



Luling ISD

Workshop

Monday, February 17, 2020 4:00 PM

Agenda of Workshop Meeting

The Board of Trustees Luling ISD

A Workshop Meeting of the Board of Trustees of Luling ISD will be held February 17, 2020, beginning at 4:00 PM in the LISD Conference & Learning Center.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. District of Innovation Plan Update 3
Discussion of the work the DOI Committee has completed to date.
Presenter: Erin Warren
Time: 15 min
2. Mid-Year Performance Data 16
Discussion of mid-year performance data by campus, including benchmark, MAP, and December STAAR assessments.
Presenter: Erin Warren
Time: 60 min
3. Construction Update 56
LAN will present a construction update on all projects.
Presenter: Erin Warren
Time: 20 min
4. School Farm
Presenter: Sam Shuler
Time: 15 min
5. Regular Meeting Agenda Discussion
Discussion on any items from the Regular meeting agenda.
Presenter: Erin Warren
Time: 10 min



DISTRICT OF INNOVATION PLAN

2020-2025

Approved by the Luling ISD Board of Trustees March 23, 2020
Aligned with the Luling ISD Strategic Plan

Board of Trustees

Jeff Ferry, President

Harold Hoffmeister, Vice President

Samuel Shuler, Secretary

Bubba Damon

Glenn Miles

Ashley Taylor

Shane Watts

District Administration

Erin Warren, Superintendent

Errin Jennings, Director of Curriculum and Instruction

Glenda Thacker, Director of Strategic Initiatives

Manell Martin, Chief Financial Officer

Susan Guzman, Director of Human Resources

Lauri Webb, Director of Special Programs

Donna Weikert, Director of Academic Enhancement

What is a District of Innovation?

House Bill 1842 was passed by the 84th Texas Legislature in the spring of 2015. This bill allows public school districts to be designated as Districts of Innovation and obtain exemptions from certain provisions of the Texas Education Code. This designation will provide for more local control at the district level, providing the opportunity for Luling to better serve our community and focus on the unique needs of each student.

To access these flexibilities, a school district must adopt an innovation plan, as set forth in Texas Education Code Chapter 12A.

Districts of Innovation may be exempted from a number of state statutes and will have:

- Greater local control as the decision makers over the educational and instructional model for students
- Increased freedom and flexibility, with accountability, relative to state mandates that govern educational programming; and
- Empowerment to innovate and think differently.

Districts are not exempt from statutes including curriculum and graduation requirements as well as academic and financial accountability.

Luling ISD believes this is a great opportunity for our local district to establish plans based on the unique needs of our students and community. All of the exemptions requested herein are in line with the vision and goals of Luling ISD.

Term

The term of the Plan is for five years, beginning March 2020 and ending March 2025, unless terminated or amended earlier by the Board of Trustees in accordance with the law. If, within the term of this Plan, other areas of operations are to be considered for flexibility as part of HB 1842, an amendment to the Plan will be presented to the Board for adoption.

Timeline

<p>LISD Board Considers Adoption of Resolution to Become District of Innovation January 13</p> <p>LISD Board Holds Public Hearing January 13</p> <p>LISD Board of Trustees Appoints Local Innovation Committee January 13</p>
<p>Local Innovation Committee Meets to Develop District of Innovation Plan January 29 February 5</p> <p>District Leadership Team Meets to Discuss and Draft Plan January 16 & 24 February 3 & 4</p>
<p>Local Innovation Committee Approves Draft Plan, Posts for Public Comment, and Board Notifies Commissioner of Intent to Vote February 5</p>
<p>Local Innovation Committee Hosts Public Hearing and Votes on Innovation Plan March 4</p>
<p>LISD Board of Trustees Vote on Adoption of Local Innovation Plan March 23</p>
<p>LISD Notification to Commission of Education on Plan Approval March 24</p>

District of Innovation Committee

MEMBER	RELATIONSHIP TO LISD
Alvarez, Joseph	Campus Administrator
Ewald, Debby	Campus Administrator
Guzman, Rachel	Classroom Teacher
Guzman, Susan	District Administrator
Hernandez, Anna	Classroom Teacher
Jennings, Errin	District Administrator
Martin, Manell	District Administrator
Meshell, Kelly	Campus Administrator
Powell, Jillian	Classroom Teacher
Smith, David	Classroom Teacher
Thacker, Glenda	District Administrator
Warren, Erin	District Administrator
Weikert, Hank	Campus Administrator
Whitman, Baleigh	Classroom Teacher
Conley, Keith	Parent
Daigle, Patrees	Parent
Brown, Daryl	Parent
Ordonez, Aurora	Parent
Santamaria, Daisy	Parent

Rust, Lee	Community Member
Knobles, Bill	Community Member
Taylor, Lea	Grandparent/Retired Teacher
Pawelek, Cora	Retired Teacher

Strategic Action Plan

Vision

Educate Every Child Every Day

Mission

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

We Believe

- ❖ Building positive and productive relationships has a direct impact on success.
- ❖ In providing an individualized educational experience by valuing equity and diversity.
- ❖ The goal of education is to empower all individuals and help them reach their potential.
- ❖ A student-first approach to education changes lives.

Strategic Planning Strands

- ❖ Culture of High Expectations
- ❖ High-Quality Curriculum and Instruction
- ❖ Internal and External Communications
- ❖ Staff Recruitment and Retention

District Goals

1. All Luling I.S.D. stakeholders will have a shared understanding and embrace a culture of high expectations.
2. Luling I.S.D. will provide all students with equitable access to a rigorous curriculum and research-based instructional strategies in all subjects and grade levels.
3. Luling I.S.D. will develop impactful internal and external communications systems among all stakeholders.
4. Luling I.S.D. will significantly improve marketability to strengthen recruitment efforts, as well as increase retention of highly effective staff by 3% annually over the next five years.

Local Innovation Plan Components

The components outlined below are identified in order of their location in the Texas Education Code. For each component, we have identified the related Strategic Plan goal and the related LISD board policy.

First Day of Instruction (School Calendar)

Goal 2: Luling I.S.D. will provide all students with equitable access to a rigorous curriculum and research-based instructional strategies in all subjects and grade levels.

Goal 4: Luling I.S.D. will significantly improve marketability to strengthen recruitment efforts, as well as increase retention of highly effective staff by 3% annually over the next five years.

Education Code: 25.0811; 25.0812

LISD Board Policy: EB (LEGAL)

Requirement:

Students may not begin school before the 4th Monday of August nor may the school year end before May 15. In the past, districts could apply for a waiver to start the school calendar earlier in August to meet the needs of the local community. Several years ago the Texas Legislature removed the waiver process and as a result, all districts were required to begin school on the 4th Monday with no exceptions.

