriculum.

Algebra I EOC Performance (2024):

- **Lumberton ISD:** High performance in Algebra I at Approaches Grade Level.
- **Comparison to State and Region 5:** Lumberton ISD's scores in Algebra I are above the State and Region 5 averages at Approaches Grade Level.

Reading in Grades 6-8 Performance (2024):

- **Lumberton ISD:** Consistent performance in Reading at Approaches Grade Level.
- **Comparison to State and Region 5:** Lumberton ISD's scores in Reading 6-8 are above the State and Region 5 averages at Approaches Grade Level.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Despite efforts to enhance curriculum and instruction, there remains a challenge in creating consistently engaging lesson plans across Lumberton ISD.	Educators may lack training or expertise in curriculum design and instructional strategies that promote engagement, and PLC time may lack clear structures or guidelines for collaborative lesson planning.
2 ★	LISD staff and students cannot access the internet in certain locations, preventing the use of online instructional materials.	Cost of installing boosters to enhance internet connectivity in problem areas.
3 ★	Current curriculum instruction requires digital platforms, but inadequate access to technology and the internet hampers effective teaching and learning.	Budget constraints, inadequate internet availability, and lack of headphones for students.
4 ★	Dyslexia resources are stretched thin, affecting the quality of intervention provided.	A growing number of students qualifying for dyslexia interventions without a corresponding increase in certified staff and resources.
5 ★	Five programs of study are dual credit programs through LSCO, but students lack access to the necessary college textbooks.	The cost of textbooks, and the inability to use online resources due to internet connectivity issues.

6
★

Despite efforts to provide language instruction, many emergent bilingual students continue to struggle with fluency, comprehension, and academic performance in English-medium environments.

Inconsistencies in language instruction strategies, socio-cultural factors, and insufficient professional development for teachers.

7
★

Student performance varies depending on the instructional skills of individual teachers and paraprofessionals.

Inconsistent professional development, coaching, and support structures lead to differences in staff effectiveness and instructional practices.

8
★

Instructional leadership capacity in some campus administrators still needs further development.

Limited exposure to training, limited opportunities to work collaboratively with each other and the Teaching and Learning team.

9
★

Certain subjects, grade levels, and student groups experience lower growth rates than expected.

Lack of focus on high needs groups of students; lack of high expectations for students from some educators.

10
★

Sometimes students don't see the value in schools or how it translates into real world.

Lack of relevant information and student supports.

11
★

Some students lack basic skills and/or supports to see themselves past high school.

Lack of relevant information and student supports.

12



Instructional staff participation in content-specific professional development is inconsistent, limiting opportunities to strengthen instructional practices and content knowledge.

Barriers such as scheduling conflicts, limited awareness of available opportunities, and competing workload demands reduce staff engagement in optional professional learning.

 = Priority

District Processes & Programs

Summary

The Board of Trustees and Superintendent of Schools has established the primary goals for Lumberton ISD for 2025-2026. These goals, as listed in the Goals section of this plan, are implemented into all campuses through their strategies and independent goals each have established that reflect the vision and mission of the school district and its goals. Instructionally, the district has well-established programs that align to ESSA and TEA requirements for instruction. Some of these include a Dyslexia program, Response to Intervention (RTI) program, Gifted and Talented Program, English as a Second Language (ESL) program, Career and Technology Education course offerings, AP and Dual-Credit course offerings, and a vertical and horizontal curriculum alignment that embeds a richly-developed instructional sequence of coursework, activities, and programs aligned to the Texas Essentials of Knowledge and Skills. Technology integration in the curriculum blended-learning process has become a large part of the effectiveness of the overall outcomes toward increasing accountability measures for the district.

Personnel recruitment, support, and retention is an important goal established by the local School Board that encompasses recruitment and training strategies to fit the diverse needs of the Lumberton ISD community of 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. The Human Resources Department develops effective and meaningful staff development for current and potential personnel, and provides effective strategies to eliminate attendance issues and other program management concerns dealing with current and potential employees. Incentives have been developed to assist in driving effective best practices throughout the campuses and departments. The Teaching and Learning Department includes Instructional Coaches that support new teachers adjusting to the district as well as longstanding teachers that need additional help.

Attending University-driven job fairs has been an effective tool for recruiting. The school district has also developed a local job fair that includes all departments throughout the district for recruiting potential applicants to the district.

The administrative team in Lumberton ISD advises the Superintendent and Board of Trustees of important activities and events throughout the district, and utilizes the various social media platforms to connect to parents, community and business members. Parent engagement is a vital part of the campus and district teams 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 have played a vital role in Lumberton ISD, and continues to be a driving force for school improvement.

Strengths

Through the Child Find process and in partnership with all campuses in Lumberton ISD, the number of students with learning disabilities in Dyslexia has generated an increase in the identification and subsequent improvement of identification and follow-up to assist these struggling learners. Through these processes, student achievement will increase in these special population areas. The training and support given to teachers to implement new strategies and processes for students falling behind, has led to effective management of important programs that will have a far-reaching impact for struggling learners.

The technology integration processes will produce more efficiency in data review and team collaboration, and enable teachers and campus teams to easily navigate student data to track progress in the programs for many years to come. This will enable educators to use historical data on students to form improvement strategies and assessment needs to make sure every student identified is receiving what is needed for achievement and overall progress.

The Teaching and Learning Department has effectively managed and maintained curriculum goals/objectives to align vertically and horizontally to assure teachers understand important concepts and methodologies that will result in student academic success. Scope and sequences have been designed with year-at-a-glances to allow teachers alignment of curriculum planning and lesson development that is system designed and effective. Planning and development with all staff has proven to be a driving indicator of overall success for the district. Most recently, the district has developed an Instructional Word Wall booklet that encompasses the district's philosophies and instructional practices for effective classroom instruction. Professional development has included ICLE (International Center for Leadership in Education), which provides long range goals in rigorous and relevant teaching and student engagement. Professional Learning Communities (PLC) are an expectation for teacher and administrative teams in reviewing data, adjusting instruction, and developing instruction to meet the needs of all students.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>PLC meetings across the district are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments.</p>	<p>Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.</p>
<p>2 ★</p> <p>The strategic placement of emergent bilingual students with their peers and appropriately ESL-certified teachers remains a critical challenge.</p>	<p>Limited resources and support, and existing campus policies and practices that do not prioritize the needs of emergent bilingual students.</p>
<p>3 ★</p> <p>Data indicates difficulty regarding the transitioning of students with disabilities between campuses, with a need for improved communication, awareness, consistency, procedures, and planning.</p>	<p>Lack of effective transition planning and communication between campuses.</p>
<p>4 ★</p> <p>Staff morale is inconsistent, with certain areas of the district experiencing challenges.</p>	<p>High workload demands, limited time to complete responsibilities, and concerns about compensation contribute to lowered staff morale in some areas of the district.</p>
<p>5 ★</p> <p>There is a lack of personal accountability among staff members for specific outcomes.</p>	<p>Certain areas of responsibility are not assigned to sepcific individuals or those responsibilities are not clearly defined.</p>

6
★

With the size of the District, some events compete for time and cause overlap in participation.

Coordination of events needs to be more organized and centralized.

7
★

Sometimes communication among campuses or between campuses and departments is lacking.

The size of the district, the lack of channels of communication, time factor.

8
★

Many employees are using all available leave days or exceeding their allotted time each year.

Heavy workloads and stress contribute to higher leave usage, along challenges in maintaining work-life balance.

9
★

Novice teachers are in need of constant supports in order to be successful.

Assumption that certified teachers are 100% equipped to perform all their duties with fidelity; a wide variety of duties outside teaching.

10
★

There is a trend of increased threats to public schools, which calls for increased security measures and initiatives.

