

Waco Independent School District
Lake Air Montessori Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Lake Air Montessori is built on the Montessori philosophy that cultivates a creative learning environment through engaging curiosity and embracing diversity while nurturing children and empowering families.

Vision

Lake Air Montessori offers a nurturing environment that values creativity, diversity, and family.

Other

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lake Air Montessori is a magnet school in Waco ISD. We do not have an issue with mobility due to students being accepted through an application and lottery process, as well as data supporting student retention from Pre-K to 8th grade. This Montessori model and grade level availability enables our staff to follow students year to year, therefore addressing interventions early in each student's school career. Lake Air students have an advantage going into high school, due to the Montessori method of teaching, as self-disciplined, self-advocating learners. Our demographics are similar to other campuses in Waco ISD. Most of our students come from within the school district.

African American-16%

American Indian/Alaska Native-<1%

Hispanic/Latino-63%

White-18%

At-Risk-64%

Economically Disadvantaged-72%

Special Education-11%

LEP-14%

Demographics Strengths

As a magnet campus, the vast majority of students remain at our campus for multiple years, often Pre-K through 8th grades. This results in reduced mobility rates, reduced behavior concerns, and developed relationships with parents/families.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is an achievement gap in sub-populations particularly among African American and . There is also lack of growth measure for our TIER 1 population on STAAR assessments.

Root Cause: The ability to provide specific or customized interventions has been impeded by the lack of appropriate, trained staff. Specific, targeted TIER 1 instruction that supports the Montessori philosophy and curriculum is not being provided at this time.

Student Achievement

Student Achievement Summary

The Montessori setting offers an environment conducive to fostering academic achievement from Pre-K - 8th grade with long-term involvement of the child and family. The flexibility of the working environment allows for student remediation and targeted intervention.

Ratings for the 2023-2024 (Predicted):

Student Achievement/Domain 1 - 73%

School Progress/Domain 2A-97 2B- 72%

Closing the Gaps/Domain 3- 70%

Student Achievement Strengths

-Low student mobility rates

-Low teacher:student ratio

-Specific, targeted intervention provided by SIT and other support staff

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The academic need for closing learning gaps (including progress measure for advanced students) and increasing met-standard STAAR scores for students who are at-risk and/or considered low SES, are not adequately being met.

Root Cause: The ability to provide specific or customized interventions has been impeded by the lack of specific training including, but not limited to: Montessori updates, enrichment/GT, interventions, and curriculum TIER 1 instruction.

School Culture and Climate

School Culture and Climate Summary

Lake Air Montessori has a caring, family-like environment. Students and staff are encouraged to be role models and lead by example. Teachers and administrators will continue to be trained in the Montessori method, as well as appropriate discipline practices according to their grade level. The implementation of both will significantly impact how the campus responds to student behavior and a decrease discipline incidents is expected. Having our Behavior Specialist position as well as a Behavior Aide position will also continue to assist in decreasing the number of discipline infractions that occur, and assist in maintaining our campus culture by implementing our MTSS systems.

School Culture and Climate Strengths

- Safe and secure learning environment
- Supportive community
- Community, parents, and staff have high expectations for student achievement in all areas.
- Grade level teams meet weekly to plan instruction with instructional coaches.
- Weekly faculty meetings focused on Montessori strategies and culture.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): We need increased parent involvement in education nights that focus on Montessori education, and topics such as bullying, and discipline strategies. Staff needs more assistance/training focused on specific Tier 1 and 2 behavior strategies and building culture in the classroom. More face to face parent meetings are needed.

Root Cause: The lack of training and lack of parent/community collaboration, as well as a high number of non-English speaking families. More targeted training needs to be offered concerning classroom culture and climate. Edit Associated Areas

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher turnover rate increased this past school year. All teachers not Montessori trained are registered and encouraged to attend training. Supports such as behavior support staff and instructional coaches impact teacher retention.

Staff Quality, Recruitment, and Retention Strengths

-Full-time classroom assistants in Primary.

-Math and Reading SIT teachers

-MCL Coaches

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There has been a gap in Montessori training for new teachers due to the lack of training facilities and availability. Staff do not feel they have up to date training and PD concerning Montessori and other areas that include RTI, and C&I bases training.

Root Cause: Continued support and training is needed for RTI training, Montessori updates, and TIER interventions.

