

Waco Independent School District



Lake Air Montessori Elementary School

2026-2027 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.

Value Statement

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Lake Air Montessori Magnet School serves a diverse student population from Pre-K3 through 8th grade, blending Montessori philosophy with district and state standards to provide a unique learning environment. The campus demonstrates notable strengths, including high student engagement, a strong Montessori program, dual language instruction, the only AVID Elementary certification in Waco ISD, and robust professional development partnerships. Student achievement shows areas of excellence, particularly in Algebra I and early-grade reading proficiency, and the school maintains low student-teacher ratios to support individualized learning.

Despite these strengths, several areas of need have been identified. First, there are inconsistencies in instructional practices, particularly as students transition from Montessori-focused lower grades to more traditional upper elementary and middle school classrooms, which can affect performance on standardized assessments. Second, the diverse student population, including high percentages of economically disadvantaged, at-risk, LEP, and special education students, requires differentiated instruction and additional supports that may not always be consistently provided. Third, while technology integration is robust, variability in teacher training and student access to devices creates gaps in blended learning opportunities. Fourth, family engagement is uneven due to communication barriers, particularly for families with limited access to digital platforms or language supports. Finally, implementing multiple specialized programs simultaneously, including Montessori, AVID, dual language, and professional development initiatives, creates complexity that can lead to inconsistencies in program fidelity and student outcomes.

Overall, the needs assessment highlights that while Lake Air Montessori provides a strong foundation and numerous opportunities for student growth, focused attention is needed on ensuring consistent instructional practices, equitable access to technology and programs, and effective family engagement to maximize learning outcomes for all students.

Demographics

Summary

Lake Air Montessori Magnet School, located in Waco, Texas, serves a diverse student population within the Waco Independent School District. As of the 2023–2024 school year, the school enrolled 711 students across grades Pre-Kindergarten through 8th grade.

Demographic Breakdown:

- **Ethnicity/Race:**
 - Hispanic: 66.2%
 - White: 17.0%
 - African American: 12.2%
 - Two or More Races: 3.9%
 - Asian: 0.4%
 - American Indian/Alaska Native: 0.1%
 - Native Hawaiian/Pacific Islander: 0%
- **At-Risk Students:** 57.4%
- **Economically Disadvantaged:** 71.3%
- **Limited English Proficiency (LEP):** 24.6%
- **Special Education:** 16.5%
- **Gifted and Talented:** 15.9%

These figures highlight the school's commitment to serving a diverse and economically disadvantaged student body, with a significant portion of students requiring specialized support services. The high percentage of LEP and special education students underscores the importance of tailored instructional strategies to meet the varied needs of the student population.

Lake Air Montessori's demographic profile reflects the rich cultural tapestry of the Waco community, emphasizing the school's dedication to inclusivity and equitable education for all students.

Strengths

Lake Air Montessori Magnet School in Waco ISD demonstrates several demographic strengths that contribute to a rich and supportive learning environment.

The school serves a diverse student population, with Hispanic students comprising 66.2%, White students 17.0%, and African American students 12.2% of the enrollment. This diversity fosters an inclusive atmosphere where students are exposed to various cultural perspectives. Additionally, the school has a significant percentage of students considered at risk (57.4%) and those who are economically disadvantaged (68%), highlighting its role in providing equitable educational opportunities to underserved communities.

Lake Air Montessori also supports a substantial number of students with specialized needs, including 24.6% identified as Limited English Proficient (LEP) and 16.5% in Special Education programs. This indicates the school's commitment to individualized instruction and support for all learners. Furthermore, 15.9% of students are enrolled in the Gifted and Talented program, reflecting the school's dedication to challenging and nurturing academically advanced students.

Student Learning

Summary

Lake Air Montessori Magnet School, located in Waco, Texas, serves a diverse student body across grades PK–8. As of the 2023–2024 school year, the school enrolled 711 students, with a student-teacher ratio of approximately 13.5:1. The student population is predominantly Hispanic (66.2%), followed by White (17.0%) and African American (12.2%) students. A significant portion of the student body faces socio-economic challenges, with 71.3% classified as economically disadvantaged and 57.4% identified as at-risk. Additionally, 24.6% of students are classified as Limited English Proficient (LEP), and 16.5% receive special education services.