Approved Flexibility:

Luling ISD will be able to start the instructional school year earlier, but not before the 2nd Monday of August. LISD receives several important benefits with this flexibility:

- Increased local control of the instructional calendar to be more responsive to the needs of students, teachers, and community.
- Reduction in applying for waivers, which are limited to six per year.
- Enhanced responsiveness to bad weather or disaster needs.
- Allows for a more equal distribution of the number of days in each grading period.
- Increased flexibility in scheduling professional development.
- Adequate time to provide remediation for any students retesting in June.

In addition, starting earlier in August allows more instruction time prior to state-mandated testing and retesting, as well as AP and SAT testing. Finally, it balances the number of days in each semester to align with our college and university partners. That balance is important for students taking dual credit courses.

Certification Required (Assignments and Schedules) and Presentation and Recording of Certificates

Goal 1: All Luling I.S.D. stakeholders will have a shared understanding and embrace a culture of high expectations.

Goal 2: Luling I.S.D. will provide all students with equitable access to a rigorous curriculum and research-based instructional strategies in all subjects and grade levels.

Goal 4: Luling I.S.D. will significantly improve marketability to strengthen recruitment efforts, as well as increase retention of highly effective staff by 3% annually over the next five years.

Education Code: 21.003; 21.053; 21.057

Policy: DBA(LEGAL), DK(LEGAL), DK(LOCAL)

Requirement:

School districts always seek to hire a certified and highly qualified teacher for its open positions. In high-demand and/or hard-to-fill areas, however, this often presents a challenge. In the event a district cannot locate a certified teacher for a position, or if an educator is teaching a subject outside of their certification, the district must submit a request to the Texas Education Agency. TEA then approves or denies this request. Currently, non-certified professionals cannot be hired or paid without proper credentials on file.

Approved Flexibility:

Although LISD will continue to seek traditionally certified candidates for all teaching positions, the district will be able to recruit and hire individuals with expertise and/or industry experience in the field to fill vacancies in the high-demand and/or hard-to-fill areas. LISD receives several important benefits with this flexibility:

- Access to a broader applicant pool, including community college instructors, university professors, and internal applicants seeking assignments outside of their certification area.
- Access to learning networks for traditionally hard-to-fill Career and Technology Education classes while maintaining a high quality of instruction designed to provide students with real-world, practical knowledge and experience.

LISD will develop minimum required qualifications for individuals hired for such positions and will outline required professional development in the areas of student management, instructional strategies, curriculum, and parent engagement. The district would expect the individual to complete certification requirements within three years of employment.

Another important benefit of this flexibility is allowing middle school and high school students who need foundational instruction in basic reading to be taught by certified Elementary Reading Teachers. Allowing teachers who are certified to teach in grade levels below or above their certification improves recruitment of qualified educators to LISD. LISD would consider approval of teachers certified through grade 6 to teach in grades 7 or 8 and teachers certified to teach grades 9-12 to teach grades 6, 7, or 8.

All Special Education and Bilingual/ESL teachers must continue to be SBEC certified.

Probationary Contract (Teachers New to District with 5 to 8 Years Experience)

Goal 1: All Luling I.S.D. stakeholders will have a shared understanding and embrace a culture of high expectations.

Goal 2: Luling I.S.D. will provide all students with equitable access to a rigorous curriculum and research-based instructional strategies in all subjects and grade levels.

Goal 4: Luling I.S.D. will significantly improve marketability to strengthen recruitment efforts, as well as increase retention of highly effective staff by 3% annually over the next five years.

Education Code: 21.102(b)

Policy: DCA(LEGAL)

Requirement:

Probationary contracts may not exceed one year for an employee new to the district but who has been employed for at least five of the previous eight years in public education.

Approved Flexibility:

For experienced teachers, counselors, or nurses new to the district who have been employed in public education for at least five of the eight previous years, a probationary contract may be issued for up to three years. LISD receives several important benefits with this flexibility:

- Access to meaningful professional development for the teacher new to LISD.
- Extended support for teachers to ensure growth and retention.
- Additional opportunities for a campus administrator to observe the teacher, make recommendations for improvement, provide support, and more fully determine the staff member's effectiveness.

Inter-District Transfer of Student

Goal 1: All Luling I.S.D. stakeholders will have a shared understanding and embrace a culture of high expectations.

Goal 2: Luling I.S.D. will provide all students with equitable access to a rigorous curriculum and research-based instructional strategies in all subjects and grade levels.

Education Code: 25.036

Policy: FDA(LOCAL)

Requirement:

A district may choose to accept students who are not entitled to enroll in the district through the student transfer process. The transfer time frame is interpreted to be a period of one school year.

Approved Flexibility:

Luling ISD is seeking to eliminate the provision of a one school year commitment in accepting transfer students. Transfer students will be admitted upon District approval, following District requirements and procedures. Transfer students not meeting local guidelines, may be subject to immediate revocation of the transfer agreement.

Luling ISD will be able to revoke a student's transfer during the academic year based on disciplinary suspensions, DAEP placements, expulsions, and/or attendance.

Luling ISD will attempt to provide the same resources to transfer students, as all other students receive, prior to their transfer status being revoked. The resources include, academic tutorials and

assistance, behavioral interventions, parent/guardian meetings, and private conversations with the campus counselor. A transfer student, whose transfer is revoked, is not permitted to reapply for transfer status during that same school year. The principal and/or counselor, with teacher input, will review the parameters of the transfer student agreement each grading cycle to determine if there are any violations of the terms within the agreement.

Bank Depository Contract Term

Goal 3: Luling I.S.D. will develop impactful internal and external communications systems among all stakeholders.

Education Code: 45.206

Policy: BDAE(LEGAL), BDAE(LOCAL),

Requirement:

The depository for the District shall serve for a term of two years and until its successor is selected and has qualified. A district and its depository bank may agree to extend the contract for two additional two-year terms, however districts are required to bid depository banking services at a minimum of every six years.

Approved Flexibility:

An exemption from these statutes will allow the district's existing bank contract to be extended beyond the total six-year allowable contract term if the district determines contract pricing remains competitive and there is no operational or financial reason to send the district's banking services out for bid. This exemption lessens the administrative burden related to preparing and reviewing a Request for Proposal when there is a limited number of banking institutions available to bid on the district's business. This will further mitigate any impact to employees that would have to change direct deposit instructions each time a new depository occurs and allows the district flexibility with respect to banking relationships.

District and Campus Level Planning

Goal 3: Luling I.S.D. will develop impactful internal and external communications systems among all stakeholders.

Education Code: 11.251; 11.252; 11.253; 11.255

Policy: BQ(LEGAL), BQA(LEGAL), BQB(LEGAL), BQ(LOCAL), BQA(LOCAL), BQB(LOCAL)

Requirement:

District and campus-level planning and decision-making committees must include representative professional staff, including, if practicable, at least one representative with the primary responsibility for educating students with disabilities, parents of students enrolled in the District, business representatives, and community members. Professional staff in the District shall nominate and elect the professional staff representatives. The committees shall include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the District. Community members must reside in the District and must be at least 18 years of age. A parent who is an employee of the District is not considered a parent representative on the committee. A parent is not considered a representative of community members on the committee.

