

## **Lumin Education Board Committees**

### *Lumin Bachman Lake Policy Council*

*Meets:* 3<sup>rd</sup> Tues of the month, 5:00 to 6:30 p.m.

*Members:* Zulma Iris Castellanos, Sandra Badillo, Angelica Rojas, Anna Rupani, Rosario Ramos

*Non-voting:* Rosa Hernandez, Heidi Hodges, Veronica Alvarez, Tanya Lasso-Tanksley

### *Executive*

*Meets:* As needed

*Members:* Michael Giles, Kelsey Clark, Mary Caroline Parker, Mike Birrer, Terry Ford

### *Finance*

*Meets:* Two weeks before each regularly scheduled board meeting, typically 8:30 to 10 a.m.

*Chair:* Mike Birrer

*Members:* Kelsey Clark, Bob Marshall, Cencelia Pierre, Marc Reinganum, Jodi Campbell, Terry Ford

### *Investments*

*Meets:* Minimum of 2 meetings per year, usually Oct and Jan; report to Board at January meeting.

*Chair:* Howard Rachofsky

*Members:* Jim Barrow, John Williams, Bob Marshall

*Non-voting:* Mike Birrer, Jodi Campbell, Terry Ford

### *Property*

*Meets:* As Needed

*Members:* Michael Giles, Joe Beaudette, Lizzie McWillie, Santos Martinez, Jodi Campbell, Cedric Collins, School Directors as needed

### *Safety and Security*

*Meets:* Three times a year

*Chair:* Cedric Collins

*Members:* Michael Giles, Terry Ford, Adriana Godinez, Elaina Carlisle, Stan Ferguson, Gerry Hernandez, Destiny Craft, Jodi Campbell, Kecia Collier, Shazia Bandeali, Jackie Montoya, Chris Latimer

### *Strategic Planning / Retreat*

*Meets:* As Needed

*Members:* Amrit Kirpalani, Eleanor Latimer, Jeremy Smith, John Fullinwider, Michael Giles, Kelsey Clark, Terry Ford, Jodi Campbell

## **Lumin Education Upcoming Board and Committee Meetings**

Monday, May 17	Board Meeting	11:00 a.m. – 1:00 p.m.
Friday, June 11	Finance Committee	8:30 a.m. – 10 a.m.
Friday, June 11	Board Meeting	TBD
Monday, June 14	Strategic Planning Committee	8:30 a.m. – 10:00 a.m.
Friday, June 25	Board Meeting	11:30 a.m. – 1:30 p.m.
Friday, August 13	Finance Committee	8:30 a.m. – 10:00 a.m.
Monday, August 16	Strategic Planning Committee	8:30 a.m. – 10:00 a.m.
Friday, August 27	Board Meeting	11:30 a.m. – 1:30 p.m.
Friday, November 12	Board Meeting	11:30 a.m. – 1:30 p.m.

**Lumin Education  
Board Meeting  
Minutes, Charter  
April 10, 2021**

**ATTENDING**

**Trustees**

Mike Birrer; Kelsey Bridgewater Clark; Michael Giles; Amrit Kirpalani;  
Bob Marshall; Mary Caroline Parker; John Fullinwider; Rosa Hernandez

