

Lumberton Independent School District



Lumberton Middle School

2025-2026 Campus Improvement Plan

Mission Statement

Lumberton ISD Mission Statement:

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

Vision

Lumberton ISD vision statement:

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

Value Statement

Lumberton ISD Core Values:

Activate each individual's full potential by:

Promoting innovation

Encouraging lifelong learning

Creating opportunities

Having high expectations for all

Exemplify character traits based on:

Honesty & integrity

Inclusiveness

Compassion

Work ethic

Perseverance

Confidence

Continue a tradition of excellence through:

Demonstrating Raider Pride

Exemplifying energetic leadership

Exuding positivity

Promoting a family atmosphere

Provide a positive environment with:

Opportunities to grow

Safe & nurturing conditions

Individuals who are team players

Strong relationships

High levels of community support

Transparent & timely communication

Family-oriented values

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Comprehensive Needs Assessment

Demographics

Summary

Lumberton Middle School's current enrollment is nine hundred and twenty-one students. We have a total of eighty-seven employees which consists of three administrators, two counselors, one librarian, one diagnostician, one nurse, fourteen paraprofessionals, four secretaries and fifty-nine teachers. The demographics of our faculty and staff closely reflect that of our student body. At Lumberton Middle School our 24-25 school year student population was made up of eight black or African American, eight American Indian or Alaska Native, nine Asian, one hundred twenty-eight Hispanic/Latino, seven hundred thirty-four white and twenty-two two or more races. Currently, 39% of our student body is identified as Economically Disadvantaged. One hundred forty-three students receive Special Education services, one hundred sixty students are served under Section 504 and three hundred nine were identified as at-risk.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



At Lumberton Middle School, the White student subgroup has not met the state target for academic achievement on the STAAR reading assessment at the Meets level for three consecutive years. The state target requires 59% of students in this subgroup to score at the Meets level, yet results show only 52% in 2025, 52% in 2024, and 58% in 2023, identifying the campus for targeted support.

Inconsistent alignment of Tier I instruction to grade-level standards and limited use of internalization protocols have prevented the White student subgroup from reaching the Meets level target in reading.

2



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

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

 = Priority

Student Achievement

Summary

2024-2025 STAAR Scores

6th Grade (Approaches, Meets, Masters):

Reading: 74%, 47%, 20%

Math: 74%, 24%, 2%

7th Grade (Approaches, Meets, Masters):

Reading: 75%, 46%, 18%

Math: 62%, 39%, 16%

8th Grade (Approaches, Meets, Masters):

Reading: 88%, 64%, 34%

Math: 78%, 45%, 5%

Algebra EOC: 100%, 93%, 64%

Science: 88%, 55%, 22%

Social Studies: 69%, 34%, 16%

Strengths

All students met the recommended target of 44% passing on the 2024 STAAR Reading assessment with 52%, earning our campus 3 growth/achievement points. The Hispanic subgroup surpassed their target passing percentage of 35% with a 50% passing rate, and the high focus subgroup met surpassed their target percentage rate of 33% with a 38% passing rate, earning 3 growth/achievement points for our campus. Additionally, the two or more races subgroup surpassed their target percentage rate of 56% with a 58% passing rate which was a campus goal for the 2024-2025 school year.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>At Lumberton Middle School, the White student subgroup has not met the state target for academic achievement on the STAAR reading assessment at the Meets level for three consecutive years. The state target requires 59% of students in this subgroup to score at the Meets level, yet results show only 52% in 2025, 52% in 2024, and 58% in 2023, identifying the campus for targeted support.</p>	<p>Inconsistent alignment of Tier I instruction to grade-level standards and limited use of internalization protocols have prevented the White student subgroup from reaching the Meets level target in reading.</p>
<p>2 ★</p> <p>Student attendance rate is directly related to student academic success rate. Our attendance rate has fallen from around 98% to around 96% over the past few years.</p>	<p>With the use of Google Classroom it is very easy for students to stay home and keep up with their assignments, we also practice the "If your sick stay home", approach to ensure the campus stays healthy.</p>
<p>3 ★</p> <p>Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.</p>	<p>1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs</p>
<p>4 ★</p> <p>First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity.</p>	<p>Lack of experience, Resources, Strategies</p>
<p>5 ★</p> <p>Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.</p>	<p>Lack of time, Funding, Teacher Decided</p>

6
★

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

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

7
★

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

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

8
★

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

Campus Infrastructure, Funding, and Copier Contracts

9

Although the middle school campus has enough Chromebooks for every student on campus, there is still a lack of student access to technology devices for instruction in elective, special education and RTI classes.

Funding, ration of chromebook carts to classes is not adequate, campus does not distribute Chromebooks to students at a 1:1 ratio

10

The campus is transitioning to using more digital programs, online textbooks, and online testing. All teachers need the appropriate tools, such as interactive televisions, to provide rigorous and engaging instruction.

All teachers do not have access to interactive televisions, document cameras, etc.