Approved Flexibility:

While there are concentrated efforts to ensure that all required stakeholders are represented, due to the size of our community and availability of local businesses, it is often a difficult task to secure appropriate community and business representatives for each committee. The required committee membership limits the degree of parent involvement in the decision-making process. Furthermore, the limited number of professional staff-members available to serve makes it unnecessary to nominate and elect members. Flexibility in TEC §11.251 and §11.252 allows the District and campuses to establish committee membership that ensures that the most effective decisions are made, opportunities are provided for greater parental involvement, and the process for nominating and electing professional staff members is more efficient.

Luling I.S.D. remains committed to valuing all stakeholders in the design of the educational programming and will continue to remain transparent with all campus and District planning and decision-making processes. The chair of each District and campus-level planning and decision-making committee will have flexibility in determining the membership of the site-based decision-making team.

- The committees shall include representative professional staff and parents of students enrolled in the District.
- Membership opportunities will be extended to business representatives and community members each year.
- The committee chair shall use several methods of communication to ensure that community residents and area businesses are informed of the committees; are provided the opportunity to participate; and shall solicit volunteers.
- Representatives shall serve two-year terms and shall not be limited as to the number of consecutive terms they may serve on the committee.

Student Discipline Expulsion

Goal 1: All Luling I.S.D. stakeholders will have a shared understanding and embrace a culture of high expectations.

Goal 2: Luling I.S.D. will provide all students with equitable access to a rigorous curriculum and research-based instructional strategies in all subjects and grade levels.

Education Code: 37.007c

Policy: FOD (LEGAL)

Requirement:

TEC 37.007c states that a student placed in DAEP who engages in documented serious misbehavior while on the DAEP campus despite documented behavioral interventions may be removed from class and expelled. Serious misbehavior includes deliberate violent behavior that poses a direct threat to the health and safety of others; extortion, meaning that gaining of money or other property by force or threat; conduct that constitutes the offense of: criminal mischief under Penal code 28.03, personal hazing under Penal code 37.152; indecent exposure under Penal code 21.08, public lewdness under Penal Code 21.07, and harassment, under Penal Code 42.07, of a student or district employee.

Approved Flexibility:

The Texas Code of Education makes no allowance for the expulsion of students whose persistent misbehavior disrupts instruction and is detrimental to the educational environment.

- A. A student placed in DAEP who engages in documented serious misbehavior while on a DAEP campus despite documented behavioral interventions may be removed from the DAEP and expelled.
- B. A student placed in DAEP who engages in documented persistent misbehavior while on the DAEP campus despite documented interventions can be suspended or expelled.
- C. Days sent home or suspended will not count towards days served in DAEP.
- D. A student who has served multiple placements at DAEP and continues to exhibit persistent misbehavior that disrupts instruction may be expelled.

Professional Development/Mentor

Goal 1: All Luling I.S.D. stakeholders will have a shared understanding and embrace a culture of high expectations.

Goal 4: Luling I.S.D. will significantly improve marketability to strengthen recruitment efforts, as well as increase retention of highly effective staff by 3% annually over the next five years.

Education Code: 21.404; 11.253.; 21.458

Policy: DEAA(LLEGAL)

Requirement:

State law currently requires a specified number of minutes for teacher's planning and preparation time, oversight by the campus-level committee established under §11.253, as well as only allows districts to assign mentors to teachers with less than two years of teaching experience.

Approved Flexibility:

1. The exemption from the required number of minutes in TEC §21.404 will allow for the District's teachers to participate in instructional meetings on a weekly or bi-weekly basis during the workday without compromising instructional time, where they can share best practices, critically examine student data, and plan collaboratively.
2. The exemption from the staff development requirements under TEC §11.253 will allow more oversight locally. The local committees will be allowed to make staff development decisions based on local need and will provide flexibility and responsiveness to newly emerging data.
3. The exemption from TEC §21.458 lays out several requirements for teacher mentors. An exemption from these requirements would allow for teachers with more than two years of experience to be assigned a mentor that excels in areas that are targeted for improvement or innovation. In addition, mentors would be exempt from the qualifications described in Subsection (b), thus increasing the pool of teachers from which the district could draw for these targeted mentoring programs.



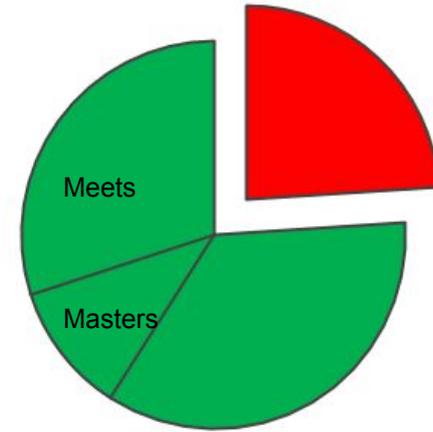
Luling ISD Benchmark Analysis 2019-2020

Luling Primary School

PreKindergarten

PreKindergarten Circle Assessment	September % On Track	January % On Track
Rapid Letter Naming	29%	73%
Rapid Vocabulary	54%	69%
Phonological Awareness	58%	80%
Math	80%	92%
Science	82%	87%
Social Studies	94%	83%

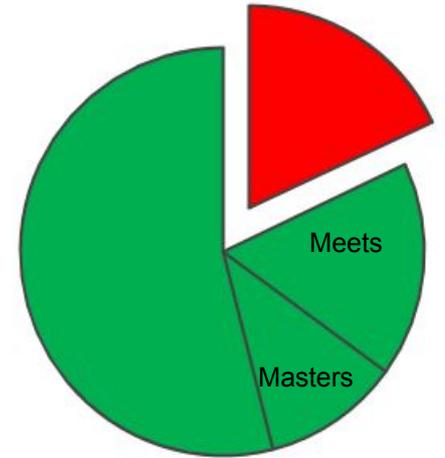
Kindergarten Reading



Average Unit Assessment Score (1-3)

	Approaches	Meets	Masters
2018-2019	72%	42%	31%
2019-2020	76%	41%	30%

Kindergarten Math

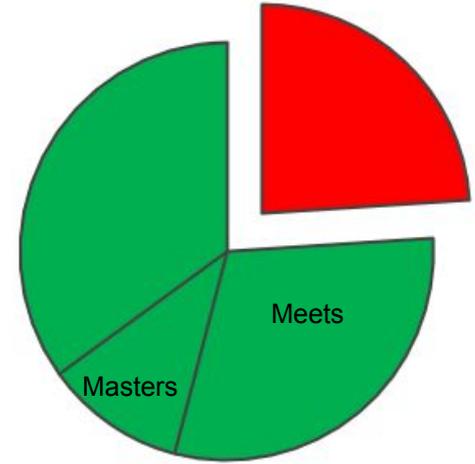


Average Unit Assessment Score (1-7)