Rise of cosial media, political tension in the society.

11
★

The dangers of vaping are not always taken seriously by students.

Lack of information to students; easy access to purchasing vapes.

12



Inconsistent systems and expectations across campuses and departments create misalignment that hinders program improvement and overall district cohesion.

Campuses and departments have not consistently evaluated or clarified which systems and expectations should be tightly held versus loosely held, resulting in varied implementation and alignment.

13



Some campuses lack clearly defined systems and written expectations for counselors, assistant principals, department leaders, and staff, resulting in inconsistent implementation across focus areas.

Principals have not consistently developed or communicated structured systems with aligned written expectations, leading to varied practices and accountability gaps.

 = Priority

Perceptions

Summary

It is the motto of Lumberton ISD; *"Raiders Today, Leaders Tomorrow."* That is the district motto that embodies the beliefs and views of a district-wide planning team representing the school district as a whole. The Mission Statement for the district is *"Challenge & inspire all students to develop their talents, becoming the best version of themselves."* Finally, the district's Vision is *"To be a premier school district with an inclusive culture for excellence in learning & leading."*

School climate surveys are done annually to have planning data accessible from the staff, students, and community members (parents and businesses). Survey results show an overall positive image of the school district, with most survey participants feeling good about what takes place in the school district, and the achievement results received from the state. Safety is valued and weighted with a positive response from most participants in the survey. This includes campus safety as well as riding the school bus.

Other positive feedback shows that technology is an important component for students' success and in the learning process, and is demonstrated with proficiency by staff and students. Students and staff feel respected in the school, and perceive the buildings to be well-maintained and clean. Students feel their learning is important in the school, and that they are given enough opportunities to participate in extracurricular programs, and are challenged to think. Parents feel they are given ample opportunity to participate in the school as a volunteer and are received well by the staff when visiting the campuses.

Lumberton ISD has a family-oriented environment, and all campuses are very welcoming. Multiple evening classes or campus events are provided for parents with language barriers, instructional struggles, and general parent information to assist them in working with the school for their student's overall success in school. The schools value parent involvement and encourage attendance at activities and events sponsored on each campus throughout the district. The belief is that the most important link to student success and overall achievement is the positive relationship parents have with the school campus their child attends.

Strengths

The following is a list of great attributes of Lumberton ISD:

- **Tradition** – The district continues a proud tradition of providing quality learning experience for all of our students in a safe and caring environment.
- **Service to the Community** – Creating responsive stewards through student service within our community. We are here to serve the Lumberton community and make our citizens proud.
- **All students matter** - We all know that in larger school districts students become numbers; however, in Lumberton, we come to know our students and their families.
- **The perfect size district** – Lumberton schools are big enough to offer many of the academic offerings of larger school districts, but we remain small enough for our students to receive personalized attention in a safe and supportive environment.
- **Academic Choice and Fundamentals** – The district offers many career pathways for students academically along with having a wide variety of elective offerings supporting the core curriculum. Our high school offers Advanced Placement, and honors courses while our elementary and middle schools offer gifted and talented programs. There are course offerings for every student to support their plans for the future. Overall, in addition to these great offerings, our district firmly believes in building strong fundamentals and are committed to providing a solid foundation for all of our students in reading, writing and mathematics.
- **Well-Rounded Education** – The districts extra-curricular and co-curricular programs are outstanding allowing our students to participate in a well-rounded education. Programs include award winning performing arts programs, clubs, sports, robotics and many more.
- **Dedicated and Caring Staff** – Most importantly, the district has dedicated employees throughout the schools and departments who are committed to the success of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions and a general disregard for courtesy and cooperation.</p>	<p>Ineffective discipline strategies, negative peer influence, and a lack of emphasis on building positive relationships between students and staff.</p>
<p>2 ★</p> <p>Lumberton ISD is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system.</p>	<p>Factors such as the age of students, transition years, the effects of COVID, and a lack of understanding school struggles contribute to the gap.</p>
<p>3 ★</p> <p>Student attendance was at 93% for the 2024-25 school year, indicating a slight increase that minimally impacts student engagement and learning.</p>	<p>Student apathy and lack of support from JP in truancy cases.</p>

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student performance varies depending on the instructional skills of individual teachers and paraprofessionals.

Inconsistent professional development, coaching, and support structures lead to differences in staff effectiveness and instructional practices.

2
★

Data indicates difficulty regarding the transitioning of students with disabilities between campuses, with a need for improved communication, awareness, consistency, procedures, and planning.

Lack of effective transition planning and communication between campuses.

3
★

PLC meetings across the district are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments.

Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.

4
★

Current curriculum instruction requires digital platforms, but inadequate access to technology and the internet hampers effective teaching and learning.

Budget constraints, inadequate internet availability, and lack of headphones for students.

5
★

Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions and a general disregard for courtesy and cooperation.

Ineffective discipline strategies, negative peer influence, and a lack of emphasis on building positive relationships between students and staff.

6
★

Despite efforts to provide language instruction, many emergent bilingual students continue to struggle with fluency, comprehension, and academic performance in English-medium environments.

Inconsistencies in language instruction strategies, socio-cultural factors, and insufficient professional development for teachers.

7
★

Five programs of study are dual credit programs through LSCO, but students lack access to the necessary college textbooks.

The cost of textbooks, and the inability to use online resources due to internet connectivity issues.

8
★

Dyslexia resources are stretched thin, affecting the quality of intervention provided.

A growing number of students qualifying for dyslexia interventions without a corresponding increase in certified staff and resources.

9
★

LISD staff and students cannot access the internet in certain locations, preventing the use of online instructional materials.

Cost of installing boosters to enhance internet connectivity in problem areas.

10
★

Despite efforts to enhance curriculum and instruction, there remains a challenge in creating consistently engaging lesson plans across Lumberton ISD.

Educators may lack training or expertise in curriculum design and instructional strategies that promote engagement, and PLC time may lack clear structures or guidelines for collaborative lesson planning.

11
★

The strategic placement of emergent bilingual students with their peers and appropriately ESL-certified teachers remains a critical challenge.

Limited resources and support, and existing campus policies and practices that do not prioritize the needs of emergent bilingual students.

12
★

Lumberton ISD is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system.

Factors such as the age of students, transition years, the effects of COVID, and a lack of understanding school struggles contribute to the gap.

13
★

Data from the TEA indicates an increase in students served in special education, with nearly one-fourth of the student population in Texas now identified as SPED or 504.

The increase in dyslexia identification and the need for high-quality training in new dyslexia research and practices are contributing to the growing number of students requiring special education services.

14
★

Emergent bilingual students encounter the impact of low expectations resulting from stereotypes or misconceptions regarding their language proficiency and academic capabilities.

Pervasive stereotypes and misconceptions surrounding emergent bilingual students lead to low expectations among educators and peers.

15
★

Staff morale is inconsistent, with certain areas of the district experiencing challenges.

High workload demands, limited time to complete responsibilities, and concerns about compensation contribute to lowered staff morale in some areas of the district.

16
★

There is a lack of personal accountability among staff members for specific outcomes.

Certain areas of responsibility are not assigned to specific individuals or those responsibilities are not clearly defined.

17
★

With the size of the District, some events compete for time and cause overlap in participation.

Coordination of events needs to be more organized and centralized.

18
★

Sometimes communication among campuses or between campuses and departments is lacking.

The size of the district, the lack of channels of communication, time factor.

19



Instructional leadership capacity in some campus administrators still needs further development.

Limited exposure to training, limited opportunities to work collaboratively with each other and the Teaching and Learning team.

20



Many employees are using all available leave days or exceeding their allotted time each year.