11
★

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

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

School Culture and Climate

Summary

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Maintaining a positive culture among our LMS family.</p>	<p>Addition of new faculty members.</p>
<p>2 ★</p> <p>Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions, disrespect towards peers and staff, and a general disregard for the values of courtesy and cooperation. This erosion of respect not only undermines the quality of education but also contributes to an atmosphere of tension and disengagement.</p>	<p>Root Causes: 1. Home Environment, 2. Peer Influence, 3. Ineffective Discipline Strategies, 4. Cultural and Socioeconomic Factors, 5. Communication and Relationship Building.</p>
<p>3 ★</p> <p>Our media center lacks student devices and a student copier, limiting access to online resources and Google classrooms. Many core classrooms also lack Smart TVs/interactive boards, essential for developing 21st-century skills. Additionally, campus copiers frequently malfunction, disrupting services for teachers and staff and requiring external repairs.</p>	<p>Campus Infrastructure, Funding, and Copier Contracts</p>
<p>4 ★</p> <p>Despite our commitment to quality education, inadequate facilities, poor space utilization, and limited accessibility hinder our ability to achieve our goals and provide a supportive learning environment.</p>	<p>Campus layout (not originally built for a middle school) and the adding of additional wings; no true traffic patterns established for a middle school campus</p>
<p>5 ★</p> <p>Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.</p>	<p>1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs</p>

6

High rate of teacher absenteeism and significant substitute shortage.

Pay for Subs, Lack of Subs, Low Morale, Mental health days

7

Although the middle school campus has enough Chromebooks for every student on campus, there is still a lack of student access to technology devices for instruction in elective, special education and RTI classes.

Funding, ration of chromebook carts to classes is not adequate, campus does not distribute Chromebooks to students at a 1:1 ratio

8

Lumberton Middle School is losing teachers to industry, neighboring districts, early retirement, and alternative career options.

Salary, Travel distance, Campus climate

9

The campus is transitioning to using more digital programs, online textbooks, and online testing. All teachers need the appropriate tools, such as interactive televisions, to provide rigorous and engaging instruction.

All teachers do not have access to interactive televisions, document cameras, etc.

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

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

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Maintaining a positive culture among our LMS family.</p>	<p>Addition of new faculty members.</p>
<p>2 ★</p> <p>First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity.</p>	<p>Lack of experience, Resources, Strategies</p>
<p>3 ★</p> <p>Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals.</p>	<p>Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures</p>
<p>4 ★</p> <p>Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.</p>	<p>Lack of time, Funding, Teacher Decided</p>
<p>5</p> <p>High rate of teacher absenteeism and significant substitute shortage.</p>	<p>Pay for Subs, Lack of Subs, Low Morale, Mental health days</p>

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Salary, Travel distance, Campus climate

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Curriculum, Instruction, and Assessment

Summary

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Our media center lacks student devices and a student copier, limiting access to online resources and Google classrooms. Many core classrooms also lack Smart TVs/interactive boards, essential for developing 21st-century skills. Additionally, campus copiers frequently malfunction, disrupting services for teachers and staff and requiring external repairs.</p>	<p>Campus Infrastructure, Funding, and Copier Contracts</p>
<p>2 ★</p> <p>First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity.</p>	<p>Lack of experience, Resources, Strategies</p>
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 = Priority

Family and Community Engagement

Summary

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

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement


Root Cause

1
★

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

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Priority Problem Statements

Problem Statement

Root Cause

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

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Addition of new faculty members.

4
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Campus Infrastructure, Funding, and Copier Contracts

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Lack of experience, Resources, Strategies

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

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

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Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data



Goals

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

Performance Objective 1

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

Evaluation Data 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

Lumberton Middle School will ensure visual presence of the District's Core Values, Vision, and Mission statements by displaying posters in every classroom and consistently updating campus Facebook page.

Strategy's Expected Result/Impact: Daily practices become aligned with the District's Core Values, Vision and Mission across the District.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Student Achievement 3 - School Culture and Climate 5 - Family and Community Engagement 1 - School Organization 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November

March

June

Strategy 2

Lumberton Middle School will communicate by multiple modalities with teachers and staff to explain why and how the district's core values, vision, and mission impact our daily operations and long-term decision-making.

Strategy's Expected Result/Impact: Decision-making process becomes aligned with the District's Core Values, Vision and Mission across the District.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - School Organization 2

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

March

June

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

3

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

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

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

5

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Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the

1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of

1

established educational system at LMS.

understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs

Performance Objective 1 Problem Statements Identifying School Organization

Problem Statement

Root Cause

2

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

3

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Performance Objective 2

Campus leaders will build their instructional leadership capacity that results in improved teacher effectiveness and student learning outcomes.

Evaluation Data Source: Instructional Leadership coaching agendas, lesson plan internalization, professional learning communities and teacher feedback.

Strategy 1 Targeted Support Strategy

Lumberton Middle School will implement Texas Instructional Leadership Materials Internalization and Alignment (MIA) training to ensure lesson plan internalization so that all lessons are in alignment and rigor is evident in classroom instruction.

Strategy's Expected Result/Impact: Stronger tier one instruction and increased student success.

Staff Responsible for Monitoring: Campus administrators, teachers and district instructional coordinators.

Problem Statements: Demographics 1 - Student Achievement 1, 11 - School Culture and Climate 10 - Curriculum, Instruction, and Assessment 6, 7

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

March

June

Strategy 2 Targeted Support Strategy

Lumberton Middle School will lead streamlined, district-aligned PLC agendas that prioritize instructional focus and teacher collaboration.

Strategy's Expected Result/Impact: Stronger tier one instruction and increased student success.

