# Luling Independent School District

# District Improvement Plan

# 2024-2025

# Mission Statement

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

# Vision

Prepare • Empower • Inspire

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Luling ISD is a district serving 1,441 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 comprises 80% Economically Disadvantaged, 6% African American, 70% Hispanic, and 22% White.  Student group demographics are as follows: 13% Special Education, 14% English Language Learners/Emerging Bilinguals, 6% Gifted and Talented, and 60% At Risk.

There are 206 staff members, including teachers, professional support, campus administration, and central administration. Nineteen percent of the teaching staff hold Master's degrees, and the average years of experience for the teachers is 9.

The attendance rate for 2023-2024 was 93.3, a decrease of 1.2% from the previous year.

**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 perceptions to the learning environment.

# Student Achievement

**Student Achievement Summary**

Due to lawsuits filed by multiple school districts throughout Texas regarding the accountability system in 2023 and 2024, ratings for the 2022 - 2023 and 2023-2024 school years

| STAAR Data | | | | |
|---|---|---|---|---|
| | **Performance** | **2024** | **2023** | **2022** |
| **Reading Language Arts** | Approaches | 69% | 68% | 66% |
| | Meets | 44% | 41% | 40% |
| | Masters | 15% | 13% | 17% |
| **Math** | Approaches | 69% | 71% | 67% |
| | Meets | 36% | 36% | 30% |
| | Masters | 14% | 13% | 14% |
| **Science** | Approaches | 70% | 80% | 68% |
| | Meets | 36% | 44% | 35% |
| | Masters | 11% | 14% | 13% |
| **Social Studies** | Approaches | 63% | 75% | 65% |
| | Meets | 27% | 47% | 43% |
| | Masters | 5% | 22% | 27% |

were not released.

Campuses have not received a rating since 2022. Below is the data that comprised the 2022 rating.

| | **2021-2022** | **Rating** |
|---|---|---|
| Student Achievement | 76 | C |
| • STAAR Performance | 70 | |
| • College, Career and Military Readiness | 78 | |
| • Graduation Rate | 85 | |
| School Progress | 84 | B |

|  | 2021-2022 | Rating |
|---|---|---|
| • Academic Growth | 84 | B |
| • Relative Performance | 81 | B |
| Closing the Gaps | 76 | C |
| **Overall** | **83** | **B** |

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 Results Driven Accountability (RDA) are sources of data used by the district to discern strengths and needs.

**Student Achievement Strengths**

As mentioned above, districts and campuses have not received a rating since 2022. Luling ISD met accountability for the 2021-22 school year, moving from a C to a B rating, and showed improvement in 7 of 8 areas. District-wide scores show a slight increase at all three performance levels in reading language arts while math remained about the same.

# District Culture and Climate

**District Culture and Climate Summary**

Luling ISD retention rate of high-quality staff is on the rise. 2023-24 school year the retention rate of all staff was 71%, while the retention rate of highly effective staff was 95%. LISD utilizes a variety of supports and strategies to provide a safe, secure, and supportive environment where people choose to work.

All staff have the opportunity to complete a survey twice yearly and adjustments are made based on feedback received to increase staff satisfaction and retention.

LISD has provided Active Shooter training to all staff yearly for the past 8 years and began active shooter drills two years ago to increase preparedness in case of an active shooter event.

Monthly staff and student recognitions are held. Recipients are chosen from a pool of nominees staff members submit.

**District Culture and Climate Strengths**

A mentor program is provided to all new to profession teachers and new to Luling teachers to ensure teachers feel supported and successful.

The district added planning/professional development days to the district calendar. Staff members give input during the creation of the academic calendar and all staff vote for the calendar they would like to adopt. The district maintained the number of local leave days provided at 8, while other districts provide 5 local leave days. The district continues to provide retention stipends and hard-to-fill/tested area stipends.

An increased level of support is provided to teachers who are entering the teaching field via alternative certification. The Curriculum and Instruction Department and the Instructional coaches provide planning and instructional delivery support and campus administration provides classroom management support.