Family and Community Engagement

Family and Community Engagement Summary

Lake Air Montessori continues to have an increase in parent involvement, and there are varied opportunities for parents and community members to be involved. The campus Facebook page and website is very informative and updated regularly. Our weekly Montessori Memo highlights campus events and calendars. This Memo also helps parents and community members to become more educated concerning Montessori practices. We have also added a "Familias de LAMM" within our PTA. This has increased our non-English speaking family members to become more involved with their student, as well as with the campus. We have also had WISD TV and the local news on our campus numerous times to showcase our school.

Family and Community Engagement Strengths

Campus Facebook page, Twitter, website, and marquee is updated regularly.

-Growth in parent education nights attendance rates and PTA membership.

-Addition of our Hispanic Parent Group: "Familias de LAMM"

-Fall festival, Wall-to-Wall Art Night, among other events, offer opportunities for involvement.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents without access to social media or adequate technology remain uninformed.

Root Cause: There is a lack of staff to parent/community direct communication through face to face meetings and phone calls. There is a lack of parent library and computers available on the campus to support our families.

School Organization

School Organization Summary

Lake Air Montessori Magnet is a school of high expectations and it is reflected in decision planning. Positive parent perception of the Montessori method continues to get better. Parents and staff have many opportunities to participate in campus decision-making. Our enrollment is increasing from 715 to 750 for next school year. Over 550 new families applied for their student to attend for the 2024-2025 school year.

School Organization Strengths

- Students at a Montessori campus have individualized work-plans that address their individual needs.
- Teachers at Lake Air have a voice during weekly grade level meetings, PLCs, committees, and participation on the CDMC
- All groups on campus, as well as parents, have opportunities to participate on decision-making committees.
- The Lake Air Facebook page, Twitter account, and website provide parents access to very current information, both for campus and community.

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): There is a gap of instructional interventions needed to help close all learning gaps, across all populations.

Root Cause: Continued support and training is needed when focusing on closing all learning gaps for all sub populations of our students.

Priority Problem Statements

Problem Statement 1: There is an achievement gap in sub-populations particularly among African American and . There is also lack of growth measure for our TIER 1 population on STAAR assessments.

Root Cause 1: The ability to provide specific or customized interventions has been impeded by the lack of appropriate, trained staff. Specific, targeted TIER 1 instruction that supports the Montessori philosophy and curriculum is not being provided at this time.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The academic need for closing learning gaps (including progress measure for advanced students) and increasing met-standard STAAR scores for students who are at-risk and/or considered low SES, are not adequately being met.

Root Cause 2: The ability to provide specific or customized interventions has been impeded by the lack of specific training including, but not limited to: Montessori updates, enrichment/GT, interventions, and curriculum TIER 1 instruction.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: We need increased parent involvement in education nights that focus on Montessori education, and topics such as bullying, and discipline strategies. Staff needs more assistance/training focused on specific Tier 1 and 2 behavior strategies and building culture in the classroom. More face to face parent meetings are needed.

Root Cause 3: The lack of training and lack of parent/community collaboration, as well as a high number of non-English speaking families. More targeted training needs to be offered concerning classroom culture and climate. Edit Associated Areas

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: There has been a gap in Montessori training for new teachers due to the lack of training facilities and availability. Staff do not feel they have up to date training and PD concerning Montessori and other areas that include RTI, and C&I bases training.

Root Cause 4: Continued support and training is needed for RTI training, Montessori updates, and TIER interventions.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Parents without access to social media or adequate technology remain uninformed.

Root Cause 5: There is a lack of staff to parent/community direct communication through face to face meetings and phone calls. There is a lack of parent library and computers available on the campus to support our families.

Problem Statement 5 Areas: Family and Community Engagement

Problem Statement 6: There is a gap of instructional interventions needed to help close all learning gaps, across all populations.

Root Cause 6: Continued support and training is needed when focusing on closing all learning gaps for all sub populations of our students.

Problem Statement 6 Areas: School Organization

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices







Goals













Goal 1: Increase the achievement of all student groups.

Performance Objective 1: Systematize processes, procedures, and instructional services for all students to ensure state and federal compliance and increased student achievement.