**Staff/Guests**

Terry Ford; Jodi Campbell; Denise Pierce; Patricia DeLaFuente

	Item	Action	Motion	Second	Result
<b>I.</b>	<b>Welcome. Introductions. Establish Quorum</b>	None			
<b>II.</b>	<b>Announcements</b>	None			
	B. Zoom Protocols				
	C. TEA- required Board Training				
	D. Congratulations To Mike Birrer for completing his board training for 2020-2021! Lumin Education will be presented with the Ann R. Cox Award for Innovation in Education at the Alcuin School Alex Podeszwa Legacy Fund Scholarship Celebration on this Wednesday, April 14th. You are cordially invited to join me at my virtual table at noon or at 6 p.m. Please let me know if you would like to join us.				
	E. Promote In addition to several parents who signed up for Lumin's Virtual Tour Open House, we received this note reminding us that Lumin is an inspiration to those wanting to do this type of work: "I would love to join the virtual classroom tour happening on Tuesday! I'm a professional hoping to do similar work (outside of Texas) and your model is very inspiring." – Aysia Platte				
<b>III.</b>	<b>Open Forum for Public Input</b>	None			
<b>IV.</b>	<b>Minutes from Previous Board Meetings</b>	<b>VOTE</b>	<b>MARSHALL</b>	<b>Bridgewater Clark</b>	<b>Unanimous Approval</b>
	A. March 30, 2021				
<b>V.</b>	<b>Finance / Fund Raising</b>	None			
	A. Financial Overview				
<b>VI.</b>	<b>Strategic Plan</b>	None			
	A. Strengthen				
	B. Scale				
	C. Promote				
<b>VII.</b>	<b>Next Board Meeting: The date of Lumin's next specially-called board meeting has not yet been determined. Next regular Board Meeting: Friday, June 25, 2021 11:30 a.m. - 1:30 p.m..</b>	None			
<b>XIV.</b>	<b>Meeting Adjourned</b>	None			

**Lumin Education**  
BOARD RESOLUTION

**EMAT Allotment and TEKS Certification**

May 17, 2021

***Background:***

School districts and charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS). Districts and charters will be unable to order 2021–22 instructional materials through EMAT until the certification has been received by the Texas Education Agency (TEA).

***Resolution:***

The Board of Directors of Lumin Education hereby approves the following:

The district superintendent, along with the president and secretary of the local board of trustees, or officers of the governing body of the charter school, certify the following:

- 1) This district's instructional materials and technology allotment is used only for expenses allowed by the Texas Education Code (TEC), §31.0211.
- 2) For the current school year, this district has instructional materials that collectively cover all elements of the Texas Essential Knowledge and Skills of the required curriculum identified in the TEC, §28.002, other than physical education, for each subject and grade level (TEC §31.004).
- 3) Upon request, this district will provide to the State Board of Education the title and publication information for any instructional materials requisitioned or purchased by the district with the district's allotment (TEC §31.101).

The Board of Directors hereby appoint Lumin's board secretary, Mary Caroline Parker, as the Board Point of Contact for the Allotment and TEKS Certification Form.

The Board of Directors of Lumin Education passed the above resolution at its meeting of May 17, 2021

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Mary Caroline Parker, Secretary  
for Lumin Education

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Date

## Lumin Education

### EXECUTIVE SUMMARY

# Delegation of Purchasing and Contracts

May 17, 2021

On May 22, 2020, the Texas Supreme Court issued its decision in *AMEX Properties, Inc. v. El Paso Education Initiative, Inc.*, \_\_\_ S.W.3d \_\_\_ (Tex. 2020), where a Texas open-enrollment charter school was challenging the validity of a contract that had been negotiated and executed by its superintendent, but had not been specifically approved by the school's governing body. The Court held that the contract was invalid because it had not been properly executed on behalf of the school and that a board's authority to operate an open-enrollment charter school, including the authority to enter into a contract for the expenditure of state funds, may only be delegated in the form of an amendment to the school's charter that has been approved by the Commissioner of Education.

The Court's analysis calls into question the validity of any contract that was executed by a charter school's administration.

To clarify and bring certainty to charter school contracting processes, and out of an abundance of caution, our charter school attorney, Joseph Hoffer with Schulman, Lopez, Hoffer & Adelstein, LLP, has recommended that all charter schools submit a non-expansion amendment request seeking the Commissioner's approval with various dollar thresholds for delegation of authority pursuant to board approved policy for purchasing and contracting authority. Mr. Hoffer believes that this measure is necessary to resolve potential compliance issues arising from a charter school's payment of state funds pursuant to a contractual obligation that was entered into in accordance with a school's board-approved purchasing policy or by board resolution, that delegated authority for certain categories and types of purchases and contracting to the administration of the school.

