

Luling Independent School District

District Improvement Plan

2021-2022



Mission Statement

Provide a challenging, rigorous curriculum that develops citizens that are prepared, empowered, and inspired to make positive contributions in our communities.

Vision

Educate Every Child, Every Day

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Luling ISD is a district serving 1,420 students in grades PK-12. Luling has one elementary campus (PK-5), one junior high campus (6-8), and a high school campus (9-12).

The student population is comprised of 76% Economically Disadvantaged, 6% African American, 69% Hispanic, and 22% White. Student group demographics are as follows: 13% Special Education, 13% English Language Learners, 4% Gifted and Talented, and 67% At Risk.

There are 206 staff members made up of teachers, professional support, campus administration, and central administration. 15% percent of the teaching staff hold Masters degrees, and the average years of experience for the teachers is 7.

The attendance rate for 2020-2021 was 92.9%, a decrease of 3.4% over the previous year. The Texas Education Agency provided a Hold Harmless Clause for ADA, as every district across the state experienced attendance rate decreases.

Demographics Strengths

Luling ISD has a diverse student population which serves to enhance the learning environment for all students. Luling ISD values the differences in students and recognizes that students with different backgrounds, skills, attitudes and experiences bring a multitude of experiences and perceptions.

Student Achievement

Student Achievement Summary

Given the impact of COVID-19, all districts received a lable of Not Rated for the 2019-2020 and 2020-2021 school year.

The table below details Luling ISD performance in each Accountability Index in 2018-2019 as compared to 2017-2018.

	2017-18	Rating	2018-2019	Rating
Student Achievement	66	D	74	C
• STAAR Performance	58		59	
• College, Career and Military Readiness	60		76	
• Graduation Rate	95		100	
School Progress	70	C	75	C
• Academic Growth	70	C	65	D
• Relative Performance	62	D	75	C
Closing the Gaps	61	D	68	D
Overall	67	D	73	C

Continued and focused data analysis remains a fundamental process of Luling ISD. Texas Academic Performance Report (TAPR), State of Texas Assessment of Academic Readiness (STAAR) scores, End of Course (EOC) exam scores, Texas English Language Proficiency Assessment System (TELPAS) and Performance Based Monitoring Analysis System (PBMAS) are sources of data used by the district to discern strengths and needs.

Student Achievement Strengths

Given the impact of COVID-19, all districts received a lable of Not Rated for the 2019-2020 and 2020-2021 school year.

Luling ISD met accountability for the 2018-19 school year and showed improvement in 7 of 8 areas.

Grade level results showed significant improvements in multiple areas. These include: an 18-point increase in 3rd grade math (54% to 72%), an 11-point increase in 5th grade reading (61% to 72%), a 14-point increase in 5th grade math (71% to 85%), a 9-point increase in 6th grade math (53% to 62%), a 10-point increase in 7th grade writing (39% to 49%), a 16-point increase in 8th grade math (50% to 66%), a 16-point increase in 8th grade science (46% to 62%), and a 15-point increase in English II (48% to 63%).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Although Luling ISD has shown growth in the accountability index, the district strives to improve instruction in order to achieve stronger student performance levels. **Root Cause:** Luling ISD must increase student growth and achievement through a strong literacy and math foundation for all students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Increasing achievement for all students requires a regular and constant focus on staff quality, recruitment, and retention. Luling ISD continues to build capacity in its staff in order to meet the needs of students through a robust teacher growth and evaluation system coupled with intentional professional learning for instructional staff.

Staff Quality, Recruitment, and Retention Strengths

District personnel attend university-based and regional job fairs, university-sponsored events, and enable student teachers to meet their internship requirements in order to recruit future staff members. Personnel screen applicants by reviewing applications, examining resumes and credentials, and conducting committee-based interviews with practicum activities. During early recruitment, the Human Resources department offers commitment letters to stellar candidates in hard-to-fill positions.

With the adoption of the Texas Teacher Evaluation and Support System (T-TESS), teachers are encouraged to set individualized goals and develop personal professional development plans in collaboration with campus leadership. The district provides high-quality, targeted professional development which supports instructional staff with specific needs based on the data gathered. The district has employed instructional coaches to support teachers at the Elementary and Junior High via the Professional Learning Community (PLC) process and in a true coaching capacity.

New teachers are supported through a new teacher induction and mentoring program. This model pairs novice teachers with their more experienced peers to assist them in developing the skillset of an effective classroom teacher. Novice teachers receive mentoring support formally and informally through monthly discussions and observations.

