

Waco Independent School District



Lake Air Montessori Elementary School

2025-2026 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.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

While Lake Air Montessori serves a diverse and vibrant student population, a significant proportion of students are economically disadvantaged, at-risk, or require specialized support such as English language learning or special education services. This diversity of needs can make it challenging to ensure equitable access across all student groups.

The root cause of this challenge is that the student population's varying academic, linguistic, and socio-emotional needs require differentiated instruction, additional resources, and targeted support.

 = Priority

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.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

Despite notable successes in student learning, including high proficiency rates in Algebra I and strong STAAR reading outcomes in early grades, there are inconsistencies in achievement across grade levels and subjects.

The root cause of this challenge is the variability in instructional practices and supports across classrooms, coupled with the diverse needs of the student population. While the school provides individualized attention through differences in teacher experience, training in Montessori methods, and effective integration of district-mandated standards create gaps in consistency.

 = Priority

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

Although Lake Air Montessori offers strong programs, including Montessori instruction, a dual language program, AVID Elementary, and a professional development partnership with Tarleton State University, inconsistencies in program implementation and teacher experience can limit the full impact of these initiatives on student learning outcomes.

The root cause of this challenge is the combination of diverse teacher experience levels and the complexity of implementing multiple specialized programs simultaneously. While teachers receive training and support, differences in Montessori certification status, familiarity with dual language instruction, and experience with AVID practices can result in uneven program delivery across classrooms.

★ = 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 [Cloudinary](#). 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

Although Lake Air Montessori benefits from strong community support, positive school culture, and high parental interest in the Montessori model, communication gaps and inequitable access to information prevent some families from being fully informed and engaged in their child's education.

The root cause of this challenge is a combination of limited staff capacity for direct, face-to-face communication and reliance on digital platforms that some families cannot access.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

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

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.

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.

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.

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.

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

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.

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

5
★

Parents without access to social media or adequate technology remain uninformed.

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.

6
★

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

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



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
- 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



Goals

Goal 1 Increase student achievement.

Performance Objective 1

Increase student achievement to at least 80% growth for all student groups in reading and math.

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

Summative Evaluation: Met Performance Objective

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 MCLs and Instructional 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

Formative Reviews

Some Progress

October

Some Progress

January

Considerable Progress

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

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

May

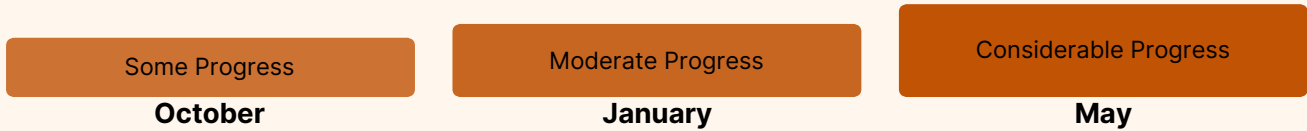
Strategy 3

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

Formative Reviews



Strategy 4

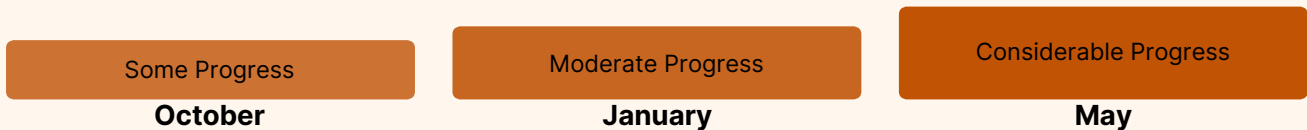
Provide time for MCLs and Instructional Specialist to work with teachers to identify and help meet the needs of at-risk students in all subject areas, integrate technology as appropriate, and provide instructional support to teachers.

Strategy's Expected Result/Impact: Students identified as at-risk will show academic progress, teachers have instructional support

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

Funding Sources:

Formative Reviews



Strategy 5

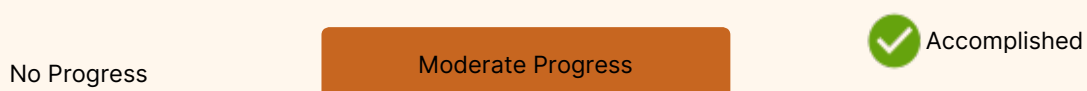
Provide tutoring and Saturday school opportunities to students to increase performance on state and district assessments throughout all grade levels. Prepare, plan, and deliver targeted instruction.