Staff Responsible for Monitoring: Campus administrators, teachers and district instructional coordinators

Problem Statements: Demographics 1 - Student Achievement 1, 11 - School Culture and Climate 10 - Curriculum, Instruction, and Assessment 6, 7

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

March

June

Strategy 3 Targeted Support Strategy

Lumberton Middle School will provide teachers with actionable coaching and feedback through consistent observation and support cycles.

Strategy's Expected Result/Impact: Increased teacher effectiveness, stronger tier one instruction and increased student success.

Staff Responsible for Monitoring: Campus administrators and district instructional coordinators

Problem Statements: Demographics 1 - Student Achievement 1, 11 - School Culture and Climate 10 - Curriculum, Instruction, and Assessment 6, 7

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

March

June

Strategy 4 Targeted Support Strategy

Lumberton Middle School will participate in instructional leadership coaching with the district principal manager to refine and strengthen leadership practices.

Strategy's Expected Result/Impact: Increased instructional leadership

Staff Responsible for Monitoring: District principal manager

Problem Statements: Demographics 1 - Student Achievement 1, 5 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 3, 6

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

March

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

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Inconsistent alignment of Tier I instruction to grade-level standards and limited use of internalization protocols have prevented the White student subgroup from reaching the Meets level target in reading.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

At Lumberton Middle School, the White student subgroup has not met the state target for academic achievement on the STAAR reading assessment at the Meets level for three consecutive years. The state target requires 59% of students in this subgroup to score at the Meets level, yet results show only 52% in 2025, 52% in 2024, and 58% in 2023, identifying the campus for targeted support.

Inconsistent alignment of Tier I instruction to grade-level standards and limited use of internalization protocols have prevented the White student subgroup from reaching the Meets level target in reading.

5

Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

11

Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a

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

gap in translating this time into lesson plans that fully engage students and meet diverse learning needs.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

10

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

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

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

4

Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

3

Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

6

At Lumberton Middle School, the White student subgroup has not met the state target for academic achievement on the STAAR reading assessment at the Meets level for three consecutive years. The state target requires 59% of students in this subgroup to score at the Meets level, yet results show only 52% in 2025, 52% in 2024, and 58% in 2023, identifying the campus for targeted support.

Inconsistent alignment of Tier I instruction to grade-level standards and limited use of internalization protocols have prevented the White student subgroup from reaching the Meets level target in reading.

7

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

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

Performance Objective 3

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

Evaluation Data Source: Documentation of Professional Development; Staff feedback

Strategy 1

Lumberton Middle School will promote participation on both Campus and District Educational Improvement Committee (DEIC), as well as ESL certification.

Strategy's Expected Result/Impact: Increased leadership and decision-making capacity of campus staff.

Staff Responsible for Monitoring: Campus administrators

Problem Statements: Student Achievement 5 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2

Lumberton Middle School will encourage faculty and staff members to participate in various professional development opportunities, both in and out of district.

Strategy's Expected Result/Impact: Professional growth of the participants

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Student Achievement 5, 6 - Staff Quality, Recruitment, and Retention 3, 4 - Curriculum, Instruction, and Assessment 3 - School Organization 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

5

Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

6

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

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

Performance Objective 3 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

3

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

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

4

Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

3

Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

Performance Objective 3 Problem Statements Identifying School Organization

Problem Statement

Root Cause

4

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

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

Performance Objective 4

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

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

Strategy 1

Lumberton Middle School Campus administration will collaboratively generate the list of tightly held and loosely held systems and expectations and communicate those expectations to all campus staff by email, staff meetings and professional development opportunities.

Strategy's Expected Result/Impact: Clearly communicated expectations for campus operations will ensure alignment compliance with campus-level, district-level, and state-level programs, requirements, and mandates.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Achievement 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 2 - School Organization 2, 5

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2

Lumberton Middle School will routinely conduct ongoing evaluations of all programs and services

and make adjustments and improvements as needed.

Strategy's Expected Result/Impact: Improve quality of programs and services; Evaluate the need of technology applications and software; Increase budgetary efficiency.

Staff Responsible for Monitoring: Campus administrators, instructional technology specialists

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - School Organization 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3

Lumberton Middle School will utilize and maintain a campus-wide calendar that includes all academic and extra-curricular activities.

Strategy's Expected Result/Impact: Alignment of events, improved communication, and elimintaions of major scheduling conflicts.

Staff Responsible for Monitoring: Campus administrators

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - School Organization 2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 4

Lumberton Middle School will assist the district in their efforts to "get back to the basics", by placing a strong emphasis on the following four district focus areas: 1.) Counseling, 2.) Attendance, 3.) Discipline, 4.) PLCs.

Strategy's Expected Result/Impact: Increased social emotional awareness through the use of the DESSA program, increased attendance rate by offering different incentives, reduced discipline issues with the implementation of Raider PRIDE, and identifying a streamlined PLC process through administrator attendance.