Text provided by Joseph Hoffer and edited by:

Jodi Campbell  
Chief Operating Officer

**Lumin Education**  
**BOARD RESOLUTION**  
**Purchasing and Contracting Authority Delegation**

May 17, 2021

**WHEREAS**, the Board desires to modify by amendment, the Open-Enrollment Charter of Lumin Education (CD# 057-805); and

**WHEREAS**, 19 Texas Administrative Code § 100.1033(a) states that a Charter “may be revised with the consent of the charter holder by written amendment approved by the commissioner of education ...;” and

**WHEREAS**, 19 Texas Administrative Code § 100.1033(b)(14) states that a delegation amendment "permits a charter holder to delegate, pursuant to § 100.1101(c)...the powers or duties of the governing body of the charter holder to any other person or entity...;" and

**WHEREAS**, the Board desires to delegate by board approved policy, purchasing and contracting authority as specified in board approved policy; and

**WHEREAS**, board approved policy limits the threshold of delegation to the following:

- Contracts up to \$50,000 for public works
- Other contracts up to \$50,000
- All budget-included and co-op acquired contracts

and;

**WHEREAS**, all contracts which have conflicts of interest with an officer of Lumin Education require Board approval;

**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 ratify and adopt the following Resolutions:

**BE IT HEREBY RESOLVED THAT:**

- Purchasing and contracting authority shall be delegated according to board approved policy and as specified in board approved policy and limited to:
  - Contracts up to \$50,000 for public works
  - Other contracts up to \$50,000
  - All budget-included and co-op acquired contracts
- All contracts which have conflicts of interest with an officer of Lumin Education shall require Board approval
- The charter amendment request be submitted to the Texas Education Agency, per the charter amendment form attached hereto and made part of this resolution as Exhibit A.

*[Signature Page Follows]*

**PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF LUMIN EDUCATION ON THE 17<sup>th</sup> DAY OF May 2021.**

Members Voting in Favor of Resolution:

\_\_\_\_\_  
Michael Giles, President

\_\_\_\_\_  
John Fullinwider

\_\_\_\_\_  
Kelsey Bridgewater Clark, Vice President

\_\_\_\_\_  
Rosa M. Hernandez

\_\_\_\_\_  
Mike Birrer, Treasurer

\_\_\_\_\_  
Amrit Kirpalani

\_\_\_\_\_  
Mary Caroline Parker, Secretary

\_\_\_\_\_  
Bob Marshall

**CERTIFICATION**

*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 May 17, 2021, which Resolution is in full force and effect and has not been revoked or amended.*

\_\_\_\_\_  
Secretary \_\_\_\_\_

**Lumin Education**  
BOARD RESOLUTION  
**Investment Accounts – Add signer**  
May 17, 2021

**Background:**

The Vanguard account was opened in April as our new Investment Account. Terry Ford is currently the only signer on the account. The Board authorizes signers and this resolution is to add the Chief Operating Officer as a signer on the account.

**RESOLUTION:**

The Board of Directors of Lumin Education hereby authorizes Jodi Campbell to be added as a signer on the Vanguard account.

The Board of Directors of Lumin Education passed the above resolution at its meeting of May 17, 2021.

\_\_\_\_\_  
Mary Caroline Parker, Secretary  
for Lumin Education

\_\_\_\_\_  
Date

# Lumin Education

## EXECUTIVE SUMMARY

### Elementary and Secondary School Emergency Relief III (ESSER III)

May 17, 2021

Lumin will apply for the non-competitive Elementary and Secondary School Emergency Relief III (ESSER III) Fund which is provided by the Federal Government through the Texas Education Agency. The purpose of ESSER III funds is to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools. Funds are being provided, supplemental to all other funding sources to school systems, and will not be supplanted at the state level.

School systems are instructed to use these new funds to respond to the pandemic and to address student learning loss as a result of COVID-19. Lumin's total allocation will be \$464,835 and can be spent from March 13, 2021 through September 2023, with an option of a one year carryover to September 2024.