Luling ISD offers stipends for hard-to-fill and/or high-stakes positions. Luling ISD continues to provide signing bonuses for effective teachers in STAAR/EOC-tested and critical needs areas. For the 2021-22 year, Luling ISD is providing retention bonuses to returning staff members in critical teaching and hard to fill positions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Luling ISD must maintain a high-quality curriculum with sufficient depth and rigor to prepare students for STAAR, EOCs, and future opportunities. Luling ISD must develop effective methods for preparing students for college and future careers. Staff members continue to develop and maintain a valid testing schedule that provides data for remediation and extension. Providing staff development in the areas of curriculum, instruction and assessment is consistently needed to improve student learning.

Curriculum, Instruction, and Assessment Strengths

The district has a viable and aligned curriculum that includes Year-at-a-Glance (YAG) documents, guiding documents, and unit assessments, all available online. Each campus has supplemental resources for teachers to utilize as they implement the curriculum such as Imagine Math, Happy Numbers, Stemscoopes, EduSmart, Amplify Reading, and Istation. There is a district-wide focus on improving Tier 1 instruction through effective planning and monitoring by administration. The district is utilizing screeners for reading and math in grades K-8 to identify student learning gaps and create intervention plans. The screeners are Amplify mClass, Fountas and Pinnell Benchmark Assessment System, Istation, Happy Numbers, and Imagine Math. The district has also hired instructional coaches to support teachers in effectively implementing the curriculum.

The district continues to expand its repertoire of Career and Technical Education courses to better serve student interests. Currently, students can select from courses of study in Agricultural Sciences, Audio-Visual Design, Automechanics, Cosmetology, Culinary Arts, Engineering, Law Enforcement, Nursing, Performing Arts, Robotics, STEM, and Welding. During the 2019-20 school year, the district added an Agriculture/Welding position and extended the Cosmetology program to provide full-day instruction. Career awareness begins at the early grades, and students are taught effective strategies for success in college through the expansion of the AVID program.

Parent and Community Engagement

Parent and Community Engagement Summary

It is a district priority to encourage active parental involvement on the campuses. Consistent communication must occur so that parents and family members understand how to access district support services and take advantage of parental involvement opportunities.

To foster family and community involvement, the district/campuses will:

- Ensure Communities in Schools provides a full-time CIS staff member at Shanklin Elementary to include an additional full-time CIS staff member at Gerdes Junior High.
- Continue the Memorandum of Understanding with Connections to provide social skills support at Primary and Shanklin Elementary.
- Consult with campus personnel regarding individual student needs and provide medical, emotional, basic needs, academic and counseling support
- Monitor the attendance of students district-wide and provide interventions to those with excessive absences.
- Serve families living in homeless and foster-care settings.
- Involve parents, community members, and health care professionals in the decision-making process for student health and nutrition via the School Health Advisory Committee.
- Engage parents and families in their children's education.
- Encourage two-way communication between school and home.
- Recruit parents to participate in school and district committees.

Parent and Community Engagement Strengths

The following initiatives were provided successfully during the 2020-2021 school year:

- Communication with stakeholders via social media was expanded to include additional forums, and a concerted effort to increase the volume and effectiveness of communication via websites, print, phone, and in-person conversations occurred.
- Parents and community health care professionals collaborated to make decisions with the School Health Advisory Committee (SHAC).
- Families and students in homeless and foster-care settings received needed resources and assistance through community outreach services.
- Parents and community members with vested interest in the success of the district served on multiple campus and district-level committees.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Luling ISD must build an effective partnership with parents and the community that engenders student success. **Root Cause:** Luling ISD must continue to enhance and expand communication between the district and community.

Priority Problem Statements

Problem Statement 1: Although Luling ISD has shown growth in the accountability index, the district strives to improve instruction in order to achieve stronger student performance levels.

Root Cause 1: Luling ISD must increase student growth and achievement through a strong literacy and math foundation for all students.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Luling ISD must build an effective partnership with parents and the community that engenders student success.

Root Cause 2: Luling ISD must continue to enhance and expand communication between the district and community.

Problem Statement 2 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

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

Goals

Goal 1: Increase student growth and achievement through a strong literacy foundation for all.

Performance Objective 1: The percent of students reading on or above grade level will be at least 58% in 2021-2022.







