

# Lumin Education Campus Improvement Plan

2018 – 2019



Start Young. Involve Parents.

*Our mission is to transform education by starting young, involving parents, and creating learning environments to inspire children from diverse cultural and economic backgrounds.*

Board Approved - June 26, 2018

# LUMIN EDUCATION

## CAMPUS IMPROVEMENT PLAN 2018-2019

### TABLE OF CONTENTS

Lumin Education..... 3

Sites ..... 3

Lumin Lindsley Park Community School ..... 3

Lumin East Dallas Community School ..... 3

Overview ..... 3

Campus Improvement Committee..... 4

Wellness Program ..... 5

Preamble ..... 5

Wellness Policy..... 5

Nutrition Education ..... 5

Physical Activity- All ..... 6

Other School-Based Activities ..... 6

Measurement and Implementation of the Wellness Program ..... 6

Members of the Wellness Committee – 2017-2018 ..... 6

Funding Sources ..... 7

Demographics ..... 8

Student Achievement..... 10

School Culture and Climate ..... 12

Staff Quality..... 13

Curriculum, Instruction, and Assessment ..... 14

Family & Community Involvement..... 15

School Context and Organization..... 16

Technology ..... 18

TEA Strategic Priorities..... 19

Data Reviewed ..... 20

# LUMIN EDUCATION

## CAMPUS IMPROVEMENT PLAN 2018-2019

### LUMIN EDUCATION

Terry N. Ford, Executive Director/Superintendent

### SITES

#### LUMIN LINDSLEY PARK COMMUNITY SCHOOL

**Becki Hardie, School Director**, 7130 Lindsley Ave., Dallas, TX 75223, 214-321-9155

#### LUMIN EAST DALLAS COMMUNITY SCHOOL

**Sylvie Fitzgerald, School Director**, 924 Wayne St., Dallas, TX 75223, 214-824-8950

### MISSION

Lumin Education's mission is to transform education by starting young, involving parents, and creating learning environments to inspire children from diverse cultural and economic backgrounds.

### OVERVIEW

Lumin Education is a public school chartered by the State of Texas. The school is located in East Dallas and admission priority is given to families and children in our service area, bounded by Beacon Street, East Grand and the Santa Fe Trail.

Lumin Education is a Montessori School that offers the following programs and curriculum to meet the needs of children age three through the third grade:

- Multi-age classes (seven primary classes (ages 3-5) and six elementary classes (ages 6-9)) that encourage leadership development;
- After-and-Before School Care (ABC) Program
- Playtimes, group and individual sessions focused on helping children manage emotional and/or behavior challenges
- Parent education classes
- Parents As Teachers (PAT) program for children and families from pregnancy to age three

Lumin Education is dedicated to providing children an excellent education that instills the attitudes and academic skills they need to be successful in school and life.

# LUMIN EDUCATION

## CAMPUS IMPROVEMENT PLAN 2018-2019

### CAMPUS IMPROVEMENT PLANNING COMMITTEE

#### MEMBERS

Jai Brisbon	SPED Specialist
Sonya Burkins	Student Services Coordinator
Tracy Rollins	Development Associate
Linda Sheldon	Manager of Foundations
Becki Hardie	School Director (Lumin Lindsley Park)
Sylvie Fitzgerald	School Director (Lumin East Dallas)
Kathy Jones	Child Nutrition Coordinator
Adriana Godines	Parent
Maria Tapia	Parent
Bridgette Bennett	Business Representative

### WELLNESS PROGRAM

#### PREAMBLE

*Lumin Education, represented by members of the Wellness Committee, recognizes the link between nutrition education, the food served and consumed at school and school events, physical activity, and emotional health; and that wellness is affected by all of these. The committee also recognizes the connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school.*

*This committee, comprised of parents, staff members, representatives of the governing board, and the public, further recognizes that the sharing and enjoyment of food, and the participation in physical activities, are fundamental experiences for all people and are a primary way to nurture and celebrate our cultural diversity.*

#### WELLNESS POLICY

*We are a diverse community and we recognize that there are many variations in the perception of "health." The following information is meant to inform, provoke thinking and assessment about health and physical activity, and stimulate change in individuals and families, while respecting different traditions. We also recognize that emotional health is a vital component of Wellness, and that overeating and other eating disorders have a strong correlation with emotional distress. Finally, the following are policies intended to guide the entire community toward better health, not rigid rules to be imposed at all times in all situations.*

