

**Lumin Education
Board Meeting
Minutes, All Programs
January 22, 2021**

ATTENDING

Trustees

BIRRER, Mike; CLARK, Kelsey; GILES, Michael; HERNANDEZ, Rosa; MARSHALL, Bob; PARKER, Mary Caroline; FULLINWIDER, John

Staff/Guests

Brisbon, Jai; Campbell, Jodi; Ford, Terry; Suni, Ruthy; Fitzgerald, Sylvie; Hardie, Becki; Monfrey, Patricia; Hodges, Heidi; Bonner, Lorna; Helenora, Estrella; Patricia, DeLaFuente

Item	Action	Motion	Second	Result
I. Welcome. Introductions. Establish Quorum	None			
II. Announcements	None			
A. Zoom Protocols				
B. TEA- required Board Training				
D. Board and Committee Meeting Dates				
E. Appreciations - please add the 4 items verbatim from the agenda				
1. Congratulations to Michael Giles for completing his board training for 2020-2021				
2. Thank you to Bob Marshall for his guidance regarding how to best use the new Bachman Lake property after closure				
3. Thank you to Mike Birrer, whose firm Carrington Coleman, assisted us in renewing Lumin's trademark on our name and logo				
4. All of us at Lumin would like to express our deepest gratitude to Tricia Monfrey, Lumin's Chief Development Officer, who has announced her retirement effective June 30, 2021				
F. Promotes - please add the 2 items verbatim from the agenda				
1. Texans Care for Children, a non-profit organization focused on driving policies that improve the lives of children in Texas, learned of Lumin's work and recently interviewed the Director of Strategic Partnerships and Lumin's Program and Disabilities Manager in order to highlight Lumin in an upcoming publication. Lumin will be featured as a model for high-quality early learning specifically for English language learners. This publication is part of an effort to educate policy makers about the critical importance of supporting language acquisition, both the family's native language and English				
2. In 2020, Lumin leaders attended trainings and participated in several meetings that were organized by the Texas Public Charter Schools Association with our Legislative representatives. The purpose of these meetings was to educate legislators regarding the work and impact of public charter schools. Since several bills have been proposed that would limit enrollment, expansion, and the opening of charter schools across the state, we helped each legislator develop an understanding of the importance and value of charter schools				
III. Open Forum for Public Input	None			
IV. Training				
A. "Lumin Bachman Lake Community School Self-Assessment", by Ruthy Suni, Lumin Bachman Lake Program and Disabilities Manager [Board Training: Terry N. Ford, Lumin Education; TEA Provider #20-016-C]				
V. Minutes from Previous Board Meetings	VOTE	MARSHALL	PARKER	Unanimous Approval
A. November 13, 2020				
VI. Consent Agenda				
A. Employee Leave due to COVID-19	VOTE	MARSHALL	BIRRER	Unanimous Approval
B. Waiver allowing Lumin to schedule Additional Asynchronous Instruction Days	VOTE	MARSHALL	BIRRER	Unanimous Approval
VII. Strategic Plan	None			
A. Strengthen				
B. Scale				
C. Promote				
VIII. Public Hearing: Annual Charter School Report on Lumin East Dallas and Lindsley Park Community Schools.	None			
IX. Montessori for Real Life				
A. TEA Rating				
B. 2019 Texas Legislative House Bill 3 Board Goals for Early Learning	VOTE	MARSHALL	Fullinwider	Unanimous Approval
X. Finance / Fund Raising	None			
A. Finance Update				
B. Virtual Campus Tour				
C. We Believe Yard Sign				
XI. Board Membership – Early Head Start alumni representative	None			
XII. Student Learning	None			
A. Virtual Tour of Lumin Primary and Elementary Classes during the Pandemic				
XIII. Next Board Meeting: Saturday, April 10, 2021 09:00 a.m. – 2:00 p.m.	None			
XIV. Meeting Adjourned	None			

BOARD RESOLUTION AUTHORIZING EMPLOYEE PAY

Lumin Education

WHEREAS, the Winter Storm Uri event of February 2021 resulted in the closure of Lumin Education campuses from February 15, 2021 through February 23, 2021 in the best interest of, and for the safety of, the school's students and staff; and

WHEREAS, in many cases Lumin Education employees were forced to evacuate the area or take other means to ensure the safety of their families; and

WHEREAS, through circumstances completely beyond their control, school staff were forced to miss work and/or were unable to work remotely due to circumstances related to Winter Storm Uri;

WHEREAS, to financially penalize employees who missed work due to Winter Storm. Uri will be harmful to the best interests of the school's students and staff; and

WHEREAS, there is a public purpose served and a benefit to Lumin Education to encourage prudent and safe behavior during a natural disaster so that employees have the best opportunity of protecting their safety and being able to resume their duties; and

WHEREAS, there is a public purpose served and a benefit to Lumin Education to demonstrate support of its employees, enhance employee morale and support of the retention of employees; and

WHEREAS, the Board of Directors has determined that none of the days missed from February 15, 2021 through February 23, 2021 due to Winter Storm Uri will be made up by Lumin Education employees through performance of job duties and responsibilities; and

WHEREAS, the Board believes that a public purpose exists for forgiving or excusing the absences of employees from February 15, 2021 through February 23, 2021 due to Winter Storm Uri; and

WHEREAS, this resolution is not meant to excuse the failure to report to duty on those days by any employees who were directed by the administration to do so or who were required by employment agreement or job description to report for duty;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD THAT:

- (1) The foregoing recitals are hereby found to be true and correct and are adopted and incorporated herein by reference as findings of fact; and
- (2) The Board determines that none of the days missed from February 15, 2021 through February 23, 2021 due to Winter Storm Uri will be made up by Lumin Education employees through performance of duties; and
- (3) The Board finds that a public purpose and benefit to Lumin Education exists to excuse and/or forgive the absences by Lumin Education employees due to school closures during Winter Storm Uri, and that payments for such days are necessary in the conduct of Lumin Education] as provided by Texas Education Code § 45.105(c); and

- (4) The Board hereby authorizes the Superintendent to excuse the days of absence of Lumin Education employees for school closures caused by Winter Storm Uri, and pay employees their expected compensation for those days according to their anticipated work schedules from February 15, 2021 through February 23, 2021.

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF LUMIN EDUCATION ON THE 26th DAY OF February 2021.

Members Voting in Favor:

Michael Giles, President

John Fullinwider

Kelsey Clark, Vice President

Rosa M. Hernandez

Mike Birrer, Treasurer

Amrit Kirpalani

Mary Caroline Parker, Secretary

Bob Marshall

The undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the Corporation, duly held on February 26, 2021, which Resolution is in full force and effect and has not been revoked or amended.

Secretary _____
___ / ___ / ____

**BOARD RESOLUTION AUTHORIZING
TEA WAIVER SUBMISSIONS
LUMIN EDUCATION**

WHEREAS, the Winter Storm Uri event of February 2021 resulted in the closure of All Campuses from February 15, 2021 through February 23, 2021 in the best interest of, and for the safety of, the school’s students and staff; and

WHEREAS, in many cases Lumin Education employees and the families of students were forced to shelter in place or find alternative shelter in order to ensure the safety of their families; and

WHEREAS, the Texas Education Agency has issued guidance on the potential submission of Missed School Day Waivers and “Other” waivers related to school closures caused by Winter Storm Uri; and

WHEREAS, the Board desires to authorize submission of appropriate waiver requests to the Texas Education Agency related to school closures caused by Winter Storm Uri;

NOW, THEREFORE, the Board of Directors of Lumin Education, at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby confirm and ratify the following actions taken and adopt the following Resolution:

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD THAT:

The Superintendent is authorized to submit appropriate waiver requests to the Texas Education Agency in response to school closures caused by Winter Storm Uri.