Heavy workloads and stress contribute to higher leave usage, along with challenges in maintaining work-life balance.

21



Novice teachers are in need of constant supports in order to be successful.

Assumption that certified teachers are 100% equipped to perform all their duties with fidelity; a wide variety of duties outside teaching.

22



Certain subjects, grade levels, and student groups experience lower growth rates than expected.

Lack of focus on high needs groups of students; lack of high expectations for students from some educators.

23



There is a trend of increased threats to public schools, which calls for increased security measures and initiatives.

Rise of social media, political tension in the society.

24



The dangers of vaping are not always taken seriously by students.

Lack of information to students; easy access to purchasing vapes.

25



Sometimes students don't see the value in schools or how it translates into real world.

Lack of relative information and student supports.

26



Some students lack basic skills and/or supports to see themselves past high school.

Lack of relative information and student supports.

27



Inconsistent systems and expectations across campuses and departments create misalignment that hinders program improvement and overall district cohesion.

Campuses and departments have not consistently evaluated or clarified which systems and expectations should be tightly held versus loosely held, resulting in varied implementation and alignment.

28



Student attendance was at 93% for the 2024-25 school year, indicating a slight increase that minimally impacts student engagement and learning.

Student apathy and lack of support from JP in truancy cases.

29



Some campuses lack clearly defined systems and written expectations for counselors, assistant principals, department leaders, and staff, resulting in inconsistent implementation across focus areas.

Principals have not consistently developed or communicated structured systems with aligned written expectations, leading to varied practices and accountability gaps.

30



Instructional staff participation in content-specific professional development is inconsistent, limiting opportunities to strengthen instructional practices and content knowledge.

Barriers such as scheduling conflicts, limited awareness of available opportunities, and competing workload demands reduce staff engagement in optional professional learning.

= Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- Equity data
- T-PESS 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**



Goals

Goal 1 Ensure organizational improvement, strong school leadership, and effective planning (BG #3, ESF Lever 1).

Performance Objective 1 ✔ High Priority

Promote District's Core Values, Vision, and Mission across the district as tools for strategic decision making, planning, and organizational improvement.

Evaluation Data Source: 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

Ensure visual presence of the District's Core Values, Vision, and Mission across the District, on District website, and on social media.

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: District and campus administrators

Problem Statements: Perceptions 2

Formative Reviews

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March

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Strategy 2

Use the District's Core Values, Mission, and Vision as criteria for recognizing staff.

Strategy's Expected Result/Impact: Promotion of the District's Core Values, Vision, and Mission across the District and improved staff morale.

Staff Responsible for Monitoring: District and campus administrators.

Problem Statements: District Processes & Programs 4

Formative Reviews

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June

Strategy 3

Incorporate District's Core Values, Vision, and Mission during staff and community meetings or presentations.

Strategy's Expected Result/Impact: Promotion of the District's Core Values, Vision, and Mission across the District.

Staff Responsible for Monitoring: District and campus administrators.

Problem Statements: Perceptions 2

Formative Reviews

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Performance Objective 1 Problem Statements Identifying District Processes & Programs

Problem Statement

Root Cause

4

Staff morale is inconsistent, with certain areas of the district experiencing challenges.

High workload demands, limited time to complete responsibilities, and concerns about compensation contribute to lowered staff morale in some areas of the district.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Lumberton ISD is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system.

Factors such as the age of students, transition years, the effects of COVID, and a lack of understanding school struggles contribute to the gap.

Performance Objective 2 High Priority HB3 Goal

Concentrate District improvement efforts by targeting five Focus Areas at the campus level: 1) Counseling; 2) Student attendance; 3) Student discipline; 4) Professional Learning Communities (PLC), and 5) Student Academic Growth.

Evaluation Data Source: Monthly principals meeting reports, increased student daily attendance, staff reports/surveys about student discipline, PLC agendas, PLC schedules, increased student achievement.

Strategy 1

Principals shall establish appropriate systems in each Focus Area and ensure their

implementation by means of written expectations for counselors, assistant principals, department leaders, and other staff members in accordance with their areas responsibility.

Strategy's Expected Result/Impact: Improved student mental health, increased ADA, staff reports on consistent discipline implementation, increased teacher collaboration and efficiency.

Staff Responsible for Monitoring: Campus principals.

Problem Statements: District Processes & Programs 13

Formative Reviews

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Strategy 2

Principals shall report to the superintendent the progress of improvement efforts in each of the four Focus Areas during the monthly principals meeting or as requested.

Strategy's Expected Result/Impact: Increased focus and consistency of implementation.

Staff Responsible for Monitoring: Campus principals

Problem Statements: District Processes & Programs 13

Formative Reviews

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Performance Objective 2 Problem Statements Identifying District Processes & Programs

Problem Statement

Root Cause

13

Some campuses lack clearly defined systems and written expectations for counselors, assistant principals, department leaders, and staff, resulting in inconsistent implementation across focus areas.

Principals have not consistently developed or communicated structured systems with aligned written expectations, leading to varied practices and accountability gaps.

Performance Objective 3 High Priority HB3 Goal

All campuses and departments shall establish and/or evaluate their tightly held and loosely held systems and expectations and ensure program/department improvement and alignment.

Strategy 1

Principals and directors shall collaboratively generate (within their campus or department) the list of tightly-held and loosely-held systems and expectations, document them in writing, and communicate them to all appropriate staff.

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 Principals and Directors

Problem Statements: District Processes & Programs 12

Formative Reviews

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Strategy 2

Principals and directors/departments shall conduct ongoing evaluation of all practices, programs, services, and software to ensure operational and fiscal efficiency.

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, Director for Curriculum, Assistant Superintendent for Curriculum & Learning

Problem Statements: Student Learning 2 - District Processes & Programs 12

Formative Reviews

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June

Strategy 3

Utilize and contribute to the district-wide event calendar to plan events that impact multiple campuses and/or departments.

Strategy's Expected Result/Impact: District-wide alignment of events, improved district-wide communication , and absence of major scheduling conflicts.

Staff Responsible for Monitoring: Director of Communications, campus administrators, and district administrators.

Problem Statements: District Processes & Programs 6, 7

Formative Reviews

November

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Strategy 4

The Department of Special Programs and Services shall continue executing the created action plan based on the recommendations from the 2024-2025 Special Education Audit.

Strategy's Expected Result/Impact: Improved Special Education services

Staff Responsible for Monitoring: Director of Special Programs and Services

Problem Statements: Demographics 1, 2, 3 - Student Learning 4, 6 - District Processes & Programs 2, 3

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Data from the TEA indicates an increase in students served in special education, with nearly one-fourth of the student population in Texas now identified as SPED or 504.

The increase in dyslexia identification and the need for high-quality training in new dyslexia research and practices are contributing to the growing number of students requiring special education services.

2

Data indicates difficulty regarding the transitioning of students with disabilities between campuses, with a need for improved communication, awareness, consistency, procedures, and planning.

Lack of effective transition planning and communication between campuses.

3

Emergent bilingual students encounter the impact of low expectations resulting from stereotypes or misconceptions regarding their language proficiency and academic capabilities.

