

Lumin Education Campus Improvement Plan

2022 – 2023



Start Young. Involve Parents.

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

LUMIN EDUCATION

CAMPUS IMPROVEMENT PLAN 2022-2023

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LUMIN EDUCATION

Terry N. Ford, Executive Director/Superintendent

SITES

LUMIN LINDSLEY PARK COMMUNITY SCHOOL

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

LUMIN EAST DALLAS COMMUNITY SCHOOL

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

MISSION

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

OVERVIEW

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

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

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

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

CAMPUS IMPROVEMENT PLANNING COMMITTEE

MEMBERS

Jodi Campbell	Chief Operating Officer
LaShundra Darnell	Special Education Coordinator
Will Konig	Communications Coordinator
Becki Hardie	School Director (Lumin Lindsley Park)
Sylvie Fitzgerald	School Director (Lumin East Dallas)
Katie Aldridge	Data and Government Grants Associate
Helenora Estrella	District Testing & Child Nutrition Coordinator
Carmen Cerrillo	Intervention Coordinator
Shelley Ruprecht	Technology Coordinator
Bridgette Bennett	Accounting Associate
Daisy Cano-Esparza	Parent
Carolina Balderas	Parent

WELLNESS PROGRAM

PREAMBLE

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

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

WELLNESS POLICY

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

NUTRITION EDUCATION

- I. Children
- II. Staff
 - a. Regularly pass on, through staff meetings and memos, helpful information sites, like *myplate.gov*, *squaremeals.org*, and *ecoliteracy.org*. These sites have information helpful to staff members personally, and many have a children's link or links with information and activities for children.
 - b. Schedule at least one staff meeting a year in which the primary agenda item is *Wellness*.
 - c. Discuss in staff meetings the different perceptions of health and nutrition that people of various backgrounds might have, and plan educational discussions with parents and children with those differences in mind.
- III. Parents
 - a. To our weekly information newsletter, *Wednesday Notes*, regularly add a Nutrition Feature, with information, recipes, etc.
 - b. Maintain a Wellness Committee in the Parent Organization at Lumin.
 - c. As much as possible, offer nutrition and health information to parents in both English and Spanish.

PHYSICAL ACTIVITY- ALL

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

OTHER SCHOOL-BASED ACTIVITIES

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

MEASUREMENT AND IMPLEMENTATION OF THE WELLNESS PROGRAM

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

MEMBERS OF THE WELLNESS COMMITTEE – 2022-2023

Dr. Nora Gimple

Laura Hodge

Becki Hardie

Sylvie Fitzgerald

Helenora Estrella

Jamie Thompson

Mickey Carrington

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FUNDING SOURCES

Fund	Description	Planning Amount*	Use
State Entitlement	Operating costs of Charter School. We will use State Compensatory Education funds to supplement funding for our instructional staff.	\$1,764,736	Operating costs of Charter School
Title I	A Title I, Part A schoolwide program permits a school to use funds from Title I, Part A and other federal education program funds and resources to upgrade the entire educational program of the school in order to raise academic achievement for all the students and cover operating costs.	\$68,810	Supplemental Socio-Emotional work with children; various student evaluations; professional development
Title II, Part A	Teacher and Principal Training and Recruiting (TPTR) Fund provides supplemental funding to improve student achievement. The funds are used to elevate teacher and principal quality through recruitment, hiring and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.	\$7,323	Professional Development for teachers and principals
Title III	Title III, Part A aims to ensure that English language learner (ELL) and immigrant students attain English language proficiency and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.	\$10,190	Summer School (ESL 2)
Title IV	Title IV, Part A Student Support and Academic Enrichment grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to provide all students with access to a well-rounded education and to improve school conditions for student learning in a Safe and Healthy environment.	\$10,000	Counseling Services; Playtime Supplies; Mindfulness Training
IDEA-B Formula	Assists states in providing special education and related services to children with disabilities in accordance with Part B of the IDEA.	\$38,259	Professional services, speech therapy, counseling, etc. for children of all ages.
IDEA-B Preschool	Assists states to make available special education and related services for children with disabilities age 3 through 5 years, and at a State's discretion, to 2 year old children with disabilities who will reach age three during the school year.	\$3,897	Professional services for Speech and Occupational Therapy for preschool children