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF Lumin Education ON THE 26th DAY OF February 2021.

*****Signature Page Follow*****

Members Voting in Favor:

Michael Giles, President

John Fullinwider

Kelsey Clark, Vice President

Rosa M. Hernandez

Mike Birrer, Treasurer

Amrit Kirpalani

Mary Caroline Parker, Secretary

Bob Marshall

The undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the Corporation, duly held on February 26, 2021, which Resolution is in full force and effect and has not been revoked or amended.

Secretary __ / __ / ____

**BOARD RESOLUTION DECLARING EMERGENCY EXCEPTION TO
PROCUREMENT FOR BIDDING PURPOSES
Lumin Education**

WHEREAS, an unexpected plumbing emergency due to the Winter Storm Uri event of February 20201 has caused health and safety issues at Lumin Education campuses requiring immediate work to begin repair; and

WHEREAS, the School needs to take every effort to make the repairs happen expeditiously in order to allow classes to resume or continue uninterrupted and to prevent further damage to the public facility; and

WHEREAS, the present condition and unavoidable circumstances necessitates the application of **Section 44.031(h)** of the Texas Education Code for emergency procurements necessary to address and remedy the matters herein;

NOW, THEREFORE, the Board of Directors of Lumin Education at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby adopt the following Resolutions:

BE IT HEREBY RESOLVED THAT the Board of Directors determines and declares that:

- (1) the foregoing recitals are hereby found to be true and correct and are adopted and incorporated herein by reference as findings of fact;
- (2) the delay imposed by use of the contract methods that a charter school may elect to follow under Section 44.031 of the Texas Education Code and Chapter 2269 of the Texas Government Code would prevent or substantially impair the conduct of classes and other essential school activities;
- (4) the delay imposed by use of the purchasing procedures required in local policies would prevent or substantially impair the conduct of classes and other essential school activities; and

BE IT FURTHER RESOLVED THAT, pursuant to Section 44.031(h) of the Texas Education Code, the Board of Directors directs and authorizes the administration to procure necessary goods and services to complete the necessary repairs, without regard to the otherwise applicable purchasing requirements of the Texas Education Code and of the local School policy.

/SIGNATURE PAGE FOLLOWS/

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF LUMIN EDUCATION ON THE 26th DAY OF February 2021.

Members Voting in Favor:

Michael Giles, President

John Fullinwider

Kelsey Clark, Vice President

Rosa M. Hernandez

Mike Birrer, Treasurer

Amrit Kirpalani

Mary Caroline Parker, Secretary

Bob Marshall

The undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the Corporation, duly held on February 26, 2021, which Resolution is in full force and effect and has not been revoked or amended.

Secretary ___/___/___

Lumin Education
BOARD RESOLUTION
Missed School Day Waiver

February 26, 2021

BACKGROUND:

The Texas Education Agency (TEA) allows school districts (including charter school districts, such as ours) to request a Missed School Day Waiver for instructional days missed due to the Winter Storms and subsequent infrastructure repair affecting schools districts February 16 – February 26. These Waivers may be requested without make-up required or having to utilize bad weather days. Both district board approval and TEA approval are required for the days to be excluded from the Average Daily Attendance calculations. The district must send documentation of the closed school day (including the reason for the closing, such as Weather or Safety) to the State Waivers Unit for waiver approval. Lumin East Dallas Community School and Lumin Lindsley Park Community School closed school 4 days due to inclement weather on February 16, 2021 – February 19, 2021 and for 2 days due to outages and related impacts, including safety and infrastructure repair on February 22, 2021 and February 23, 2021.

RESOLUTION:

The Board of Directors of Lumin Education hereby approves the application for a Missed School Day Waiver from the state.

District: Lumin Education

Campus Sites: Lumin East Dallas Community School
Lumin Lindsley Park Community School

The Board of Directors of Lumin Education approved the above resolution at its meeting of February 26, 2021.

Michael Giles, President

John Fullinwider

Kelsey Clark, Vice President

Rosa M. Hernandez

Mike Birrer, Treasurer

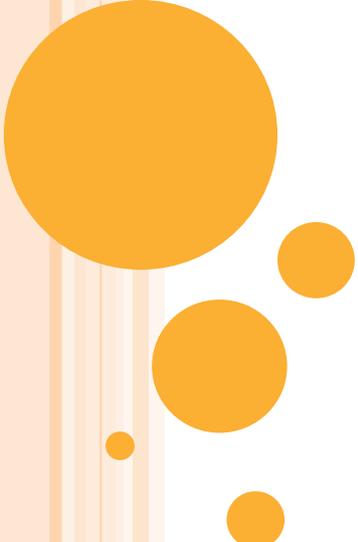
Amrit Kirpalani

Mary Caroline Parker, Secretary

Bob Marshall



Start Young. Involve Parents.

A decorative graphic on the left side of the slide consists of several orange circles of varying sizes. The largest circle is at the top left, with several smaller circles arranged in a descending, slightly curved pattern towards the bottom left.

BOARD MEETING - FINANCE UPDATE

February 26, 2021

FINANCE REPORTS

- 2020-21 Budget to Actual
- Lumin Projections
- Endowment

2020-21 LUMIN BUDGET VS. ACTUALS

	2020 - 2021 Annual Budget	Sept thru Dec YTD Budget	Sept thru Dec YTD Actuals	Sept thru Dec YTD Variance	Sept -Dec YTD Var %	Comment
Revenue						
Federal Revenue	\$ 2,000,217	\$ 518,997	\$ 526,471	\$ 7,474	1%	
Federal Breakfast Program	114,400	38,133	13,624	(24,509)	-64%	
State Revenue	2,437,383	779,454	647,698	(131,756)	-17%	
Donations - Fundraising Goal	1,207,900	364,820	1,004,206	639,386	175%	
In Kind Donations	216,982	54,246	109,163	54,917	101%	
Revenue Deferred from Prior Years	611,136	152,784	-	(152,784)	-100%	
Paycheck Protect Prgm (PPP)	931,050	310,350	-	(310,350)	-100%	Used in 19-20
Tuition and Fees	185,708	56,719	37,238	(19,481)	-34%	
Investment Income	229,354	57,339	221,401	164,063	286%	
Rental and Other Income	66,000	19,250	21,556	2,306	12%	
Total Revenue	\$ 8,000,130	\$ 2,352,090	\$ 2,581,357	\$ 229,266	10%	
Expenditures						
Salaries	\$ 4,899,012	\$ 1,444,586	\$ 1,575,031	\$ (130,444)	-9%	\$58K due to Covid
Taxes & Benefits	\$ 1,405,294	\$ 406,205	\$ 377,730	\$ 28,475	7%	
Professional Services	\$ 392,865	\$ 115,488	\$ 128,712	\$ (13,224)	-11%	
Food	\$ 189,904	\$ 60,660	\$ 28,769	\$ 31,890	53%	
Supplies	\$ 108,334	\$ 31,328	\$ 79,598	\$ (48,270)	-154%	\$31K due to Covid
Staff Training	\$ 133,476	\$ 38,697	\$ 47,858	\$ (9,161)	-24%	
Repair & Maintenance	\$ 92,465	\$ 27,389	\$ 58,072	\$ (30,683)	-112%	
Telephone & Utilities	\$ 286,041	\$ 80,824	\$ 126,824	\$ (46,000)	-57%	
Insurance	\$ 70,011	\$ 21,824	\$ 2,883	\$ 18,941	87%	
Dues & Fees	\$ 39,284	\$ 22,245	\$ 38,488	\$ (16,244)	-73%	
Printing & Postage	\$ 29,739	\$ 7,641	\$ 4,040	\$ 3,602	47%	
Computer Services & Equipment	\$ 295,046	\$ 89,674	\$ 186,974	\$ (97,299)	-109%	\$65K due to Covid
Miscellaneous Operating Expenses	\$ 58,659	\$ 16,642	\$ 7,480	\$ 9,162	55%	
Total Expenditures	\$ 8,000,130	\$ 2,363,203	\$ 2,662,459	\$ (299,256)	-13%	
Revenue Less Expenditures			(81,103)			
Unbudgeted Covid Related Expenditures included above				165,206		