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

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

Funding Sources: 6100, \$5,000

Formative Reviews



Strategy 6

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

No Progress

October

Some Progress

January



Accomplished

May

Strategy 7

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

Formative Reviews

Some Progress

October

Moderate Progress

January



Accomplished

May

Performance Objective 2

Implement a clear Response to Intervention (RtI) plan to support increased student achievement. The RTI Coordinators will begin the student tiering process during the month of June as part of summer planning and preparation

Evaluation Data Source: STAAR Data, Renaissance Data

Summative Evaluation: Met Performance Objective

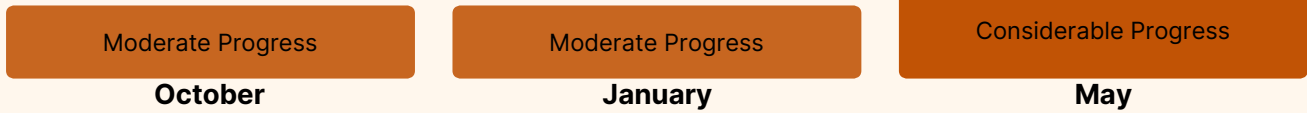
Strategy 1

Ensure progress of students who previously failed STAAR assessment(s) is tracked and create a system of intervention for students.

Strategy's Expected Result/Impact: Creation of comprehensive RtI 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

Formative Reviews



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



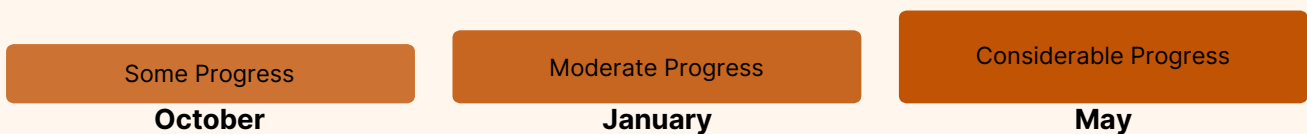
Strategy 3

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.

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



Performance Objective 3

Continue to use technology to support teaching and learning initiatives

Evaluation Data Source: Student Achievement, Data, Surveys

Strategy 1

Use online interim assessments to guide instructional plans for improving STAAR results.

Strategy's Expected Result/Impact: Increased student achievement as a result of identifying student expectations that are in need of remediation

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

Formative Reviews



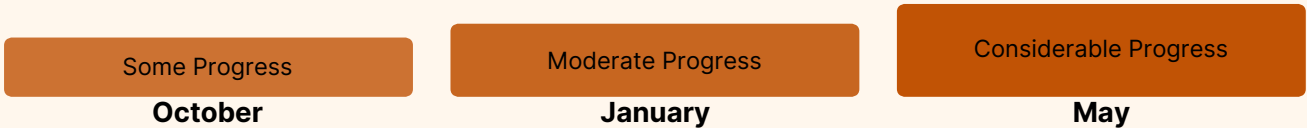
Strategy 2

Review class and individual student data from IReady to make informed data-driven decisions, but not limited to, identification of instructional deficits, identification of instructional focus areas, establishment of student groups based upon areas of need, and determination of student progress toward meeting end-of-year goals.

Strategy's Expected Result/Impact: Increased student achievement

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

Formative Reviews



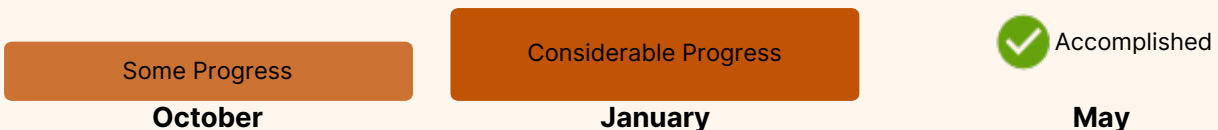
Strategy 3

Provide students with resources such as visual aids, technology applications/computers/iPads, graphic organizers, flexible seating and anchor charts to complement district curriculum and to increase performance on state and district assessments throughout all grade levels.

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

Staff Responsible for Monitoring: Instructional Specialist, MCL

Formative Reviews



Goal 2

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 Source: Staff training sign in sheets, student discipline records, climate survey

Summative Evaluation: Met Performance Objective

Strategy 1

Ensure LAMM leaders are trained on the implementation of threat assessment teams and implement a team to identify students who pose potential threats and mitigate risks to campus safety while assisting the student.

Strategy's Expected Result/Impact: Threat assessment team is formed and trained to increase campus security and safety

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Specialist

Formative Reviews

Considerable Progress

October

Considerable Progress

January



Accomplished

May

Strategy 2

Equip teachers with strategies for responding to children's social and emotional needs using Emergent Tree and Character Strong.

Strategy's Expected Result/Impact: Improved ability of teachers to manage certain stressful situations and help them positively impact their students' learning and well-being

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

Formative Reviews

Moderate Progress

October

Considerable Progress

January



Accomplished

May

Strategy 3

Provide a coherent system of supports for behavior within a multi-tiered instructional system which develops teacher capacity and provides instruction to students to improve behavior.