#### NUTRITION EDUCATION

- I. Children
  - a. In all classes: display MyPlate and use it on a regular basis to emphasize healthy food choices, and as a basis for activities and discussion.
  - b. Expand and further develop the school's gardens. Each class has a small plot from which the children can plan, plant, grow, tend, harvest and eat foods from their own garden.
  - c. In staff meetings teachers will be encouraged to share specific activities that they have developed to increase nutritional information and awareness in their classes.
- II. Staff
  - a. Regularly pass on, through staff meetings and memos, helpful information sites, like *myplate.gov*, *squaremeals.org*, and *ecoliteracy.org*. These sites have information helpful to staff members personally, and many have a children's link or links with information and activities for children.
  - b. Schedule at least one staff meeting a year in which the primary agenda item is *Wellness*.
  - c. Discuss in staff meetings the different perceptions of health and nutrition that people of various backgrounds might have, and plan educational discussions with parents and children with those differences in mind.
- III. Parents
  - a. To our weekly information newsletter, *Wednesday Notes*, regularly add a Nutrition Feature, with information, recipes, etc.
  - b. Add a Wellness Committee to the Parent Organization at Lumin EDCS.
  - c. As much as possible, offer nutrition and health information to parents in both English and Spanish.

### PHYSICAL ACTIVITY- ALL

- I. For elementary children, periodically incorporate “Exercise” as a component of homework.
- II. Invite the staff to discuss and then choose some activity, such as a weekly yoga class after school that would add physical activity to the school week.
- III. Parents organize and promote Field Day for physical health.
- IV. Promote Fitness Gram activities on a regular basis.

### OTHER SCHOOL-BASED ACTIVITIES

- I. Change the focus of events from food alone to food and activity. For example, add games and physical activities to our fall and spring pot luck gatherings.
- II. Continue to offer healthier food alternatives at school events. For example, at the fall and spring pot lucks, add lower fat, lower sodium turkey and soy dogs to the traditional hot dogs. Encourage families to bring salads and fresh fruit, instead of desserts.

### MEASUREMENT AND IMPLEMENTATION OF THE WELLNESS PROGRAM

- I. Implementation and oversight of the program is the responsibility of the school directors
- II. The Food and Nutrition Services Associate, chair of the Wellness Committee, and representatives from the staff and parent body, shall review the year and present a brief report to the LEA Committee at the annual Charter Funds Meeting, or other appropriate designated time and forum at the conclusion of the school year. The report shall compare the actual practices and achievements of the school community with respect to the school’s Wellness Policy. Recommendations for improvements in performance and/or changes in policy should be made at this time. Findings will be included in the school’s Annual Report.
- III. Overview of Fitness Gram results

### MEMBERS OF THE WELLNESS COMMITTEE – 2017-2018

Dr. Nora Gimple

Dr. Phillip Day

Becki Hardie

Sylvie Fitzgerald

Jai Brisbon

Kathy Jones

# LUMIN EDUCATION

## CAMPUS IMPROVEMENT PLAN 2018-2019

### FUNDING SOURCES

Fund	Description	Planning Amount*	Use
<b>State Entitlement</b>	Operating costs of Charter School	\$1,621,099	Operating costs of Charter School
<b>Title I</b>	A Title I, Part A schoolwide program permits a school to use funds from Title I, Part A and other federal education program funds and resources to upgrade the entire educational program of the school in order to raise academic achievement for all the students.	\$66,257	Supplement classroom reading program with tutoring; use payroll funds to provide supplemental reading recovery specialist.
<b>Title II, Part A</b>	Teacher and Principal Training and Recruiting (TPTR) Fund provides supplemental funding to improve student achievement. The funds are used to elevate teacher and principal quality through recruitment, hiring and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.	\$5,088	Professional Development for teachers and principals
<b>Title III</b>	Title III, Part A aims to ensure that English language learner (ELL) and immigrant students attain English language proficiency and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.	\$10,383	Payroll for Summer School (ESL 2); ESL Classes for parents
<b>Title IV</b>	Title IV, Part A Student Support and Academic Enrichment grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to provide all students with access to a well-rounded education and to improve school conditions for student learning.	\$9,250	Counseling Services
<b>IDEA-B Formula</b>	Assists states in providing special education and related services to children with disabilities in accordance with Part B of the IDEA.	\$36,859	Professional services for Speech and Occupational Therapy for children of all ages
<b>IDEA-B Preschool</b>	Assists states to make available special education and related services for children with disabilities age 3 through 5 years, and at a State's discretion, to 2 year old children with disabilities who will reach age three during the school year.	\$1,509	Professional services for Speech and Occupational Therapy for preschool children

\* Amounts are provided by Texas Education Agency as initial planning amounts and are subject to change.