Evaluation Data Sources: Pre-K: Circle Assessment (EOY Target = 72% rapid vocabulary and 85% phonological awareness)













K-2: Amplify mClass (EOY Target = 54% at or above grade level)

3-5: STAAR (EOY Target = 61% at or above grade level)

6-8: STAAR (EOY Target = 57% at or above grade level)

9-10: EOC (EOY Target = 64% at or above grade level)

Strategy 1 Details	Reviews			
Strategy 1: Research-based and TEKS aligned instructional materials will be utilized as the primary resource for designing lessons and teaching English Language Arts and Reading (PK--Frog Street, K-12--Houghton Mifflin Harcourt). Strategy's Expected Result/Impact: Using a research-based, TEKS aligned core program with fidelity will increase student achievement. Staff Responsible for Monitoring: Campus Principals, Instructional Coaches, Curriculum Specialist, Director of Curriculum and Instruction, Assistant Superintendent, Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1, Part A	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Professional learning will be provided to teachers to build a thorough understanding of how to utilize HMH as a resource to implement reading and writing workshop in grades K-12. Strategy's Expected Result/Impact: A deep understanding of the research and pedagogy on reading and writing workshop and how to utilize HMH as the main resource will increase the effectiveness of ELAR instruction. Staff Responsible for Monitoring: Campus Principals, Instructional Coaches, Curriculum Specialist, Director of Curriculum and Instruction, Assistant Superintendent, Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 211 - Title 1, Part A, - 270 - Title V	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 3 Details		Reviews			
Strategy 3: Instructional Coaches and Campus Administrators will support teachers in lesson development, instructional modeling/co-teaching, PLCs, and data analysis to increase student engagement and outcomes. Strategy's Expected Result/Impact: Feedback, lesson planning support, and collaborative problem solving in PLCs will result in increased instructional effectiveness which will increase student outcomes. Staff Responsible for Monitoring: Campus Principals, Instructional Coaches, Curriculum Specialist, Director of Curriculum and Instruction, Assistant Superintendent, Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 211 - Title 1, Part A, - 270 - Title V, - 263 - Title III		Formative			Summative
		Nov	Jan	Apr	June
					
Strategy 4 Details		Reviews			
Strategy 4: Screeners will be utilized three times per year to monitor student progress in Reading/ELAR in Grades PK-8 (K-5--Amplify mClass and Grades 6-8-- Istation). Strategy's Expected Result/Impact: Screener data disaggregation will enable necessary instructional adjustments to be made in a timely manner to close student learning gaps. Staff Responsible for Monitoring: Campus Principals, Instructional Coaches, Curriculum Specialist, Director of Curriculum and Instruction, Assistant Superintendent, Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 211 - Title 1, Part A		Formative			Summative
		Nov	Jan	Apr	June
					
Strategy 5 Details		Reviews			
Strategy 5: Intervention sessions will be provided to students who were identified by screeners or by STAAR performance as needing intervention in reading. Strategy's Expected Result/Impact: Intervention with precision will result in increased student academic achievement in reading Staff Responsible for Monitoring: Campus Principals, Instructional Coaches, Curriculum Specialist, Director of Curriculum and Instruction, Assistant Superintendent, Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1, Part A		Formative			Summative
		Nov	Jan	Apr	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: Increase student growth and achievement through a strong math foundation for all.

Performance Objective 1: The percent of students performing on or above grade level in mathematics will be at least 59% in 2021-2022.

Evaluation Data Sources: Pre-K: Circle Assessment (EOY Target = 90% meeting expectation)





K-2: Happy Numbers (EOY Target = 77% at or above grade level)

3-5: STAAR (EOY Target = 66% at or above grade level)

6-8: STAAR (EOY Target = 52% at or above grade level)

9: EOC (EOY Target = 62% at or above grade level)

Strategy 1 Details	Reviews			
Strategy 1: Research-based resources that emphasize student discourse and conceptual learning will be utilized as the primary resource for planning and teaching mathematics (PK--Frog Street, K-5--Bridges in Mathematics, Grades 6-12--TEKS Resource System and aligned supplemental resources). Strategy's Expected Result/Impact: Increased student performance in mathematics Staff Responsible for Monitoring: Campus Principals, Instructional Coaches, Curriculum Specialist, Director of Curriculum and Instruction, Assistant Superintendent, Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1, Part A	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Mathematics teachers will be provided with professional learning sessions throughout the year to increase content knowledge and understanding of conceptual learning in math. Teachers will also learn how to design and deliver aligned engaging lessons, analyze student data, and create plans of action to close student learning gaps. Strategy's Expected Result/Impact: Increased teacher effectiveness in teaching mathematics will lead to increased student outcomes. Staff Responsible for Monitoring: Campus Principals, Instructional Coaches, Curriculum Specialist, Director of Curriculum and Instruction, Assistant Superintendent, Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 211 - Title 1, Part A, - 270 - Title V	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Instructional Coaches and Campus Administrators will support teachers in lesson development, instructional modeling/co-teaching, PLCs, and data analysis to increase student engagement and outcomes. Strategy's Expected Result/Impact: Feedback, lesson planning support, and collaborative problem solving in PLCs will result in increased instructional effectiveness which will increase student outcomes. Staff Responsible for Monitoring: Campus Principals, Instructional Coaches, Curriculum Specialist, Director of Curriculum and Instruction, Assistant Superintendent, Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 211 - Title 1, Part A, - 270 - Title V	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Screeners will be utilized three times yearly to monitor student progress in Math and make timely instructional adjustments (Happy Numbers in K-2 and Imagine Math in grades 3-9). Strategy's Expected Result/Impact: Screener data disaggregation will enable necessary instructional adjustments to be made in a timely manner. Staff Responsible for Monitoring: Campus Principals, Instructional Coaches, Director of Curriculum and Instruction, Assistant Superintendent, Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 211 - Title 1, Part A	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Intervention sessions will be provided to students who were identified by screeners or STAAR performance as needing intervention in math. Strategy's Expected Result/Impact: Increased student achievement in mathematics Staff Responsible for Monitoring: Campus Principals, Instructional Coaches, Curriculum Specialist, Director of Curriculum and Instruction, Assistant Superintendent, Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1, Part A	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Utilize an effective district-wide system of communication to enhance and expand communication among the community, the district, and the schools, to ensure an increase in student achievement.