Staff Responsible for Monitoring: Campus administrators, counselors, teachers, curriculum coordinators, attendance clerk, and PLC leaders

Problem Statements: Demographics 2 - Student Achievement 2, 11 - School Culture and Climate 2, 10 - Curriculum, Instruction, and Assessment 7 - School Organization 9

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

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

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

Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

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

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

4

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

Lack of experience, Resources, Strategies

11

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

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

Performance Objective 4 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
<p>1 Maintaining a positive culture among our LMS family.</p>	Addition of new faculty members.
<p>2 Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions, disrespect towards peers and staff, and a general disregard for the values of courtesy and cooperation. This erosion of respect not only undermines the quality of education but also contributes to an atmosphere of tension and disengagement.</p>	<p>Root Causes: 1. Home Environment, 2. Peer Influence, 3. Ineffective Discipline Strategies, 4. Cultural and Socioeconomic Factors, 5. Communication and Relationship Building.</p>
<p>10 Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs.</p>	<p>Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.</p>

Performance Objective 4 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
<p>1 Maintaining a positive culture among our LMS family.</p>	Addition of new faculty members.
<p>2 First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity.</p>	Lack of experience, Resources, Strategies

Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause

2

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

Lack of experience, Resources, Strategies

7

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

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

Performance Objective 4 Problem Statements Identifying School Organization

Problem Statement

Root Cause

2

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

5

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

Lack of experience, Resources, Strategies

9

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

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

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

Aim to ensure that 100% of campus teachers are certified and effective.

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

Strategy 1

LMS participates in the job fair hosted by Lumberton ISD each spring.

Strategy's Expected Result/Impact: Recruit highly qualified staff to provide high quality instruction

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - School Organization 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

No Progress

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Strategy 2

LMS will provide attendance incentive strategies to encourage consistent staff attendance at school.

Strategy's Expected Result/Impact: Maintain minimum of 97% staff attendance rate; Better utilization of instructional time and improved instructional continuity

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - School Organization 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

No Progress

November

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June

Strategy 3

LMS will provide each novice teacher with a mentor on campus.

Strategy's Expected Result/Impact: Mentor will assist in building the capacity of their mentee and will contribute to the overall campus goal of providing quality instruction; Increased collective teacher efficacy.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - School Organization 5

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Accomplished

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Strategy 4

LMS will honor teachers for professional achievements and celebrate personal milestones such as birthdays and holidays to cultivate a family culture on campus.

Strategy's Expected Result/Impact: Maintain high campus morale; Increased collective teacher efficacy.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Student Achievement 5, 6 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 3, 4 - Curriculum, Instruction, and Assessment 3 - School Organization 2, 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<p>4 First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity.</p>	<p>Lack of experience, Resources, Strategies</p>
<p>5 Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.</p>	<p>Lack of time, Funding, Teacher Decided</p>
<p>6 Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals.</p>	<p>Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures</p>

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
<p>1 Maintaining a positive culture among our LMS family.</p>	<p>Addition of new faculty members.</p>

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
<p>1 Maintaining a positive culture among our LMS family.</p>	<p>Addition of new faculty members.</p>
<p>2 First year teachers and teachers new to the district need to be provided with a sound, impactful mentor program that includes frequent monitoring of program fidelity.</p>	<p>Lack of experience, Resources, Strategies</p>
<p>3 Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-</p>	<p>Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures</p>

professionals.

4

Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

2

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

Lack of experience, Resources, Strategies

3

Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

Performance Objective 1 Problem Statements Identifying School Organization

Problem Statement

Root Cause

2

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

4

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

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

5

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

Lack of experience, Resources, Strategies

Performance Objective 2

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

LMS provides teacher support through the utilization of district instructional coordinators.

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

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Student Achievement 5 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy

LMS will provide support, accountability and feedback through instructional walkthroughs and campus learning walks.

Strategy's Expected Result/Impact: Effective communication and well developed teachers that remain on the LMS staff.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Demographics 1 - Student Achievement 1, 11 - School Culture and Climate 10 - Curriculum, Instruction, and Assessment 6, 7

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy

Encourage and support instructional staff in seeking content-specific professional development opportunities.

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

Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Department staff

Problem Statements: Demographics 1 - Student Achievement 1, 5, 6 - Staff Quality, Recruitment, and Retention 3, 4 - Curriculum, Instruction, and Assessment 3, 6 - School Organization 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

At Lumberton Middle School, the White student subgroup has not met the state target for academic achievement on the STAAR reading assessment at the Meets level for three consecutive years. The state target requires 59% of students in this subgroup to score at the Meets level, yet results show only 52% in 2025, 52% in 2024, and 58% in 2023, identifying the campus for targeted support.

Inconsistent alignment of Tier I instruction to grade-level standards and limited use of internalization protocols have prevented the White student subgroup from reaching the Meets level target in reading.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

At Lumberton Middle School, the White student subgroup has not met the state target for academic achievement on the STAAR reading assessment at the Meets level for three consecutive years. The state target requires 59% of students in this subgroup to score at the Meets level, yet results show only 52% in 2025, 52% in 2024, and 58% in 2023, identifying the campus for targeted support.

Inconsistent alignment of Tier I instruction to grade-level standards and limited use of internalization protocols have prevented the White student subgroup from reaching the Meets level target in reading.

5

Individualized professional development opportunities for campus staff, teachers and leaders should include content

Lack of time, Funding, Teacher Decided

specific training and target individual needs.

6

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

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

11

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

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

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

10

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

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

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

3

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

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

4

Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
3	Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.	Lack of time, Funding, Teacher Decided
6	At Lumberton Middle School, the White student subgroup has not met the state target for academic achievement on the STAAR reading assessment at the Meets level for three consecutive years. The state target requires 59% of students in this subgroup to score at the Meets level, yet results show only 52% in 2025, 52% in 2024, and 58% in 2023, identifying the campus for targeted support.	Inconsistent alignment of Tier I instruction to grade-level standards and limited use of internalization protocols have prevented the White student subgroup from reaching the Meets level target in reading.
7	Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs.	Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.