TEA encourages schools to plan for how to use these one-time federal funds over the entire covered period and requires that Boards have a discussion of the uses of the ESSER funds and are aware that these are one-time funds.

ESSER III funds can be used for many items and this lists examples of the expenditures which are most relevant and likely to be used by Lumin:

- Activities to address the unique needs of low-income students, children with disabilities and English language learners
- Developing plans, training, facility and equipment modifications, and supplies related to minimizing the spread of infectious diseases
- Addressing learning loss among LEA students

A minimum of 20% of the grant funds must be spent on evidence-based interventions such as summer learning or extended day comprehensive after-school programs which respond to students' academic, social, and emotional needs.

Stakeholder groups must be included in meaningful consultation in the development of the plan for use of these funds. Stakeholders are defined as students, families, school and district administrators, teachers, school staff, and stakeholders representing the interests of children with disabilities, English language learners, children experiencing homelessness, and other at-risk and underserved students.

Submitted by:

Jodi Campbell  
Chief Operating Officer

## 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](#)

<b>Campus Name:</b>	<b>District Coordinator of School Improvement (DCSI) Name, Role:</b>
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Lumin Lindsley Park Community School

Terry N. Ford

<b>Campus Number:</b>	<b>Superintendent Name:</b>
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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://rptsrv1.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?	<p>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.</p> <p>Domain 2: We are prioritizing our Economically Disadvantaged students and their achievement in reading and math.</p> <p>Domain 3: We are focusing on prioritizing the achievement of our English Learners and Hispanic students.</p>

	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A
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**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://texasessf.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://texasessf.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.
<b>Essential Action</b>	4.1	5.1	5.3
<b>Rationale</b>	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.
<b>How will the campus build capacity in this area? Who will you partner with?</b>	(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.	(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.	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

<b>Barriers to Address throughout this year</b>	<p>This barrier relates to all 3 focus areas:</p> <p>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:</p> <p>We need to clarify and document measurable expectations for teachers that are aligned with Montessori and public education.</p> <p>Our teacher performance document is aligned with Montessori data-informed instruction, but not with TEKS, formal assessments, and data from those assessments.</p> <p>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:</p> <p>It is difficult to gather and analyze the data from the formative assessments quickly enough to be prepared for the data meetings.</p> <p>Figuring out how to do the data collection for At Home learners is also a challenge.</p>
<b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b>	<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.</p> <p>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.)</p> <p>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.)</p> <p>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>
<b>Desired Annual Outcome</b>	<p>By the end of the year, 100% of elementary teachers are implementing TEKS-aligned Montessori curriculum and assessments</p>	<p>Teachers develop lesson plans that are TEKS and Montessori aligned and use formative assessments tools that are TEKS 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>
<b>District Commitment Theory of Action</b>	<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 2023 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/Meets/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 compatible, 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 how targets to track this year. You can choose how 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 areas. Visit the in Domain 3, please include the 2023 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 compatible, 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 what assessment you are using to track the progress of students (as per 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
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Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments												
							2023 2023 Results		Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal	
							2023	2023 Results	Assessment Type (How Often)	Formative Goal	Actual Result	Assessment Type (How Often)	Formative Goal	Actual Result *	Assessment Type (How Often)	Formative Goal	Actual Result	Summative Goal	
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%	9/25 or 26%	RELEASED STAAR	+1= 13/38 or 34%	13/33 or 39%	a minimum of 80% or 31/38	
		All	All	Reading	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%	4/25 or 11%	RELEASED STAAR	+0= 6/38 or 15%	6/33 or 18%	a minimum of 46% or 18/38	
		All	All	Reading	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 31%	RELEASED STAAR	12/38 or 31%	2/33 or 6%	a minimum of 25% or 10/38	
		All	All	Mathematics	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%	2/25 or 6%	RELEASED STAAR	+1= 13/38 or 34%	9/33 or 27%	a minimum of 80% or 31/38	
		All	All	Mathematics	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%	8/25 or 23%	RELEASED STAAR	+2= 7/38 or 23%	4/33 or 12%	a minimum of 46% or 18/38	
3. Domain 3 Focus 1	Focus 1 Components (Choose how targets in the Academic Achievement or Student Success indicators)	All	All	Academic Achievement	Mathematics	Meets	STAAR Meets	11/33 or 33%	6/37 or 16%	BOY MAP	3/38 or 8%	4/38 or 11%	MOY MAP	+1= 10/38 or 26%	6/25 or 17%	RELEASED STAAR	+0= 10/38 or 26%	0/33 or 0%	a minimum of 25% or 10/38
		All	All	Hispanic Academic Achievement	Mathematics	Meets	STAAR Hispanic	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%	5/25 or 20%	40% or 12/29 students
3. Domain 3 Focus 2	Focus 2 Components (Choose how targets in the Academic Achievement or Student Success indicators)	All	All	Academic Achievement	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%	4/25 or 11%	RELEASED STAAR	+0= 6/38 or 15%	6/33 or 18%	46% or +0= 18/38 students
		All	All	Hispanic Academic Achievement	Reading	Meets	STAAR Hispanic	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%	1/25 or 4%	37% or 11/29 students
4. Domain 3 Focus 3	ELP Component	All	All	English Learners (ELL)	TELPAS	All	TELPAS	27%		BOY MAP	30%	7/14 or 50%	MOY MAP	33%	6/14 or 42%	RELEASED STAAR	37%	40% or 12/29 students	