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Staffing for SPED to be determined by the Special Education Coordinator and the Chief Operating Officer	Chief Operating Officer	Local Funds and FSP	August 5, 2022	Signed offer letter or contract	Support Services Schedule	Full implementation of IEPs of identified students	1
Staff Development for school directors, general education teachers, and SPED staff regarding ARD meetings and participation	SPED Coordinator	Region 10	2022-2023 school year	Sign-In sheet	Document showing roles in the ARD Meeting	Role clarity being implemented	1
Staff development for SPED teacher to cover topics such as: Inclusion training, development of IEP, strategies for SPED students, autism.	SPED Coordinator	Region 10	Pending Region 10 calendar; 2022-2023 school year	Certificates of Completion from Region 10; sign-in sheets	Progress on IEPs of identified children	Review during annual ARD	1
Staff development for General ED teachers to cover topics such as: differentiated instruction for at risk, struggling, and students with disabilities	School Directors	Region 10; MINT; Shelton, and consultants; Local funds and FSP	2022-2023 school year	Certificates of Completion from Region 10; sign-in sheets and list of trainings	Progress on IEPs of identified children / progress on assessment data	Review Quarterly	1, 2

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Analyze STAAR, TPRI, MAP and TELPAS Data to identify trends or gaps	Data Team; Intervention Team	Local Funds & FSP	2022-2023 school year	Prepare documents to share with SPED Teachers & General Education Teachers	STAAR, TPRI, MAP and TELPAS Assessment results	Report to Leadership	2
Staff development for teachers and paraprofessionals regarding ESL, Special Education, Trauma informed teaching practices.	School Directors/Chief Operating Officer	Local Funds; consultants; FSP; Title I; Title IV	2022-2023 school year	Sign-in or list of trainings	Implementation of practices in classes	Summative	1
Identify and provide general education counseling services to students in need.	School Directors/Chief Operating Officer	Title IV; FSP; Local Funds	2022-2023 school year	Number of sessions with children	Improved performance on classroom or formal assessments and decrease in number of behavior referrals	Report to leadership	2
Update Student Information System	Student Services	Student Serv.;Tech.	2022-2023 school year	Accurate Reports	Useful and reliable reports and data	Summative	2

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Ideal State: Goal(s) STUDENT ACHIEVEMENT – Students receive the highest degree of proficiency in Math and Language Arts as measured by STAAR Reading and STAAR Math							
Objective(s): 50% Advanced or Higher on TELPAS Reading 2 nd grade LEP; 70% 3 rd graders meet expectations on the STAAR Reading and Math; 80% of 3 rd graders passing middle of year MAP Reading and 70% passing MAP Math.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Implement supplemental early literacy in classrooms.	Teachers	Local Funds; FSP; Title I; ESSER	Weekly	Early literacy activities (i.e., phonological screener, leveled readers) visible on shelves and in use by students	BOY and EOY CLI and TXKEA Improved scores on Reading Remediation Phonological Awareness Progress Monitoring	BOY and EOY Checkpoints (Formative & Summative)	2
Continue to implement an integrated approach to TEKS alignment, instruction and Montessori Instruction	School Directors / Teachers	Local Funds; FSP	Start Fall 2022	Classroom Observations DDI Meetings	6 weeks quizzes; MAP assessment; Meet STAAR objectives as stated above	Ongoing implementation (Formative)	2
Interventionists	School Directors/ Interventionists	FSP; Local Funds; ESSER	Weekly	Number of sessions completed with progress monitoring	Meeting and exceeding MAP projected growth	MAP scores (Summative)	2

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
75% average weekly usage of My Lexia for grades Kindergarten-3 rd	Teachers/School Directors	Local Funds; FSP	Weekly	My Lexia reporting	Increase “On Grade Level” and “Above Grade Level” percentages on Lexia	Improved Lexia level from BOY	2
Identify appropriate measurement for progress in math - (IXL, weekly quizzes, Sirius)	School Directors/ Teachers	Title I and Local Funds	Weekly	IXL reporting DDI quizzes Sirius reporting	Increase in MAP scores, Meet STAAR Objectives	MAP Scores (gains in MOY and EOY) STAAR Math Scores (summative)	2