Evaluation Data Sources: STAAR Data, Student Achievement Data, TELPAS Results, Special Education Manual, 504 State and Federal Guidelines


Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use Branching Minds to identify, tier students, write individualized student learning plans, and progress monitor students for reading, math, writing and behavior. Prioritize students for intervention in math and reading language arts.</p> <p>Strategy's Expected Result/Impact: Individualized intervention learning plans will result in increased student achievement and decreased discipline incidents</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Instructional Specialist</p>	Formative		
	Jan	May	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase the number of teachers who are ESL certified to greater than 50% of teachers on staff.</p> <p>Strategy's Expected Result/Impact: ESL students appropriately served and supported by certified teachers</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
	 No Progress	 Some Progress	 Some Progress

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use monitoring data to correctly place students in needed intervention.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on district assessments</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialist</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Jan	May	May
	 Some Progress	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use the weekly lesson planning process to analyze student performance data from the prior week to create upcoming lessons plans that respond to student needs.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use data to plan for individual student needs</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional specialist</p>	Formative		
	Jan	May	May
	 Some Progress	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Instructional Specialists will work with teachers to identify and help meet the needs of at-risk students in all subject areas, integrate technology as appropriate, prepare needed materials and provide instructional support to teachers.</p> <p>Strategy's Expected Result/Impact: Students identified as at-risk will show academic progress in growth and/or achievement goals; teachers will indicate having instructional support as measured in the climate survey</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Instructional Specialist - Title 1 - \$75,876, Classroom materials tutoring - State Compensatory Education - \$10,000</p>	Formative		
	Jan	May	May
	 Some Progress	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: MCLs will provide coaching to teachers and will help meet the needs of all students by providing in class support to the teacher and pulling small groups with the assistance of the Reach Associates.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth and/or achievement through district/STAAR assessments. Teachers will show growth through TTESS.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals.</p> <p>Funding Sources: MCLs and RAs - Title 1 - \$151,494</p>	Formative		
	Jan	May	May
	 Considerable	 Considerable	 Considerable

 No Progress

 Accomplished

 Continue/Modify










 Discontinue

Goal 1: Increase the achievement of all student groups.


Performance Objective 2: Use monthly PLC meetings to collaborate and to improve the rigor of instruction at each grade level.


Evaluation Data Sources: PLC Minutes, STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish routine meetings with campus staff to progress monitor student achievement and attendance to respond to multi-tiered support for students.</p> <p>Strategy's Expected Result/Impact: Strengthen culture of support and routines through clear expectations</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, PEIMS Clerk</p>	Formative		
	Jan	May	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop and/or strengthen transition plans from middle to high school. Promote graduation starting in Primary classes emphasizing students' graduation year and post secondary opportunities.</p> <p>Strategy's Expected Result/Impact: Parents informed of resources and supports appropriate to ensure post secondary success; Individualized transition plans in place as students enter high school</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative		
	Jan	May	May
	 Some Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide Saturday School and After school Tutoring along with targeted interventions to students at all grade levels to increase performance on state and district assessments.</p> <p>Strategy's Expected Result/Impact: Students receiving interventions will show one year of growth on iReady</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Classroom Teachers</p> <p>Funding Sources: Tutoring - Title 1 - \$21,263</p>	Formative		
	Jan	May	May
	 No Progress	 Considerable	 Considerable

 No Progress

 Accomplished

 Continue/Modify










 Discontinue











Goal 2: Implement teacher recruitment and retention strategies.

Performance Objective 1: Develop and implement a professional development plan to support increased student achievement. Focus PD on Tier I instruction, effective lesson planning, and Montessori strategies.