20

	Approaches	Meets	Masters
2018-2019	62%	37%	27%
2019-2020	82%	65%	54%

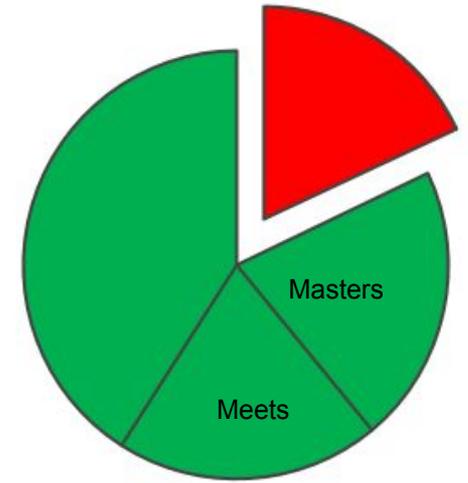
Grade 1 Reading



Average Unit Assessment Score (1-3)

	Approaches	Meets	Masters
2018-2019	71%	56%	28%
2019-2020	76%	46%	35%

Grade 1 Math



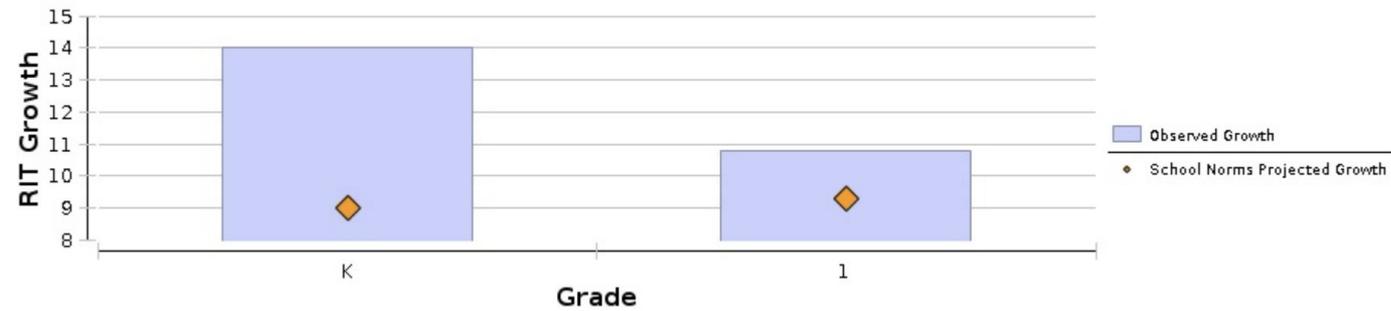
Average Unit Assessment Score (1-7)

	Approaches	Meets	Masters
2018-2019	82%	60%	45%
2019-2020	82%	61%	41%

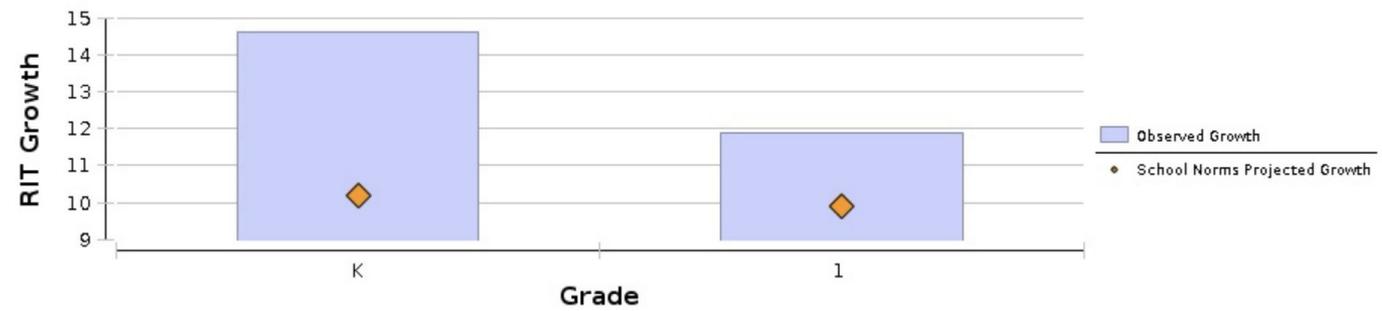
MAP Growth

23

Reading

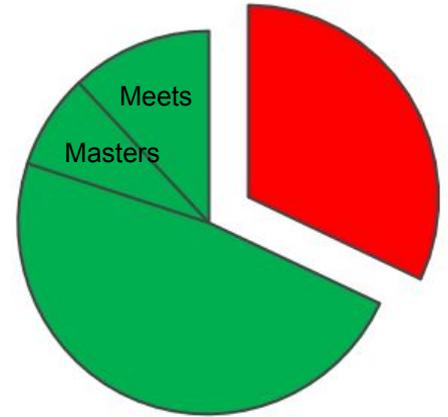


Mathematics



Shanklin Elementary School

Grade 2 Reading

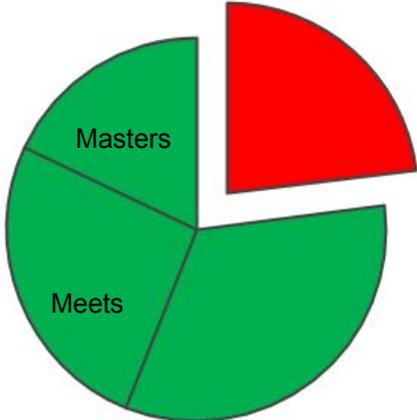


Average Unit Assessment Score (1-3)

25

Grade 2 Reading	Approaches	Meets	Masters
2017-2018	93%	73%	62%
2018-2019	67%	35%	23%
2019-2020	68%	20%	12%

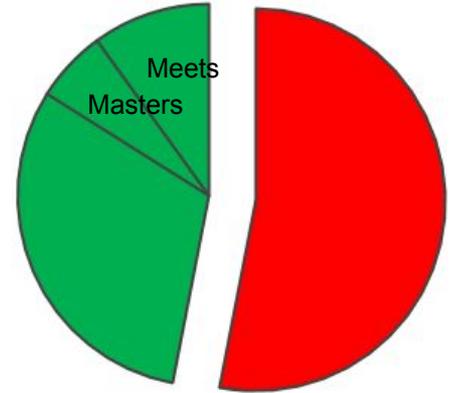
Grade 2 Math



Average Unit Assessment Score (1-5)