Pervasive stereotypes and misconceptions surrounding emergent bilingual students lead to low expectations among educators and peers.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>2 LISD staff and students cannot access the internet in certain locations, preventing the use of online instructional materials.</p>	<p>Cost of installing boosters to enhance internet connectivity in problem areas.</p>
<p>4 Dyslexia resources are stretched thin, affecting the quality of intervention provided.</p>	<p>A growing number of students qualifying for dyslexia interventions without a corresponding increase in certified staff and resources.</p>
<p>6 Despite efforts to provide language instruction, many emergent bilingual students continue to struggle with fluency, comprehension, and academic performance in English-medium environments.</p>	<p>Inconsistencies in language instruction strategies, socio-cultural factors, and insufficient professional development for teachers.</p>

Performance Objective 3 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
<p>2 The strategic placement of emergent bilingual students with their peers and appropriately ESL-certified teachers remains a critical challenge.</p>	<p>Limited resources and support, and existing campus policies and practices that do not prioritize the needs of emergent bilingual students.</p>
<p>3 Data indicates difficulty regarding the transitioning of students with disabilities between campuses, with a need for improved communication, awareness, consistency, procedures, and planning.</p>	<p>Lack of effective transition planning and communication between campuses.</p>
<p>6 With the size of the District, some events compete for time and cause overlap in participation.</p>	<p>Coordination of events needs to be more organized and centralized.</p>
<p>7 Sometimes communication among campuses or between campuses and departments is lacking.</p>	<p>The size of the district, the lack of channels of communication, time factor.</p>
<p>Inconsistent systems and expectations</p>	<p>Campuses and departments have not</p>

12

across campuses and departments create misalignment that hinders program improvement and overall district cohesion.

consistently evaluated or clarified which systems and expectations should be tightly held versus loosely held, resulting in varied implementation and alignment.

Performance Objective 4 **High Priority** **HB3 Goal**

Build leadership and improvement capacity throughout the organization by providing training opportunities and resources to teachers, administrators, and other staff.

Evaluation Data Source: Data of Professional Development hours
Artifacts and campus development of programs and processes from PD (implementation of the learning)
Feedback from staff

Strategy 1

Conduct regular principal/director meetings to ensure strong communication across the district.

Strategy's Expected Result/Impact: Increased district-wide communication. Professional growth of the participants in the areas of instructional leadership.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendents, CFO, Director of Communication

Problem Statements: Student Learning 8 - District Processes & Programs 6, 7

Formative Reviews

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Strategy 2

Conduct regular Principal PLCs (principal data meetings) with the Teaching and Learning team.

Strategy's Expected Result/Impact: Increased data awareness. Collaborative analysis and decision-making to improve instruction.

Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Learning, Director for Curriculum

Problem Statements: Student Learning 7, 8, 9

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>7 Student performance varies depending on the instructional skills of individual teachers and paraprofessionals.</p>	<p>Inconsistent professional development, coaching, and support structures lead to differences in staff effectiveness and instructional practices.</p>
<p>8 Instructional leadership capacity in some campus administrators still needs further development.</p>	<p>Limites exposure to training, limited opportunites to work collaboratively with each other and the Teaching and Learning team.</p>
<p>9 Certain subjects, grade levels, and student groups experience lower growth rates than expected.</p>	<p>Lack of focus on high needs groups of students; lack of high expectations for students from some educators.</p>

Performance Objective 4 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
<p>6 With the size of the District, some events compete for time and cause overlap in participation.</p>	<p>Coordination of events needs to be more organized and centralized.</p>
<p>7 Sometimes communication among campuses or between campuses and departments is lacking.</p>	<p>The size of the district, the lack of channels of communication, time factor.</p>

Goal 2

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

Performance Objective 1 High Priority HB3 Goal

Strive to ensure 100% of the teachers are certified and effective.

Evaluation Data Source: Data from staff documentation

Strategy 1

Recruit high quality educators through attending and hosting job fairs as well as collaborating with teacher preparation institutions.

Strategy's Expected Result/Impact: Increased collective teacher efficacy.

Staff Responsible for Monitoring: Assistance Superintendents (HR and Curriculum)
Principals

Problem Statements: District Processes & Programs 9

Formative Reviews

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June

Strategy 2

Implement a staff attendance incentive program.

Strategy's Expected Result/Impact: Better utilization of instructional time and improved instructional continuity.

Staff Responsible for Monitoring: Assistant Superintendents
Principals
Directors

Problem Statements: District Processes & Programs 8

Formative Reviews

November

March

June

Strategy 3

Implement New and Novice Teachers Mentoring Program.

Strategy's Expected Result/Impact: Increased retention of teachers and well informed staff for district processes and procedures.

Staff Responsible for Monitoring: Instructional Coaches
Teaching and Learning Department
Principals
Assistant Superintendents

Problem Statements: District Processes & Programs 9

Formative Reviews

November

March

June

Strategy 4

Recognize and celebrate teachers and staff for their achievement and effort on a regular basis.

Strategy's Expected Result/Impact: Increased morale and teacher retention.

Staff Responsible for Monitoring: Principals
Directors
Superintendent
Assistant Superintendents
Teaching and Learning Department

Problem Statements: District Processes & Programs 4

Formative Reviews

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June

Strategy 5

Monitor the implementation of the hybrid 4-day instructional calendar and collect data on its efficacy.

Strategy's Expected Result/Impact: All open teaching positions filled, decreased staff burnout, increase staff satisfaction with working conditions, flexibility in scheduling sporting events, increased student and staff attendance.

Staff Responsible for Monitoring: Assistant superintendents, campus administrators

Problem Statements: District Processes & Programs 4, 8 - Perceptions 3

Formative Reviews

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June

Strategy 6

Continue the Teacher Incentive Allotment process by participating in the "data capture" year. Communicate specific requirements/expectations to earn a designation.

Strategy's Expected Result/Impact: Teacher retention, improved quality of instruction, improved teacher collaboration.

Staff Responsible for Monitoring: Assistant Superintendents, campus administration.

Problem Statements: District Processes & Programs 4, 5, 9

Formative Reviews

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June

Performance Objective 1 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
<p>4 Staff morale is inconsistent, with certain areas of the district experiencing challenges.</p>	<p>High workload demands, limited time to complete responsibilities, and concerns about compensation contribute to lowered staff morale in some areas of the district.</p>
<p>5 There is a lack of personal accountability among staff members for specific outcomes.</p>	<p>Certain areas of responsibility are not assigned to sepcific individuals or those responsibilities are not clearly defined.</p>
<p>8 Many employees are using all available leave days or exceeding their allotted time each year.</p>	<p>Heavy workloads and stress contribute to higher leave usage, along challenges in maintaining work-life balance.</p>
<p>9 Novice teachers are in need of constant supports in order to be successful.</p>	<p>Assumption that certified teachers are 100% equipped to perform all their duties with fidelity; a wide variety of duties outside teaching.</p>

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p>3 Student attendance was at 93% for the 2024-25 school year, indicating a slight increase that minimally impacts student engagement and learning.</p>	<p>Student apathy and lack of support from JP in truancy cases.</p>

Performance Objective 2 **High Priority** **HB3 Goal**

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

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

Strategy 1

Provide individualized teacher and team support from the Teaching and Learning Team.

Strategy's Expected Result/Impact: Retention of successful teachers.

Staff Responsible for Monitoring: Instructional Coaches
Curriculum Director
Assistant Superintendent for Curriculum

Problem Statements: Student Learning 1, 7, 9 - District Processes & Programs 1, 5, 9

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Strategy 2

Increase employee capacity and collective teacher efficacy through observation and feedback cycles, including informal walkthroughs, T-TESS observations, Pre- and Post-Conferences (if applicable) and Learning Walks.

Strategy's Expected Result/Impact: Effective communication and well developed teachers that remain in the district.

Staff Responsible for Monitoring: Instructional Coaches
Principals
Teaching and Learning Department
Assistant Superintendent

Problem Statements: Student Learning 8 - District Processes & Programs 5

Formative Reviews

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Strategy 3

Encourage and support instructional staff in seeking content-specific professional development opportunities, including optional professional learning opportunities on the district workdays.

Strategy's Expected Result/Impact: Knowledgeable staff that implements the new learning in the classroom to increase student achievement.

