

### 2010-2011 School Improvement Plan (SIP)

LEA and Campus Information						
LEA Name:	Luling Independent School District	Campus Name:	Luling High School			
CDN:	28903	Campus Number:	28903101			
Date:	10/1/2010	Date SIP was Approved by Local Board:	TBD			
<b>Section I: Area(s) of Low Performance and Target Groups</b>						
Identify the areas of low performance and each group not meeting the 2010 state standards (include all areas not meeting state standards without required improvement (RI), Texas Projection Measure (TPM)).						
Luling High School was Academically Unacceptable in 2009 due to the number of students who did not complete high school in the 2007-2008 school year. In 2010, Luling High School achieved an academic rating of Academically Acceptable in this area by meeting required improvement in the number of Economically Disadvantaged students who did not complete high school. Luling High School's completion rate in Economically Disadvantaged students increased enough to meet Required Improvement, a status that gives credit in that the campus is on pace to meet the standard if the progress continues. Additionally, Luling High School in the school year 2009-2010 met the standard for Math achievement in Hispanic and Economically Disadvantaged by using Required Improvement. The passing rates were 58% for Hispanic and 57% percent for Economically Disadvantaged, 74% and 76% respectively using the Texas Projection Measure (TPM).						
<b>Section II: Process for Evaluating Progress Toward Meeting Performance Standards</b>						
Describe the assessment process, rigorous TEKS-aligned instruments, and the measures that will be used to evaluate progress toward meeting performance standards. Example: administer curriculum-based assessments at the end of the first grading period; administer released TAKS tests in December; administer benchmark tests at the end of the first semester.						
Luling High School will reconnect with students who have not completed the high school requirements to result in 90% of them returning to class for instruction provided to meet their identified need. Additional scheduling, access to technology provided instruction, and one-to-one counseling will occur for these students. Progress monitoring will occur in each of these areas. Luling High School is administering curriculum-based assessment and analyzing the results regularly with a comparison group analysis to narrow the gap in math achievement. These curriculum measures are ongoing throughout the school year. The same analysis will be applied at the end of each grading period. Additionally, benchmark tests will be given in the fall and spring. Classroom Observations occur regularly with teacher feedback provided. Walkthrough data will be collected and analyzed for trends and patterns in instruction. Progress monitoring will occur for student groups deemed "at-risk".						
<b>Section III: SIP Development</b>						
Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible (LEAs identified under TEC §29.918 must document the use of High School Allotment and Compensation Education funding)
Completion	Personalized_Environment	Individualized High School Graduation and Postsecondary Plans for Students	Students who have not completed will return to school and earn course credit. Students and parents were personally contacted. Individual plans were drawn. Alternative schedules and varied methods of delivery are being used. Monitoring of student progress is frequent.	90% of students who did not graduate in the spring 2010 will attend classes to earn credits or gain assistance toward passing TAKS	90% of students who were not attending school in spring 2010 will return to school and complete graduation requirements.	State Compensatory Education money is being used. A change in prioritization for resources and beliefs has occurred.
Completion	Rigorous_Instruction	Access to Rigorous Curriculum, Effective Instruction, and Timely Formative Assessment	Additional Opportunities are provided to allow for high school students to complete Algebra I, the major problem, and return to graduation path.	90% of the students who are at risk for not completing high school are participating in an acceleration program.	90% of students who were at risk for not completing high school will have completed 1 or more classes which they had previously failed and will be on pace to graduate.	State Compensatory Education
TAKS	Curriculum_Assessment	Curriculum Sequence / Pacing	Teachers will teach the district curriculum (CSCOPE), especially in math, to all students.	Walk-through observations, lesson plans, and aligned assessments are being used in instruction.	80% of the students will meet minimum standards.	No additional funds are required.
TAKS	Instruction	Ongoing Monitoring of Instruction by Administrators	Administration will monitor the math department weekly through the use of power walks, walk-through data, analysis of student success.	Walkthrough data will be collected, presented, and discussed with faculty regularly.	80% Students will be successful in classroom instruction and on TAKS.	Principals