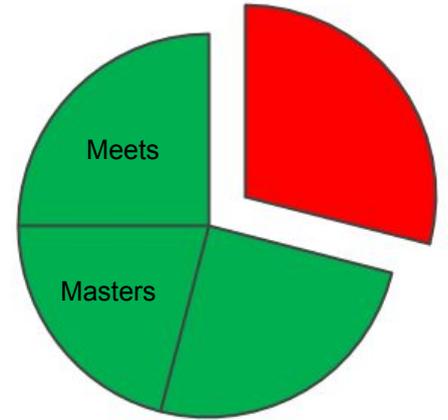
Grade 2 Math	Approaches	Meets	Masters
2017-2018	94%	73%	48%
2018-2019	82%	40%	23%
2019-2020	77%	44%	18%

Grade 3 Reading



	Approaches	Meets	Masters
2017-2018	35%	15%	7%
2018-2019	45%	13%	4%
2019-2020	47%	16%	10%

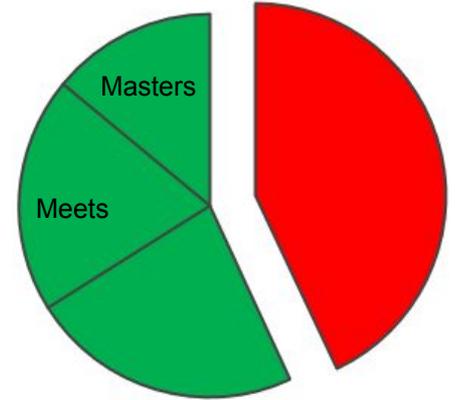
Grade 3 Math



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Grade 3 Math	Approaches	Meets	Masters
2017-2018	29%	8%	2%
2018-2019	31%	4%	1%
2019-2020	71%	46%	25%

Grade 4 Reading



	Approaches	Meets	Masters
2017-2018	39%	11%	3%
2018-2019	38%	17%	7%
2019-2020	57%	34%	14%

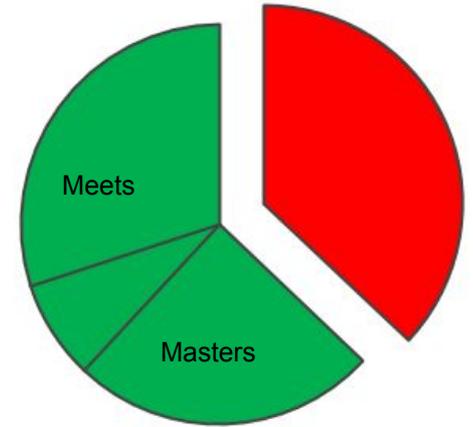
Grade 4 Writing

Grade 4 Writing	Score 0	Score 1	Score 2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8
2017-2018	26%		7%		41%		16%		19%
2018-2019	17%	17%	43%	15%	4%	2%	1%	1%	0%
2019-2020	6%	0%	55%	18%	19%	0%	1%	0%	1%

Grade 4 Math

31

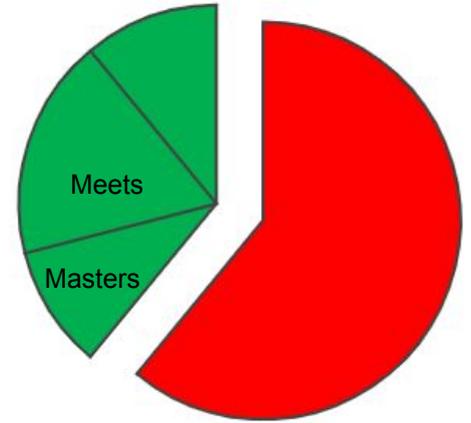
	Approaches	Meets	Masters
2017-2018	36%	4%	0%
2018-2019	22%	2%	0%
2019-2020	63%	38%	30%



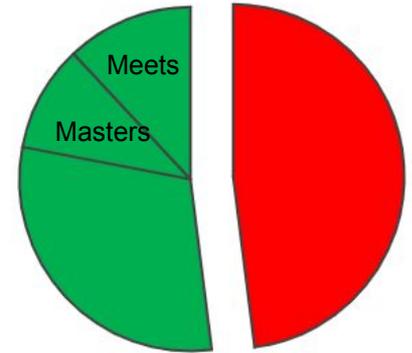
Grade 5 Reading

32

	Approaches	Meets	Masters
2017-2018	38%	15%	7%
2018-2019	48%	17%	2%
2019-2020	39%	29%	11%

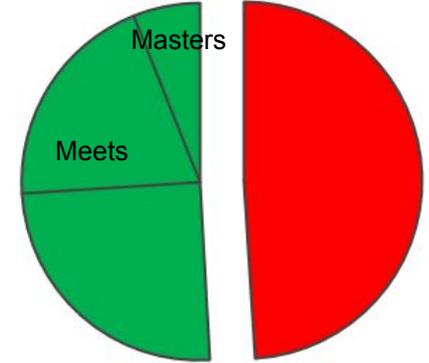


Grade 5 Math



	Approaches	Meets	Masters
2017-2018	35%	11%	3%
2018-2019	59%	21%	3%
2019-2020	52%	22%	12%

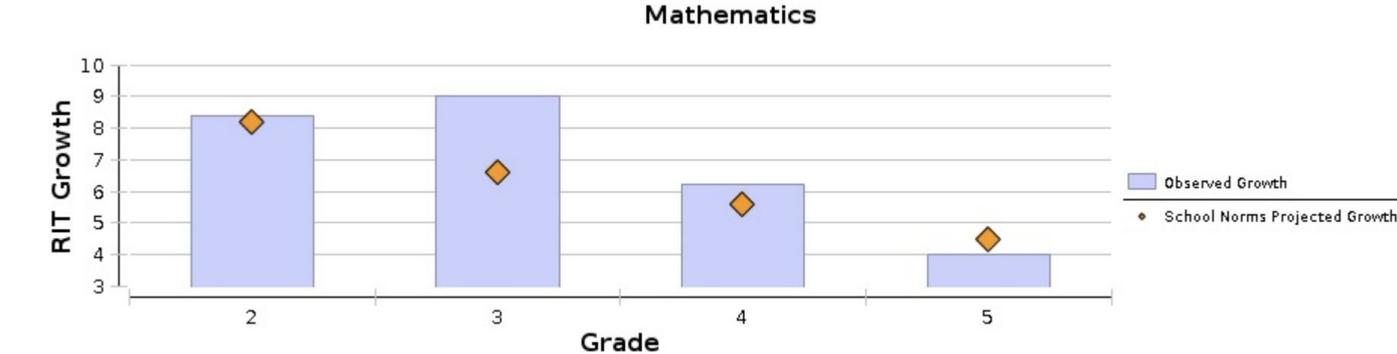
Grade 5 Science



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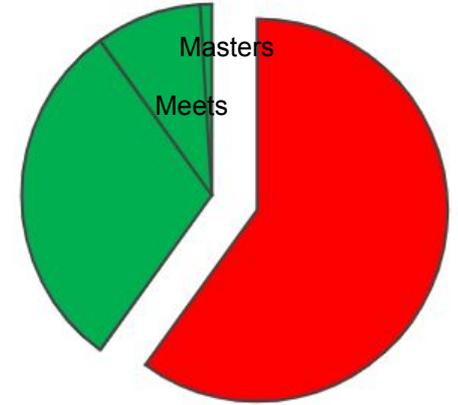
	Approaches	Meets	Masters
2017-2018	24%	8%	2%
2018-2019	27%	2%	0%
2019-2020	51%	26%	6%