The district has an EB Specialist who provides support to both staff and students.

Communities in Schools has a coordinator on every campus to provide support to our most at-risk 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. Luling ISD retention rate of high-quality staff is on the rise. For the 2023-2024 school year the retention rate of all staff was 71%, while the retention rate of highly effective staff was 95%.

**Staff Quality, Recruitment, and Retention Strengths**

District personnel attend university-based and regional job fairs, and university-sponsored events, and enable student teachers to meet their internship requirements 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.

Lulling ISD uses Texas Teacher Evaluation and Support System (T-TESS) as the evaluation tool. Teachers set individualized goals and develop personal professional development plans in collaboration with campus leadership. The district provides high-quality, targeted professional development to support instructional staff with specific needs based on the data. The district employs instructional coaches to support teachers via Professional Learning Communities (PLCs) and in a true coaching capacity.

New teachers are supported through there new teacher induction and mentoring program. This model pairs novice teachers with their more experienced peers to assist them in developing the skill set 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. For the 2024-25 year, Luling ISD provides retention bonuses to returning staff members in critical teaching and hard-to-fill positions. The district also gives each employee 8 local leave days, while other districts give five.

The Teacher Incentive Allotment (TIA) was created by the Texas Legislature as part of House Bill 3 to provide a realistic pathway for top teachers to earn six-figure salaries and to help attract and retain highly effective teachers at traditionally hard-to-staff schools. There are two pathways to earning a designation, National Board Certification and the Local Designation System. At Luling ISD, we desire to acknowledge and reward outstanding teachers as well as maintain a competitive edge for recruiting and retaining effective teachers. Our students deserve the best and most committed teachers as well as to be provided with learning opportunities that will enable them to be competitive upon graduation. By providing the Teacher Incentive Allotment, we will further encourage professional growth and distinguished teaching throughout our district. Our implementation will begin during the 2023-24 school year, according to the Cohort F timeline.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

Luling ISD maintains 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, Stemscopes, EduSmart, and Amplify Reading. There is a district-wide focus on improving Tier 1 instruction through effective planning and monitoring by the administration. 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, Auto mechanics, Cosmetology, Culinary Arts, Engineering, Law Enforcement, Nursing, Performing Arts, Robotics, STEM, and Welding. Career awareness begins in 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 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 all three campuses.
- 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 through the use of Rooms and social media.
- Recruit parents to participate in school and district committees.

**Parent and Community Engagement Strengths**

The following, proven initiatives will continue during the 2024-2025 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.
- Parents and community health care professionals will collaborate to make decisions with the School Health Advisory Committee (SHAC).
- Families and students in homeless and foster-care settings will receive needed resources and assistance through community outreach services.
- Parents and community members with a vested interest in the success of the district will be invited to serve on campus and district-level committees.

# Technology

**Technology Summary**

Luling ISD is 1:1 in grades 6-12. Teachers in grades K-5 have a Chromebook cart in their rooms for students to use daily. All teachers have an interactive monitor in their classrooms and most teachers also have a document camera to assist in the creation and delivery of engaging lessons. Students utilize technology daily in their learning and for assessments. Pre-K students utilize iPads in the classroom.

**Technology Strengths**

Our wireless network has been upgraded. Safety and security measures are utilized such as doors that require badge entry, cameras, and the use of the School Guard app to notify staff in an emergency. Staff are provided with professional learning opportunities to increase the effective use of technology in instruction.