Staff Responsible for Monitoring: Teaching and Learning Department
Assistant Superintendent
Principals

Problem Statements: Student Learning 12

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite efforts to enhance curriculum and instruction, there remains a challenge in creating consistently engaging lesson plans across Lumberton ISD.	Educators may lack training or expertise in curriculum design and instructional strategies that promote engagement, and PLC time may lack clear structures or guidelines for collaborative lesson planning.
7	Student performance varies depending on the instructional skills of individual teachers and paraprofessionals.	Inconsistent professional development, coaching, and support structures lead to differences in staff effectiveness and instructional practices.
8	Instructional leadership capacity in some campus administrators still needs further development.	Limited exposure to training, limited opportunities to work collaboratively with each other and the Teaching and Learning team.
9	Certain subjects, grade levels, and student groups experience lower growth rates than expected.	Lack of focus on high needs groups of students; lack of high expectations for students from some educators.
12	Instructional staff participation in content-specific professional development is inconsistent, limiting opportunities to strengthen instructional practices and content knowledge.	Barriers such as scheduling conflicts, limited awareness of available opportunities, and competing workload demands reduce staff engagement in optional professional learning.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	PLC meetings across the district are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments.	Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.
5	There is a lack of personal accountability among staff members for specific	Certain areas of responsibility are not assigned to specific individuals or those

outcomes.

responsibilities are not clearly defined.

9

Novice teachers are in need of constant supports in order to be successful.

Assumption that certified teachers are 100% equipped to perform all their duties with fidelity; a wide variety of duties outside teaching.

Goal 3

Encourage and promote positive culture among students and staff, and ensure positive community engagement (BG #4; 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 Source: DEIC meetings and feedback
Community surveys
District surveys
Periodic district training to the community (i.e., LEARN)

Strategy 1

Refer to the District's Mission, Vision, and Core Values during parent nights, other community engagement events, and district-level committee meetings.

Strategy's Expected Result/Impact: The public becomes aware of the District goals.

Staff Responsible for Monitoring: Director of Communication

Problem Statements: Perceptions 2

Formative Reviews

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March

June

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Lumberton ISD is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system.

Factors such as the age of students, transition years, the effects of COVID, and a lack of understanding school struggles contribute to the gap.

Performance Objective 2 High Priority HB3 Goal

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 Source: Review of student handbooks
Course Selection Guide
Campus posts of expectations
District meetings of administrators
Connections with higher learning institutions

Strategy 1

Assist and guide campuses with implementing research-based pedagogical practices, Career and Technology Education projects, and partnerships for postsecondary student opportunities.

Strategy's Expected Result/Impact: Increased student learning opportunities, increased collective teacher efficacy, improved accountability rating.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Director for Curriculum & Instruction

Problem Statements: Student Learning 1, 3, 5, 10, 11 - District Processes & Programs 5

Formative Reviews

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Strategy 2

Ensure operation of the Life Ready Center at Lumberton High School to support students with college applications, preparation for interviews, and job searches.

Strategy's Expected Result/Impact: Career-ready students/graduates

Staff Responsible for Monitoring: High school principal, Director for CCMR, school counselors

Problem Statements: Student Learning 10, 11

Funding Sources: Title IV Funds Federal,

Formative Reviews

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March

June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite efforts to enhance curriculum and instruction, there remains a challenge in creating consistently engaging lesson plans across Lumberton ISD.	Educators may lack training or expertise in curriculum design and instructional strategies that promote engagement, and PLC time may lack clear structures or guidelines for collaborative lesson planning.
3	Current curriculum instruction requires digital platforms, but inadequate access to technology and the internet hampers effective teaching and learning.	Budget constraints, inadequate internet availability, and lack of headphones for students.
5	Five programs of study are dual credit programs through LSCO, but students lack access to the necessary college textbooks.	The cost of textbooks, and the inability to use online resources due to internet connectivity issues.
10	Sometimes students don't see the value in schools or how it translates into real world.	Lack of relative information and student supports.
11	Some students lack basic skills and/or supports to see themselves past high school.	Lack of relative information and student supports.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
5	There is a lack of personal accountability among staff members for specific outcomes.	Certain areas of responsibility are not assigned to sepcific individuals or those responsibilities are not clearly defined.

Performance Objective 3 High Priority

Provide explicit behavioral expectations and management systems for students and staff.

Evaluation Data Source: Data from office referrals, DAEP, ISS etc...
Posts of student expectations on campuses and classrooms
Student Code of Conduct review and feedback
Staff Development
Review data from DESSA screenings

Strategy 1

Track student attendance regularly.

Strategy's Expected Result/Impact: Increased student achievement, consistent funding.

Staff Responsible for Monitoring: Campus administrators.

Problem Statements: Student Learning 10 - Perceptions 2, 3

Formative Reviews

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Strategy 2

Communicate expectations from Staff Handbook and Student Handbook to all staff and students respectively.

Strategy's Expected Result/Impact: Improved campus and district operations.

Staff Responsible for Monitoring: Assistant Superintendent for Human Resources, campus administrators,

Problem Statements: Student Learning 7 - District Processes & Programs 5, 8

Formative Reviews

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Strategy 3

Implement behavioral systems of support, social-emotional learning, and research-based classroom management strategies such as CHAMPS and DESSA, across campuses using Title I, Title II, and other available funds.

Strategy's Expected Result/Impact: Increased student attendance and positive school culture

Staff Responsible for Monitoring: Campus principal

Problem Statements: Student Learning 10 - District Processes & Programs 11 - Perceptions 1, 2

Formative Reviews

November

March

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

7

Student performance varies depending on the instructional skills of individual teachers and paraprofessionals.

Inconsistent professional development, coaching, and support structures lead to differences in staff effectiveness and instructional practices.

10

Sometimes students don't see the value in schools or how it translates into real world.

Lack of relative information and student supports.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

Problem Statement

Root Cause

5

There is a lack of personal accountability among staff members for specific outcomes.

Certain areas of responsibility are not assigned to sepcific individuals or those responsibilities are not clearly defined.

8

Many employees are using all available leave days or exceeding their allotted time each year.

Heavy workloads and stress contribute to higher leave usage, along challenges in maintaining work-life balance.

11

The dangers of vaping are not always taken seriously by students.

Lack of information to students; easy access to purchasing vapes.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions and a general disregard for courtesy and cooperation.

Ineffective discipline strategies, negative peer influence, and a lack of emphasis on building positive relationships between students and staff.

2

Lumberton ISD is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system.

Factors such as the age of students, transition years, the effects of COVID, and a lack of understanding school struggles contribute to the gap.

3

Student attendance was at 93% for the 2024-25 school year, indicating a slight increase that minimally impacts student engagement and learning.

Student apathy and lack of support from JP in truancy cases.

Performance Objective 4  **High Priority**

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

Evaluation Data Source: 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

Utilize different means of public communication, including, but not limited to Parent Square, Email, Twitter, Facebook, Instagram, and the official district website.

Strategy's Expected Result/Impact: Well-informed stakeholders

Staff Responsible for Monitoring: Director of Communications
Superintendent

Problem Statements: Perceptions 2

Formative Reviews

November

March

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Strategy 2

Conduct parent and family engagement activities per individual campus and/or district needs.

Strategy's Expected Result/Impact: Improved communication, well-informed stakeholders.

Staff Responsible for Monitoring: Principals, Director of Communication

Problem Statements: Perceptions 2

Formative Reviews

November

March

June

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Lumberton ISD is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system.

Factors such as the age of students, transition years, the effects of COVID, and a lack of understanding school struggles contribute to the gap.

Performance Objective 5 High Priority

Ensure physical safety and security of all staff, students, and district visitors in compliance with the House Bill 3, Intruder Audits, and other TEA safety requirements.