Performance Objective 2 Problem Statements Identifying School Organization

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

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

Lumberton Middle School will seek opportunities to cultivate positive relationships with all stakeholders, to foster student growth and achievement. In collaboration with staff members and different student groups on campus, such as the Student Council, NJHS, and club sponsors, etc., multiple events will be scheduled throughout the year for all students to participate in, such as the "StuCo Welcome Breakfast", clubs, Open House, Red Ribbon Week, Raider Spirit days, etc.

These events offer additional opportunities outside of the classroom to create positive relationships with all stakeholders. Additionally, all staff members are asked to greet students at the door while coming into class, in order to set a positive tone for the class period.

Strategy's Expected Result/Impact: Increased awareness of opportunities for all stakeholders to assist in ways to cultivate positive relationships and improve student growth.

Staff Responsible for Monitoring: Campus Administrators; Campus Faculty and Staff; Campus Student Groups and Clubs

Problem Statements: Student Achievement 3 - School Culture and Climate 5 - Family and Community Engagement 1 - School Organization 3

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Lumberton Middle School will promote student participation in Academic UIL, extra curricular UIL, Student Council, honor society and clubs.

Strategy's Expected Result/Impact: Increased participation in Academic UIL, extra curricular UIL, Student Council, honor society and clubs directly affecting student achievement

Staff Responsible for Monitoring: PLC leaders, Campus Administrators

Problem Statements: Student Achievement 3 - School Culture and Climate 1, 5 - Staff Quality, Recruitment, and Retention 1 - Family and Community Engagement 1 - School Organization 2, 3

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

3

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

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

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

5

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

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

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

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

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

Performance Objective 1 Problem Statements Identifying School Organization

Problem Statement

Root Cause

2

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

3

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

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

Performance Objective 2

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

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

Strategy 1

Continue "Tail-Gate Wednesdays" where students and staff support post-secondary education by wearing their favorite college, career or military shirt.

Strategy's Expected Result/Impact: Bring more awareness to post-secondary education.

Staff Responsible for Monitoring: All Staff

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - School Organization 2

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Ensure that the curriculum includes components focused on college and career readiness, such as critical thinking, problem-solving, and real-world applications of learning. Integrate projects that allow students to research and present on career paths that interest them.

Strategy's Expected Result/Impact: More emphasis on post-secondary education.

Staff Responsible for Monitoring: Career Studies teacher

Problem Statements: Student Achievement 8, 11 - School Culture and Climate 3, 10 - Curriculum, Instruction, and Assessment 1, 7 - Technology 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3

Organize two career exploration days where students can participate in facilitated discussions with invited guests, related to different professions, helping them understand the skills and education required for various careers.

Strategy's Expected Result/Impact: Increased awareness of career/job types that are available to students.

Staff Responsible for Monitoring: Career Investigations teacher

Problem Statements: Student Achievement 3 - School Culture and Climate 5 - Family and Community Engagement 1 - School Organization 3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<p>3 Lumberton Middle School is currently experiencing a gap in positive, cohesive involvement between parents and the established educational system at LMS.</p>	<p>1. Age of students, 2. transition years for students and parents, 3. effects of COVID, 4. apathy, 5. lack of understanding of middle school struggles such as time management, responsibility, puberty, and social-emotional needs</p>
<p>8 Our media center lacks student devices and a student copier, limiting access to online resources and Google classrooms. Many core classrooms also lack Smart TVs/interactive boards, essential for developing 21st-century skills. Additionally, campus copiers frequently malfunction, disrupting services for teachers and staff and requiring external repairs.</p>	<p>Campus Infrastructure, Funding, and Copier Contracts</p>
<p>11 Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs.</p>	<p>Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.</p>

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
<p>1 Maintaining a positive culture among our LMS family.</p>	<p>Addition of new faculty members.</p>
<p>3 Our media center lacks student devices and a student copier, limiting access to online resources and Google classrooms. Many core classrooms also lack Smart TVs/interactive boards, essential for developing 21st-century skills. Additionally, campus copiers frequently malfunction, disrupting services for teachers and staff and requiring external repairs.</p>	<p>Campus Infrastructure, Funding, and Copier Contracts</p>

5

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

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

10

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

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

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

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

Campus Infrastructure, Funding, and Copier Contracts

7

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

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

meet diverse learning needs.

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

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

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

Performance Objective 2 Problem Statements Identifying School Organization

Problem Statement

Root Cause

2

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

3

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

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

Performance Objective 2 Problem Statements Identifying Technology

Problem Statement

Root Cause

1

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

Campus Infrastructure, Funding, and Copier Contracts

Performance Objective 3

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

Strategy 1

Lumberton Middle School will implement CHAMPS to assist in behavior management in the classroom. The CHAMPS framework stands for Conversation, Help, Activity, Movement, and Participation. This model helps establish clear expectations for classroom behavior and routines.

Strategy's Expected Result/Impact: Create a structured and positive learning environment that clearly communicates behavioral expectations, promotes student engagement, and supports effective classroom management.