In terms of academic performance, Lake Air Montessori has shown progress in recent years. The school received a "C" rating in the 2024–2025 Texas Accountability System, with scores of 73 in student achievement, 75 in school progress, and 72 in closing performance gaps. These scores indicate a positive trend in student learning outcomes and the school's efforts to address achievement disparities among different student groups.

Despite these improvements, challenges remain. The school continues to work towards enhancing instructional practices and providing targeted support to meet the diverse needs of its student population. Ongoing professional development for educators and the implementation of evidence-based strategies are essential to further elevate student achievement and ensure equitable educational opportunities for all learners.

Strengths

Lake Air Montessori Magnet School in Waco ISD demonstrates several strengths in student learning, reflecting its commitment to providing a high-quality education in a diverse and supportive environment.

One of the notable strengths is the school's performance in Algebra I, where 80% of students achieved proficiency or better. This significantly surpasses both the district average of 27.49% and the state average of 47.01%, highlighting the effectiveness of the school's instructional strategies in preparing students for advanced coursework.

Additionally, Lake Air Montessori has shown commendable performance in STAAR assessments. For instance, 61.11% of 3rd graders were proficient or better in STAAR reading, compared to 30.28% for the district and 52.02% for the state.

Furthermore, Lake Air Montessori's commitment to professional development and instructional support is evident through the establishment of the Office of School Leadership within Waco ISD. This department works closely with campus leaders to identify specific challenges, implement proven instructional practices, and monitor progress to improve academic outcomes for students.

School Processes & Programs

Summary

Lake Air Montessori Magnet School in Waco ISD offers a distinctive educational experience by integrating the Montessori philosophy with the public education curriculum. Serving students from Pre-K3 through 8th grade, the school emphasizes self-directed learning, hands-on activities, and collaborative play, fostering independence and a love for lifelong learning.

Key School Processes and Programs:

- **Montessori Instruction:** Classrooms are designed to promote independence, freedom within limits, and a sense of order. Educators are Montessori-trained or in the process of certification, ensuring alignment with Montessori principles.
- **Dual Language Program:** Lake Air Montessori offers a bilingual education model, providing instruction in both English and Spanish. This program aims to develop proficiency in both languages, promote academic excellence, and build strong social and emotional skills through cultural understanding.
- **AVID:** The school is the only certified AVID (Advancement Via Individual Determination) Elementary campus in Waco ISD. AVID is a nationally recognized college and career readiness program that helps students develop skills necessary for academic success.
- **Professional Development School Partnership:** Lake Air Montessori collaborates with Tarleton State University as a Professional Development School, providing opportunities for teacher candidates to gain practical experience while enhancing the instructional quality of the campus.
- **Curriculum Alignment:** The school aligns its curriculum with Waco ISD standards while incorporating Montessori materials to support abstract concepts, ensuring a comprehensive educational experience.
- **Family and Community Engagement:** Lake Air Montessori emphasizes the importance of family and community involvement in the educational process, fostering a supportive environment for student growth and development.

These programs and processes collectively contribute to a nurturing and dynamic learning environment at Lake Air Montessori Magnet School, preparing students for future academic and personal success.

Strengths

Lake Air Montessori Magnet School in Waco ISD exhibits several strengths in its school processes and programs, reflecting its commitment to providing a holistic and inclusive educational experience.

One of the school's notable strengths is its integration of the Montessori philosophy with the public education curriculum. This approach emphasizes self-directed learning, hands-on activities, and collaborative play, fostering independence and a love for lifelong learning among students. Educators are Montessori-trained or in the process of certification, ensuring alignment with Montessori principles.

Lake Air Montessori also offers a dual language program, providing instruction in both English and Spanish. This program aims to develop proficiency in both languages, promote academic excellence, and build strong social and emotional skills through cultural understanding.

The school is the only certified AVID (Advancement Via Individual Determination) Elementary campus in Waco ISD. AVID is a nationally recognized college and career readiness program that helps students develop skills necessary for academic success. Through AVID, students learn and practice note-taking, time management, and test preparation, engage in team-building and leadership activities, and explore postsecondary options.

Additionally, Lake Air Montessori has established a Professional Development School partnership with Tarleton State University. This collaboration provides opportunities for teacher candidates to gain practical experience while enhancing the instructional quality of the campus.

Furthermore, the school emphasizes family and community involvement, recognizing its importance in the educational process. Lake Air Montessori encourages families to engage through volunteering, attending events, and participating in Montessori education nights.