Performance Objective 1: Implement the district communication plan to provide both one-way and two-way communication systems among the district, campuses, and the community in an effort to increase student achievement.

Evaluation Data Sources: LISD Communication Plan, Surveys

Strategy 1 Details	Reviews			
Strategy 1: The district website, social media, notifications, and alerts will be used to provide ongoing and timely information to district staff, parents, and the community. Information includes monthly newsletter in English and Spanish, upcoming athletic and other events, the daily learning students are engaged in, opportunities for involvement, etc., to increase student achievement. Strategy's Expected Result/Impact: Increased communication within the district and with the larger community Staff Responsible for Monitoring: Director of Guidance and Communication, Assistant Superintendent, Superintendent Funding Sources: - Parental Involvement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Feedback on the district communication plan from internal and external stakeholders will be solicited to make improvements to the current plan to increase student achievement. Strategy's Expected Result/Impact: Improved LISD Communication Plan Staff Responsible for Monitoring: Director of Guidance and Communication, Assistant Superintendent, Superintendent Funding Sources: - Parental Involvement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: To model civic involvement and maintain strong community connections, Luling ISD will support community events , including community wide clean up, city job fair, Night in Old Luling, parades, blood drives, community drives, etc. The district will also hold district wide awareness events to support causes such as cancer research, domestic violence	Formative			Summative
	Nov	Jan	Apr	June

prevention, celebration of multiculturalism, suicide prevention, etc.

Strategy's Expected Result/Impact: Increase community partnerships via communication and participation

Staff Responsible for Monitoring: Director of Guidance and Counseling, Assistant Superintendent, Superintendent

Funding Sources: - Parental Involvement



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: Improve retention of highly-qualified staff to maximize achievement of all students.

Performance Objective 1: The retention rate of highly-effective staff will reach a minimum of 65% in 2021-2022.

Evaluation Data Sources: Human Resources retention rate data, Surveys

Strategy 1 Details	Reviews			
Strategy 1: New teachers will be provided a mentor to provide new-to-profession and campus level support. Strategy's Expected Result/Impact: Mentors will meet the needs of new teachers on an as needed basis and provide ongoing support throughout the school year. Mentors will provide feedback by model teaching, observing, or allowing observation by mentees for improving instruction. Staff Responsible for Monitoring: Director of Guidance and Communication, Campus Principals, Assistant Superintendent, Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.5 Funding Sources: - 255 - Title II, - 288 - Title IV	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will be provided the opportunity to attend monthly sessions (Think Tank Thursdays) to learn strategies for building relationships, improving classroom management and behavior, and to receive support. Strategy's Expected Result/Impact: Teachers will feel increased support which will increase student engagement and outcomes in their classroom. Staff Responsible for Monitoring: Social Emotional Specialist, Director of Guidance and Communication, Instructional Coaches, Campus Principals, Assistant Superintendent, Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.5 Funding Sources: - 288 - Title IV	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Campus surveys will be administered and analyzed twice a year to address and improve teacher engagement and satisfaction. Strategy's Expected Result/Impact: Improvement of teacher engagement and satisfaction across campuses Staff Responsible for Monitoring: Director of Guidance and Communication, Campus Principals, Assistant Superintendent, Superintendent Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Hire a Social Emotional Specialist to provide support to both staff and students by meeting regularly with groups and individuals. Strategy's Expected Result/Impact: Increased number of teachers and students receiving social emotional support Staff Responsible for Monitoring: Social Emotional Specialist, Director of Communication and Guidance, Assistant Superintendent, Superintendent	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Funding Summary

211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
Sub-Total					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
Sub-Total					\$0.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00
288 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00
270 - Title V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00

270 - Title V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
Sub-Total					\$0.00
Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00