# LUMIN EDUCATION

## CAMPUS IMPROVEMENT PLAN 2018-2019

**Ideal State: Goal(s) DEMOGRAPHICS** - Serve all constituencies (ELL, Special Education, 504, General Ed), including academic, social, emotional and physical well-being.

**Objective(s)** Meet the demands of a larger population of SPED students.

Provide additional, targeted staff development to all teachers, including SPED teachers, paraprofessionals and general education teachers particularly as it relates to SPECIAL ED (PD-SPED).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	
Staff development for SPED teacher to cover topics such as: Inclusion training, development of IEP, strategies for SPED students, autism.	School Directors	Region 10	Pending Region 10 calendar	Certificates of Completion from Region 10	Progress on IEPs of identified children	Review during annual ARD	1
Staff development for paraprofessionals for basic teacher training (e.g. reading strategies, classroom management)	School Directors	Region 10 (\$50 annual license)	Pending Region 10 calendar	Certificates of Completion from Region 10	Progress on IEPs of identified children	Review during annual ARD	1
Staff development for general education teachers: inclusion from a SPED perspective, designated supports and State mandated testing	School Directors/LPAC Chair and SPED/Testing Coordinator	Region 10 and LEA	Pending Region 10 calendar	Certificates of Completion from Region 10; Sign-In Sheets for In-House training	Increased participation of SPED students in general education classrooms	Review during annual ARD	1
Staff development for school directors regarding ARD meetings and participation	SPED Coordinator	Region 10	August 2018	Sign-In Sheet	Document showing roles in the ARD Meeting	Role clarity being implemented	1
Analyze STAAR, TPRI, ITBS and TELPAS Data specific to SPED students to identify trends or gaps	Student Services Director	Local Funds	August 2018-December 2019	Prepare documents to share with SPED/Teachers	STAAR, TPRI, ITBS and TELPAS Assessment results	Report to Leadership	2



# LUMIN EDUCATION

## CAMPUS IMPROVEMENT PLAN 2018-2019

**Ideal State: Goal(s) DEMOGRAPHICS** - Serve all constituencies (ELL, Special Education, 504, General Ed), including academic, social, emotional and physical well-being.

**Objective(s)** Meet the demands of a larger population of SPED students.

Provide additional, targeted staff development to all teachers, including SPED teachers, paraprofessionals and general education teachers particularly as it relates to SPECIAL ED (PD-SPED).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	
Clean Student Information System data	Student Services	Student Services/ Technology Dept.	2018-2019 school year	Accurate reports	Useful and reliable reports and data	Summative	2
Provide meaningful monthly reports to school directors regarding attendance and program participation.	Student Services	School Directors/Student Services	Quarterly	Reports Provided	Informed School Directors	Summative	2
Staff development for teachers and paraprofessionals regarding ESL, Special Education, Trauma informed teaching practices.	Student Services/School Directors	Student Services	Quarterly	Scheduled	Implementation of practices in classes	Summative	1
Define an RTI approach in alignment with our pedagogical approach.	Student Services/School Directors	Special Ed Coordinator/Director of Student Services	Fall 2018	Campus led Intervention Meetings	Student Progress	Summative	2