Collectively, these strengths underscore Lake Air Montessori's dedication to academic excellence and its proactive approach to supporting student achievement in a diverse educational setting.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1



The majority of students are not approaching grade-level in math and reading.

The campus lacks a systemic process for analyzing multiple sources of data and using it to quickly adjust instruction.

 = Priority

Perceptions

Summary

Perceptions at Lake Air Montessori Magnet School in Waco ISD reflect a school community that values high expectations, inclusivity, and collaboration, yet faces challenges in communication and equitable access to resources.

Strengths

Lake Air Montessori fosters a positive school culture where parents and staff actively participate in decision-making processes. The school has seen increased enrollment, with over 550 new families applying for the 2024–2025 school year, indicating strong community interest and trust in the Montessori model. Parents appreciate the Montessori approach, noting its effectiveness in their children's learning and development.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause


1



Classroom disruptive behavior is impacting teaching and learning.

There is inconsistent use of classroom routines and procedures along with behavior tiered identification and supports across the campus

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Average daily attendance has been stagnant and lower than the 97% goal for several years.

The campus lacks a consistent, school-wide system for monitoring daily attendance and tracking chronic absenteeism.

2
★

The majority of students are not approaching grade-level in math and reading.

The campus lacks a systemic process for analyzing multiple sources of data and using it to quickly adjust instruction.

3
★

There is a significant achievement gap in middle school mathematics, specifically in 7th grade, where only 3% of students reached the "Meets Grade Level" standard and only 12% reached "Approaches"

A lack of rigorous, TEKS-aligned Tier 1 instruction and insufficient targeted intervention for students transitioning into secondary-level Montessori math concepts.

4
★

Students receiving supports such as Tier 2 or 3, Special Education, or language are not making the same academic gains as Tier 1 students.

Classroom instruction lacks consistent, differentiated, and scaffolded supports specifically tailored to close achievement gaps (for SpEd and EB students).

5
★

Classroom disruptive behavior is impacting teaching and learning.

There is inconsistent use of classroom routines and procedures along with behavior tiered identification and supports across the campus

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent activity evaluations and feedback data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data



Goals

Goal 1

Develop and implement plans, systems, and processes to support an improved campus A-F rating and ensure academic success for all students from PK3 through 8th grade.

Performance Objective 1

By the conclusion of the academic year, the school will accelerate learning in reading and math to ensure equitable outcomes for all student populations. Students will achieve a minimum of 1.5 years of expected growth on the end of the year assessment.

Evaluation Data Source: STAAR Data, Student Achievement Data, TELPAS Results, IReady, TxKea, Circle, TCA's, Interim Assessment Data

Strategy 1

Continue to implement Data-Driven Instruction (DDI) to review student achievement data and identify areas of instruction that need additional focus through reteach plans. Ensure Teaching and Learning Specialist are available to assist with data driven instructional planning, in class instructional support and professional development for teachers.

Strategy's Expected Result/Impact: Increased student achievement on district and state assessments

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, MCLs, Classroom Teachers

Problem Statements: School Processes & Programs 1

Formative Reviews

October

January

May

Strategy 2

Continue to interpret unit and benchmark assessment data with teacher teams, discussing the percentage of students at "Approaches", "Meets", and "Masters" performance levels and the number of points of growth or loss of individual students.

Strategy's Expected Result/Impact: Intervention plans will be developed and implemented based on data, students will achieve expected or accelerated growth on STAAR

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, MCLs, Classroom Teachers

Problem Statements: School Processes & Programs 1

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Strategy 3

Collaborate with teachers during PLC to improve TIER 1 instruction and develop strategies to facilitate increased student achievement, enabling students who previously earned "Approaches" or "Meets" to achieve or make progress towards "Masters".

Strategy's Expected Result/Impact: An Increase in "Masters" level scores on STAAR Reading and Mathematics assessments and on district TCAs

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional specialist

Problem Statements: School Processes & Programs 1

Formative Reviews

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Strategy 4

Provide tutoring and Saturday school opportunities to students to increase performance on state and district assessments throughout all grade levels. Prepare, plan, and deliver targeted instruction.

Strategy's Expected Result/Impact: Increased performance on state and district assessments

Staff Responsible for Monitoring: SIT, Instructional Specialist, Classroom Teachers

Funding Sources: 6100, \$5,000

Formative Reviews

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Strategy 5

Purchase materials such as classroom supplies and STAAR resources, Mentoring Minds, Brain Pop, IXL, and other software programs to support supplemental instruction.