# 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

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- 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
- 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 66% in 2024-2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Pre-K: Circle Assessment (EOY Target = 92% rapid vocabulary and 88% phonological awareness)
K-2: Amplify mClass (EOY Target = 55% growth)
3-5: STAAR (EOY Target = 67% at or above grade level)
6-8: STAAR (EOY Target = 65% at or above grade level)
9-10: EOC (EOY Target = 58% 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 Reading Language Arts (PK--Frog Street, K-12--Houghton Mifflin Harcourt). | | | **Formative** | | | **Summative** |
| | | | **Nov** | **Jan** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Using a research-based, TEKS aligned core program with fidelity will increase student achievement.<br>**Staff Responsible for Monitoring:** Campus Principals, Instructional Coaches, Assistant Superintendent, Superintendent<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**Funding Sources:**  - 211 - Title 1, Part A | | | | | | |

| Strategy 2 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 2:** Professional learning will be provided to teachers to build a thorough understanding of how to deliver TEKS-aligned instruction using HMH and other resources to implement best practices in literacy in grades K-12, which includes whole group and small group instruction. | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** A deep understanding of the research and pedagogy on reading and writing and how to utilize resources will increase the effectiveness of RLA instruction. **Staff Responsible for Monitoring:** Campus Principals, Instructional Coaches, Assistant Superintendent, Superintendent **Title I:** 2.4, 2.6 **Funding Sources:** - 211 - Title 1, Part A, - 270 - Title V, Part B | | | | | | | |

| 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. | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Apr** | **June** |
| **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, Assistant Superintendent, Superintendent **Title I:** 2.4, 2.6 **Funding Sources:** - 211 - Title 1, Part A, - 263 - Title III, - 270 - Title V, Part B | | | | | | | |

| Strategy 4 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 4:** Screeners will be utilized a minimum of two times yearly to monitor student growth in Reading Language Arts in Grades PK-5 (PK--Circle, K-2--Amplify mClass, K-5 MAP). | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Apr** | **June** |
| **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, Director of Assessment and Accountability, Assistant Superintendent, Superintendent **Title I:** 2.4, 2.6 **Funding Sources:** - 211 - Title 1, Part A | | | | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Intervention will be provided to students who were identified by screeners or by STAAR performance as needing intervention in reading. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Intervention with precision will result in increased student academic achievement in reading<br><br>**Staff Responsible for Monitoring:** Campus Principals, Instructional Coaches, Director of Assessment and Accountability, Assistant Superintendent, Superintendent<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**Funding Sources:**  - 211 - Title 1, Part A | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** The district will create and implement new procedures for the monitoring of accommodations/supplemental aids in classrooms and on STAAR for students in special education, 504, Tier III of MTSS., and Emerging Bilingual students. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Growth in campus data and student performance at all levels<br>**Staff Responsible for Monitoring:** Director of Special Programs, Director of Assessment and Accountability, Assistant Superintendent, Superintendent | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** The district will provide ongoing professional learning on best practices in supporting emergent bilingual students to increase student outcomes. Implementation will be monitored through lesson plans and focused walkthroughs to provide feedback and support. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Increased student outcomes of EB students<br>**Staff Responsible for Monitoring:** Director of Special Programs, Assistant Superintendent, Superintendent | | | | |

0% No Progress          100% 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 69% in 2024-2025.

    **Evaluation Data Sources:** Pre-K: Circle Assessment (EOY Target = 95% meeting expectation)
K-2: MAP (70% growth)
3-5: STAAR (EOY Target = 69% at or above grade level)
6-8: STAAR (EOY Target = 69% at or above grade level)
9: EOC (EOY Target = 69% 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--Stemscopes and TEKS Resource System and aligned supplemental resources). | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** Increased student performance in mathematics<br>    **Staff Responsible for Monitoring:** Campus Principals, Instructional Coaches, Curriculum Coordinator, Assistant Superintendent, Superintendent<br><br>    **Title I:**<br>2.4, 2.5, 2.6<br>    **Funding Sources:**  - 211 - Title 1, Part A | | | | |

| 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. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** Increased teacher effectiveness in teaching mathematics will lead to increased student outcomes.<br>    **Staff Responsible for Monitoring:** Campus Principals, Instructional Coaches, Curriculum Coordinator, Assistant Superintendent, Superintendent<br><br>    **Title I:**<br>2.4, 2.6<br>    **Funding Sources:**  - 211 - Title 1, Part A,  - 270 - Title V, Part B | | | | |