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<p>Ideal State: Goal(s) School Culture and Climate – All students demonstrate a high-degree of compliance with Student Code of Conduct. The LEA (“Local Education Agency”) will strive to provide a smooth and successful transition of students from our preschool program to our kindergarten and elementary school programs. The LEA will provide increasing accessibility for parents to engage with administration, classroom teachers, and other parents.</p>							
<p>Objective(s): Continue individual counseling with children; continue to reduce number of disciplinary incidents; Provide a smooth and successful transition for our state-run preschool program to our kindergarten and elementary school programs; Provide increasing accessibility for parents to engage with administration, classroom teachers, and other parents.*All tactics will become virtual if necessary, reverting to non-virtual if/when restrictions are lifted. Virtual methods can include tactics such as Zoom, Facebook, and printed materials of various types.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
High degree of compliance with the Student Code of Conduct -	School Director	Large meeting space or virtual	Monthly	Signed code of conduct on file; sign-in sheet from general meeting	Student behavior	Campus Behavior Records	1,2
Opportunities for parents to engage with teachers, administrators & other parents	School Director	Meeting space or virtual	Monthly	Sign-in sheets; Scheduled events on Admin calendar	Parent involvement	Survey and/or Focus Group	1,2
Educational Opportunities for parents of children with special needs to connect with other parents and content experts	SPED Coordinator	Region 10	pending Region 10 calendar	In Wednesday Notes	Parent Involvement	Focus Group	1,2
Use of an interview guide that supports the continuity of our culture among prospective new hires	HR Director	Meeting space or virtual	Quarterly	Use of Interview Guide for all interviews	New hires aligned to desired culture	Interview guide sent to all who have an opening; returned to recruiting files.	1

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Ideal State: Goal(s) Staff Quality – The LEA will recruit and retain teachers certified according to our charter.							
Objective(s): Retain and train teachers to be certified according to our charter by encouraging and supporting additional professional development; attract state certified staff; Create opportunity for all staff to receive ELL coaching or training materials.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Hold an Annual All Staff Development Day to provide many of the required trainings	School Directors/HR	Local Funds; FSP	August 2022	Sign-in Sheets	Improved staff understanding of all required safety procedures	Schoolwide trainings	1
Develop a system to train Assistants in being Montessori Assistants, in Reading and Language Development activities to do with students	School Directors/Montessori Mentor/Teachers/ Consultants	Local Funds; FSP	July-August	Training Meetings and hand-outs	Improved student vocabulary: Teacher assistants will effectively support lead teachers	Interviews with lead teachers, observations	1
Create daily planning time for Elementary teachers	School Directors	FSP Funds	2022-2023 school year	Elementary teacher daily schedule will have built-in planning time	Teacher Retention	Weekly monitoring report tracking any teacher who did not get planning time and the reason	1
Train Elementary teachers in effectively using data to identify TEKS which students are not understanding and practice strategies for re-teaching	School Directors/Teachers/Instructional Coach	FSP Funds	2022-2023 school year	Bi-weekly meetings with Elementary Teachers and School Directors	Result of quizzes given after re-teach	School Directors observations of re-teach	4

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

Objective(s): Retain and train teachers to be certified according to our charter by encouraging and supporting additional professional development; attract state certified staff; Create opportunity for all staff to receive ELL coaching or training materials.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Primary teachers will have monthly planning meetings to support classroom work	School Directors	FSP	2022-2023 school year	Monthly meetings; Planning calendar	Development of enhanced classroom work and all Primary classrooms covering the same topics in the same months.	School Directors observation of work aligned with the planning calendar	1
Create a system focused on increasing vocabulary and the spoken language in classrooms	School Directors	FSP Funds; Local Funds	2022-2023 school year	Monthly focused vocabulary words shared with teachers, parents, and faculty	Children and adults will be practicing new words in multiple settings	School Directors and Teacher observation of students using new vocabulary words regularly	2

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

- Increase their knowledge and skills in Montessori content areas in order to provide a high-quality education to their students.
- Utilize knowledge of state curriculum requirements.
- Support the social/emotional growth of children
- Provide ELL training given by Montessori/EL Specialists