# LUMIN EDUCATION

## CAMPUS IMPROVEMENT PLAN 2018-2019

<b>Ideal State: Goal(s) STUDENT ACHIEVEMENT</b> – Students receive the highest degree of proficiency in Math and Language Arts as measured by STAAR Reading and STAAR Math							
<b>Objective(s):</b> 25% or better rate of fluency on OLPT, Kindergarten, LEP; 25% or better rate of fluency on OLPT, 1 <sup>st</sup> Grade LEP; 55% Advanced on TELPAS Reading 2 <sup>nd</sup> grade LEP; Average composite score of Advanced, 2 <sup>nd</sup> Grade LEP; Progress: 50% advance on proficiency level, LEP Grades 1-3; Attainment: 17% reach composite rating of Advanced High on TELPAS, LEP K and Grade 1							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
TPRI: Implement supplemental early literacy strategies and teacher supports for Elementary classrooms.	Reading Team	Local Funds	Weekly	Early literacy activities (i.e., leveled readers) visible on shelves and in use by students	Meet TPRI objectives as stated above	BOY, MOY,EOY Checkpoints (Formative & Summative)	2
TELPAS: Support ESL students with supplemental early literacy strategies	Student Services/School Directors	Region 10 sessions Title III Funds	One session by 09/18; one session by 03/19	Attendance certificates	Meet TELPAS objectives as stated above	Ongoing implementation (Formative)	2
STAAR: Specific targeted practice for STAAR formatting and question types for 3 <sup>rd</sup> level students	Student Services/School Directors	Local Funds	10/18-04/19	Completed workbooks	Meet STAAR objectives as stated above	Ongoing implementation (Formative)	2
Reading Tutoring	School Directors/ Reading Specialists	Title I	Weekly	Number of tutoring sessions completed	Meet STAAR objectives	STAAR reading scores (Summative)	2

# LUMIN EDUCATION

## CAMPUS IMPROVEMENT PLAN 2018-2019

**Ideal State: Goal(s) STUDENT ACHIEVEMENT** – Students receive the highest degree of proficiency in Math and Language Arts as measured by STAAR Reading and STAAR Math

**Objective(s):** 25% or better rate of fluency on OLPT, Kindergarten, LEP; 25% or better rate of fluency on OLPT, 1<sup>st</sup> Grade LEP; 55% Advanced on TELPAS Reading 2<sup>nd</sup> grade LEP; Average composite score of Advanced, 2<sup>nd</sup> Grade LEP; Progress: 50% advance on proficiency level, LEP Grades 1-3; Attainment: 17% reach composite rating of Advanced High on TELPAS, LEP K and Grade 1

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Continue to provide SPED services to children with disabilities	SPED Coordinator	IDEA B-Formula-IDEA B-Preschool	Weekly sessions	Number of completed sessions	IEP Adherence and compliance	Attainment of IEP goals and objectives (Summative)	2
Increase ESL training for teaching staff	Student Services	Title II Funds	Quarterly	# of sessions completed	Classroom Practices	TELPAS scores	2
Add math progress monitoring for grades 1-3	Student Services	Local Funds	BOY, MOY,EOY	Completion Report	Identified Content Focus Areas	STAAR Math Scores	2
Add language progress monitoring for grade 3	Student Services	Local Funds	BOY; MOY	Completion Report	Identified Tier 2 Learners	TPRI Scores	2
Implement cohesive Primary progress monitoring tool	School Directors/Technology	Local Funds	BOY; MOY	Completion Reports	District Implementation of 1 tool	CLI Scores	2

# LUMIN EDUCATION

## CAMPUS IMPROVEMENT PLAN 2018-2019

<p><b>Ideal State: Goal(s) School Culture and Climate</b> – All students demonstrate a high-degree of compliance with Student Code of Conduct. The LEA will strive to provide a smooth and successful transition of students from our state-run preschool program to our kindergarten and elementary school programs. The LEA will provide increasing accessibility for parents to engage with administration, classroom teachers, and other parents.</p>							
<p><b>Objective(s):</b> Continue individual counseling with children; continue to reduce number of disciplinary incidents; Provide a smooth and successful transition for our state-run preschool program to our kindergarten and elementary school programs; Provide increasing accessibility for parents to engage with administration, classroom teachers, and other parents.</p>							
	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
High degree of compliance with the Student Code of Conduct -	School Director	Large meeting space	Monthly	Signed code of conduct on file; sign-in sheet from general meeting	Student behavior	Campus Behavior Records	1,2
Opportunities for parents to engage with teachers, administrators & other parents	School Director	Meeting space	Monthly	Sign-in sheets; Scheduled events on Admin calendar	Parent involvement	Survey and/or Focus Group	1,2
Opportunities for parents of children with special needs to connect with other parents and content experts	Student Services Director/SPED	Meeting Space	Quarterly	Sign-in sheets	Parent Involvement	Focus Group	1,2
Use of an interview guide that supports the continuity of our culture among prospective new hires	HR Director/ Nutrition Coordinator	Meeting space	Quarterly	Use of Interview Guide for all interviews	New hires aligned to desired culture	Interview guide sent to all who have an opening; returned to recruiting files.	1
Identify and Support Family Technology needs	School Directors	Local Funds	Fall 2018	Feedback	Increased use of digital information	Survey of needs	2