LUMIN BUDGET & FUNDING PROJECTIONS

	2020 - 2021 Adopted Budget	2020 - 2021 Adj. Unapproved Budget	2021 - 2022 Projected Budget	2022 - 2023 Projected Budget	
Revenue					
Federal Revenue	\$ 2,000,217	\$ 2,000,217	\$ 2,000,217	\$ 2,000,217	
Federal Breakfast Program	\$ 114,400	\$ 114,400	\$ 114,400	\$ 114,400	
State Revenue	\$ 2,437,383	\$ 2,437,383	\$ 2,315,514	\$ 2,315,514	Decrease state funding by 5%/child
Donations (Fundraising Goal)	\$ 1,207,900	\$ 1,207,900	\$ 1,207,900	\$ 1,207,900	
In Kind Donations	\$ 216,982	\$ 216,982	\$ 216,982	\$ 216,982	
Revenue from Prior Years	\$ 611,136	\$ 1,438,539	\$ -	\$ -	
Paycheck Protect Prgm (PPP)	\$ 931,050		\$ -	\$ -	
Tuition and Fees	\$ 185,708	\$ 185,708	\$ 185,708	\$ 185,708	
Interest Income	\$ 229,354	\$ 229,354	\$ 229,354	\$ 229,354	
Rental and other income	\$ 66,000	\$ 66,000	\$ 66,000	\$ 66,000	
Total Revenue	\$ 8,000,130	\$ 7,896,483	\$ 6,336,075	\$ 6,336,075	
Expenditures - increase at 1%/year					
Salaries Taxes & Benefits	\$ 6,304,306	\$ 6,304,306	\$ 6,367,349	\$ 6,431,023	
Professional Services	\$ 392,865	\$ 392,865	\$ 396,794	\$ 400,762	
Other Expenses	\$ 1,302,959	\$ 1,302,959	\$ 1,315,989	\$ 1,329,148	
Total Expenditures	\$ 8,000,130	\$ 8,000,130	\$ 8,080,131	\$ 8,160,933	
Revenue Gap	\$ 0	\$ (103,647)	\$ (1,744,056)	\$ (1,824,858)	
Reductions to expenditure or increase to revenue projections					
Expense Decrease - Freeze Salaries			(48,990)		
Expense Decrease - Incr. Employee contribution on 2 out of 3 plan			(23,548)		
Expense Decrease - Cut Professional Development (1 year)			(56,508)		
Revenue Increase - Annual net income for Bachman bldg rent			70,000		

*Assumptions made for projected year budgets-'Staffing and Student enrollment remains level

ENDOWMENT

	8/31/2020	Annual Interest	Annual Interest
	<u>Balance</u>	<u>at 3%</u>	<u>at 4%</u>
Permanent Endowment - Usable for General Operations	2,600,706.90	78,021	104,028
Permanent Endowment -Restricted to Non-Operating	826,107.17	24,783	33,044
Board Designated Acting as Endowment	<u>4,642,885</u>	<u>139,287</u>	<u>185,715</u>
	8,069,699	242,091	322,788

LUMIN EDUCATION UPDATE ON STATE RATING

FEBRUARY 2021

To Lumin's Community At Large,

I'm writing to update you on Lumin's progress in resolving our state rating. As you may know, Lumin's state rating was unsatisfactory in 2018 and 2019.

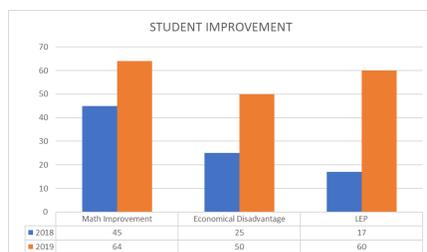
Based on an analysis of Lumin's strengths and growth areas, Lumin has been focusing on

- 1) aligning our Montessori curriculum with Texas standards and
- 2) using data to identify specific skills and the students who struggle with them, in order to deliver targeted instruction

This approach is delivering significant improvements.



YEAR 1 (2018-19): GAINS IN MATH



Key: Blue = 2018, Orange = 2019.

Comparisons shown are:

- All Third Graders
- Third Graders from Low-Income Families
- English Learners

YEAR 2 (2019-20): RELEASED STAAR AND MAP SUCCESS

- ❖ Lumin third graders took a released version of STAAR in December. Scores were above the threshold for an acceptable TEA rating, with five more months of instruction left in the school year!
- ❖ Lumin third graders took the MAP assessment in January 2020. MAP is considered to be the most accurate predictor of how a student will do on STAAR. **Scores on MAP projected Lumin to have a 2020 rating of "B"**.

Due to the pandemic, students did not take the STAAR test in 2020. Regardless, we are confident, based on the data described above, that Lumin students would have performed well on the 2020 STAAR.

YEAR 3 (2020-21): PROGRESS IN SPITE OF THE PANDEMIC

The pandemic has created obstacles and disruption to student learning. Students across the country have shown significant declines in learning, particularly in math. In spite of the disruptions to learning,

- ❖ When Lumin third graders took the MAP assessment in December 2020, **scores on MAP projected Lumin to have a 2020 rating of "C"**.

Our plan is to stay the course. We will continue to deliver a high fidelity Montessori education. And we will give students the tools they need to demonstrate their knowledge on state assessments. Lumin's Montessori approach provides students with life-long benefits, as evidenced by our alumni's superior high school graduation and college attendance rates*. Our commitment is to ensure that every child realizes his or her full capacity to learn and to love learning.

Sincerely, Terry N. Ford, *The Mrs. Orien Levy Woolf Executive Director of Lumin Education*

* *In neighborhoods that struggle with poverty and high dropout rates, Lumin alumni graduate from high school at a rate of 96% with 89% of those graduates attending college. By comparison, only 72% of children in those same census tracts complete high school and 56% attend college. [2012-2016 American Community Survey, <https://factfinder.census.gov>]*

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district’s actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Lumin Lindsley Park Community School	Terry N. Ford
Campus Number:	Superintendent Name:
000057805	Terry N. Ford

Tuesday, August 4, 2020



CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Lumin Education	Campus Name	Lumin Lindsley Park Community School	Superintendent	Terry N. Ford	Principal	Becki Hardie and Sylvie Fitzgerald
District Number	057805	Campus Number	057805001	District Coordinator of School Improvement (DCSI)	Terry N. Ford	ESC Number	1
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	n/a	Was TAP Implementation Ordered or Voluntary?	n/a	ESC Support	Chris Garcia

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Terry N. Ford 08-04-2020
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Jodi M. Campbell 10-21-2020
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Sylvie Fitzgerald and Becki Haride 10-21-2020

Board Approval
November 13, 2020.