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 & and the meets & not being included in the approaches &.  
 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%)  
 46% or +0= 18/38 students  
 40% or 12/29 students  
 13% or 6 (6+12-18/38=47%)  
 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?  
 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?

\* Does not include 3 students

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 ACT/TALENT 2023 color means we HONORED our goal.  
 People in the ACT/TALENT 2023 color means we MET our goal for the NUMBER of students.  
 People in the ACT/TALENT 2023 color means we DID NOT meet our goal for the NUMBER of students.  
 People in the ACT/TALENT 2023 color means we DID NOT meet our goal for the PERCENT of students, but not for the number.





Campus Name: Lumin Lindsley Park Com Campus Number: 057805001

**CYCLE 1 90-DAY OUTCOMES (September - November)**

	<b>Prioritized Focus Area #1</b> Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	<b>Prioritized Focus Area #2</b> Objective-driven daily lesson plans with formative assessments.	<b>Prioritized Focus Area #3</b>	<b>Data-informed instruction</b>
<b>Essential Action</b>	4.1	5.1	5.3	
<b>Desired Annual Outcome</b>	By the end of the year, 100% of elementary teachers are implementing TEKS-aligned Montessori curriculum and assessments	Teachers develop lesson plans that are TEKS and Montessori aligned and use formative assessments tools that are TEKS 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.	
<b>Desired 90-day Outcome</b>	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.	
<b>Barriers to Address During this Cycle</b>	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.	
<b>District Actions for this Cycle</b>	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.	
<b>District Commitment Theory of Action</b>	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**

<b>Action Step</b>	<b>Prioritized Essential Action</b>	<b>Start Date/End Date</b>	<b>Resources Needed</b>	<b>Person(s) Responsible</b>	<b>Evidence used to Determine Progress toward Action Step (May be requested by Specialist)</b>	<b>Evidence Collection Date</b>	<b>Progress toward Action Step</b>	<b>Necessary Adjustments / Next Steps</b>
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	School Directors made significant progress on this action step and are using what we learned from MINT. We are moving forward independently and will complete the implementation on our own.
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/retaught 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)**

	<b>Prioritized Focus Area #1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.</b>	<b>Prioritized Focus Area #2 Objective-driven daily lesson plans with formative assessments.</b>	<b>Prioritized Focus Area #3 Data-informed instruction.</b>
<b>Essential Action</b>	4.1	5.1	5.3
<b>Desired Annual Outcome</b>	By the end of the year, 100% of elementary teachers are implementing TEKS-aligned Montessori curriculum and assessments	Teachers develop lesson plans that are TEKS and Montessori aligned and use formative assessments tools that are TEKS 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.
<b>Desired 90-day Outcome</b>	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.
<b>Barriers to Address During this Cycle</b>	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.
<b>District Actions for this Cycle</b>	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
<b>District Commitment Theory of Action</b>	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**

<b>Action Step</b>	<b>Prioritized Focus Area</b>	<b>Start Date/End Date</b>	<b>Resources Needed</b>	<b>Person(s) Responsible</b>	<b>Evidence used to Determine Progress toward Action Step</b> <i>(May be requested by Specialist)</i>	<b>Evidence Collection Date</b>	<b>Progress toward Action Step</b>	<b>Necessary Adjustments / Next Steps</b>
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 Principal Supervisor will communicate with the persons responsible for seeing that this is scheduled. See Cycle 3, Row 19.
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. See Cycle 3, Row 21.
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	Calendar 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.
<b>Essential Action</b>	4.1	5.1	5.3
<b>Desired Annual Outcome</b>	By the end of the year, 100% of elementary teachers are implementing TEKS-aligned Montessori curriculum and assessments	Teachers develop lesson plans that are TEKS and Montessori aligned and use formative assessments tools that are TEKS 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.
<b>Desired 90-day Outcome</b>	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.  School Directors and selected elementary teachers will be scheduled to receive training in Summer 2021 on Texas Instructional Leadership (TIL) protocols.  Scho+H37ol Directors and Instructional staff will identify the intervention needs for rising third-graders as part of developing our plans for summer school and fall.
<b>Barriers to Address During this Cycle</b>	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.
<b>District Actions for this Cycle</b>	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.
<b>District Commitment Theory of Action</b>	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 (May be requested by Specialist)	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	Met	
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	Met	
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	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	March 1- May 31	None	Tom, LaShundra	Meeting schedule showing on calendar	May 31st	Significant Progress	This is being implemented informally. Next year we will formalize this process.

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	Met	
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	Met	
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	Met	
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	Met	
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	Met	
6. Principal Supervisor, 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	Significant Progress	Jodi will finalize the plan
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	Met	
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	Met	
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	Met	
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	Met	
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	No Progress	Jodi will get the current template from School Directors.

## 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://texasesf.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://texasesf.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.



# Lumin Education

## EXECUTIVE SUMMARY

### Federal Child Nutrition Program and Federal Child Nutrition Program Procurement Audits

May 17, 2021

Lumin has had two Federal audits related to the Child Nutrition program at the Charter School and is currently in an additional Federal audit of the Child and Adult Care Food Program (CACFP) at Lumin BLCS. These audits occur every 3 years. As a point of information, these three audits happening in the same six month period has put an extraordinary burden on Lumin's staff and systems.

#### **Federal Child Nutrition Program Audit**

This audit checks to make sure we are executing the program correctly – counting the meals, charging the government, serving the meals, sharing information with families, and a variety of other components. There were a few findings (such as retraining teachers on minor procedures) but no penalties. We filed and executed our Corrective Action Plan and this audit is now closed.

#### **Federal Child Nutrition Program Procurement Audit**

This audit checks to make sure we followed all federal requirements in procuring goods and services. Audit findings were in three areas: general procurement procedures, micropurchases and formal contracts. The main finding was that Lumin had not published our Request for Proposal (RFP) in the Dallas Morning News. When our staff member called the Dallas Morning News to place the RFP, she was told that they no longer did that, so the RFP was placed on the Lumin Website as a public posting and email solicitations were sent to numerous vendors who provide this service. The auditor's finding stated that we had not publicly advertised and, as a result, Lumin was required to reimburse the Child Nutrition Fund \$112,677.39 of contract costs with local funds. Lumin already covers up to approximately \$140,000 with local funds, so this was not a true financial impact to the organization. We created a Corrective Action Plan to address the findings and are currently executing that plan.

Submitted by:

Jodi Campbell  
Chief Operating Officer