# LUMIN EDUCATION

## CAMPUS IMPROVEMENT PLAN 2018-2019

<b>Ideal State: Goal(s) Staff Quality</b> – The LEA will recruit and retain teachers certified according to our charter.							
<b>Objective(s):</b> Retain and train teachers to be certified according to our charter by encouraging and supporting additional professional development; attract state certified staff; create an opportunity for all staff to attend Region 10 ELL trainings.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Continue to Complete the highly qualified survey required by TEA (PR100) and report every fall	School Directors/ Human Resources	Local Funds	November 2018	All lead teachers complete the highly qualified survey	Student performance	Survey	1
Hold an Annual All Staff Development Day to provide many of the required trainings	School Directors/HR/ Student Services Director	Local Funds	August 2018	Sign-in Sheets	Improve teacher understanding of all required safety procedures related to children	Schoolwide trainings	1
Develop a system to train Assistants	Human Resources/ School Directors/ Consultants	Local Funds	August- November 2018 May 2019	Training Meetings and hand-outs	Improved Assistants performance, improve support to lead teacher	Interviews with lead teachers, observations	1
Refine and streamline Beginning of Year Required training	Student Services	Local Funds	August – September 2018	Sign-in Sheets	Required training completed	Survey	1
Enhance January training offerings	Student Services; School Directors	Local Funds	October 2018 – January 2019	Sign-in Sheets	Improved teacher engagement	Survey/Feedback Session	1

# LUMIN EDUCATION

## CAMPUS IMPROVEMENT PLAN 2018-2019

**Ideal State: Goal(s) Staff Quality** – The LEA will recruit and retain teachers certified according to our charter.

**Objective(s):** Retain and train teachers to be certified according to our charter by encouraging and supporting additional professional development; attract state certified staff; create an opportunity for all staff to attend Region 10 ELL trainings.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Implement Retention strategies as recommended by Boston Consulting Group	Human Resources	Local Funds	August 2018 – June 2019	Communication to teachers	Increased Retention	Survey	1
Identify key characteristics of Public Montessori	Student Services/ Human Resources	Local Funds	August 2018 – January 2019	Novac chart with characteristics	None in Use	Observations	1

# LUMIN EDUCATION

## CAMPUS IMPROVEMENT PLAN 2018-2019

**Ideal State: Goal(s) Curriculum, Instruction and Assessment** – Staff will be provided training opportunities to:

- Increase their knowledge and skills in Montessori content areas in order to provide a high-quality education to their students.
- Increase knowledge of state curriculum requirements.
- Support the social/emotional growth of children
- Continue training opportunities for ELL via Region 10 trainings.

**Objective(s):** Increase knowledge and skills in Montessori content areas; Increase knowledge of state curriculum requirements; Support the social/emotional growth of children; Continue training opportunities for ELL via Region 10 Trainings.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Increase knowledge and skills in Montessori content areas: High quality education to the students	Director of Montessori/ Teachers	Title II	AMI Refresher Weekend: 02/19 AMS Conference: 03/19	Certificates of completion	Fidelity to Montessori pedagogy	Classroom observation and teacher performance review, observers use DERS to record observations	1,2
Systematic approach to maintaining and improving knowledge of state requirements (TEKS)	School Directors/ Teachers/ Director of Student Services	Region 10	One session completed by 12/18 and one session completed by 06/19	Certificates of completion	Instructional alignment between Montessori lessons and TEKS	Classroom observation and teacher performance review	1,2
Training opportunities for ELL via Region 10 Trainings	School Directors/ Director of Student Services	Region 10	One session completed by 12/18 and one session completed by 06/19	Sign-In sheets	Improved scores on TELPAS	TELPAS Rating	1,2

# LUMIN EDUCATION

## CAMPUS IMPROVEMENT PLAN 2018-2019

**Ideal State: Goal(s) Family & Community Involvement** – The LEA will restructure new roles for the Parent Organization at Lumin EDCS & LPCS to increase and facilitate more parental involvement and input.