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsr1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>DOMAIN 1: For the 2020/2021 school year, our campus will increase our Domain 1 component score from a 29 (scaled score of 55) to a 50 (scaled score of 77) by increasing percent Approaches to 80%, Meets to 46%, and Masters to 25%. This will support our campus in achieving an overall C rating for 2021. RATIONALE: By building on the skills and guidance that Lumin staff gained from working with MINT and TIP in 2019-20, and by implementing the training that Lumin staff will receive through TIL and from MINT in 2020-21, Lumin staff will be able to support both At-Home and At-School learners in mastering TEKS objectives and being able to demonstrate that mastery on STAAR.</p> <p>DOMAIN 2A: N/A</p> <p>DOMAIN 2B RELATIVE PERFORMANCE: Lumin's focus is on Domain 2B. Our goal is to reach a component score of 50 (scaled 80) specifically for our economically disadvantaged students in 2021. RATIONALE: Lumin's percentage of Economically Disadvantaged students is 59.4%. In addition to the work referenced in the Rationale for Domain 1, Lumin will also provide wrap around services, such as mental health services and linkages with community resources to families experiencing poverty, which will provide valuable support to both At-Home and At-School learners, allowing them to master TEKS objectives and demonstrate that mastery on STAAR.</p> <p>DOMAIN 3 We will increase our Domain 3 score of 0 (scaled score of 30) to a score of 67 (scaled score of 77) in 2021. Third grade Hispanic students at Lumin will grow in READING from 32% of Hispanic students meeting standard on the 2019 STAAR to at least 37% of Hispanic students meeting standard on the 2021 STAAR. Third grade Hispanic students will grow in MATH from 32% meeting standard on the 2019 STAAR to at least 40% of Hispanic students meeting standard on the 2021 STAAR. RATIONALE: These goals denote significant one-year growth for our Lumin students and will ensure that we move out of a school improvement designation. As a public Montessori school educating children through the third grade, we are committed to demonstrating that children can have the benefit of a high fidelity Montessori program while at the same time succeeding in meeting state expectations.</p>
--------------------------------	--	---

	What changes in student group and subject performance are included in these goals?	Domain 1: We are focusing on our Grade 3 reading and math objectives. We are focusing on a significant improvement in our Hispanic and English Learner students' mastery because we educate a high percent of both student groups. We are confident in their ability to master this subject matter. Domain 2: We are prioritizing our Economically Disadvantaged students and their achievement in reading and math. Domain 3: We are focusing on prioritizing the achievement of our English Learners and Hispanic students.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Planning for Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Planning for Implementation
5.3 Data-driven instruction.	3 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasef.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasef.org/framework/>

	Prioritized Focus Area #1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	Prioritized Focus Area #2 Objective-driven daily lesson plans with formative assessments.	Prioritized Focus Area #3 Data-informed instruction.
Essential Action	4.1	5.1	5.3
Rationale	As a public Montessori school, we are committed to high fidelity Montessori and student success in meeting TEA standards as described in TEKS. By aligning our Montessori curriculum and assessments to the TEKS, teachers will have the tools needed to cover all required objectives. This will support Lumin in leveling the playing field for students while at the same time providing an opportunity for a high quality early childhood education that leads to success in college. This work will allow Lumin to prepare children for success in this current day and age ("in the students' time and place"), supporting them in building a foundation for success in life. Success in our students meeting TEA standards gives Lumin credibility and the opportunity to be a leader in Montessori public education. This work will enable Lumin to continue to transform education.	Objective-driven lesson plans and formative assessments give teachers the data needed to support all students. Lesson plans allow for reflective practice by teachers, giving them the opportunity to reflect on student needs, observations, and data. This allows teachers to focus their lesson plans on meeting the specific needs of individual children by modifying the classroom environment and instruction.	Data clarifies where instruction needs to be focused.

<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>(NOTE: The information in this cell must be read in conjunction with the information in the adjacent "Focus Area #2" cell.) Instructional Leaders and Educators will participate in training on the alignment of Montessori and TEKS, implementation of lesson plans and instructional materials, and appropriate accommodations to support students with disabilities and English learners. Our partner is the Montessori Institute of North Texas (MINT), a teacher training center affiliated with the Association Montessori Internationale (AMI). This capacity building will impact these Essential Action areas: 1.1, 2.1, 4.1, 5.1. MINT will provide refresher workshops on the Montessori/TEKS alignment for our primary teachers (preK and K), elementary teachers (1st – 3rd grades), and instructional leaders. MINT's workshop will help Lumin educators integrate TEKS concepts into their Montessori lessons. The scope and sequence provided by MINT will include training and coaching throughout the 2020-21 school year, including two professional development workshops (one in the fall and one in the spring) that include campus support, participating in a workshop for Lumin's in-house coaches who provide support for teachers in their classrooms, as well as virtual coaching sessions for teachers and leaders four times a year.</p>	<p>(NOTE: The information in this cell must be read in conjunction with the adjacent "Focus Area # 1" cell.) Capacity in objective-driven daily lesson plans with formative assessments will be built as described in Focus Areas #1 and #3 (Row 36 of Foundations Tab in this document). The following is additional info regarding the capacity building to be provided by MINT, which will address Focus Areas #1 and #2: MINT will support staff as they refine the process of using their observation data to inform their lesson plans, identifying why children are not mastering a concept and how to modify instruction in order to reteach the concept. With MINT's guidance, teachers will use reflective practice to integrate informal observations and formal assessment data as they modify instruction to support students in internalizing concepts. Using reflective practice to compare teachers' daily observations with formal assessments will lead to improved future performance on state assessments. We will measure the effectiveness of these practices through formal quizzes and assessments.</p>	<p>School Directors and other Instructional Leaders will participate in training on coaching educators, disaggregating and reviewing data, developing meeting protocols, and leading data meetings. Our partner is the Educational Service Center Region 10, Texas Instructional Leadership (TIL). The scope and sequence provided by the Region 10 Service Center will include 3 cycles. Each cycle includes face to face training on content and implementation coaching that includes coaching for teachers, interventionists, and school leaders. This year-long cohort will provide professional development focused on improving one of the essential actions of the Effective School Framework. (Lumin has chosen to focus on Data Driven Instruction.) The cohort will include monthly face-to-face professional development and bi-weekly coaching support in person and/or virtually. This capacity building will impact these Essential Action areas: 1.1, 2.1, 5.1, 5.3</p>
<p>Barriers to Address throughout this year</p>	<p>This barrier relates to all 3 focus areas: Keeping our fidelity to Montessori while doing so many assessments and constant testing of the children is a big psychological barrier for teachers who are not accustomed to public Montessori.</p>	<p>These barriers relate to all 3 focus areas: We need to clarify and document measurable expectations for teachers that are aligned with Montessori and public education. Our teacher performance document is aligned with Montessori data-informed instruction, but not with TEKS, formal assessments, and data from those assessments. There are limited resources of public, highly trained Montessori experts. There is limited time for School Directors to follow through with teachers, observe reteach lessons and give feedback. Instructional adaptations due to Covid-19 have exacerbated the challenge of having enough time.</p>	<p>These barriers relate to all 3 focus areas: It is difficult to gather and analyze the data from the formative assessments quickly enough to be prepared for the data meetings. Figuring out how to do the data collection for At Home learners is also a challenge.</p>
<p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p>	<p>(NOTE: The information in this cell must be read in conjunction with the adjacent cells for "Focus Areas # 2 and # 3.) Lumin will communicate information to our stakeholders: parents, teachers, and board members. PARENTS: When we communicate our priorities to parents, we will share information about these focus areas and how they align with Lumin's Montessori approach. We will create buy-in from parents through a zoom meeting in the fall of 2020. As part of our ongoing communications and meetings with parents, we will reinforce this message: "We continue to have high academic goals and high standards for implementation of a high fidelity Montessori education. We will focus on these three areas in order to achieve our student goals." Our goal is that parents will understand that we are both public and Montessori and that we are preparing their children for successful transition from Lumin into fourth grade. We want parents to understand that Lumin's approach to assessments helps us create a holistic view of the child. We will create buy-in by showing parents specific ways that they can help their children be successful.</p>	<p>(NOTE: The information in this cell must be read in conjunction with the adjacent cells for "Focus Areas # 1 and # 3.) TEACHERS: Lumin will conduct professional development with teachers in order to communicate expectations. These expectations of teachers will be summarized in a one-page document "Lumin's Targeted Improvement Plan Guidelines for Teachers" for each focus area: 4.1, 5.1, and 5.3. We will communicate specific expectations to teachers regarding review of the weekly standard and preparation for the data meeting. "Lumin's Targeted Improvement Plan Guidelines for Teachers" will communicate the purpose and rationale of our approach, the commitment of the instructional leadership team, and expectations of teachers. This document will formalize the practices that we implemented last year. We already have buy-in from our teachers and will sustain that buy-in through interactions in our regularly scheduled teacher meetings.</p>	<p>(NOTE: The information in this cell must be read in conjunction with the adjacent cells for "Focus Areas # 1 and # 2.) BOARD: We have already begun building buy-in from our board through board training and updates at board meetings. We will continue to communicate and build buy-in from the board regarding our TIP at our regularly scheduled board meetings. All of the above will include informing stakeholders about how our approach is impacted by implementing our safety protocols related to Covid-19.</p>
<p>Desired Annual Outcome</p>	<p>By the end of the year, 100% of elementary teachers are implementing TEKS-aligned Montessori curriculum and assessments</p>	<p>Teachers develop and use lesson plans and formative assessments tools that are TEKS and Montessori aligned.</p>	<p>By the end of the year 100% of Kindergarten and Elementary teachers demonstrated, in lesson planning and as observed by School Directors, targeted use of student data for group and individual classroom instruction.</p>
<p>District Commitment Theory of Action</p>	<p>If the District creates an agreement with MINT, allocates time for School Directors to focus on the plan, and takes the lead on creating a Professional Development Plan for incoming instructional staff, then Lumin will be successful in meeting its accountability goals.</p>	<p>If the District works with School Directors to find more planning time for teachers, ensures that the Data Team continues to provide formative assessment data results, and takes the lead in creating a system and a timeline for supporting struggling learners in a timely fashion, then Lumin will be successful in meeting its accountability goals.</p>	<p>If the District arranges for the data team to support the School Directors with the mechanical aspect of analyzing the results in preparation for the Data Meetings, then Lumin will be successful in meeting its accountability goals.</p>