MAP Growth



Gerdes Junior High

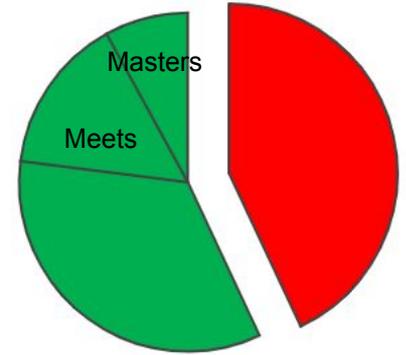
GRADE 6 READING



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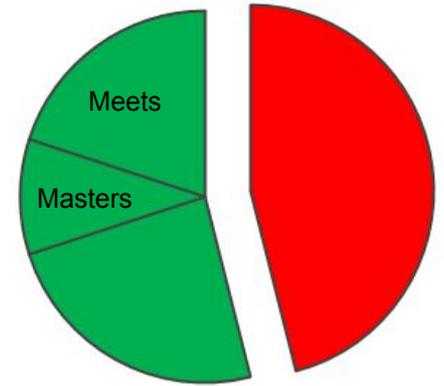
	Approaches	Meets	Masters
2017-2018	41%	12%	7%
2018-2019	37%	11%	6%
2019-2020	40%	10%	1%

GRADE 6 MATH (All Students)



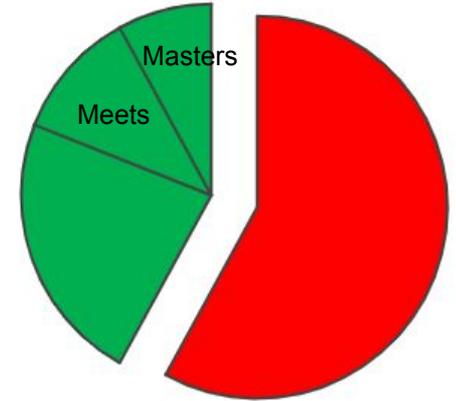
	Approaches	Meets	Masters
2017-2018	39%	10%	1%
2018-2019	40%	4%	0%
2019-2020	57%	23%	8%

Grade 7 Reading



	Approaches	Meets	Masters
2017-2018	35%	15%	2%
2018-2019	47%	25%	9%
2019-2020	54%	30%	20%

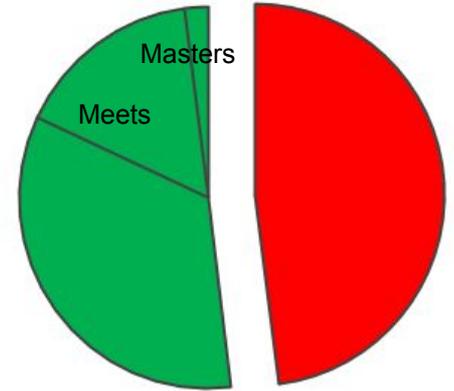
Grade 7 Writing



	Approaches	Meets	Masters
2017-2018	24%	7%	1%
2018-2019	33%	10%	0%
2019-2020	42%	19%	8%

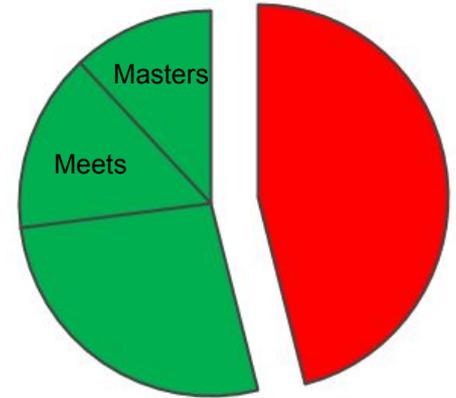
40

Grade 7 Math



	Approaches	Meets	Masters
2017-2018	25%	4%	2%
2018-2019	15%	3%	0%
2019-2020	52%	18%	2%

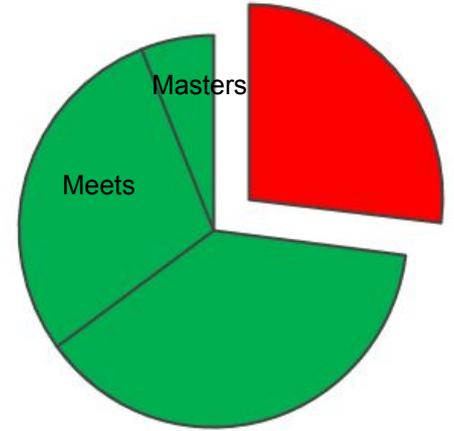
Grade 8 Reading



42

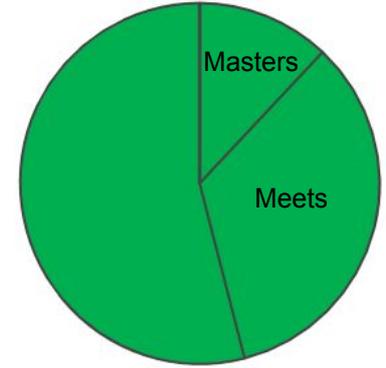
	Approaches	Meets	Masters
2017-2018	52%	22%	6%
2018-2019	47%	22%	9%
2019-2020	54%	27%	12%

Grade 8 Math (Combined)



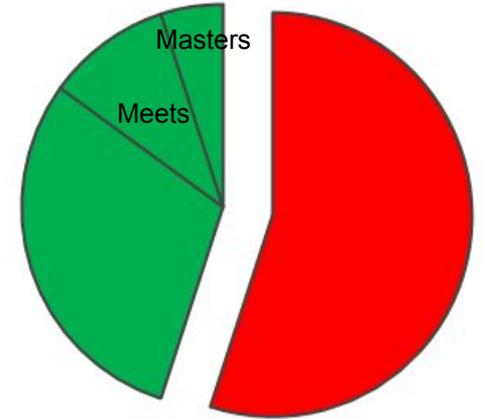
	Approaches	Meets	Masters
2017-2018	22%	1%	0%
2018-2019	27%	2%	0%
2019-2020	73%	35%	6%