**Objective(s):** Restructure new roles for the Parent Organization to facilitate more parental involvement and input; will pilot program in cooperation with UTSW to address family wellness needs.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Improved record keeping systems for PTO meetings	PTO President/ PTO Secretary	Local Funds-New hardware or software	Monthly starting mid-August 2018	Physical or digital documentation	Meeting minutes	Minutes	1,2
Need to identify Wellness parent leader that will take an active role in the UTSW nutrition program.	School Director	Meeting space	Monthly starting in September 2018	Leader recorded volunteer hours during UTSW nutrition program;  Leader's report during PTO meetings.	Parent participation	PTO Agenda	1,2
100% of parents complete volunteer involvement hours	Parents	Local Funds	Monthly	Volunteer log	Parent participation	Spreadsheet showing hours	1,2
Research and develop a better system to track volunteer hours	Volunteer Coordinator	Local Funds	September 2018	Parent use of new system	Increased documentation of volunteer hours	90% parent volunteer hours are entered in to the system	1,2



# LUMIN EDUCATION

## CAMPUS IMPROVEMENT PLAN 2018-2019

**Ideal State: Goal(s) School Context & Organization** – New teaching staff will receive a planned onboarding experience that supports understanding Lumin Culture, Lumin systems and develops a mentoring relationship with tenured staff.

**Objective(s):** Orienting new staff to specific policies and procedures relating to charter compliance and Lumin culture.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Structured mentoring process for new teachers	School Director	Local Funds	Monthly	Admin Calendar	New teachers knowledge of Lumin systems and culture	Survey and/or focus groups	1
Structured coaching process for existing teachers	Leadership Team	Local Funds	Quarterly	Scheduled Meetings	Relationships/ Retention/ Refining Teaching practices	Survey and Feedback Groups	1

# LUMIN EDUCATION

## CAMPUS IMPROVEMENT PLAN 2018-2019

<b>Ideal State: Goal(s) Technology</b> – Staff is able to access the existing technology resources with facility. Staff communicates technology needs as they arise.							
<b>Objective(s):</b> Knowing how to use the technology and having functioning technology.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Technology Training to Support Teachers' Needs	Technology Coordinator and School Directors	Local Funds	August 2018- June 2019	Scheduled Trainings	Feedback from Teachers to School Directors	Professional Development Tracking Submissions	1,2
Deploy GoNoodle Program	Director of Student Services	UT Southwestern Grant for TVs and software; Private Funds	June 2018- June 2019	TVs installed in Shared Spaces; Account Setup with GoNoodle; Student Use of GoNoodle	Students have expansive indoor physical activity resource on bad weather days	GoNoodle Account Usage Tracking	2
Deploy Transparent Classroom	School Directors/tech	Local Funds	June 2018- June 2019	District Configuration to Support Deployment; Teacher Student Records Available	100% Adoption and Sustainable Digital Record-Keeping for all Classrooms	District Level Tracking of Usage Evaluated by School Directors	2
Skyward Student Information System Expansion of Rollout	Director of Student Services/tech	Local Funds	August 2018- June 2019	Enhanced usage by School Directors and Administrative Staff; Smoother New Year Startup; Improved Invoicing for Food Service	Competence and Confidence of Staff; Consistent Attendance Recording by Teachers; Meals Invoicing by Student, not Parent	Improved Knowledge of Reporting Options; Consistent Usage by Staff; Improved Communication to Parents via Message Center	2

### TEA STRATEGIC PRIORITIES

- 1 – Recruit, support, and retain teachers and principals
- 2 – Build a foundation of reading and math
- 3 – Connect high school to career and college
- 4 – Improve low-performing schools

### DATA REVIEWED

**IPT** – Oral Language Proficiency Test for preschoolers

**IPT-I** - Oral Language Proficiency Assessment for Kindergarten and up

**TPRI** – Texas Primary Reading Inventory is a commissioner-approved reading assessment, given to grades K-2

**TELPAS** – Texas English Language Proficiency Assessment System – An assessment for English Language Learners

**STAAR** – State of Texas Assessment of Academic Readiness – Criterion-referenced standardized test (Grades 3-12)

**STAAR-Alt** - Alternative version of STAAR for specialized populations

**ITBS** – Iowa Test of Basic Skills – a Norm-referenced standardized test

**Observation Surveys** – Official Reading Recovery reading assessment

**Teacher Reports**

**School Director's Record of Disciplinary Incidents (RDI)**

**Parent Involvement Record Book**

**Google Drive** – Record of Parent Involvement

**Annual Staff Evaluations**

**Observations**

**Technology Survey**