STUDENT DATA

To complete the Student Data TAB, please enter data for all STAAR tested courses.

For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meet/Ma (for example: 60/20/20). If you prefer to enter the data by each grade level, you may add rows to accommodate each grade. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters. For each cycle, please select the Assessment Type from the drop-down. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

For Domain 3, you will choose test targets to track this year. You can choose test targets from the Academic Achievement Indicators OR the Student Success Indicators. You will choose which tested subjects to track for these indicators. Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters. For each cycle, please select the Assessment Type from the drop-down. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I. For each cycle, please identify which assessment you are using to track the progress of students (a process for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column. Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regards to COVID-19.

Key:	Cycle 0	Cycle 1	Cycle 2	Cycle 3
------	---------	---------	---------	---------

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2018-2019 Results		Jan 2020 Baseline Data from MAP for currently enrolled 3rd graders		Cycle 1 (Sept - Nov)		Cycle 2 (Dec - Feb)		Cycle 3 (Mar - May)		2021 Accountability Goal	
							Assessment Type (See/Dec 15)	Formative Goal	Actual Result	Assessment Type (Nov 30 - Dec 15)	Formative Goal	Actual Result*	Assessment Type (Mar 8 - 12)	Formative Goal	Actual Result			
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	8/33 or 24%	13/37 or 35%	BOY MAP	11/38 or 29%	9/37 or 24%	MOY MAP	+1= 12/38 or 31%	9/35 or 31%	RELEASED STAAR	+1= 13/38 or 34%	a minimum of 80% or 31/38	34% or 13 (13+6+12=31/38=81%)
					Meets	STAAR	7/33 or 21%	9/37 or 24%	BOY MAP	5/38 or 13%	6/37 or 16%	MOY MAP	+1= 6/38 or 15%	4/35 or 26%	RELEASED STAAR	+0= 6/38 or 15%	a minimum of 46% or 18/38	13% or 6 (6+12=18/38=47%)
					Masters	STAAR	6/33 or 18%	7/37 or 19%	BOY MAP	12/38 or 31%	15/37 or 41%	MOY MAP	12/38 or 31%	11/35 or 11%	RELEASED STAAR	12/38 or 31%	a minimum of 25% or 10/38	25% or 10
					Approaches	STAAR	9/33 or 27%	13/37 or 35%	BOY MAP	11/38 or 29%	12/38 or 32%	MOY MAP	+1= 12/38 or 31%	2/35 or 6%	RELEASED STAAR	+1= 13/38 or 34%	a minimum of 80% or 31/38	33% or 13 (13+12+6=31/38=81%)
					Meets	STAAR	11/33 or 33%	6/37 or 16%	BOY MAP	3/38 or 8%	4/38 or 11%	MOY MAP	+2= 5/38 or 13%	8/35 or 23%	RELEASED STAAR	+2= 7/38 or 23%	a minimum of 46% or 18/38	31% or 8 (8+10=18/38=47%)
2. Domain 3 Focus 1	Focus 1 Components (Choose Test Targets in the Academic Achievement or Student Success indicators)	All	All	Mathematics	Meets	STAAR Math	11/33 or 33%	6/37 or 16%	BOY MAP	3/38 or 8%	4/38 or 11%	MOY MAP	+2= 5/38 or 13%	8/35 or 23%	RELEASED STAAR	+2= 7/38 or 23%	47% or +1= 19/38 students	31% or 8 (8+10=18/38=47%)
					Masters	STAAR Math	8/25 or 32%	5/30 or 17%	BOY MAP	3/30 or 10%	4/30 or 13%	MOY MAP	+3= 6/30 or 20%	7/28 or 25%	RELEASED STAAR	+3= 9/30 or 30%	40% or 12/29 students	How many Hispanic students are projected to be masters in math? This is based on reaching 12 students in Meets or Masters. Why 29 in Column 5?
					Approaches	STAAR Math	7/33 or 21%	9/37 or 24%	BOY MAP	5/38 or 13%	6/37 or 16%	MOY MAP	+1= 6/38 or 15%	4/35 or 11%	RELEASED STAAR	+0= 6/38 or 15%	46% or +0= 18/38 students	13% or 6 (6+12=18/38=47%)
					Meets	STAAR Math	6/25 or 24%	6/30 or 20%	BOY MAP	4/30 or 13%	5/30 or 17%	MOY MAP	+3= 7/30 or 23%	4/28 or 14%	RELEASED STAAR	+2= 9/30 or 30%	37% or 11/29 students	How many Hispanic students are projected to be masters in reading? This is based on reaching 12 students in Meets or Masters. Why 29 in Column 5?
					Masters	STAAR Math	1/33 or 3%	2/37 or 5%	BOY MAP	9/38 or 24%	8/38 or 21%	MOY MAP	+1= 10/38 or 26%	6/35 or 17%	RELEASED STAAR	+0= 10/38 or 26%	a minimum of 25% or 10/38	25% or 10
3. Domain 3 Focus 2	Focus 2 Components (Choose Test Targets in the Academic Achievement or Student Success indicators)	All	All	Reading	Meets	STAAR Reading	7/33 or 21%	9/37 or 24%	BOY MAP	5/38 or 13%	6/37 or 16%	MOY MAP	+1= 6/38 or 15%	4/35 or 11%	RELEASED STAAR	+0= 6/38 or 15%	46% or +0= 18/38 students	13% or 6 (6+12=18/38=47%)
					Masters	STAAR Reading	6/25 or 24%	6/30 or 20%	BOY MAP	4/30 or 13%	5/30 or 17%	MOY MAP	+3= 7/30 or 23%	4/28 or 14%	RELEASED STAAR	+2= 9/30 or 30%	37% or 11/29 students	How many Hispanic students are projected to be masters in reading? This is based on reaching 12 students in Meets or Masters. Why 29 in Column 5?
4. Domain 3 Focus 3	ELP Component	All	English Learners (EL)	TELPAS	All	TELPAS	27%			30%			33%		37%		40% or 12/29 students	
							Assessment Type (See/Dec 15)	Formative Goal	Actual Result	Assessment Type (Nov 30 - Dec 15)	Formative Goal	Actual Result	Assessment Type (Mar 8 - 12)	Formative Goal	Actual Result	Summative Goal		

The highlighted yellow cells need to be completed. A, L, MS, P in row 24

The Summative Goal is one set of percentages that will get you a strong C.