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

Strategy 1

Implement a consistent system of staff and student parking tags.

Strategy's Expected Result/Impact: Improved campus and district safety

Staff Responsible for Monitoring: Campus administrators, SROs, Director of Safety and Security

Problem Statements: District Processes & Programs 10

Formative Reviews

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March

June

Strategy 2

Continue updating district Emergency Operations Plan (EOP) and functional annexes.

Strategy's Expected Result/Impact: Improved campus and district safety

Staff Responsible for Monitoring: Director of Safety and Security

Problem Statements: District Processes & Programs 10

Formative Reviews

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March

June

Strategy 3

Ensure ongoing staff training on safety and security, including, but not limited to required drills and tabletop exercises.

Strategy's Expected Result/Impact: Improved campus and district safety

Staff Responsible for Monitoring: Director for Safety and Security

Problem Statements: District Processes & Programs 10

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March

June

Strategy 4

Implement new bus software to increase student safety.

Strategy's Expected Result/Impact: Improved campus and district safety

Staff Responsible for Monitoring: Director of Operations, Transportation Coordinator

Problem Statements: District Processes & Programs 10 - Perceptions 2

Formative Reviews

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March

June

Strategy 5

Implement vaping prevention program (e.g. Catch My Breath Program or others).

Strategy's Expected Result/Impact: Improved student health, decreased disciplinary placements.

Staff Responsible for Monitoring: Campus administration

Problem Statements: District Processes & Programs 11

Funding Sources: Title IV Federal,

Formative Reviews

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March

June

Strategy 6

Use the Raptor Alert app to ensure efficient implementation of the Standard Response Protocol (SRP).

Strategy's Expected Result/Impact: Efficient implementatin of SRP, accounted for students and staff during emergencies, improved communication during emergencies.

Staff Responsible for Monitoring: Director of Technology, Director for Safety and Security, Assistant Superintendent for T&L

Problem Statements: District Processes & Programs 10

Formative Reviews

November

March

June

Strategy 7

Install and utilize vape detectors on the Middle School and High School Campuses to deter students smoking or vaping on campus.

Strategy's Expected Result/Impact: Students will stop smoking/vaping

Staff Responsible for Monitoring: High school and Middle school administration

Problem Statements: District Processes & Programs 11

Funding Sources: Title IV Federal,

Formative Reviews

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March

June

Strategy 8

Facilitate installation and functioning of the Bidirectional Amplifiers in all District buildings.

Strategy's Expected Result/Impact: Improved communication accross all campuses.

Staff Responsible for Monitoring: Technology director, Safety and Security Director, other Central Office staff.

Problem Statements: Student Learning 2, 3 - District Processes & Programs 10

Formative Reviews

November

March

June

Strategy 9

Through building partnerships, ensure that SROs and local law enforcement officers: 1) Provide security and protection of the District's students, staff, and property; 2) Reduce criminal offences committed by juveniles and young adults; 3) Establish rapport with the students; 4) Establish rapport with the parents, faculty, staff, administrators, and otehr adults; 5) Provide training to students and staff when need and when required; and Present positive role models for students.

Strategy's Expected Result/Impact: Ensure student and staff safety

Staff Responsible for Monitoring: Director for Safety and Security

Problem Statements: District Processes & Programs 10 - Perceptions 2

Formative Reviews

November

March

June

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>2 LISD staff and students cannot access the internet in certain locations, preventing the use of online instructional materials.</p>	<p>Cost of installing boosters to enhance internet connectivity in problem areas.</p>
<p>3 Current curriculum instruction requires digital platforms, but inadequate access to technology and the internet hampers effective teaching and learning.</p>	<p>Budget constraints, inadequate internet availability, and lack of headphones for students.</p>

Performance Objective 5 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
<p>10 There is a trend of increased threats to public schools, which calls for increased security measures and initiatives.</p>	<p>Rise of cosial media, political tension in the society.</p>
<p>11 The dangers of vaping are not always taken seriously by students.</p>	<p>Lack of information to students; easy access to purchasing vapes.</p>

Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p>2 Lumberton ISD is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system.</p>	<p>Factors such as the age of students, transition years, the effects of COVID, and a lack of understanding school struggles contribute to the gap.</p>

Performance Objective 6 HB3 Goal

Improve staff morale and productivity by eliminating inefficiencies, redundancies, and excessive paperwork for all staff when possible.

Evaluation Data Source: Amount of paperwork required from teachers and staff.

Strategy 1

Implement 9-week assessments to ensure consistency in assessments and data analysis.

Strategy's Expected Result/Impact: Increased instructional time, decreased amount of testing.

Staff Responsible for Monitoring: Teachers, principals, T&L Department

Problem Statements: Student Learning 1, 6, 7, 9

Formative Reviews

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March

June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite efforts to enhance curriculum and instruction, there remains a challenge in creating consistently engaging lesson plans across Lumberton ISD.	Educators may lack training or expertise in curriculum design and instructional strategies that promote engagement, and PLC time may lack clear structures or guidelines for collaborative lesson planning.
6	Despite efforts to provide language instruction, many emergent bilingual students continue to struggle with fluency, comprehension, and academic performance in English-medium environments.	Inconsistencies in language instruction strategies, socio-cultural factors, and insufficient professional development for teachers.
7	Student performance varies depending on the instructional skills of individual teachers and paraprofessionals.	Inconsistent professional development, coaching, and support structures lead to differences in staff effectiveness and instructional practices.
9	Certain subjects, grade levels, and student groups experience lower growth rates than expected.	Lack of focus on high needs groups of students; lack of high expectations for students from some educators.

Goal 4

Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness (BG #1; ESF Levers 4 & 5).

Performance Objective 1 HB3 Goal

Ensure alignment of the written, taught, and tested curriculum in content, context, and cognition in order to increase Student Achievement and Student Growth on STAAR.

The 2025 Lumberton ISD Meets baseline is as follows:

All Subjects and Grade Levels 48%*,
Reading 53%,
Mathematics 39%,
Science 54%,
Social Studies 55%, and
Academic Growth 61%.

The 2025 Lumberton Intermediate Meets baseline is as follows:

All Subjects and Grade Levels 43%,
Reading 46%,
Mathematics 38%,
Science 40%, and
Academic Growth 60%.

The 2025 Lumberton Middle School Meets baseline is as follows:

All Subjects and Grade Levels 46%,
Reading 52%,
Mathematics 50%,
Science 55%,
Social Studies 34%, and
Academic Growth 61%.

The 2025 Lumberton High School Meets baseline is as follows:

All Subjects and Grade Levels 60%,
Reading 63%,
Mathematics 38%,
Science 67%,
Social Studies 77%, and
Academic Growth 65%.

Based on the 2024-2025 TEA data released Aug 13, 2025.

Evaluation Data Source: PLC meetings and aligned planning and TEKS breakdown observations
District Nine Weeks' Assessment (align the learning)
Campus Common Assessments (content alignment and pacing)
Feedback from district planning days of priority standards and content
Utilize Eduphoria Aware for assessments and student tracking of progress

Strategy 1

Lumberton ISD will utilize Professional Learning Communities (PLCs), standardized PLC agendas, Texas Instructional Leadership (TIL) Materials Internalization & Alignment (MIA) lesson

internalization protocols, Backwards Design, TEKS unpacking, and rigor/relevance rubrics to plan targeted instruction and interventions tailored to 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/EOC exams results.

Staff Responsible for Monitoring: Teachers
Principals
Teaching and Learning Team

Problem Statements: Student Learning 1, 7, 9 - District Processes & Programs 1, 5

Formative Reviews

November

March

June

Strategy 2

Begin initial year implementation of the Learning Acceleration Support Opportunities (LASO Cycle 3) grant across Lumberton ISD to increase instructional leadership capacity within district administrators. Focus will be on lesson internalization protocols, PLC practices and actionable feedback for teachers.