Strategy's Expected Result/Impact: Increased culture of support for students and increased knowledge and skills in effective strategies for redirecting student misbehavior

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

Formative Reviews

Considerable Progress

October

Considerable Progress

January

 Accomplished

May

Strategy 4

Continue to recognize student birthdays and accomplishments over the announcements every morning and highlight weekly, the students who are meeting our character strong traits.

Strategy's Expected Result/Impact: An increase in positive student culture is expected as a result of the daily announcements, hallway display, and social media postings

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors


Formative Reviews

Considerable Progress

October

Considerable Progress

January

 Accomplished

May

Strategy 5

Explore and create strategies and activities that incorporate student voice while increasing depth of student knowledge and skills regarding diversity, inclusion, and anti-biases based on No Place for Hate process.

Strategy's Expected Result/Impact: Increased opportunities to empower students to seek solutions and encourage positive behaviors

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Behavior Specialists

Formative Reviews

Some Progress

October

Moderate Progress

January

 Accomplished

May

Strategy 6

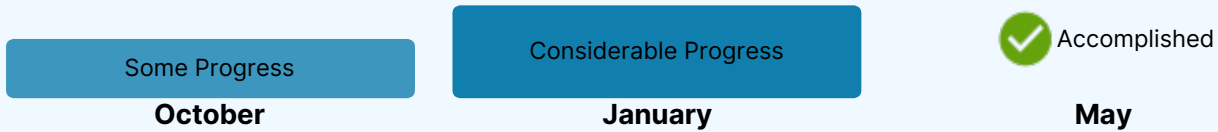
Continue to conduct counselor guidance lessons in classrooms for preK-8 grades. Have students

sign a No Place for Hate contract.

Strategy's Expected Result/Impact: Reduced number or reports from students and parents of potential bullying that occurs on and off campus

Staff Responsible for Monitoring: Assistant Principals, Counselors

Formative Reviews



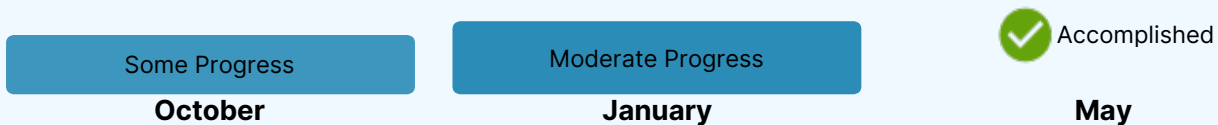
Strategy 7

Use the campus Student Assistance Team (SAT) to meet and develop behavior intervention plans for students needing TIER II and TIER III Interventions.

Strategy's Expected Result/Impact: A Reduction in TIER II and III student behaviors with a reduction of student assignments to ISS/OSS

Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Specialists, Classroom Teachers

Formative Reviews



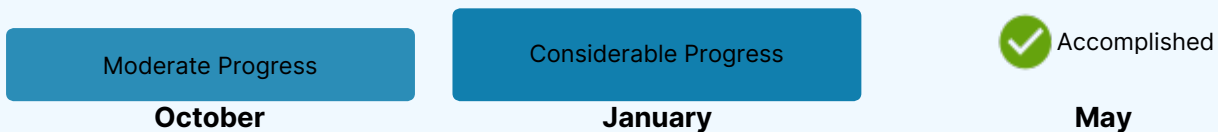
Strategy 8

Use Behavior Specialist to implement social stories and behavior supports with students.

Strategy's Expected Result/Impact: An overall improvement of student behavior as documented through Branching Minds, Behavior Plans, and classroom documentation

Staff Responsible for Monitoring: Assistant Principals

Formative Reviews



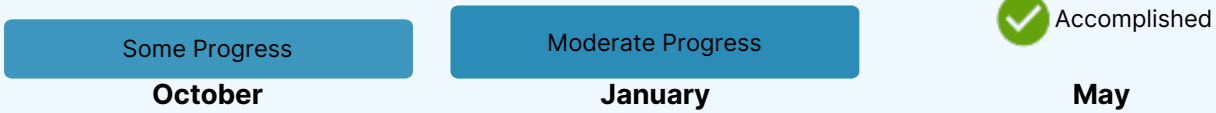
Strategy 9

Support teachers and staff in implementing a tiered behavioral intervention program and behavior support plans through training, coaching, consultation, and technology tools as evidenced by accurately tiered students with active behavior plans in Branching Minds / SameGoal, up-to-date progress monitoring, and teacher/staff notes.

Strategy's Expected Result/Impact: Improved behavior supports for students that are outlined in behavior plans that are accurately documented in Branching Minds

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Specialist, Instructional Specialist, MCL

Formative Reviews



Performance Objective 2

All stakeholders will have an awareness of appropriate health and safety practices.

Evaluation Data Source: Log of Monthly Safety Drills, Training logs, Professional Development

Summative Evaluation: Met Performance Objective

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, 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.