* Does not include 3 students

This data may be viewed due to: People in the ACTUAL RESULTS column meet our goal. People in the ACTUAL RESULTS column did NOT meet our goal.

Color coding is based on the # of students (as opposed to the %) and on the assumption that the 3 missing students would not have scored "approach", "meet", or "master". People in the ACTUAL RESULTS column meet our goal. People in the ACTUAL RESULTS column did NOT meet our goal.

The non-cumulative summative goal relates to the formative goals, which are also non-cumulative. Non-cumulative refers to the masters students not being included in the meets #s and the meets #s not being included in the approaches #s. Non-cumulative (Formative) Goal: In order to get to the Summative Goals, our reality is reflected in the Formative Goals. 34% or 13 (13+6+12=31/38=81%) 13% or 6 (6+12=18/38=47%) 25% or 10 33% or 13 (13+12+6=31/38=81%) 31% or 8 (8+10=18/38=47%) 25% or 10 31% or 8 (8+10=18/38=47%) 47% or +1= 19/38 students 40% or 12/29 students How many Hispanic students are projected to be masters in math? This is based on reaching 12 students in Meets or Masters. Why 29 in Column 5? 13% or 6 (6+12=18/38=47%) How many Hispanic students are projected to be masters in reading? This is based on reaching 12 students in Meets or Masters. Why 29 in Column 5? 37% or 11/29 students 40% or 12/29 students

Campus Name: Lumin Lindsley Park Comn Campus Number: 057805001

CYCLE 1 90-DAY OUTCOMES (September - November)

	Prioritized Focus Area #1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	Prioritized Focus Area #2 Objective-driven daily lesson plans with formative assessments.	Prioritized Focus Area #3 Data-informed instruction.
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	By the end of the year, 100% of elementary teachers are implementing TEKS-aligned Montessori curriculum and assessments	Teachers develop and use lesson plans and formative assessments tools that are TEKS and Montessori aligned.	By the end of the year 100% of Kindergarten and Elementary teachers demonstrated, in lesson planning and as observed by School Directors, targeted use of student data for group and individual classroom instruction.
Desired 90-day Outcome	School Directors have completed observations of 100% of elementary and primary teachers with a focus on their implementation of curriculum and assessments aligned with both TEKS and Montessori. School Directors identified corrective action plans for elementary and primary teachers as needed.	By the end of this cycle, 70% of primary and elementary teachers are developing and documenting objective-driven lesson plans using the standard Lumin format for each week. School Directors provided two follow-ups on lesson plan development and documentation to 70% of primary and elementary teachers.	100% of elementary teachers will attend training on analysis and application of MAP results. Both School Directors will receive training on how to utilize software in order to create quizzes and 6-week assessments.
Barriers to Address During this Cycle	Limited Time for School Directors to follow through with teachers and instructional leaders after observations	Measurable expectations of lesson plans that are aligned with Montessori and TEKS are underdeveloped.	All points of data necessary for effective analysis are not always available in time for scheduled data meetings.
District Actions for this Cycle	School Directors will block out three mornings per week to review classroom teachers' lesson plans, observe in classrooms, and follow up with teachers. District support staff will be trained and deployed to support School Directors in assuming delegated tasks and in conducting observations and follow-up remotely (i.e., zoom).	School Directors will develop measurable expectations during follow-ups with teachers.	The District Data Team will compile data before each data meeting in order to support campus leadership and instructional staff. The District Data Team will meet with staff in order to provide analysis of data from BOY MAP. School directors will continue holding data meetings based on the 6-weeks assessments/ MAP. Gaps in learning will be identified and based on this information, lessons for re-teaching will be planned in data meetings.
District Commitment Theory of Action	If the District creates an agreement with MINT, allocates time for School Directors to focus on the plan, and takes the lead on creating a Professional Development Plan for incoming instructional staff, then Lumin will be successful in meeting its accountability goals.	If the District works with School Directors to find more planning time for teachers, ensures that the Data Team continues to provide formative assessment data results, and takes the lead in creating a system and a timeline for supporting struggling learners in a timely fashion, then Lumin will be successful in meeting its accountability goals.	If the District arranges for the data team to support the School Directors with the mechanical aspect of analyzing the results in preparation for the Data Meetings, then Lumin will be successful in meeting its accountability goals.

ACTION PLAN

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
1. District consults with MINT about the cycle of observation, planning, reflection, and reteaching.	5.1	October 1- October 31	None	Jodi	E-mail to document agreement	October 31st	Significant Progress	What are the next steps to completing this action step? 2/25/2021: Terry will follow up on this with Jodi on 2/26/2021.
2. Directors schedule time and meet with MINT consultants to review/confirm format for At-School and At-Home lesson plans.	5.1	Sept 1-30	None	Becki, Sylvie	E-mail conversation with MINT	October 31st	Met	
3. Directors meet with Primary and Elementary teachers to review agreed upon format for At-School and At-Home lesson plans	5.1	October 1- October 31	None	Sylvie, Becki	Calendar showing scheduled meetings	October 31st	Met	
4. Teachers begin to submit lesson plans weekly	5.1	30-Oct	Lesson plan templates	Teachers	Lesson plans	October 31st	Met	90-day outcome goal of 70% is met
5. Directors block out three mornings of the week to review Primary and Elementary lesson plans 3 times during the cycle, as well as to observe implementation of lessons in the classrooms	5.1	October 1- November 30	None	Jodi	Calendar showing scheduled times	November 30th	Met	