Objective(s): Increase knowledge and skills in Montessori content areas; Utilize knowledge of state curriculum requirements; Support the social/emotional growth of children; Provide ELL training given by Montessori/EL specialists.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Increase knowledge and skills in Montessori content areas: Provide high quality education to the students, including social/emotional growth of children.	Teachers/School Directors	Title I; Title II; FSP; Local Funds	AMI Refresher Weekend: 02/23	Certificates of completion	Fidelity to Montessori pedagogy	Lesson plans, classroom observations and conferences with teachers	1,2
Training opportunities for EL provided by Montessori EL Specialist	School Directors/Teachers/Chief Operating Officer	Montessori EL Specialist	2022-2023 school year	Sign-In sheets	Improved scores on TELPAS	TELPAS Rating; Classroom observation	1,2
Utilize instructional leadership skills in the areas of observation and feedback, and practice effective data driven instruction	School Directors/Teachers	Elementary data meetings	2022-2023 School Year	Classroom observations	Effective data driven instruction	Classroom observation and student improvements on 6 week quizzes and assessments.	1,2
Implement a Mindfulness program	Montessori teachers	FSP; Local Funds; Title II; Title IV	2022-2023 school year	Certificates of Completion	Teachers establish personal mindfulness practices; teachers practice mindfulness with students	Classroom Observation	

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Effective practice of Reading Remediation	Interventionists/ Teachers/School Directors	Montessori for All; FSP; Local Funds; ESSER	School Year 2022-2023	Lesson Tracker and screenings of students	Kindergarteners are able to read phonetically for information	Classroom observations, lesson plans	1,2

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<p>Ideal State: Goal(s) Family & Community Involvement – The LEA will continue to support new roles for the Parent Organization at Lumin EDCS & LPCS to increase and facilitate more parental involvement and input.</p>							
<p>Objective(s): Restructure new roles for the Parent Organization to facilitate more parental involvement and input; will pilot program in cooperation with UTSW to address family wellness needs. Will work with Lumin IT to address parent education needs regarding technology.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Improved record keeping systems for PTO meetings	PTO President/ PTO Secretary	PTO Funds	Monthly starting mid-August 2022	Physical or digital documentation	Meeting minutes	Minutes	1,2
Need to identify Wellness parent leader that will take an active role in the UTSW nutrition program.	School Director	Meeting space	Monthly starting in August 2022	Leader recorded volunteer hours during UTSW nutrition program; Leader's report during PTO meetings.	Parent participation	PTO Agenda	1,2
100% of parents complete volunteer involvement hours	Parents	Local Funds; FSP	Monthly	Volunteer log	Parent participation	Spreadsheet showing hours	1,2
Work with Lumin IT to address parent education needs regarding technology.	School Directors/ IT Coordinator/ Development	Local Funds	September 2022	Parent use technology independently without admin's help	Increased number of parents read the online newsletter and complete school forms independently	90% of parents read the online newsletter and complete school forms independently	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Structured mentoring process for new teachers and teacher assistants	School Director	Local Funds; FSP	Monthly	Admin Calendar	New teachers knowledge of Lumin systems and culture; new assistants knowledge of how to support a lead teacher in a Montessori classroom	Survey and/or focus groups	1
New Teacher Onboarding process	Director of HR	Local Funds; FSP	2022-2023 school year	Sign-in sheet from training	Teacher feedback	Formative	1

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Ideal State: Goal(s) Technology – Staff are able to access the existing technology resources with facility. Staff communicates technology needs as they arise.							
Objective(s): Knowing how to use the technology and having functioning technology.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Priorities
Expansion of Cloud-based File Sharing to support remote teaching and learning	Technology Coordinator	Local Funds; FSP	June 2022- June 2023	Usage of SharePoint by all Instructional Staff and School Leaders	Feedback of Teachers to School Directors and Technology Coordinator	Complete migration of Primary File Sharing to SharePoint to eliminate need for VPN and increase collaborative instructional work among staff.	2
Usage by both teachers and students of TEKS-aligned educational software to support student learning	School Directors/Teachers	Local Funds; FSP	August 2021- June 2022	Consistent teacher usage (login logs) student usage (progress monitoring and completion of lessons) of key educational software identified by School Leaders	Student grade-level appropriate progress in reading and math as revealed with Student Progress Reports	Teacher level tracking of usage evaluated by School Directors	2

TEA STRATEGIC PRIORITIES

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

DATA REVIEWED

preLAS – English Language Proficiency Assessment for Early Learners

LAS – English Language Proficiency Assessment for K-12

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

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

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

STAAR-Alt - Alternative version of STAAR for specialized populations

MAP

CLI Circle

CLI TX-KEA

Montessori Reading Remediation Pathway

Sirius

Teacher Reports

School Director's Record of Disciplinary Incidents (RDI)

Parent Involvement Records

Observations