Grade 8 Algebra I



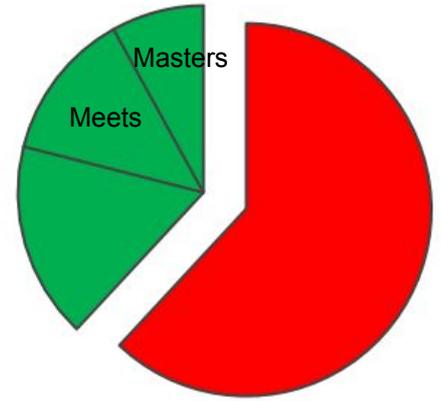
	Approaches	Meets	Masters
2017-2018	72%	20%	0%
2018-2019	95%	14%	0%
2019-2020	100%	88%	54%

Grade 8 Science



	Approaches	Meets	Masters
2017-2018	38%	11%	1%
2018-2019	36%	9%	4%
2019-2020	45%	15%	5%

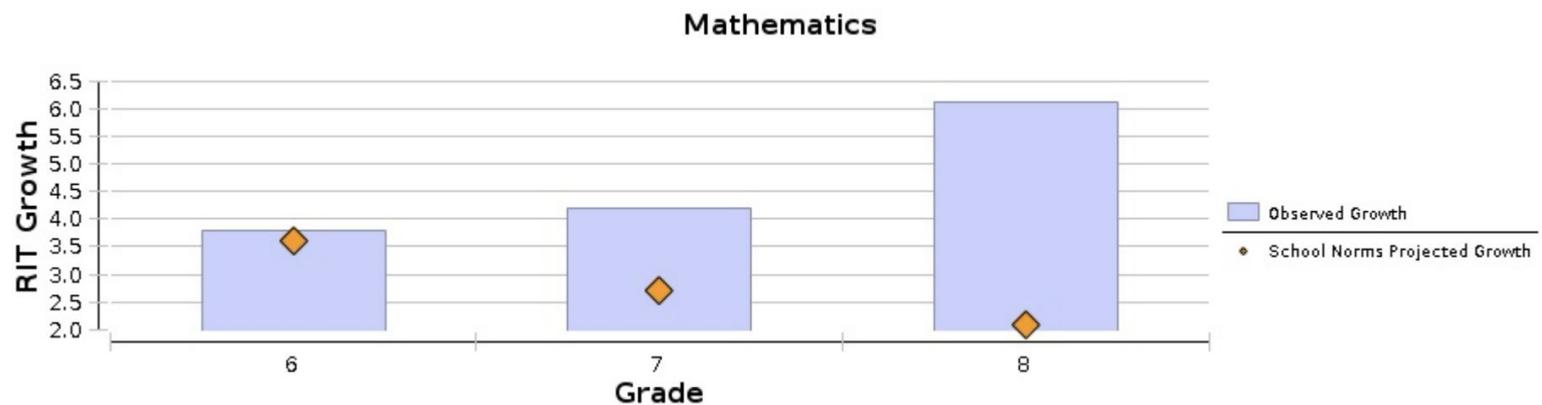
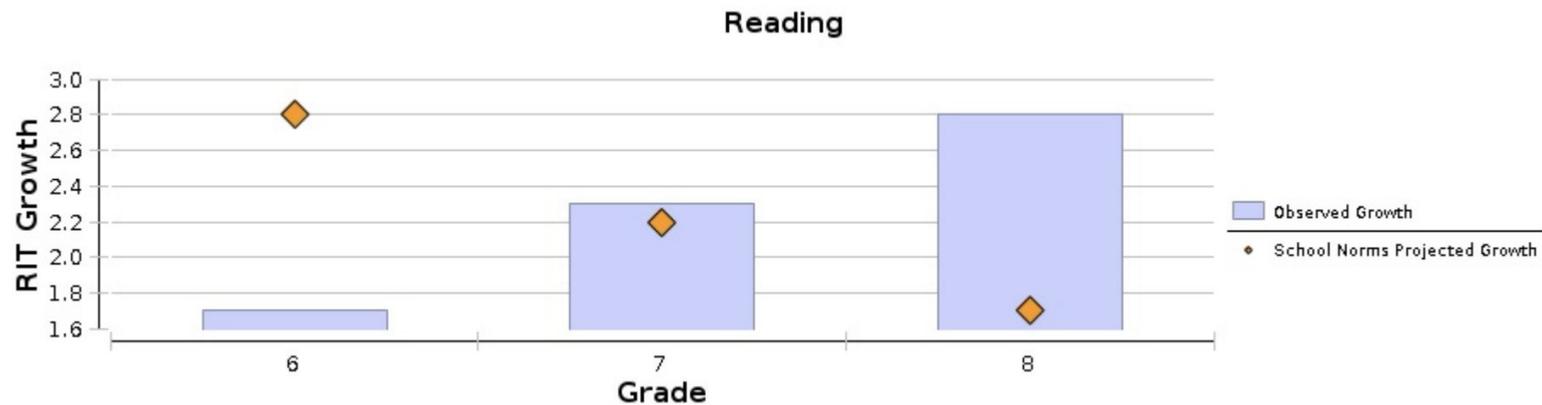
Grade 8 Social Studies



	Approaches	Meets	Masters
2017-2018	25%	6%	0%
2018-2019	25%	2%	0%
2019-2020	38%	21%	8%

MAP Growth

47



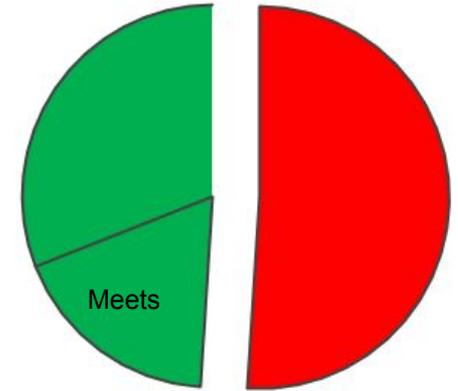
Luling High School

December EOC Retest

	English I	English II	Algebra I	Biology	US History
2017-2018	27%	17%	28%	41%	29%
2018-2019	16%	18%	21%	33%	50%
2019-2020	42%	26%	47%	40%	60%

English I

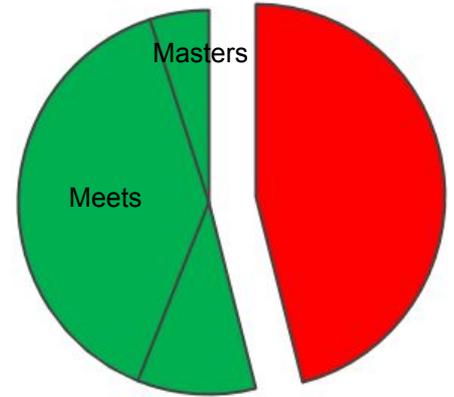
	Approaches	Meets	Masters
2017-2018	59%	46%	9%
2018-2019	47%	33%	5%
2019-2020	49%	31%	0%