Staff Responsible for Monitoring: All Staff

Problem Statements: Student Achievement 6 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 3 - School Organization 4, 9

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Lumberton Middle School will communicate attendance goal of 97% and provide regular student attendance incentives.

Strategy's Expected Result/Impact: Increased student attendance and academic achievement rate.

Staff Responsible for Monitoring: Campus administrators, staff, attendance clerk

Problem Statements: Demographics 2 - Student Achievement 2

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

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June

Strategy 3

Lumberton Middle School will communicate the campus staff attendance goal of 97% or more, and provide staff attendance incentives each semester.

Strategy's Expected Result/Impact: Increased staff attendance and student achievement rates.

Staff Responsible for Monitoring: Campus Administrators, Attendance Clerk

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - School Organization 2

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 4

Lumberton Middle School will provide consistent implementation of student and staff expectations at the beginning of each semester. These expectations tie into the Raider PRIDE matrix and outline appropriate behavior for different areas or situations on campus such as, restroom expectations, cafeteria expectations, and ID Badge expectations.

Strategy's Expected Result/Impact: Use of Raider PRIDE matrix and common language across campus from grade to grade, reduced discipline referrals

Staff Responsible for Monitoring: Campus Administrators, counselors, faculty/staff

Problem Statements: Student Achievement 3 - School Culture and Climate 2, 5 - Family and Community Engagement 1 - School Organization 3, 9

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

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Strategy 5

Lumberton Middle School will implement Raider PRIDE to assist in behavior management on campus. Raider PRIDE covers five different characteristics that align with the DESSA program that has been adopted by the district. The five characteristics are Patience, Respect, Integrity, Determination and Excellence.

Strategy's Expected Result/Impact: Reduced discipline referrals for the 2025-2026 school year, along with an increased sense of pride and leadership across campus.

Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and campus paraprofessionals.

Problem Statements: School Culture and Climate 2 - School Organization 9

ESF Levers: Lever 3: Positive School Culture

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Strategy 6

Lumberton Middle School will recognize students each 9 weeks who exhibit those characteristics of PRIDE as laid out in the PRIDE Matrix.

Strategy's Expected Result/Impact: Increased campus culture and positive behaviour from students. Reduction in discipline referrals

Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and campus paraprofessionals.

Problem Statements: Student Achievement 3 - School Culture and Climate 2, 5 - Family and Community Engagement 1 - School Organization 3, 9

ESF Levers: Lever 3: Positive School Culture

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Moderate Progress

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

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

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

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

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

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

3

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

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

6

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

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

Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

2

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

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

5

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

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

Performance Objective 3 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

Professional development opportunities

Student Behavior, Lack of Training,

3

are needed specifically in the area of classroom management and should include substitutes and para-professionals.

Classroom management training/Mentor, Policies/Procedures

Performance Objective 3 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

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

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

Performance Objective 3 Problem Statements Identifying School Organization

Problem Statement

Root Cause

2

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

3

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

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

4

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

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

9

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

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

Performance Objective 4

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

Evaluation Data 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

Lumberton Middle School will utilize social media platforms like ParentSquare, Facebook and the District Website to provide campus-specific information to all stakeholders.

Strategy's Expected Result/Impact: Increased awareness of campus happenings and activities.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Student Achievement 7 - School Culture and Climate 4 - School Organization 1

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Lumberton Middle School will partner with Lumberton Intermediate and High Schools to provide parent information meetings for course selection guidance and transition information.

Strategy's Expected Result/Impact: All stakeholders will have an understanding of the transition process from Intermediate to Middle School and from Middle School to High School and the courses that are offered at each campus.

Staff Responsible for Monitoring: Campus Administrators & Counselors

Problem Statements: Student Achievement 3 - School Culture and Climate 5 - Family and Community Engagement 1 - School Organization 3

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 3

Lumberton Middle School will offer events for families to participate in throughout the school year, such as, pep rallies, LMS Scarecrow Fest, Family Book Fair night, LMS Color Run, etc.

Strategy's Expected Result/Impact: Through these activities, it is our hope that the partnership between home and school will strengthen through family involvement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, & Teachers

Problem Statements: Student Achievement 3 - School Culture and Climate 5 - Family and Community Engagement 1 - School Organization 3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

3

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

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

7

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

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

Performance Objective 4 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

4

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

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

5

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

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

Performance Objective 4 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

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

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

Performance Objective 4 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

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

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

3

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

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

Performance Objective 5

Ensure physical safety and security of all staff, students, and district visitors.

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

Strategy 1

Lumberton Middle School staff is required to have a parking permit on staff vehicles at all times.

Strategy's Expected Result/Impact: Increased visibility and added security on campus

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Student Achievement 7 - School Culture and Climate 4 - School Organization 1

Formative Reviews

Considerable Progress

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Strategy 2

Administration and staff will monitor the functionality of all exterior doors, parking lot and perimeter safety through physical walkthroughs and security cameras.

Strategy's Expected Result/Impact: Increased visibility and added security on campus

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - School Organization 2

Formative Reviews

Considerable Progress

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March

June

Strategy 3


Lumberton Middle School will conduct safety drills and implement changes to safety plan based on feedback.

Strategy's Expected Result/Impact: Frequent adjustments to procedures to ensure safety of all staff and students.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - School Organization 2

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Strategy 4

Lumberton Middle School will require that all classroom doors be locked during instruction time.