Evaluation Data Sources: Professional Development Plan, Sign-In Sheets, Session Survey Results, TTESS Results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Plan and implement professional development focused on Data Driven Instruction. Ensure the instructional leadership team members are available for teachers during Data Driven Instructional Planning and in-class instructional support. Leadership will meet weekly to review data.</p> <p>Strategy's Expected Result/Impact: Schedule for DDI training and campus implementation plans support increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May
	 Some Progress	 Some Progress	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure 100% of campus administrators, MCL coaches, and IS attend professional development on Action Coaching (Including participating in instructional leadership coaching with the principal supervisor) to increase the effectiveness of observation and feedback.</p> <p>Strategy's Expected Result/Impact: Coaching script using the "See It, Name It, Do It" process and coaching protocols to increase effectiveness of feedback given to teachers result in increased student achievement</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Jan	May	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to increase effective implementation of lesson planning processes and protocols.</p> <p>Strategy's Expected Result/Impact: Creation of aligned lesson plans that include objectives, aligned formative checks, lesson plan feedback from administration, and re-teach plans to support effective tier 1 instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May
	 Some Progress	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure teachers have an understanding of the A-F rating system by providing student STAAR and campus TAPR data reviews to identify targeted goals for improvement.</p> <p>Strategy's Expected Result/Impact: Targeted specific goals focused on growth for every student</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
	 No Progress	 Some Progress	 Considerable
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Differentiate PD for new and experienced teachers. Collaborate with district staff and campus teachers on PD needs based on student learning data and observation and feedback data.</p> <p>Strategy's Expected Result/Impact: Improvement in overall Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals</p>	Formative		
	Jan	May	May
	 No Progress	 Some Progress	 Some Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			










Goal 2: Implement teacher recruitment and retention strategies.














Performance Objective 2: Improve teacher recruitment, retention, support, and attendance.

High Priority

Evaluation Data Sources: Attendance rates, DBA Scores, STAAR scores, Data evaluation in PLCs, Comprehensive Professional Development Plan, Staff Retention Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide coaching in Montessori methods and curriculum to new teachers and those with less than three years of Montessori experience. Improve assignments of campus and district mentors to specifically support 0-3 year teachers.</p> <p>Strategy's Expected Result/Impact: New teachers with 0-3 years experience will complete Montessori certification; Completion of AVID Summer Institute; Teacher feedback/survey reflecting increase in desired PD; Instructional support resulting in 10% increase in attendance and a 10% decrease in teacher turnover rate</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - \$7,200</p>	Formative		
	Jan	May	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Attend Montessori and curriculum conferences and disseminate information as needed to faculty.</p> <p>Strategy's Expected Result/Impact: Increased use of Montessori curriculum and materials</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Jan	May	May
	 Some Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement teacher coaching provided by an outside leader focused on Montessori method of teaching.</p> <p>Strategy's Expected Result/Impact: Support teachers that are not trained yet in Montessori teaching methods and provide them with basic tools/knowledge to implement some Montessori lessons for their students.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Jan	May	May
	 Considerable	 Considerable	 Considerable










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Schedule and conduct the full Montessori training during the summer with the expectation that all identified teachers attend.</p> <p>Strategy's Expected Result/Impact: Increase the number of classroom teachers that are fully trained in Montessori teaching methods to 100%.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Jan	May	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement more use of technology, software, programs, consumables, and maker space materials to support instruction, intervention, and creativity.</p> <p>Strategy's Expected Result/Impact: Growth in DBA and interim assessments; Increased student performance across all populations by 5%</p> <p>Staff Responsible for Monitoring: Instructional Coach, Supplemental Instruction Teachers, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Brain Pop - \$1,550</p>	Formative		
	Jan	May	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Analyze current teacher/staff appreciation activities for effectiveness by providing teachers/staff with a survey in the fall and in the spring.</p> <p>Strategy's Expected Result/Impact: Recommendations for effective and cost efficient teacher appreciation activities or gestures</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Specialist</p>	Formative		
	Jan	May	May
	 Some Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

















Goal 3: Increase the capacity of stakeholders to support identified student needs and campus goals.

Performance Objective 1: Develop teachers and staff capacity to serve student needs while working as a team to advance the goals of the campus.

Evaluation Data Sources: Student Achievement Data, Staff Surveys

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure campus leadership (administrators, MCLs, and IS) learns and implements the Data Driven Instructional and Action Coaching processes to increase student achievement and develop teacher capacity.</p> <p>Strategy's Expected Result/Impact: Increased student achievement; Increased observation and feedback, resulting in improved tier one instruction</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Jan	May	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and campus leadership will attend DDI meetings and Action Coaching sessions to increase rigor of instruction.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction resulting in increased growth measure</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Assistant Principals</p>	Formative		
	Jan	May	May
	 Some Progress	 Some Progress	 Considerable
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement a goal setting structure for non-teaching staff, including administrators.</p> <p>Strategy's Expected Result/Impact: Employee goals are communicated and followed up on to improve employee performance</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May
	 Considerable	 Considerable	 Considerable