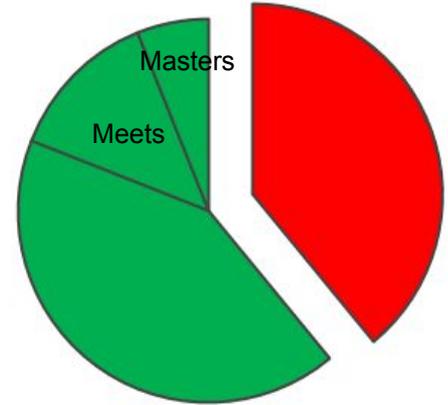
English II

51

	Approaches	Meets	Masters
2017-2018	65%	46%	6%
2018-2019	68%	45%	8%
2019-2020	54%	44%	5%



Algebra I

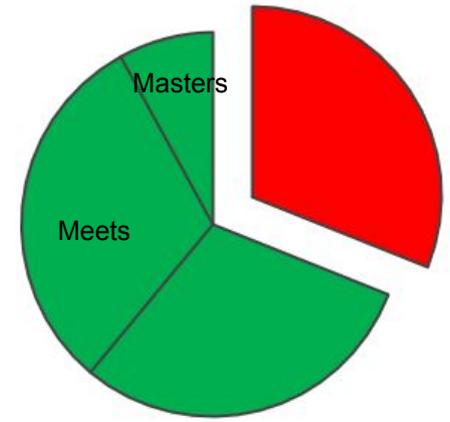


	Approaches	Meets	Masters
2017-2018	64%	14%	0%
2018-2019	73%	27%	2%
2019-2020	61%	19%	6%

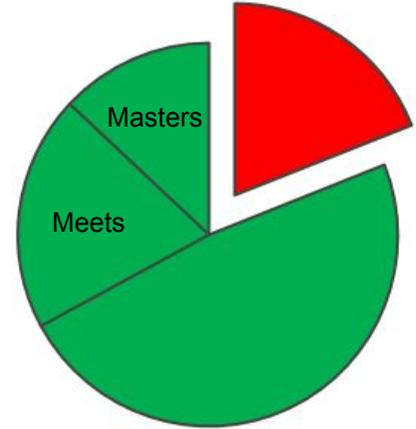
Biology

53

Biology	Approaches	Meets	Masters
2017-2018	72%	31%	3%
2018-2019	75%	36%	2%
2019-2020	69%	39%	8%



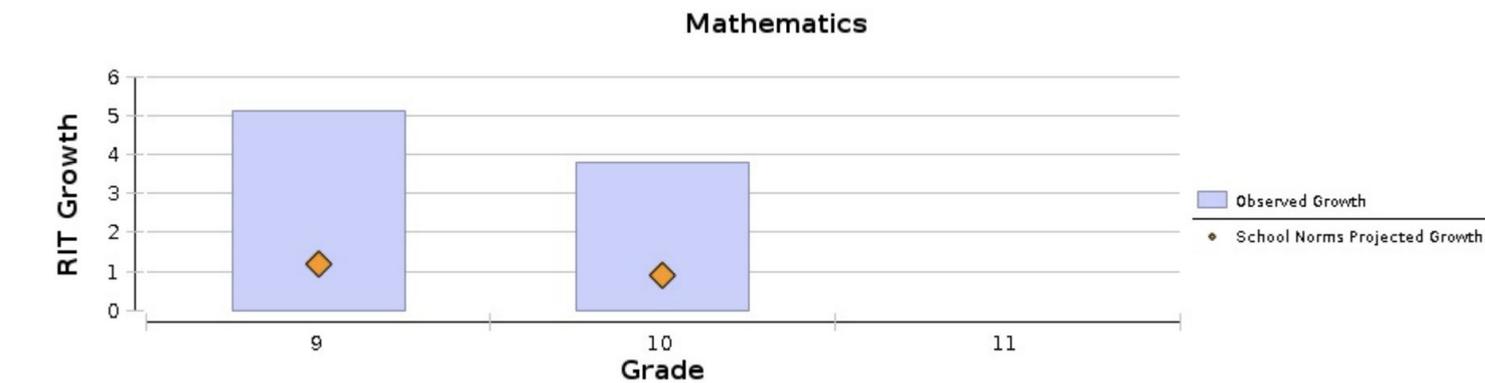
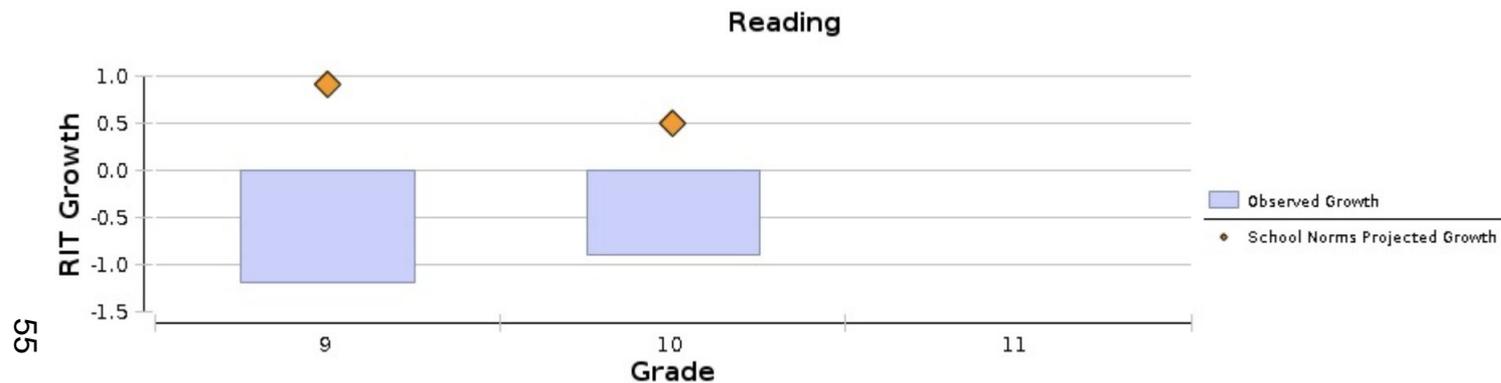
US History



54

	Approaches	Meets	Masters
2017-2018	81%	34%	11%
2018-2019	84%	45%	8%
2019-2020	81%	33%	13%

MAP Growth





Luling ISD Project Status Update



Current Work in Progress:

- New Shanklin Elementary & Gerdes Jr. High School Renovation Drawings & Specifications are currently in for Plan Review and Permits
- Water Injection Process for the Stadium Improvements Work and all Testing is complete

Upcoming Work:

- Hellas Construction Stadium Improvements Work Continuing
- Bids from General Contractors were received on Jan. 30, 2020. With acceptance of Bid from Weaver & Jacobs Construction, New Shanklin Elementary and Gerdes Junior High Projects to Kick Off by the end of February



Luling ISD Project Status Update



Stadium Improvements Project- Water Injection Work



Luling ISD Project Status Update



Stadium & Track Improvements