Strategy's Expected Result/Impact: Added security on campus.

Staff Responsible for Monitoring: Campus Administrators and Staff

Problem Statements: Student Achievement 7 - School Culture and Climate 4 - School Organization 1

Formative Reviews

Moderate Progress

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June

Strategy 5

Lumberton Middle School will implement Catch My Breath, a vaping awareness and prevention program. This program includes lessons for students in grades 6-8 on the dangers of vaping, how to report and prevent.

Strategy's Expected Result/Impact: Reducing the number of vaping incidents on campus.

Staff Responsible for Monitoring: Campus Administrators and Teachers

Problem Statements: Student Achievement 3 - School Culture and Climate 1, 2, 5 - Staff Quality, Recruitment, and Retention 1 - Family and Community Engagement 1 - School Organization 2, 3, 9

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 5 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

3

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

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

7

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

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

Performance Objective 5 Problem Statements Identifying School Culture and Climate

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

Performance Objective 5 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
<p>1 Maintaining a positive culture among our LMS family.</p>	<p>Addition of new faculty members.</p>

Performance Objective 5 Problem Statements Identifying Family and Community Engagement

Problem Statement	Root Cause
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1

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

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

Performance Objective 5 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

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

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

2

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

3

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

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

9

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

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

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

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

Evaluation Data 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

Strategy 1 Targeted Support Strategy

Lumberton Middle School will utilize PLCs, standard PLC agendas, TIL MIA lesson internalization, Backwards Design, TEKS unpacking, and rigor/relevance rubrics to plan targeted instruction and interventions.

Strategy's Expected Result/Impact: Provide high quality instruction, ensure student growth in each subject at each grade level by at least 1% as evidenced by STAAR results.

Staff Responsible for Monitoring: Teachers; Campus Administrators

Problem Statements: Demographics 1 - Student Achievement 1, 11 - School Culture and Climate 10 - Curriculum, Instruction, and Assessment 6, 7

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 2

All core subjects will utilize online testing through the Eduphoria platform on assessments throughout the 9 week periods.

Strategy's Expected Result/Impact: Increased understanding of online testing and how to use the online platform.

Staff Responsible for Monitoring: Campus Administrators and Teachers

Problem Statements: Student Achievement 11 - School Culture and Climate 10 - Curriculum, Instruction, and Assessment 7

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 3 Targeted Support Strategy

Establish simplified grading at Lumberton Middle School that reflects student mastery of concepts. Grades will be based on in-class assignments, ensuring a clear connection between assessments and learning objectives.

Strategy's Expected Result/Impact: Create a clear, supportive grading system that accurately reflects student understanding, promotes high-quality instruction, and addresses the social and emotional needs of all students.

Staff Responsible for Monitoring: All staff

Problem Statements: Demographics 1 - Student Achievement 1, 6 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 6 - School Organization 4

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

At Lumberton Middle School, the White student subgroup has not met the state target for academic achievement on the STAAR reading assessment at the Meets level for three consecutive years. The state target requires 59% of students in this subgroup to score at the Meets level, yet results show only 52% in 2025, 52% in 2024, and 58% in 2023, identifying the campus for targeted support.

Inconsistent alignment of Tier I instruction to grade-level standards and limited use of internalization protocols have prevented the White student subgroup from reaching the Meets level target in reading.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

At Lumberton Middle School, the White student subgroup has not met the state target for academic achievement on the STAAR reading assessment at the Meets level for three consecutive years. The state target requires 59% of students in this subgroup to score at the Meets level, yet results show only 52% in 2025, 52% in 2024, and 58% in 2023, identifying the campus for targeted support.

Inconsistent alignment of Tier I instruction to grade-level standards and limited use of internalization protocols have prevented the White student subgroup from reaching the Meets level target in reading.

6

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

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

11

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

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

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

10

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

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

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

3

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

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

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
<p>6 At Lumberton Middle School, the White student subgroup has not met the state target for academic achievement on the STAAR reading assessment at the Meets level for three consecutive years. The state target requires 59% of students in this subgroup to score at the Meets level, yet results show only 52% in 2025, 52% in 2024, and 58% in 2023, identifying the campus for targeted support.</p>	<p>Inconsistent alignment of Tier I instruction to grade-level standards and limited use of internalization protocols have prevented the White student subgroup from reaching the Meets level target in reading.</p>
<p>7 Despite efforts to improve curriculum and instruction, a challenge remains in consistently creating engaging lesson plans. This issue is particularly evident in the effective use of Professional Learning Community (PLC) time. While educators value PLCs for collaboration, there is a gap in translating this time into lesson plans that fully engage students and meet diverse learning needs.</p>	<p>Root Causes: 1. Educators may lack training in designing engaging curriculum and instructional strategies. 2. Ineffective collaboration during PLCs may limit the sharing of best practices and feedback needed for creating engaging lesson plans.</p>

Performance Objective 1 Problem Statements Identifying School Organization

Problem Statement	Root Cause
<p>4 Professional development opportunities are needed specifically in the area of classroom management and should include substitutes and para-professionals.</p>	<p>Student Behavior, Lack of Training, Classroom management training/Mentor, Policies/Procedures</p>

Performance Objective 2

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

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

Strategy 1

Provide targeted interventions to students with identified needs as well as meet HB1416 expectations for students in need of instruction to pass the future STAAR/EOC state assessments.