Strategy's Expected Result/Impact: Relative and immediate feedback, Aligned planning practices, Increased student achievement.

Staff Responsible for Monitoring: District and campus administrators, and instructional coordinators.

Problem Statements: Student Learning 1, 8, 9 - District Processes & Programs 1

Formative Reviews

November

March

June

Strategy 3

Utilize Priority Standards at each grade level in Reading Language Arts, Mathematics, Social Studies, and Science to focus instructional practices on most impactful standards.

Strategy's Expected Result/Impact: Evaluate student performance and areas of academic deficiency that may have long-term effect on student success; provide focused interventions; and ensure student growth in all core subjects and grade levels.

Staff Responsible for Monitoring: Teachers (All)
Special Programs
Principals
Teaching and Learning Team

Problem Statements: Student Learning 1 - District Processes & Programs 1

Formative Reviews

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March

June

Strategy 4

Ensure common formative assessments are administered consistently in Reading Language Arts, Mathematics, Social Studies, and Science

Strategy's Expected Result/Impact: Data analysis of the common assessments will inform teachers' decisions on how to best adjust instruction to meet the needs of all students.

Staff Responsible for Monitoring: Teachers
Principals
Teaching and Learning Team

Problem Statements: Student Learning 6, 7, 9 - District Processes & Programs 1, 2

Formative Reviews

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March

June

Strategy 5

Continue utilizing standards-based grading in pre-kindergarten and kindergarten to ensure quality feedback.

Strategy's Expected Result/Impact: Teachers are better informed of the students' success and individual skill sets. Targeted instruction to students' needs can be developed.

Staff Responsible for Monitoring: Teachers
Principals

Problem Statements: Student Learning 7, 9 - District Processes & Programs 5

Formative Reviews

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March

June

Strategy 6

Continue the development of the Curriculum Guides per District Curriculum Development and Management Plan.

Strategy's Expected Result/Impact: High quality curriculum, improved guidance for teachers.

Staff Responsible for Monitoring: Curriculum coordinators, Director for Curriculum and Instruction

Problem Statements: Student Learning 6, 9

Formative Reviews

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March

June

Strategy 7

Provide regular data reviews for ALL subjects and grade levels during the campus-level teacher PLC as well as the Principal PLCs with the Teaching and Learning Team.

Strategy's Expected Result/Impact: Improved quality of classroom instruction.

Staff Responsible for Monitoring: Assistant Superintendent for Instruction, Principals, T&L Team

Problem Statements: District Processes & Programs 1, 5, 12, 13

Formative Reviews

November

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Despite efforts to enhance curriculum and instruction, there remains a challenge in creating consistently engaging lesson plans across Lumberton ISD.

Educators may lack training or expertise in curriculum design and instructional strategies that promote engagement, and PLC time may lack clear structures or guidelines for collaborative lesson planning.

6

Despite efforts to provide language instruction, many emergent bilingual students continue to struggle with fluency, comprehension, and academic performance in English-medium environments.

Inconsistencies in language instruction strategies, socio-cultural factors, and insufficient professional development for teachers.

7

Student performance varies depending on the instructional skills of individual teachers and paraprofessionals.

Inconsistent professional development, coaching, and support structures lead to differences in staff effectiveness and instructional practices.

8

Instructional leadership capacity in some campus administrators still needs further development.

Limited exposure to training, limited opportunities to work collaboratively with each other and the Teaching and Learning team.

9

Certain subjects, grade levels, and student groups experience lower growth rates than expected.

Lack of focus on high needs groups of students; lack of high expectations for students from some educators.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

Problem Statement

Root Cause

1

PLC meetings across the district are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments.

Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.

2

The strategic placement of emergent bilingual students with their peers and appropriately ESL-certified teachers remains a critical challenge.

Limited resources and support, and existing campus policies and practices that do not prioritize the needs of emergent bilingual students.

5

There is a lack of personal accountability among staff members for specific outcomes.

Certain areas of responsibility are not assigned to specific individuals or those responsibilities are not clearly defined.

12

Inconsistent systems and expectations across campuses and departments create misalignment that hinders program improvement and overall district cohesion.

Campuses and departments have not consistently evaluated or clarified which systems and expectations should be tightly held versus loosely held, resulting in varied implementation and alignment.

13

Some campuses lack clearly defined systems and written expectations for counselors, assistant principals, department leaders, and staff, resulting in inconsistent implementation across focus areas.

Principals have not consistently developed or communicated structured systems with aligned written expectations, leading to varied practices and accountability gaps.

Performance Objective 2 HB3 Goal

Provide high quality instructional materials, resources, and professional development opportunities to all instructional staff.

Evaluation Data Source: 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
Usage and review of data of IXL, Progress Learning, and Renaissance

Strategy 1

Provide professional learning (PL) opportunities to teachers, paraprofessionals, and administrators on the latest research-based instructional strategies and practices

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/EOC exams results.

Staff Responsible for Monitoring: Teachers
Teaching and Learning Department
Principals
Directors

Problem Statements: Student Learning 12

Formative Reviews

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Strategy 2

Increase instructional capacity of the District employees by expanding the professional learning opportunities offered to teachers and staff via utilization of Title II and LASO Cycle 3 Grant funding.

Strategy's Expected Result/Impact: Improved quality of the District curriculum; Increased student achievement; Staff retention

Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Learning

Problem Statements: Student Learning 1, 7, 8, 12 - District Processes & Programs 1

Formative Reviews

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Strategy 3

Lumberton ISD will implement the use of HQIM Bluebonnet Math in K-8th grade, as well as Algebra 1. Additionally, LISD will provide professional development throughout the year to all K-5th grade math teachers through a partnership with Region 5 and the Strong Foundation Implementation grant.

Strategy's Expected Result/Impact: Increased student performance in math.

Staff Responsible for Monitoring: District and campus administrators, instructional coordinators, and teachers.

Problem Statements: Student Learning 1, 8, 12 - District Processes & Programs 1

Formative Reviews

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June

Strategy 4

Utilize TEKS Resource system to facilitate instructional planning.

Strategy's Expected Result/Impact: Increased quality of curriculum planning resources.

Staff Responsible for Monitoring: Director of Curriculum and Learning, Assistant Superintendent for Curriculum and Learning

Problem Statements: Student Learning 1, 7, 9, 12

Formative Reviews

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June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite efforts to enhance curriculum and instruction, there remains a challenge in creating consistently engaging lesson plans across Lumberton ISD.	Educators may lack training or expertise in curriculum design and instructional strategies that promote engagement, and PLC time may lack clear structures or guidelines for collaborative lesson planning.
7	Student performance varies depending on the instructional skills of individual teachers and paraprofessionals.	Inconsistent professional development, coaching, and support structures lead to differences in staff effectiveness and instructional practices.
8	Instructional leadership capacity in some campus administrators still needs further development.	Limited exposure to training, limited opportunities to work collaboratively with each other and the Teaching and Learning team.
9	Certain subjects, grade levels, and student groups experience lower growth rates than expected.	Lack of focus on high needs groups of students; lack of high expectations for students from some educators.
12	Instructional staff participation in content-specific professional development is inconsistent, limiting opportunities to strengthen instructional practices and content knowledge.	Barriers such as scheduling conflicts, limited awareness of available opportunities, and competing workload demands reduce staff engagement in optional professional learning.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	PLC meetings across the district are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments.	Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.

Performance Objective 3 HB3 Goal

Ensure all students have access to high quality instruction, materials, and services, including those in special programs (Special Education, English as a Second Language (ESL), Response to Intervention (RTI),

Dyslexia, and 504).

