



# Luling Independent School District

## 2013-2014 GOALS

### **Background:**

At the beginning of the 2012-2013 school year Luling ISD set goals to drive its decision making process. The adopted goals serve to guide budget preparation, hiring decisions and evaluation of personnel. During the past school year, progress has been made in reaching the goals, but additional work is needed.

Public schools in Texas are required to comply with certain academic and accountability standards. Academic standards (TEKS) are established by the state and tested through the STAAR exam. Results on the STAAR test determine the academic rating for school districts.

Academic accomplishments for Luling ISD include:

- Luling ISD was rated Academically Unacceptable
- Luling High School was rated “Academically Unacceptable”
- Luling Junior High School was rated “Academically Unacceptable”
- Luling Elementary was rated “Acceptable”

The “Academic Excellence Indicator System (AEIS) Report” is available on the school district website ([www.luling.txed.net](http://www.luling.txed.net)). This report has a wealth of information about the District and readers are encouraged to use the report when evaluating the District and these goals.

Goals may be accomplished only if all constituent parties – School Board, Administration, staff, parents, students, and the community at large – support them and work to see that they are accomplished.

***The Board of Trustees and Administration***

# GOAL 1

## Significantly increase student's academic proficiency by recruiting and retaining highly qualified and effective teachers

### Discussion:

Luling ISD is proud of the accomplishments of its teachers and the district is in a great location geographically to be able to recruit and retain highly qualified staff. Historically, the district has a high turnover rate in teaching staff when compared to the state average.

According to the Luling ISD AEIS report, the turnover rate for teachers is as follows:

School Year	Luling ISD	State
2007-2008	16.1%	15.2%
2008-2009	26.1%	14.7%
2009-2010	20.9%	11.8%
2010-2011	22.9%	11.9%
2011-2012	20.0%	12.6%
2012-2013	31.4%	15.3%

Improving the academic performance of students is positively affected by what we teach and how well we teach it (curriculum and instruction) and the research says that the single most important factor to student success is the quality of the classroom teacher. The following initiatives are designed to promote the recruitment and retention of highly qualified and effective teachers in Luling ISD:

- 1) The district has approved 3% salary increases for the 2013-2014 school year to become more competitive with other school districts.
- 2) The district has implemented stipends for critical need teaching fields:  
Secondary Certified Math: \$3,000  
Secondary Certified Science: \$3,000  
Bilingual: \$3,000  
Secondary Spanish: \$2,000
- 3) District and campus administrators will continue to promote Luling ISD and attend job fairs to recruit highly qualified teachers.

- 4) LISD will host student teachers where possible.
- 5) LISD administrators will utilize the following employment process for professional positions:
  - a) Committee process to include campus principal, grade level/department representation and parent membership.
  - b) Development of a profile unique to each professional position
  - c) Questions designed to support the profile
  - d) Practical piece of the interview process where prospective candidates teach a lesson for the committee.
  - e) Candidate ranking system

The district will continue to monitor salary relationships with other districts to remain competitive.

## **GOAL 2**

### **Continue to engage our community by promoting involvement and support of education**

#### **Discussion:**

Parents and community members should be active participants in the success of Luling ISD. Over the past school year, the district has included parents in the following ways:

- 1) Parents and community members serve on campus and district site based decision making committees.
- 2) Parents serve on school improvement committees.
- 3) Parents serve on employment committees.
- 4) Parents and community members volunteer in mentor programs.
- 5) Luling ISD administrators conduct regular community parent chats.
- 6) The district will communicate with parents through letters, voice messaging system, Twitter, Facebook, newspaper articles and the district website.
- 7) Parents participate in booster club activities.
- 8) Each campus will schedule meet the teacher and open house activities.
- 9) Secondary campuses will host athletic parent meetings and 9<sup>th</sup> grade orientation.

## **GOAL 3**

### **Increase students' proficiency in Math, Science, English Language Arts/Reading and Social Studies**

#### **Discussion:**

Our most recent accountability rating has triggered a targeted approach to the delivery of Curriculum and Instruction within the classrooms of Luling ISD. Along with the direction of the Board of Trustees and vision and mission of our Superintendent, LISD has integrated all programs, budgets, and staff development to address the needs of our students. The following items demonstrate the concerted effort toward improving student performance and creating a world class school system in Central Texas.

1. LISD Board of Trustees adopted the CSCOPE curriculum on July 22, 2012.
2. LISD will provide the appropriate instructional materials to staff to effectively implement the CSCOPE curriculum.
3. The district will hire a Coordinator for Curriculum and Instruction to help teachers plan from the IFD.
4. LISD has contracted with Educational Service Center XIII to provide Instructional Coaching to assist our teaching staff with curriculum implementation at each campus in LISD.
5. LISD has contracted with a consultant in leadership capacity building for campus and district administration. Additionally, the consultant provides specialized professional development for campuses specifically in the area of vocabulary improvement.
6. Professional development will support the goals of the district and meet the needs of students and staff.
7. LISD has continued a relationship with TEA Monitor, Dr. Jean Bahney. Dr. Bahney provides support in classroom walkthroughs, curriculum implementation, instructional strategies and required reporting to TEA. In

June 2012, Dr. Bahney addressed the Board of Trustees regarding the progress of student performance in the district. In June 2012, Dr. Bahney made a recommendation to the LISD Board of Trustees to adopt and implement a curriculum.