| 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. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Apr** | **June** |
| **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. <br> **Staff Responsible for Monitoring:** Campus Principals, Instructional Coaches, Curriculum Coordinator, Assistant Superintendent, Superintendent <br><br> **Title I:** <br> 2.4, 2.6 <br> **Funding Sources:** - 211 - Title 1, Part A, - 270 - Title V, Part B | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** In addition to unit assessments, screeners will be utilized a minimum of two times yearly to monitor student growth (K-3--MAP, Gr 4-5 Imagine Math). | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Screener data disaggregation will enable necessary instructional adjustments to be made in a timely manner. <br> **Staff Responsible for Monitoring:** Campus Principals, Instructional Coaches, Curriculum Coordinator, Director of Assessment and Accountability, Assistant Superintendent, Superintendent <br><br> **Title I:** <br> 2.4, 2.6 <br> **Funding Sources:** - 211 - Title 1, Part A | | | | |

| 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. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Increased student achievement in mathematics <br> **Staff Responsible for Monitoring:** Campus Principals, Instructional Coaches, Curriculum Coordinator, Director of Assessment and Accountability, Assistant Superintendent, Superintendent <br><br> **Title I:** <br> 2.4, 2.5, 2.6 <br> **Funding Sources:** - 211 - Title 1, Part A | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Provide effective professional development and resources for staff of Emergent Bilingual students to: (1) improve the instruction and assessment; (2) enhance understanding of curricula/assessment/ and EB instructional strategies; and (3) increase the proficiency of EBs by developing subject matter knowledge in math. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Increased growth and achievement of EB students<br>**Staff Responsible for Monitoring:** EB Specialist, Director of Special Programs, Director of Assessment and Accountability, Assistant Superintendent, Superinetendent | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** The district will create and implement new procedures for the monitoring of accommodations/supplemental aids in classrooms and on STAAR for students in special education, 504, and Tier III of MTSS. and Emerging Bilingual students. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Apr** | **June** |
| **Stategy's Expected Result/Impact:** Growth in campus data and student performance at all levels<br>**Staff Responsible for Monitoring:** Director of Special Programs, Director of Assessment and Accountability, Assistant Superintendent, Superintendent | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** The district will provide ongoing professional learning on best practices in supporting emergent bilingual students to increase student outcomes. Implementation will be monitored through lesson plans and focused walkthroughs to provide feedback and support. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Increased student outcomes of EB students<br>**Staff Responsible for Monitoring:** Director of Special Programs, Assistant Superintendent, Superintendent | | | | |

0% No Progress     100% Accomplished     ➡ Continue/Modify     ✖ Discontinue

**Goal 3:** Utilize an effective district-wide system of communication to enhance and expand communication among the community, the district, and the schools.

**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.

    **Evaluation Data Sources:** LISD Communication Plan, Surveys

| Strategy 1 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 1:** The district website, social media, notifications, alerts, and Rooms 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.<br><br>    **Strategy's Expected Result/Impact:** Increased communication within the district and with the larger community<br>    **Staff Responsible for Monitoring:** Principals, Assistant Superintendent, Superintendent<br><br>    **Funding Sources:**  - Parental Involvement | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Apr** | **June** |
| | | | | | | | |

| Strategy 2 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 2:** 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 prevention, celebration of multiculturalism, suicide prevention, etc.<br><br>    **Strategy's Expected Result/Impact:** Increase community partnerships via communication and participation<br>    **Staff Responsible for Monitoring:** Assistant Superintendent, Superintendent<br><br>    **Funding Sources:**  - Parental Involvement | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Apr** | **June** |
| | | | | | | | |

| Strategy 3 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 3:** To create and maintain strong community connections with our special eduction and 504 community, Luling ISD will support SePac events including: Night in  Old Luling, SePac hosted student events each semester and parent learning opportunities.<br><br>    **Strategy's Expected Result/Impact:** Increased parent involvement and community awareness<br>    **Staff Responsible for Monitoring:** Director of Special Programs, Assistant Superintendent, Superintendent | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Apr** | **June** |
| | | | | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** To create and maintain strong community connections with our emergent bilingual parents and community, Luling ISD will create a webpage iof resources for families and host a parent & student event.<br>    **Strategy's Expected Result/Impact:** increased parent involvement.<br>    **Staff Responsible for Monitoring:** Director of Special Programs | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Apr** | **June** |
| | | | | |

0% No Progress     100% 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 maintain a minimum of 90 % in 2024-2025.