6. Directors meet with Primary and Elementary teachers to provide feedback on observations and lesson plans 2 times during the cycle	5.1 and 4.1	October 1- November 30	None	Sylvie, Becki	Calendar showing scheduled times	November 30th	Met	100% on observations; 70% goal from 90-day outcome is met
7. Two times during the cycle, interventionists and special education instructors will schedule times with teachers to collaborate on learning objectives for the students that they share	5.1	October 1- November 30	None	Tom, LaShundra	Calendar showing scheduled times	November 30th	Some Progress	We will continue to work on this in Cycle 2 (see Cycle 2, Row 21). 2/25/2021: Interventionists and special education instructors are actively communicating with teachers about learning objectives for students. This is happening often, but informally rather than being scheduled. The COO will communicate with the persons responsible for seeing that this is scheduled.
1. Lumin Superintendent or COO will continue a consulting relationship for this school year.	4.1	October 1- 30	None	Terry, Jodi	Documented agreement	October 31st	Met	
2. Directors will schedule time and meet with MINT consultants to confirm alignment of Montessori/TEKS alignment document is up to date.	4.1	October 1-30	None	Becki, Sylvie	Alignment document	October 31st	Met	
3. Teachers will proceed with giving lessons based on IPC calendar while we wait for the MAP results.	4.1	Sept 1- November 30	None	Teachers	IPC Calendar and work tables	November 30th	Met	
4. Directors will block out three mornings of the week to observe lessons being taught/retought in the classrooms.	4.1	October 1- November 30	None	Sylvie, Becki	Calendar	November 30th	Significant Progress	2/25/2021: This Action Step is now being met. See Cycle 2, Row 20.
5. Every two/three weeks, Directors will prepare a short quiz to assess student knowledge based on TEKS that have been taught.	4.1	October 15 - November 30	None	Sylvie, Becki	Quiz	November 30th	Significant Progress	2/25/2021: We decided to revise this Action Step. See Cycle 2, Row 21.
6. Every six-week, Directors will prepare a 6-week assessment of TEKS taught during that timeframe.	4.1	October 15 - November 30	None	Sylvie, Becki	6 Week Assessment	November 30th	Met	
7. The Montessori Education Coordinator will contact the EL consultant to arrange a time and date to hold training for teachers and directors.	4.1	October 15 - November 30	None	Tom	E-mail conversation with consultant	November 30th	Met	Training was held on 10/16/2020. No next steps
1. Complete MAP testing for 2nd and 3rd grade students	5.3	September 1 - October 16	None	Tom	MAP results	October 31st	Met	
School directors will plan data meetings beginning with the most frequently missed TEKS. Currently the 1st data meeting is scheduled for November and will focus on revising the IPC calendar to align with the revised Lumin school calendar.	5.3	October 6 - November 30	None	Sylvie, Becki	Calendar	November 30th	Met	
Teachers will proceed with giving lessons based on IPC calendar while we wait for the MAP results.	5.3	September 1 - November 30	None	Teachers	IPC Calendar and work tables	November 30th	Met	
Schedule and conduct training for teachers in how to analyze and apply MAP results.	4.1	November 1- 30	None	Jodi	Calendar showing scheduled date	November 30th	Met	
Directors will receive guidance how to utilize Google Forms to create quizzes and 6-week assessments.	5.3	October 5 - 30	None	Becki, Sylvie	E-mail conversation	October 31st	Met	
Identify who can be of assistance to School Directors in providing the tools and reports for analyzing data.	5.3	November 1- 30	None	Jodi	staff member assigned	November 30th	Some Progress	moved to Cycle 2 for completion. 2/25/2021: This Action Step was completed during Cycle 2. See Cycle 2, Row 31.

CYCLE 2 90-DAY OUTCOMES (December-February)			
	Prioritized Focus Area #1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	Prioritized Focus Area #2 Objective-driven daily lesson plans with formative assessments.	Prioritized Focus Area #3 Data-informed instruction.
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	By the end of the year, 100% of elementary teachers are implementing TEKS-aligned Montessori curriculum and assessments	Teachers develop and use lesson plans and formative assessments tools that are TEKS and Montessori aligned.	By the end of the year 100% of Kindergarten and Elementary teachers demonstrated, in lesson planning and as observed by School Directors, targeted use of student data for group and individual classroom instruction.
Desired 90-day Outcome	School Directors have completed observations of 100% of elementary and primary teachers with a focus on their implementation of curriculum and assessments aligned with both TEKS and Montessori, and EL strategies. School Directors are implementing corrective action plans for elementary and primary teachers.	By the end of this cycle, 85% of primary and elementary teachers are submitting objective-driven lesson plans using the standard Lumin format for each week. School Directors provided three follow-ups on lesson plan development and documentation to 85% of primary and elementary teachers. Students took one formative assessment in reading and math aligned with TEKS during Cycle 2.	100% of elementary teachers will participate in six or more data meetings. School Directors and Instructional Staff will complete student-by-student reviews of 100% of third-grade students. School Directors and selected elementary teachers will receive training on Texas Instructional Leadership (TIL) protocols. 75% of Elementary teachers will demonstrate targeted use of student data in daily lesson plans and as observed by School Directors.
Barriers to Address During this Cycle	Limited Time for School Directors to follow through with teachers and instructional leaders after observations	Measurable expectations of lesson plans that are aligned with Montessori and TEKS are underdeveloped.	All points of data necessary for effective analysis are not always available in time for scheduled data meetings.
District Actions for this Cycle	School Directors will block out three mornings per week to review classroom teachers' lesson plans, observe in classrooms, and follow up with teachers. District support staff will be trained and deployed to support School Directors in assuming delegated tasks and in conducting observations and follow-up remotely (i.e., zoom).	School Directors will assess lesson plans based on the measurable expectations identified in Cycle 1.	The District Data Team will compile data before each data meeting in order to support campus leadership and instructional staff. The District Data Team will meet with staff in order to provide analysis of data from MOY MAP
District Commitment Theory of Action	If the District creates an agreement with MINT, allocates time for School Directors to focus on the plan, and takes the lead on creating a Professional Development Plan for incoming instructional staff, then Lumin will be successful in meeting its accountability goals.	If the District works with School Directors to find more planning time for teachers, ensures that the Data Team continues to provide formative assessment data results, and takes the lead in creating a system and a timeline for supporting struggling learners in a timely fashion, then Lumin will be successful in meeting its accountability goals.	If the District arranges for the data team to support the School Directors with the mechanical aspect of analyzing the results in preparation for the Data Meetings, then Lumin will be successful in meeting its accountability goals.

ACTION PLAN

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
1. Teachers continue to submit lesson plans weekly	5.1	December 1- February 26	None	teachers	Weekly lesson plans	February 28th	Met	
2. Directors review Primary and Elementary lesson plans 3 times during the cycle, and observe implementation of lessons in the classrooms	5.1	December 1- February 26	None	Sylvie, Becki	Calendar and lesson plans	February 28th	Met	

3. Directors provide feedback on observations and lesson plans to Primary and Elementary teachers as needed during the cycle	5.1 and 4.1	December 1- February 26	None	Sylvie, Becki	Calendar and lesson plans	February 28th	Met	
4. Twice during the cycle interventionists and special education instructors will schedule times with teachers to collaborate (i.e., review/revise) on learning objectives for the students that they share	5.1	December 1- February 26	None	Tom, LaShundra	Calendar showing scheduled dates	February 28th	Significant Progress	Interventionists and special education instructors are actively communicating with teachers about learning objectives for students. This is happening often, but informally rather than being scheduled. The COO will communicate with the persons responsible for seeing that this is scheduled.
1. Directors will continue observing lessons being taught/retaught three mornings per week in the classroom.	4.1	December 1- February 26	None	Sylvie, Becki	Calendar	February 28th	Met	
2. Every two/three weeks, Directors will continue preparing short quizzes to assess student knowledge based on TEKS that have been taught.	4.1	December 1- February 26	None	Sylvie, Becki	Quizzes	February 28th	Met	During Cycle 2, we had assessments that interrupted our ability to give the quizzes to students. Next cycle, we will have MAP, STAAR, TELPAS, and MEFS. Therefore, in Cycle 3 we will have 4 short quizzes in order to inform our data meetings.
3. Every six-week, Directors will continue preparing 6-week assessments of TEKS taught during that timeframe.	4.1	December 1- February 26	None	Sylvie, Becki	6 week Assessments	February 28th	Significant Progress	Interruptions, such as school closings due to winter weather prevented Directors from doing this during every 6 week period. In cycle 3, we will do one 6-week assessment focused on language, when we return from Spring Break, due to STAAR being in early May. See updated Action Step in Cycle 3, Row 22.
4. Teachers incorporate EL strategies into their daily lessons and interactions with students.	4.1	December 1- February 26	None	teachers	Lesson plans	February 28th	Met	
5. Directors will observe lessons given to EL students to confirm implementation of strategies	4.1	December 1- February 26	None	Sylvie, Becki	Calendar and observation notes	February 28th	Met	