Strategy's Expected Result/Impact: Increased performance on state and district assessments

Staff Responsible for Monitoring: Instructional Specialist

Funding Sources: 6300, \$15,000, 6300, \$15,000

Formative Reviews

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Strategy 6

Build student background knowledge and provide engaging real world experiences through field trips that enable students to make connections to classroom learning.

Strategy's Expected Result/Impact: Increased student learning and ability to make inferences related to real world experiences

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1

Formative Reviews

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

The majority of students are not approaching grade-level in math and reading.

The campus lacks a systemic process for analyzing multiple sources of data and using it to quickly adjust instruction.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Classroom disruptive behavior is impacting teaching and learning.

There is inconsistent use of classroom routines and procedures along with behavior tiered identification and supports across the campus

Performance Objective 2

Implement a clear Response to Intervention (RtI) plan to support increased student achievement.

Strategy 1

Ensure progress of students who previously failed STAAR assessment(s) is tracked and create a system of intervention for students. Ensure students are getting interventions during the school year and/or through an extended school year opportunity.

Strategy's Expected Result/Impact: Creation of comprehensive Rtl plan including defined research-based, targeted interventions that will be utilized to support increased student achievement and growth

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, MCLs, SIT

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Strategy 2

Use Branching Minds and Same Goal to document the identification of students, tier students, write individualized student learning plans, and document progress monitoring students for reading, math, writing and behavior. Prioritize students for intervention in math and reading language arts.

Strategy's Expected Result/Impact: Individualized intervention learning plans will result in increased student achievement and decreased discipline incidents

Staff Responsible for Monitoring: Principal, Counselors, Instructional Specialist, Behavior Specialist

Formative Reviews

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Strategy 3

Meet with classroom teachers during PLC to progress monitor student achievement and response to multi-tiered supports for students. Establish structures that help teachers identify gaps in order to adjust and modify their reteach lessons. Review class and individual student data from iReady assessments to make informed decisions, that include, identification of instructional deficits, identification of instructional focus areas, establishment of student groups, and determination of student progress toward end-of-year goals.

Strategy's Expected Result/Impact: Increased student growth and achievement. Students who are not showing progress will be moved through the TIERS effectively

Staff Responsible for Monitoring: Instructional Specialist, MCL, Classroom Teachers

Formative Reviews

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Strategy 4

Continue to use technology to support teaching and learning initiatives. Purchase headphones and wireless mice for student use during intervention programs.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Teaching and Learning Specialist

Formative Reviews

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Strategy 5

Create a systemic plan for guided reading and guided math. Purchase all necessary supplies such as pocket-charts, clipboards, easels, book bags/bins, manipulatives, and visuals.

Strategy's Expected Result/Impact: Evidence of guided reading in lesson plans, student growth in reading

Staff Responsible for Monitoring: Teaching and Learning Specialist, Assistant Principals, Principal

Problem Statements: School Processes & Programs 1

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

The majority of students are not approaching grade-level in math and reading.

The campus lacks a systemic process for analyzing multiple sources of data and using it to quickly adjust instruction.

Performance Objective 3

Utilize proactive behavioral interventions and support systems to decrease ISS, OSS, and DAEP placements by 5%, ensuring fewer disruptions to student learning and higher academic growth.

Evaluation Data Source: Discipline data, Branching Minds- Behavior Incident Report, MTSS-B Data

Strategy 1

Implement Emergent Tree Framework across the campus for Tier 1 instruction and behavior management.

Strategy's Expected Result/Impact: Lesson plans and walkthroughs will show use of Core Values and evidence will be displayed and referenced in classrooms.

Staff Responsible for Monitoring: Campus Behavior Support, counselor, Campus Support Specialist, Teachers

Problem Statements: Perceptions 1

Formative Reviews

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Strategy 2

Employ and utilize a Campus Support professional to reinforce Tier 1 and 2 behavior intervention plans as well as teach skills in small group settings and manage proactive plans to help student behavior.

Strategy's Expected Result/Impact: Decreased number of ISS, OSS, DAEP placements

Staff Responsible for Monitoring: Campus behavior Support, Campus Support Specialist

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Strategy 3

Provide Positive Behavior Implementation and Supports for all students including the use of tangible rewards and celebrations. Create a calming corner in each classroom

Strategy's Expected Result/Impact: Increased implementation of procedures especially in common areas

Staff Responsible for Monitoring: Campus Behavior Support, Campus Support Specialist, Counselors, Assistant Principals

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Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Classroom disruptive behavior is impacting teaching and learning.