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure administrators and Instructional Coach review student achievement data to determine impact of interventions and make adjustments as needed.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach</p>	Formative		
	Jan	May	May
	 Considerable	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Monitor implementation and refine current MTSS processes and interventions K-8, with a focus on correctly identifying students according to the expectations and guidelines found in the MTSS manual.</p> <p>Strategy's Expected Result/Impact: Increased student achievement: Clear RTI systems implemented with fidelity</p> <p>Staff Responsible for Monitoring: Counselors, Behavior Coach, Assistant Principal, and Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Jan	May	May
	 Considerable	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement iReady as a universal screener, used to analyze data and inform instructional plans for students.</p> <p>Strategy's Expected Result/Impact: Establish a baseline of student achievement data to determine student progress and growth toward STAAR and measure growth over time</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach/Counselors</p>	Formative		
	Jan	May	May
	 Considerable	 Accomplished	 Accomplished
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Establish teacher leaders for each grade level and campus improvement group.</p> <p>Strategy's Expected Result/Impact: Improve communication on campus and to grow teachers into leaders for the campus.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Jan	May	May
	 Accomplished	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			








Goal 3: Increase the capacity of stakeholders to support identified student needs and campus goals.

Performance Objective 2: Engage with parents, community members, and business partners.

Evaluation Data Sources: Records of Engagement Activities, Sign-In Sheets, Monday Memo (weekly newsletter)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Designate community and parent involvement nights that feature student creations using non-paper mediums (i.e., "Wall to Wall Art Night", Math nights, Reading nights) during activities light refreshments will be served.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement; Collaboration and integration of Fine Arts and core instruction</p> <p>Staff Responsible for Monitoring: P.I. Coordinator, Fine Arts Teachers, Instructional Coach</p> <p>Funding Sources: - \$400</p>	Formative		
	Jan	May	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Invite parents, community members, and business partners to participate in campus planning activities including, but not limited to, the CDMC, Familias de LAMM, and PTA.,. Increase family engagement by 15%.</p> <p>Strategy's Expected Result/Impact: Increased awareness of campus needs to effectively educate students at Lake Air Montessori</p> <p>Staff Responsible for Monitoring: Principal, Parent Involvement Coordinator, Adopt a School Coordinator</p>	Formative		
	Jan	May	May
	 Some Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create and communicate to families through newsletters, book giveaways, campus activity calendars, and family engagement events such as family fest.</p> <p>Strategy's Expected Result/Impact: Minimum of two family engagement opportunities per semester</p> <p>Staff Responsible for Monitoring: Parent Involvement Coordinator, Assistant Principal</p> <p>Funding Sources: - \$640</p>	Formative		
	Jan	May	May
	 Considerable	 Accomplished	 Accomplished










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will have 6 CDMC meetings, host 6 PTA opportunities, and will send 2 teacher surveys throughout the school year for input.</p> <p>Strategy's Expected Result/Impact: Improve communication with all stakeholders.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Jan	May	May
	 Some Progress	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			














Goal 4: Create and sustain a safe and supportive learning environment in which students, staff, parents, and community members are meaningfully and actively engage in increasing positive behavior, regular attendance, and academic success.

Performance Objective 1: Implement strategies to support the safety and well-being of students.

Evaluation Data Sources: Training, sign-in sheets, professional development calendar, and number and type of anonymous reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure LAMM leaders are trained on the implementation of threat assessment, assemble a campus threat assessment team, and use the Texas School Safety Center as a resource to ensure the effectiveness of processes to support students.</p> <p>Strategy's Expected Result/Impact: Threat assessment team is formed and trained to increase campus security and safety</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Jan	May	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide training to staff on identification of student mental health needs with partner community resources.</p> <p>Strategy's Expected Result/Impact: Consistent research-based protocol to identify students in immediate danger of harming self or others</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative		
	Jan	May	May
	 Some Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure updated safety procedure posters are displayed in every classroom.</p> <p>Strategy's Expected Result/Impact: All students and staff are aware of procedures in case of an emergency</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative		
	Jan	May	May
	 Accomplished	 Accomplished	 Accomplished