6. Directors will identify relevant workshops to be given at the AMI (Association Montessori Internationale) Refresher course and register teachers who will attend.	4.1	December 1- January 30	None	Sylvie, Becki	Catalogue of workshops offered at the Refresher course	January 30th	Significant Progress	Due to the format change to remote workshops, many more teachers were able to attend. Directors did not target sessions for specific teachers. No additional action is needed in Cycle 3.
1. School directors will continue holding data meetings based on the 6-weeks assessments. Gaps in learning will be identified and based on this information, lessons for re-teaching will be planned in data meetings.	5.3	December 1- February 26	None	Sylvie, Becki	Assessment results showing most missed TEKS	February 28th	Met	
2. Directors will continue observing lessons being taught/retaught to address gaps in learning, three mornings per week in the classroom.	5.3	December 1- February 26	None	Sylvie, Becki	Calendar	February 28th	Met	
Determine how we want teachers to use Learning.com which meets the technology TEKS.	4.1	December 1 - 30	None	Sylvie, Becki	Caendar showing training with teachers	January 15th	Some Progress	We will refocus on this next year. Due to pandemic and weather issues, it was not a focus during this cycle.
Determine how we will capture and use student data from the At-Home students for use in our data meetings.	5.3	December 1- February 26	None	Sylvie, Becki	Quizzes	February 28th	Met	We will encourage teachers to remind parents to take photos of their child's work.
Schedule and hold Student by Student reviews for third graders.	5.3	December 1 - February 26	None	Tom	Calendar	February 28th	Met	
Complete MAP testing for 1st, 2nd, and 3rd grade students	5.1 and 5.3	December 1 - February 26	None	Tom	MAP results	February 28th	Met	
With guidance from the TIL coach, the Data Team will gather and analyze the data from the formative assessments in preparation for the data meetings.	5.3	December 1 - February 26	6-weeks assessment data	Jodi	Analysis of data	February 28th	Met	

CYCLE 3 90-DAY OUTCOMES (March-May)

	Prioritized Focus Area #1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	Prioritized Focus Area #2 Objective-driven daily lesson plans with formative assessments.	Prioritized Focus Area #3 Data-informed instruction.
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	By the end of the year, 100% of elementary teachers are implementing TEKS-aligned Montessori curriculum and assessments	Teachers develop and use lesson plans and formative assessments tools that are TEKS and Montessori aligned.	By the end of the year 100% of Kindergarten and Elementary teachers demonstrated, in lesson planning and as observed by School Directors, targeted use of student data for group and individual classroom instruction.
Desired 90-day Outcome	School Directors have completed observations of 100% of elementary and primary teachers with a focus on their implementation of curriculum and assessments aligned with both TEKS and Montessori, and EL strategies. School Directors are coaching elementary and primary teachers for successful curriculum implementation.	100% of primary and elementary teachers are submitting objective-driven lesson plans using the standard Lumin format for each week. School Directors provided three follow-ups on lesson plan development and documentation to 100% of primary and elementary teachers. Students took one formative assessment in reading and math aligned with TEKS during Cycle 3.	100% of elementary teachers will participate in four or more data meetings. 100% of elementary teachers will demonstrate use of Texas Instructional Leadership (TIL) protocols, as observed by School Directors in data meetings and classroom observations. NEED GUIDANCE School Directors and Instructional staff will identify the intervention needs for rising third-graders as part of developing our plans for summer school and fall.
Barriers to Address During this Cycle	Limited Time for School Directors to follow through with teachers and instructional leaders after observations	Measurable expectations of lesson plans that are aligned with Montessori and TEKS are underdeveloped.	All points of data necessary for effective analysis are not always available in time for scheduled data meetings.
District Actions for this Cycle	School Directors will block out three mornings per week to review classroom teachers' lesson plans, observe in classrooms, and follow up with teachers. District support staff will be trained and deployed to support School Directors in assuming delegated tasks and in conducting observations and follow-up remotely (i.e., zoom).	School Directors will assess lesson plans based on the measurable expectations identified in Cycle 1.	The District Data Team will compile data before each data meeting in order to support campus leadership and instructional staff. The District Data Team will meet with staff in order to provide analysis of data from the Released STAAR administration.
District Commitment Theory of Action	If the District creates an agreement with MINT, allocates time for School Directors to focus on the plan, and takes the lead on creating a Professional Development Plan for incoming instructional staff, then Lumin will be successful in meeting its accountability goals.	If the District works with School Directors to find more planning time for teachers, ensures that the Data Team continues to provide formative assessment data results, and takes the lead in creating a system and a timeline for supporting struggling learners in a timely fashion, then Lumin will be successful in meeting its accountability goals.	If the District arranges for the data team to support the School Directors with the mechanical aspect of analyzing the results in preparation for the Data Meetings, then Lumin will be successful in meeting its accountability goals.

ACTION PLAN

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
1. Teachers continue to submit lesson plans weekly	5.1	March 1- May 31	None	teachers	Lesson plans	May 31st		
2. Directors review Primary and Elementary lesson plans 3 times during the cycle, and observe implementation of lessons in the classrooms	5.1	March 1- May 31	None	Becki, Sylvie	Calendar & Lesson plans	May 31st		
3. Directors provide feedback on lesson plans to Primary and Elementary teachers as needed during the cycle	5.1	March 1- May 31	None	Becki, Sylvie	Calendar & Lesson plans	May 31st		
4. Twice during the cycle interventionists and special education instructors will schedule times with teachers to collaborate (i.e., review/revise) on learning objectives for the students that they share	5.1	March 1- May 31	None	Tom, LaShundra	Meeting schedule showing on calendar	May 31st		

1. Directors will continue observing lessons being taught/retaught three mornings per week in the classroom.	4.1	March 1- May 31	None	Becki, Sylvie	Calendar & Lesson plans	May 31st		
2. Directors will prepare 4 short quizzes to assess student knowledge based on TEKS that have been taught.	4.1	March 1- May 31	None	Becki, Sylvie	Quizzes	May 31st		
3. Due to STAAR being in early May, when we return from Spring Break, Directors will prepare one 6-week assessment focused on language.	4.1	March 1- May 31	None	Becki, Sylvie	6 Week assessment	May 31st		
4. Directors will continue to observe lessons given to EL students to confirm implementation of strategies	4.1	March 1- May 31	None	Becki, Sylvie	Observation notes	May 31st		
5. Students' most recent MAP scores are reviewed by instructional leaders, communicated to teachers and used to inform data meetings.	4.1	March 1- May 31	None	Tom	MAP results & calendar	May 31st		
6. COO, with input from the School Directors and Student Services staff, will draft a plan for professional development for instructional staff.	4.1	March 1- May 31	None	Jodi	Plan for professional development	May 31st		
1. School directors will continue holding data meetings based on quizzes / assessments. Gaps in learning will be identified and based on this information, lessons for re-teaching will be planned in data meetings.	5.3	March 1- May 31	None	Becki, Sylvie	IPC Calendar & Data meeting plan	May 31st		
2. Directors will continue observing lessons being taught/retaught three mornings per week in the classroom.	5.3	March 1- May 31	None	Becki, Sylvie	Calendar & Lesson plans	May 31st		
3. Students' most recent MAP scores are reviewed by instructional leaders, communicated to teachers and used to inform data meetings.	5.3	March 1- May 31	None	Tom	MAP results & calendar	May 31st		
Determine how to serve rising third graders in summer school 2021.	5.3	March 1- May 31	None	Jodi	Plan for summer school	May 31st		
Approach NCMPS or MINT or MFA to revise our Teacher Performance Evaluation template to reflect both Montessori data-informed instruction, and TEKS, formal assessments, and data from those assessments.	5.1	May 1-31, 2020	Our current Teacher Performance Evaluation template	Jodi or Suzan	Updated Teacher Performance Evaluation template	May 31st		

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas.esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas.esf.org/framework/>

	Prioritized Focus Area #1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	Prioritized Focus Area #2 Objective-driven daily lesson plans with formative assessments.	Prioritized Focus Area #3 Data-informed instruction.
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step, (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