There is inconsistent use of classroom routines and procedures along with behavior tiered identification and supports across the campus

Performance Objective 4

Maintain AVID certified status and build a graduation culture.

Evaluation Data Source: AVID certification tool

Strategy 1

Ensure staff are adequately trained to implement and sustain the AVID program by developing and implementing AVID PD throughout the school year.

Strategy's Expected Result/Impact: Evidence of AVID strategies in classrooms

Staff Responsible for Monitoring: AVID Coordinator, Teaching and Learning Specialist, Counselors

Formative Reviews

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Strategy 2

Purchase necessary student supplies such as binders, planners, and materials to implement AVID methodology.

Strategy's Expected Result/Impact: Students will utilize binders and planners to build organizational skills

Staff Responsible for Monitoring: AVID Coordinator, Teaching and Learning Specialist

Formative Reviews

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Strategy 3

Celebrate a college/ university and career each month, display a pennant and share facts during morning announcements.

Strategy's Expected Result/Impact: Students will be exposed to different colleges and careers during morning announcements.

Staff Responsible for Monitoring: AVID Coordinator

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Goal 2

The campus will implement strategic recruitment, targeted professional development, and robust retention initiatives to build a highly qualified, experienced educator workforce that fosters long-term stability and drives student academic achievement.

Performance Objective 1

Implement strategies to support teachers and staff.

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

Strategy 1

Provide professional learning opportunities for staff in instructional alignment and rigor.

Strategy's Expected Result/Impact: Aligned and rigorous lesson plans that include objectives, aligned formative checks, lesson plan feedback from administration, and re-teach plans to support effective Tier 1 instruction

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, MCLs

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

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Strategy 2

Use communication strategies including, but not limited to, district email, campus calendar, ParentSquare, faculty meetings, etc. to provide campus and district information to staff.

Strategy's Expected Result/Impact: Increased use of tools that support effective communication with teachers being more informed of campus and district initiatives and events

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, MCLs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 3

Provide differentiated professional development: DDI, Technology, Classroom Management, Summer PD, SLO, TELPAS, SPED and Montessori

Strategy's Expected Result/Impact: Increased knowledge and skills of teachers resulting in successful implement of campus expectations

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, MCLs

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

Implement strategies such as teacher-created professional development and inclusion of teachers on the decision-making team to define and support teacher leaders.

Strategy's Expected Result/Impact: Increased opportunities for teachers to engage in leadership roles and responsibilities that impact work satisfaction and retention

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, MCLs

Formative Reviews

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Strategy 5

Conduct a beginning of the year and middle of the year survey to gather teacher input on procedures and practices and a final end-of-year survey of overall satisfaction and suggestions for change.

Strategy's Expected Result/Impact: Increased opportunities for teachers to have a voice and provide input that impact procedures and practices throughout the campus

Staff Responsible for Monitoring: Principal, Assistant principals

Formative Reviews

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Performance Objective 2

Develop and implement a professional development plan to support increased student achievement and teacher growth.

Evaluation Data Source: TTESS Results, Professional Development Plan, TIA Correlation Data

Strategy 1

Expand authentic Montessori instruction campus-wide by providing formal Montessori certification training to all untrained instructional staff, while delivering targeted instructional coaching in Montessori methods and curriculum to all new educators and those with fewer than three years of Montessori experience.

Strategy's Expected Result/Impact: New teachers and teachers with 0-3 years experience will complete Montessori certification and receive Montessori coaching resulting in effective implementation of Montessori instructional practices

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, MCL

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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January

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Strategy 2

Attend Montessori and curriculum conferences and disseminate information as needed to faculty.

Strategy's Expected Result/Impact: Increased use of Montessori curriculum and materials

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, MCL

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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January

May

Strategy 3

Conduct grade level PLCs, data meetings, and staff meetings to provide professional development, coaching, and data disaggregation.

Strategy's Expected Result/Impact: Increased teacher effectiveness and lesson plans will incorporate strategies learned which will provide better student outcomes

Staff Responsible for Monitoring: Teaching and Learning Specialist, Assistant Principal, Principal

Formative Reviews

October

January

May

Strategy 4

Plan and implement professional development around teacher clarity, lesson planning, processes, and protocols to ensure teachers have an understanding of effective lesson planning.