    **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. Mentors will be provided training and support on how to effectively support mentees. | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Apr** | **June** |
|     **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 observing or allowing observation by mentees to improve instruction.<br>    **Staff Responsible for Monitoring:** Campus Principals, Assistant Superintendent, Superintendent<br><br>    **Title I:**<br>2.5<br>    **Funding Sources:**  - 255 - Title II | | | | | | | |

| Strategy 2 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 2:** Teachers will be provided opportunities to learn strategies for building relationships, improving classroom management and student behavior, and receive any other needed support. | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** Increased support will increase student engagement and student outcomes<br>    **Staff Responsible for Monitoring:** Social Emotional Specialist, Campus Principals, Assistant Superintendent, Superintendent<br><br>    **Title I:**<br>2.5<br>    **Funding Sources:**  - 288 - Title IV | | | | | | | |

| Strategy 3 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 3:** Campus surveys will be administered and analyzed twice a year to address and improve teacher engagement and satisfaction. | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** Improvement of teacher engagement and satisfaction across campuses<br>    **Staff Responsible for Monitoring:** Campus Principals, Assistant Superintendent, Superintendent<br><br>    **Title I:**<br>2.5 | | | | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** A Social Emotional Specialist will provide support to both staff and students by meeting regularly with groups and individuals.<br>    **Strategy's Expected Result/Impact:** Increased number of teachers and students receiving social emotional support<br>    **Staff Responsible for Monitoring:** Social Emotional Specialist, Director of Communication and Guidance, Assistant Superintendent, Superintendent | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Apr** | **June** |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Staff receive eight local leave days instead of five to enhance employee satisfaction, work-life balance, and overall well-being.<br>    **Strategy's Expected Result/Impact:** Decreased stress and fatigue and improved employee satisfaction<br>    **Staff Responsible for Monitoring:** Assistant Superintendent, Superintendent | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Apr** | **June** |
| | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Improve morale through a variety of activities such as recognizing staff through monthly recognitions at Board meetings and celebration of staff on specific days (Paraprofessional Appreciation, Bus Driver Appreciation, etc.)  as well as providing meals, treats, and blue jean days to staff throughout the year.<br>    **Strategy's Expected Result/Impact:** Increased staff morale and satisfaction<br>    **Staff Responsible for Monitoring:** Assistant Superintendent, Superintendent | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Apr** | **June** |
| | | | | |

0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue

**Goal 5:** Maintain a safe and secure learning environment for all students and staff.

**Performance Objective 1:** Increase the safety of all students and staff through a variety of actions.

    **Evaluation Data Sources:** Student and staff surveys

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Create a Safety and Security Committee comprised of all stakeholders who will meet three times yearly to review safety protocols and recommend any necessary adjustments.<br>    **Strategy's Expected Result/Impact:** Increased student and staff safety<br>    **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent, Director of Human Resources | | **Formative** | | | **Summative** |
| | | Nov | Jan | Apr | June |
| | | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 2:** Perform weekly door audits in compliance with state regulations.<br>    **Strategy's Expected Result/Impact:** Secure doors to ensure the safety of students and staff.<br>    **Staff Responsible for Monitoring:** Campus administration, Director of Human Resources, Assistant Superintendent, Superintendent | | **Formative** | | | **Summative** |
| | | Nov | Jan | Apr | June |
| | | | | | |