Strategy's Expected Result/Impact: Increased student growth and performance on current year STAAR assessment.

Staff Responsible for Monitoring: Campus Administrators, teachers, RTI staff

Problem Statements: Demographics 1 - Student Achievement 1, 5 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 3, 6

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Lumberton Middle School will work with the district technology department to ensure all students have access to instructional technology.

Strategy's Expected Result/Impact: Increased use of technology used within the classroom and technology rich lessons.

Staff Responsible for Monitoring: Campus Administrators, Instructional Technology staff, and Teachers

Problem Statements: Student Achievement 8 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 1 - Technology 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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June

Strategy 3 Targeted Support Strategy

Lumberton Middle School will ensure that all students are adequately assessed and appropriate interventions are provided as needed, to ensure all students have access to grade level curriculum.

Strategy's Expected Result/Impact: Increased student growth scores across the campus in all tested areas.

Staff Responsible for Monitoring: Campus administration, Teachers, and RTI teachers

Problem Statements: Demographics 1 - Student Achievement 1, 11 - School Culture and Climate 10 - Curriculum, Instruction, and Assessment 6, 7

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

March

June

Strategy 4 Targeted Support Strategy

Lumberton Middle School will provide multiple opportunities for students to practice writing across disciplines, in order to be prepared for short constructed responses as well as open ended response questions.

Strategy's Expected Result/Impact: Increased awareness and preparedness for STAAR question formats.

Staff Responsible for Monitoring: Campus Administrators, Teachers & RTI staff.

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 6

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

March

June

Strategy 5 Targeted Support Strategy

Provide targeted support on grade level material to all students through the use of IXL Reading and Math during academic advisory time daily.

Strategy's Expected Result/Impact: increased student performance, success and growth in the areas of reading and math

Staff Responsible for Monitoring: Campus administrators, district instructional coordinators and classroom teachers

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

March

June

Strategy 6

Lumberton Middle School will implement the use of HQIM Bluebonnet Math in 6-8th grade, as well as Algebra 1.

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

Staff Responsible for Monitoring: Campus administrators, instructional coordinators and teachers

Problem Statements: Student Achievement 5, 11 - School Culture and Climate 10 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 3, 7

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Accomplished

November

March

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

At Lumberton Middle School, the White student subgroup has not met the state target for academic achievement on the STAAR reading assessment at the Meets level for three consecutive years. The state target requires 59% of students in this subgroup to score at the Meets level, yet results show only 52% in 2025, 52% in 2024, and 58% in 2023, identifying the campus for targeted support.

Inconsistent alignment of Tier I instruction to grade-level standards and limited use of internalization protocols have prevented the White student subgroup from reaching the Meets level target in reading.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

At Lumberton Middle School, the White student subgroup has not met the state target for academic achievement on the

Inconsistent alignment of Tier I instruction to grade-level standards and limited use of internalization protocols have

1

STAAR reading assessment at the Meets level for three consecutive years. The state target requires 59% of students in this subgroup to score at the Meets level, yet results show only 52% in 2025, 52% in 2024, and 58% in 2023, identifying the campus for targeted support.

prevented the White student subgroup from reaching the Meets level target in reading.

5

Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

8

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

Campus Infrastructure, Funding, and Copier Contracts

11

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

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

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

3

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

Campus Infrastructure, Funding, and Copier Contracts

10

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

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

4

Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

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

Campus Infrastructure, Funding, and Copier Contracts

3

Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

6

At Lumberton Middle School, the White student subgroup has not met the state target for academic achievement on the STAAR reading assessment at the Meets level for three consecutive years. The state target requires 59% of students in this subgroup to score at the Meets level, yet results show only 52% in 2025, 52% in 2024, and 58% in 2023, identifying the

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campus for targeted support.

7

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

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

Performance Objective 2 Problem Statements Identifying Technology

Problem Statement

Root Cause

1

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

Campus Infrastructure, Funding, and Copier Contracts

Performance Objective 3

Provide programs, systems, and supports to ensure students' college, career, and postsecondary readiness.

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

Strategy 1

Lumberton Middle School will provide high school credit Career and Technical Education courses, such as General Employability, Principles of Human Services, and Life Nutrition/ Interpersonal Skills, to meet high school graduation endorsement requirements.

Strategy's Expected Result/Impact: Increased opportunities for students to experience different types of CTE courses to help them determine an endorsement track.


Staff Responsible for Monitoring: Campus Administrators, CTE Director & CTE teachers

Problem Statements: Student Achievement 5 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

 Accomplished

November

March

June

Strategy 2

Lumberton Middle School will implement "College T-Shirt Days" on Wednesday to increase awareness of secondary education.

Strategy's Expected Result/Impact: Increased awareness of secondary education options.


Staff Responsible for Monitoring: Campus Administrators, Counselors & Staff

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - School Organization 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

 Accomplished

November

March

June

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

5

Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

Performance Objective 3 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Maintaining a positive culture among our LMS family.

Addition of new faculty members.

4

Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

3

Individualized professional development opportunities for campus staff, teachers and leaders should include content specific training and target individual needs.

Lack of time, Funding, Teacher Decided

Performance Objective 3 Problem Statements Identifying School Organization

Problem Statement

Root Cause

2

Maintaining a positive culture among our LMS family.

Addition of new faculty members.