Strategy's Expected Result/Impact: Creation of aligned lesson plans that include precise learning objectives, aligned formative assessments, and reteach plans to support effective Tier 1 instruction

Staff Responsible for Monitoring: Teaching and Learning Specialist, Principal, Assistant Principals

Formative Reviews

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May

Strategy 5

Employ 3 Teaching and Learning specialists to assist teachers with planning, data disaggregation, and coaching.

Strategy's Expected Result/Impact: Increased student achievement, evidence of differentiated instruction

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

October

January

May

Performance Objective 3

Implement innovative solutions and strategies for teacher recruitment, induction, and retention.

Strategy 1

Send out a weekly newsletter to staff with upcoming events and information.

Strategy's Expected Result/Impact: Informed staff and effective communication

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

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Strategy 2

Assign first year teachers a mentor through the WISD mentor program and assign teachers new to the campus a buddy.

Strategy's Expected Result/Impact: Increased capacity of new teachers as evidenced in walkthroughs and observation notes

Staff Responsible for Monitoring: New Teacher Coordinator

Formative Reviews

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Goal 3

Maximize parent and community involvement through purposeful engagement opportunities that empower stakeholders to actively support and enhance student behavioral outcomes, regular school attendance, and overall academic success.

Performance Objective 1

Provide monthly family engagement opportunities and increase the number of family members attending by 25%.

Evaluation Data Source: Agendas, Sign-in Sheets From Family Engagement Opportunities, Attendance Tracking Form

Strategy 1

Designate community and parent involvement nights that feature student creations (i.e., "Wall to Wall Art Night", Math nights, Reading nights) where light refreshments will be provided to parents and students to increase attendance.

Strategy's Expected Result/Impact: Increased parent involvement; Collaboration and integration of Fine Arts and core instruction

Staff Responsible for Monitoring: P.I. Coordinator, Fine Arts Teachers, Instructional Specialist

Funding Sources: 6400, \$400

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Strategy 2

Involve parents in the development of our Parent Involvement Policy, Home-School Compact, educational manipulatives, communication tools such as daily planners, take-home folders, weekly newsletter, and social media platforms to ensure effective daily communication. Provide additional help for parents during the summer for registration help and translation for Spanish-speaking parents. Invite families into the building to events like Muffins for Military, reading, and math nights. Provide middle school parents with an online Zoom training for Camp Careful.

Strategy's Expected Result/Impact: Increased parent involvement; Feedback for campus improvement; Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, PEIMS Clerk

Funding Sources: Provide additional help for parents during the summer for registration help and translation for Spanish-speaking parents Title I Parent Involvement, 211.61.6121.00.127.30.247, \$600, Muffins for the Military Title I Parent Involvement, 211.61.6499.00.127.30.247, \$100, Middle School Parents Zoom Training for camp Careful Title I Parent Involvement, 211.61.6299.00.127.30.247, \$175

TEA Priorities: Improve low-performing schools

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Strategy 3

Create and communicate to families through newsletters, book giveaways, campus activity calendars, and family engagement events such as family fest. Provide additional help for parents during the summer for registration help and translation for Spanish-speaking parents.

Strategy's Expected Result/Impact: Minimum of two family engagement opportunities per semester that support parent involvement and engagement

Staff Responsible for Monitoring: Parent Involvement Coordinator, Assistant Principals

Funding Sources: 6300, \$1,600

Formative Reviews

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May

Strategy 4

Use ParentSquare, the Waco ISD website, Facebook, newsletters, flyers, take-home folders, planners to communicate from school to home.

Strategy's Expected Result/Impact: Better communication and relationships between home and school

Staff Responsible for Monitoring: Principal, Assistant Principal, Teaching and Learning Specialist, Counselors

Formative Reviews

October

January

May

Strategy 5

Conduct family or parent involvement activities (in-person and/or virtual) to include parents in their child's education that will result in higher academic achievement and attendance for the

child. Include Title I Parent Compact Review, Title I Parent involvement Policy, Open House, Thanksgiving Lunch, Grand parent lunch, parent conferences, student-led conferences, grade level programs, and end-of-year celebrations. Purchase supplies for notes/fliers announcing and inviting parents to parent meetings and student achievement celebrations, for printing monthly campus newsletters, for refreshments for parents attending, and to provide a translator/interpreter at meetings and/or for parent contact.

Strategy's Expected Result/Impact: Increased parent participation at school events, encourage parents to be more involved in school events

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Classroom Teachers, Instructional Specialist, MCL

Formative Reviews

October

January

May

Performance Objective 2

Implement strategies to support the safety and well-being of students.

Evaluation Data Source: Training Sign-in Sheets, Professional Development Calendar

Strategy 1

Ensure administrators are trained on the implementation of threat assessment teams using the Texas School Safety Center as a resource.

Strategy's Expected Result/Impact: Implement threat assessment teams with fidelity to provide effective interventions

Staff Responsible for Monitoring: Principal

Formative Reviews

October

January

May

Strategy 2

Maintain status as a "No Place for Hate" designated campus

Strategy's Expected Result/Impact: Students understand and respect one another; reduced number of bullying incidents

Staff Responsible for Monitoring: Counselor

Formative Reviews

October

January

May

Strategy 3

Partner with Communities in Schools to provide support, case management, and access to needed outside resources.

Strategy's Expected Result/Impact: Increased attendance, reduced behavior incidents

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Formative Reviews

October

January

May

Goal 4

The campus will establish, institutionalize, and monitor standardized operational protocols across all departments to guarantee absolute consistency in daily routines, maximize physical safety, and foster a culture of collective accountability among staff and students.

Performance Objective 1

Instructional Leadership Team will focus on core leadership tasks and supporting staff and students.

Evaluation Data Source: Increase in student achievement, increase in STAAR scores

Strategy 1

Utilize a focused Instructional Leadership Team agenda every week to ensure campus goals are met.

Strategy's Expected Result/Impact: Campus goals are met through focused work of the Instructional Leadership Team

Staff Responsible for Monitoring: Principal

Formative Reviews

October

January

May

Strategy 2

Leadership Team members use agendas and tracking tools for their instructional responsibilities and the Principal will use these tools to provide coaching and feedback.

Strategy's Expected Result/Impact: Campus goals are met through focused work of the Instructional Team

Staff Responsible for Monitoring: Principal

Formative Reviews

October

January

May

Strategy 3

Instructional Team will develop a coaching calendar based on data.

Strategy's Expected Result/Impact: Instructional team will utilize relevant data and coach teachers based on the data to increase teacher efficacy

Staff Responsible for Monitoring: Principal

Formative Reviews

October

January

May

Strategy 4

Develop a teacher team meeting agenda and protocol that follows a planning structure. Teacher teams will utilize the protocol weekly to plan rigorous instruction.

Strategy's Expected Result/Impact: Aligned lessons that are rigorous and based on data

Staff Responsible for Monitoring: Principal

Formative Reviews

October

January

May

Performance Objective 2

Ensure clear, concise, communication and understanding of policies and procedures.

Evaluation Data Source: campus handbook, staff surveys

Strategy 1

Revise and update campus handbook to more clearly define processes such as MTSS - B, campus safety, field trips, arrival, and dismissal.

Strategy's Expected Result/Impact: Principal, Assistant Principal

Formative Reviews

October

January

May

Strategy 2

Administrators will monitor the emergency operation protocol and cameras for staff and student

safety.

Formative Reviews

October

January

May



State Compensatory Education

State Compensatory

Budget for Lake Air Montessori Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4.5

Brief Description of SCE Services and/or Programs

Personnel for Lake Air Montessori Elementary School

Name	Position	FTE
Alice Sauer	SIT	1
Amy "Katy" Abel	SIT-49%	0.5
Brittany Writght	Campus Support Aide	1
Chris Fuentes	Campus Support Specialist	1
Mark Cross	SIT	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Emilie Newmons	Teaching and Learning Specialist	Title	1
Hope Vick	Teaching and Learning specialist	Title	1
Kelly McDaniels	Teaching and Learning Specialist	Title	1



Funding Summary

Funding Summary

State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$270,900.00
				+/- Difference	\$270,900.00

Title 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$185,000.00
				+/- Difference	\$185,000.00

Title I Parent Involvement

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Provide additional help for parents during the summer for registration help and translation for Spanish-speaking parents	211.61.61 21.00.12 7.30.247	\$600.00
3	1	2	Muffins for the Military	211.61.64 99.00.12 7.30.247	\$100.00
3	1	2	Middle School Parents Zoom Training for camp Careful	211.61.62 99.00.12 7.30.247	\$175.00
				Sub-Total	\$875.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	-\$875.00

American Rescue Plan (ARP/ESSER III)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$95,267.00
				+/- Difference	\$95,267.00