Evaluation Data Source: Review data from the District Resource Evaluation Process
Textbook (resources) Process of classroom materials
Campus walk-throughs
Professional Development for all instructional staff and observations of implementation
Feedback from teachers and campus committees
Usage and review of data of IXL, Progress Learning, and Renaissance

Strategy 1

Adopt evidence-based practices focused on Positive Behavioral Interventions and Supports (PBIS) and RTI identification and intervention tools.

Strategy's Expected Result/Impact: Data showing less behavior issues, office referrals, and increased positive behavior of students for effective student engagement of learning.

Staff Responsible for Monitoring: Principals
Teachers
Special Programs Team

Problem Statements: Demographics 2 - District Processes & Programs 3, 12 - Perceptions 1

Formative Reviews

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Strategy 2

Provide educators who teach and support ESL students with training and resources to ensure student academic and social-emotional success.

Strategy's Expected Result/Impact: Increased scores on TELPAS and STAAR data in the EL student population.

Staff Responsible for Monitoring: ESL Coordinator
Principals

Problem Statements: Demographics 3 - Student Learning 6 - District Processes & Programs 2

Formative Reviews

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March

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Strategy 3

Provide targeted interventions to students with identified needs, including the requirements of HB 1416 and credit recovery, by using such resources as IXL, Progress Learning, APEX, iStation, and Renaissance.

Strategy's Expected Result/Impact: Student increased performance in closing the gaps on STAAR and other district assessments.

Staff Responsible for Monitoring: Interventionists
Teachers
Principals
Special Programs Department

Problem Statements: Student Learning 7, 9, 11, 12

Formative Reviews

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Strategy 4

Ensure all students' access to instructional technology.

Strategy's Expected Result/Impact: Increased success in computer safety, learning outcomes, and all economically disadvantaged students have access to devices.

Staff Responsible for Monitoring: Technology Department
Finance
Principals

Problem Statements: Student Learning 2, 3

Formative Reviews

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June

Strategy 5

Ensure smooth and effective campus transition of students serviced under Special Programs.

Strategy's Expected Result/Impact: Improved quality of services for students participating in special programs.

Staff Responsible for Monitoring: Director and Assistant Director of Special Programs.

Problem Statements: Demographics 1, 2 - District Processes & Programs 3

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause	
1	Data from the TEA indicates an increase in students served in special education, with nearly one-fourth of the student population in Texas now identified as SPED or 504.	The increase in dyslexia identification and the need for high-quality training in new dyslexia research and practices are contributing to the growing number of students requiring special education services.
2	Data indicates difficulty regarding the transitioning of students with disabilities between campuses, with a need for improved communication, awareness, consistency, procedures, and planning.	Lack of effective transition planning and communication between campuses.
3	Emergent bilingual students encounter the impact of low expectations resulting from stereotypes or misconceptions regarding their language proficiency and academic capabilities.	Pervasive stereotypes and misconceptions surrounding emergent bilingual students lead to low expectations among educators and peers.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
2	LISD staff and students cannot access the internet in certain locations, preventing the use of online instructional materials.	Cost of installing boosters to enhance internet connectivity in problem areas.
3	Current curriculum instruction requires digital platforms, but inadequate access to technology and the internet hampers effective teaching and learning.	Budget constraints, inadequate internet availability, and lack of headphones for students.
6	Despite efforts to provide language instruction, many emergent bilingual students continue to struggle with fluency, comprehension, and academic performance in English-medium environments.	Inconsistencies in language instruction strategies, socio-cultural factors, and insufficient professional development for teachers.
	Student performance varies depending on the instructional skills of individual	Inconsistent professional development, coaching, and support structures lead to

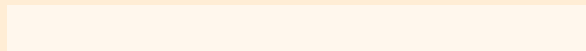
/	teachers and paraprofessionals.	differences in staff effectiveness and instructional practices.
9	Certain subjects, grade levels, and student groups experience lower growth rates than expected.	Lack of focus on high needs groups of students; lack of high expectations for students from some educators.
11	Some students lack basic skills and/or supports to see themselves past high school.	Lack of relative information and student supports.
12	Instructional staff participation in content-specific professional development is inconsistent, limiting opportunities to strengthen instructional practices and content knowledge.	Barriers such as scheduling conflicts, limited awareness of available opportunities, and competing workload demands reduce staff engagement in optional professional learning.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	The strategic placement of emergent bilingual students with their peers and appropriately ESL-certified teachers remains a critical challenge.	Limited resources and support, and existing campus policies and practices that do not prioritize the needs of emergent bilingual students.
3	Data indicates difficulty regarding the transitioning of students with disabilities between campuses, with a need for improved communication, awareness, consistency, procedures, and planning.	Lack of effective transition planning and communication between campuses.
12	Inconsistent systems and expectations across campuses and departments create misalignment that hinders program improvement and overall district cohesion.	Campuses and departments have not consistently evaluated or clarified which systems and expectations should be tightly held versus loosely held, resulting in varied implementation and alignment.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions and a general disregard for	Ineffective discipline strategies, negative peer influence, and a lack of emphasis on building positive relationships between students and staff.



Performance Objective 4 HB3 Goal

Provide programs, systems, and supports to 1) ensure students' college, career, and postsecondary readiness and 2) increase the Lumberton ISD CCMR rating.

Evaluation Data Source: CTE Director data
State CCMR data

Use Texas College Bridge program to monitor students' college prep progress
HB3 Five Year Outcome Goals progress and data
Review of data in mClass/Amplify and Renaissance

Strategy 1

Ensure efficiency of the GO Center - Life Ready Center (LRC).

Strategy's Expected Result/Impact: Increased graduation rate and decreased drop out rates.

Staff Responsible for Monitoring: Principals

- Counselors
- Teachers
- Assistant Superintendent
- Curriculum Director
- Special Programs Director
- CTE Director

Problem Statements: Student Learning 5, 10, 11

Formative Reviews

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Strategy 2

Provide and expand Dual Credit opportunities.

Strategy's Expected Result/Impact: Increase college ready students.

Staff Responsible for Monitoring: Principals

- Counselors
- CTE Director

Problem Statements: Student Learning 5, 10, 11

Formative Reviews

November

March

June

Strategy 3

Implement College Prep classes for English and Mathematics.

Strategy's Expected Result/Impact: Students prepared to transition to college, increased CCMR ratings for the District.

Staff Responsible for Monitoring: High School Principals, Director for CCMR.

Problem Statements: Student Learning 5, 10, 11

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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Five programs of study are dual credit programs through LSCO, but students lack access to the necessary college textbooks.

The cost of textbooks, and the inability to use online resources due to internet connectivity issues.

10

Sometimes students don't see the value in schools or how it translates into real world.

Lack of relative information and student supports.

11

Some students lack basic skills and/or supports to see themselves past high school.

Lack of relative information and student supports.



State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,202,189.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Students at risk of failure or dropout have access to the district's closing the gaps plan, which includes online programs such as IXL, iStation, Progress Learning, Apex, and Renaissance Learning. These programs are used in conjunction with classroom instruction to help students accelerate learning in order to meet grade level expectations and/or graduation expectations. IXL and Progress Learning provide online content pathways that can be assigned to students and allow them to practice and assess to monitor growth. These tools are computer adaptive and help meet individual goals as the student works. Apex provides students the opportunity to learn the missed material/content and work to recover credits and meet graduation requirements. Renaissance Learning is a district-wide tool used to gather universal data and suggest groupings, strategies, and progress monitors for students to become successful. Each tool is vital in providing the district with a way to track, monitor, and instruct many students in a short period of time.



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance