

Lumin Education

Comprehensive Needs Assessment Summary

School Year: 2022-2023

Area Reviewed	Data Sources Reviewed:	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	PEIMS reports PRF5D5044; PRFD5016; PRF5D018; PRF5D002; Lumin-generated 2021-2022 school statistics sheet. Attendance Data Skyward	<ul style="list-style-type: none"> • Most LEP students are also enrolled in our English as a Second Language Program. (only 1 parent denials) • Equity gaps do not exist. All students have equitable access to experienced and qualified teachers. • District is able to admit 91% or more of eligible students who apply for admission. • Direct counseling services (Playtime) are provided to 10% of students. • Student Information System allows for direct input of attendance records and automatically generates alerts to School Director once threshold is met. 	<ul style="list-style-type: none"> • 41% of our children are enrolled in the English as a Second Language program and so we need to meet their linguistic and cultural needs. They form the bulk of the at-risk population. • 28 Playtime slots are available. 	<ul style="list-style-type: none"> • Needs of LEP students will be addressed in the Academic Achievement section. • Allow multiple intervention program information available for each student inside Skyward. • Use demographic information as school directors make classroom placement decisions. • Use of comparative teacher/student data to focus on achievement areas for development and collaborate effective instructional strategies. • Focus interventions on Reading and math problem solving.

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<p>Student Achievement</p>	<p>MAP; Lexia; CLI; TXKEA; DDI; Montessori Reading Remediation Pathway</p>	<ul style="list-style-type: none"> • Projected MAP MOY: Reading- 39% Approaches; 18% Meets; 21% Masters; • Assessments aligned to state standards. • 72% of KG-3 met usage requirements in Lexia; • Integrated assessments and quizzes into our Montessori framework. 	<ul style="list-style-type: none"> • Continue to implement an intervention process that includes teacher instruction, identification of students who need additional supports, and enhance intervention offerings. • Continue to integrate knowledge and skills of TEKS into Montessori practices. • Need to increase student vocabulary and spoken language. • Continued implementation of Montessori Reading Remediation Pathway 	<ul style="list-style-type: none"> • Continue to implement an intervention process that includes teacher instruction, identification of students who need additional supports, and enhance intervention offerings. • Continued implementation of Montessori Reading Remediation Pathway • Continue to integrate knowledge and skills of TEKS into Montessori practices.
<p>School Culture and Climate</p>	<p>Focus Groups; Classroom & School Observation Data; Parent Conferences, Meetings, and various virtual methods.</p>	<ul style="list-style-type: none"> • High degree of compliance with the Student Code of Conduct • Frequent opportunities for parents to engage with teachers, administrators and other parents. • Promote a parent participation plan to support transition of students to 4th grade 	<ul style="list-style-type: none"> • Updated and translated parent/ student handbook • Uniform elementary progress reports across classes 	<ul style="list-style-type: none"> • Identify and facilitate parent support group(s) needed outside of the PTO • Develop partnerships between schools for 4th grade transitions. • Updated and translated parent/ student handbook

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Staff Quality/ Professional Development	Interviews, Observations; Staff Feedback	<ul style="list-style-type: none"> • Host Annual All Staff Development Days to complete required trainings • Data informed meetings for Elementary Teachers 	<ul style="list-style-type: none"> • Provide Montessori ELL trainings. • RTI and ARD training for teachers and directors. • Provide Montessori and language development training for classroom assistants. 	<ul style="list-style-type: none"> • Elementary daily planning time • Montessori and language development training for classroom assistants. • System for increasing vocabulary which includes students, teachers, parents, and school faculty.
Curriculum, Instruction, Assessment	Montessori curriculum (primary and elementary); TEKS for K, 1, 2, 3	<ul style="list-style-type: none"> • Commitment to the development of the whole child • Fidelity to the AMI Montessori curriculum • Use of Montessori/TEKS alignment document to plan lessons • Development and use of Instructional Calendar Planning document • Participation in Texas Instructional Leadership program • Training in, and initial practice of Reading Remediation. • Knowledge of and effective practice of data driven instruction of state standards 	<ul style="list-style-type: none"> • Continue to Increase knowledge and skills in Montessori content areas • Develop systematic approach to training teachers/staff in the knowledge of state requirements (TEKS) • EL training for teachers from Montessori/EL Specialist. • Continue to increase knowledge and skills in Reading Remediation • Address social emotional needs of students and staff through training in and implementation of Mindfulness practices. 	<ul style="list-style-type: none"> • Professional development for instructional staff, including attending AMI Montessori Refresher. • EL trainings for teachers • Continue practicing effective data driven instruction. • Continue effective practice of Reading Remediation • Address social emotional needs of students and staff through training in and implementation of Mindfulness practices.

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		<ul style="list-style-type: none"> Began implementation of Mindfulness practices in ABC program. 		
<p>Family and Community Involvement</p>	<p>Family and Community Participation Counts by Type of Activity; Report from School Directors; Parent and Community Partnership Data</p>	<ul style="list-style-type: none"> Strong School, Parent, and community partnerships with an increase in volunteers and services available to families 100% of parents complete volunteer involvement hours Strong communications between administration and parents. Timely responses to parent by teachers. Improved record keeping systems for PTO Parent Education centered around the use of technology Effective record keeping system for volunteers. 	<ul style="list-style-type: none"> Increase diversity in parent education offering by adding computer class 101 for parents. 	<ul style="list-style-type: none"> Identify Wellness parent leader that will take an active role in the UTSW nutrition program. Parent Education centered around the use of technology. Parent education centered around Montessori practices.

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School Context and Organization	School Map & Physical Environment; Program Support Services (e.g., Extra Curricular Activities, After School Programs; Decision-Making Processes; Support Structure: Mentor Teachers	<ul style="list-style-type: none">• Morning & after school care serves our families by providing a nurturing and enriching environment for working families.• Created a library and testing environment.	<ul style="list-style-type: none">• Structured mentoring process for new teachers and teacher assistants	<ul style="list-style-type: none">• Structured mentoring process for new teachers and teacher assistants
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<p>Technology</p>	<p>Teacher Technology Check In on Clever; IT Service Request History; Facilities Space Evaluation; Software Requirements; School Leadership Planning;</p>	<ul style="list-style-type: none"> • Excellent Bandwidth • Up-to-date technology resources • Supportive IT Department capable of providing excellent support to all workers, even remote. • Availability of In-house Technology Training • Increased efficiency and options for teacher printing, scanning, and copying. • Streamlined Educational Assessment Apps to optimize progress monitoring and minimize disruption to learning. • Use of Chromebooks for scheduled group testing that significantly reduces preparation time and greatly simplifies troubleshooting by non-technical staff. 	<ul style="list-style-type: none"> • Expansion of Cloud-based File Sharing to support collaborative instructional support. • Targeted Technology Training for Teachers to increase effectiveness and consistency in usage of educational software. • Increased accessibility of historical student records to support interschool requests and district audits. • Ensure consistency of student records across grades and teachers transitions 	<ul style="list-style-type: none"> • Comprehensive technology training schedule to support teacher needs, especially of any newly deployed software. • Ensuring safe and equitable technology resources are available to students in all educational spaces • Increasing usage of selected student educational software in support of student learning
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