8. LISD has hired an instructional technologist to help with the delivery of the CSCOPE curriculum by interfacing with all the technology components required for planning, implementing the curriculum, collecting data, and enriching the curriculum through the use of Promethean boards, iPads, and student response systems. IT also assists staff in implementation of the curriculum by providing staff development in supplemental technology programs such as: Study Island, iStation, and Project Share.
9. LISD will provide all required training for Gifted and Talented.
10. LISD will review and update all required instructional materials.

## **Goal 4**

### **Explore and expand the development of Career and Technology Education with available resources**

#### **Discussion:**

Luling ISD has conducted student surveys to determine courses of study. In addition, the Board of Trustees conducted a site visit in the bay area school district to study the feasibility of programming for LISD. Also, the district has:

- 1) Appointed a coordinator at the high school to help with the development of the CTE program.
- 2) Hired an additional counselor to help promote post HS enrollment
- 3) Established course pathways for students
- 4) Continued the effort to analyze new legislative requirements for HB5.

## **Goal 5**

### **Reduce the absentee rate by 25%**

#### **Discussion:**

Students who have a high absentee rate do not learn at the same level as students who attend school regularly. Absences have a negative impact on grades, state assessment scores and graduation.

The states funding of a school district is determined by weighted average daily attendance (WADA) and schools suffer financially when students are absent. Cutting the absentee rate by 25% would result in additional revenue retained by the district. Tutorials and remediation classes provided to students who are absent is a large expense to the district and takes away from other important academic areas. While the financial impact to the district is important, of greater concern is the academic impact on the students who are not in attendance.

During the 2013-2014 school year, the district will work toward accomplishing this goal through the actions listed below:

- 1) Phone calls will be made to parents of every student who is absent
- 2) The district will enforce compulsory school attendance laws
- 3) Allocate \$2,000 to each campus to use as attendance incentives
- 4) Create positive and engaging learning environments through curriculum and instruction initiatives

This is an important goal because the district cannot afford the social, academic and economic loss of high absenteeism



## **Goal 6**

### **Actively pursue effective discipline management/prevention on all campuses**

#### **Discussion:**

This is a new goal for the 2013-2014 school year. Discipline is a critical issue to all students. If there are discipline issues in a classroom, it affects not only the student with the discipline issue but also the learning of all students in that class while the issue is dealt with. In addition, issues such as bullying and inappropriate behavior can have far reaching social ramifications. Discipline also includes enforcement of the dress code. During the coming year the dress code will be enforced throughout all campuses. Students will be held accountable for ensuring that they are in compliance with the dress code and will be dealt with appropriately if they are not. The welfare and safety of our students is of utmost importance and the enforcement of all issues related to discipline further ensures students' safety.

The District will focus on preventive methods to address this goal and avoid the results discussed above. The District is currently reviewing teaching strategies with a critical eye on developing lessons and learning environments that students view as challenging and interesting in an effort to head-off disciplinary issues. Studies prove that students who are consistently and authentically engaged in the classroom are less likely to have discipline issues.

The campus handbooks and local policies outline appropriate actions for dealing with discipline issues when they do arise. During the coming year each administrator and teacher will be required to read these materials and insure that the policies are implemented as outlined.

## **Goal 7**

### **Maximize the academic potential of Advanced and Gifted learners**

Advanced and Gifted learners in Luling ISD are competing with their peers from around the world for jobs and career opportunities. Although all public schools in Texas teach the same standards, Luling ISD must do a better job than the competition at maximizing the academic potential of all learners. As part of Goal 7, Luling ISD will move forward with the following initiatives:

- 1) Luling ISD will work with the Region 13 Education Service Center to develop and update the Gifted and Talented plan. This plan will outline how students are identified, tested and served in LISD.
- 2) Pursue an Early College High School Designation - Early College High Schools (ECHS) are innovative high schools located on or in close proximity to a college campus and that allow students least likely to attend college an opportunity to earn a high school diploma and up to 60 college credit hours. Under the authority of Texas Education Code (TEC) §29.908(b) and Texas Administrative Code (TAC) §102.1091, the TEA has developed a designation process for Early College High Schools. The designation process ensures that districts and colleges operating ECHS campuses maintain the integrity of the model, which was researched and designed to target and serve students who would not otherwise consider attending college. Over the last several months the agency has taken steps to transition to an updated and streamlined ECHS designation process.
- 3) At the Elementary and Secondary levels, Luling ISD will have a two tier system to serve the needs of Advanced and Gifted learners:  
Tier I: Differentiated instruction will occur in all classroom settings.  
Tier II: Advanced, Pre AP, AP and Dual Credit classes will be offered.
- 4) STEM (Science, Technology, Engineering and Math) courses at the secondary level.
- 5) All LISD teachers will complete the initial 30 hours of Gifted and Talented training.
- 6) All LISD staff will complete the annual 6 hour Gifted and Talented update training.
- 7) Appropriate secondary staff will attend Advanced Placement training.