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Identify campus safety committee members and conduct regular meetings to review safety protocols and ensure that all staff have a common understanding of language associated with emergency safety procedures and protocols.</p> <p>Strategy's Expected Result/Impact: Campus leadership and staff are prepared and informed on action plans/procedures to increase campus safety</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Jan	May	May
	 Some Progress	 Accomplished	 Accomplished
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Conduct safety drills as required by state and district standards. Send a follow up email to staff after each drill to review the drill and to also ask input from staff about the drill to improve the overall practice of the drill.</p> <p>Strategy's Expected Result/Impact: Staff is prepared/trained on policies and procedures concerning campus safety and emergency situations</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Jan	May	May
	 Accomplished	 Accomplished	 Considerable
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Ensure exterior doors key-less entry is working correctly. The doors should be locked at all times with staff having the ability to gain access to the building quickly with key-less entry..</p> <p>Strategy's Expected Result/Impact: Increased safety</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Jan	May	May
	 Considerable	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			







Goal 4: Create and sustain a safe and supportive learning environment in which students, staff, parents, and community members are meaningfully and actively engage in increasing positive behavior, regular attendance, and academic success.











Performance Objective 2: Increase stakeholder engagement across all populations by 10%.

High Priority

Evaluation Data Sources: Sign-In Sheets, Parent Surveys, Parent/Teacher Conferences Logs, "Adopt-A-School" Meetings, Community Collaboration

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Involve parents in the development of our Parent Involvement Policy, Home-School Compact, educational manipulatives, communication tools such as daily planners, take-home folders, Monday Memo, and social media platforms to ensure effective daily communication.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement; Feedback for campus improvement; Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Parent Involvement Coordinator, Principals, Campus Counselors</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - \$600</p>	Formative		
	Jan	May	May
	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide a parent center to conduct face-to-face meetings and or book study by providing adequate technology and books to educate parents about the Montessori curriculum and other campus programs.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement at LAMM</p> <p>Staff Responsible for Monitoring: Principal, Parent Involvement Coordinator</p> <p>Funding Sources: Books - Title I Parent Involvement - \$320</p>	Formative		
	Jan	May	May
	 Considerable	 Accomplished	 Accomplished

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to host and grow the campus Career Fair to assist students in finding career and higher education interests.</p> <p>Strategy's Expected Result/Impact: Student improvement identified in Branching Minds; Decrease in referral rates by 5%; Counseling logs identifying student needs</p> <p>Staff Responsible for Monitoring: Counselors, Behavior Interventionist, RTI/At-Risk Coordinator</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - \$3,700</p>	Formative		
	Jan	May	May
	 No Progress	 Accomplished	 Accomplished
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Plan and conduct Science and History Fairs.</p> <p>Strategy's Expected Result/Impact: Students successfully compete at local and advanced levels</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Instructional Coach</p> <p>Science and Social Studies Teachers</p> <p>Funding Sources:</p>	Formative		
	Jan	May	May
	 No Progress	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Lake Air Montessori Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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Personnel for Lake Air Montessori Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alice Sauer	SIT	1
Amy "Katy" Abel	SIT	1
Chris Fuentes	Campus Support Specialist	1
Destiny McGowan	Campus Support Aide	1
Mark Cross	SIT	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Sams	IS	Title	1
Brittany Wright	Reach Associate	Title	7.81
Candiss Rodriguez	Reach Associate	Title 1	1
Jolanta Cross	Reach Associate	Title 1	1
Sadie Swain	Reach Associate	Title I	7.81

Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Classroom materials tutoring		\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$316,600.00
+/- Difference					\$306,600.00
Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Instructional Specialist		\$75,876.00
1	1	6	MCLs and RAs		\$151,494.00
1	2	3	Tutoring		\$21,263.00
Sub-Total					\$248,633.00
Budgeted Fund Source Amount					\$248,445.00
+/- Difference					-\$188.00
Title I Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	Books		\$320.00
Sub-Total					\$320.00
Budgeted Fund Source Amount					\$2,509.00
+/- Difference					\$2,189.00
American Rescue Plan (ARP/ESSER III)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$95,267.00
+/- Difference					\$95,267.00
Grand Total Budgeted					\$662,821.00
Grand Total Spent					\$258,953.00

American Rescue Plan (ARP/ESSER III)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$403,868.00