| Strategy 3 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 3:** Provide annual CRASE training and drills to all staff at the beginning of the year, as well as the opportunity for Stop the Bleed training. All staff are also required to complete compliance training on a variety of topics.<br>    **Strategy's Expected Result/Impact:** Increase the confidence of staff to mitigate risk and act accordingly in an active shooter situation and increase awareness of avoiding slips, trips, and falls, the correct procedures for handling bloodborne pathogens, cybersecurity, etc.<br>    **Staff Responsible for Monitoring:** Campus Administration, Director of Human Resources, Assistant Superintendent, Superintendent | | **Formative** | | | **Summative** |
| | | Nov | Jan | Apr | June |
| | | | | | |

| Strategy 4 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 4:** Provide training to promote conflict resolution through the use of classroom guidance lessons, character development programs, and school-wide awareness/prevention activities (Red Ribbon Week, Domestic Abuse Prevention, Anti-Bullying policy per Board Policy FFI, etc.) and crisis prevention responsive services. Secondary campuses will also provide dating violence prevention awareness, including reporting procedures per Board Policy FFH.<br>    **Strategy's Expected Result/Impact:** Reduction of student referrals and increased awareness of prevention strategies.<br>    **Staff Responsible for Monitoring:** Campus Administration, Counselors, Assistant Superintendent, Superintendent | | **Formative** | | | **Summative** |
| | | Nov | Jan | Apr | June |
| | | | | | |

| Strategy 5 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 5:** Review, monitor, and train the campus Threat Assessment teams on protocols and adhere to the parental notification procedures related to suicide prevention, self-harm, and other maltreatment of children. | | **Formative** | | | **Summative** |
| | | **Nov** | **Jan** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Increased student safety (decreased # of suicide attempts, self-harm, etc.), safe and secure campuses and facilities.<br>**Staff Responsible for Monitoring:** Campus Administration, Counselor, Director of Special Programs, Assistant Superintendent, Superintendent | | | | | |

| Strategy 6 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 6:** Partner with Communities in Schools to provide support for our most at-risk students on all three campuses. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased support for most at-risk students will increase the success of these students.<br>**Staff Responsible for Monitoring:** Principal, Assistant Superintendent, Superintendent | | **Nov** | **Jan** | **Apr** | **June** |
| | | | | | |

| Strategy 7 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 7:** Shanklin and Gerdes will implement the Behavior Reset Center (BRC) to enhance student learning and address social and emotional needs of students, aiming to improve the physical, emotional, and behavioral performance of students. Records will be reviewed to identify trends in student visits and their frequency, as well as their outcomes. | | **Formative** | | | **Summative** |
| | | **Nov** | **Jan** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Decreased discipline referrals, minimized lost instructional time<br>**Staff Responsible for Monitoring:** Behavior Specialist, Director of Special Programs | | | | | |

0% No Progress      100% Accomplished      ➡ Continue/Modify      ✖ Discontinue

# District Funding Summary

<table>
<tr><td colspan="6" align="center"><strong>211 - Title 1, Part A</strong></td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>4</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>5</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>1</td><td>1</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>1</td><td>2</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>1</td><td>3</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>1</td><td>4</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>1</td><td>5</td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right"><strong>Sub-Total</strong></td><td>$0.00</td></tr>
<tr><td colspan="6" align="center"><strong>255 - Title II</strong></td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>4</td><td>1</td><td>1</td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right"><strong>Sub-Total</strong></td><td>$0.00</td></tr>
<tr><td colspan="6" align="center"><strong>263 - Title III</strong></td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>3</td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right"><strong>Sub-Total</strong></td><td>$0.00</td></tr>
<tr><td colspan="6" align="center"><strong>288 - Title IV</strong></td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>4</td><td>1</td><td>2</td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right"><strong>Sub-Total</strong></td><td>$0.00</td></tr>
<tr><td colspan="6" align="center"><strong>270 - Title V, Part B</strong></td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>2</td><td></td><td></td><td>$0.00</td></tr>
</table>

| 270 - Title V, Part B | | | | | |
|---|---|---|---|---|---|
| **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 |
| | | | | **Sub-Total** | $0.00 |