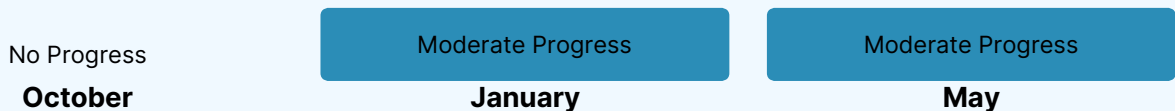
Strategy's Expected Result/Impact: Increased parent involvement; Feedback for campus improvement; Increased Student Achievement

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

Formative Reviews



Strategy 2

Develop a campus safety committee and conduct regular meetings evaluating current safety measures.

Strategy's Expected Result/Impact: Students will have an emotionally and physically safe environment with campus safety protocols systematically and accurately implemented in the event of an emergency.

Staff Responsible for Monitoring: Principal, Assistant Principal, Safety Team

Formative Reviews

No Progress
October

Considerable Progress
January

 Accomplished
May


Strategy 3


Model social-emotional health (SEH) practices at professional development sessions for staff. Staff will have access to campus "Zen Den" where they can go to improve their social well being.


Strategy's Expected Result/Impact: Increased knowledge and understanding of signature SEH practices

Staff Responsible for Monitoring: Counselors

Formative Reviews

 Discontinue
October

 Discontinue
January

 Discontinue
May

Strategy 4

Provide parent educational night in regards to safety on campus and within the community.

Strategy's Expected Result/Impact: Increased parental awareness of campus safety protocols and community safety such as cyber bullying, social media, and illegal substances

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Formative Reviews

No Progress
October

Moderate Progress
January

Moderate Progress
May

Goal 3

Align programs and processes to support high student achievement through the development of highly qualified teachers, improved teacher recruitment, greater teacher retention, and increased teacher satisfaction.

Performance Objective 1

Implement strategies to support teachers and staff.

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

Summative Evaluation: Met Performance Objective

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

Some Progress

October

Moderate Progress

January



Accomplished

May

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.

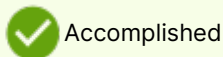
Strategy's Expected Result/Impact: Increased use of tools that support effective communication with teachers being more informed of campus and district initiatives and events

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

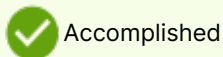
TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

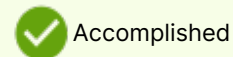
Formative Reviews



October



January



May

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

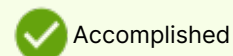
Formative Reviews

Some Progress

October

Moderate Progress

January



May

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

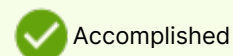
Formative Reviews

No Progress

October

Moderate Progress

January



May

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

Some Progress

October

Considerable Progress

January

Considerable Progress

May

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

Provide Montessori training for all teachers PreK through second grade who are not Montessori trained. Provide coaching in Montessori methods and curriculum to new teachers and those with less 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

Considerable Progress

October

Considerable Progress

January



Accomplished

May

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

No Progress

October



Accomplished

January



Accomplished

May

Strategy 3

Implement Action Coaching to increase the effectiveness of observation and feedback.

Strategy's Expected Result/Impact: Effective implementation of observation and feedback schedules and coaching scripts using the "See it, Name it, Do it" coaching protocols to increase effectiveness of feedback given to teachers.

Staff Responsible for Monitoring: Principal, Assistant Principals

Formative Reviews

Moderate Progress

October

Considerable Progress

January



Accomplished

May

Strategy 4

Schedule and participate in the full Montessori training during the summer with the expectation that all identified teachers grades PreK - 5th grade attend.

Strategy's Expected Result/Impact: Increased number of classroom teachers that are fully trained in Montessori teaching methods grades PreK - 5th grade

Staff Responsible for Monitoring: Principal, Assistant Principals

Formative Reviews

Considerable Progress

October

Considerable Progress

January



Accomplished

May

Strategy 5

Implement Data-Driven Instruction process, including professional development and data meeting calendar based on assessments, observation and feedback.

Strategy's Expected Result/Impact: Effective creation and implementation of reteach/intervention plans and a DDI calendar

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

Formative Reviews

Some Progress

October

Considerable Progress

January



Accomplished

May

Strategy 6

Implement professional development focuses on lesson planning, processes and protocols.

Strategy's Expected Result/Impact: Aligned lesson plans that include precise objectives, aligned formative checks, and reteach plans to support effective TIER I instruction

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

TEA Priorities: Recruit, support, retain teachers and principals


Formative Reviews

Some Progress

October

Considerable Progress

January

 Accomplished

May

Strategy 7

Schedule and participate in the AVID training with the expectation that all identified teachers grades 6-8 grade attend.

Strategy's Expected Result/Impact: Increased number of classroom teachers that are fully trained in AVID grades 6th - 8th.

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities: Recruit, support, retain teachers and principals


Formative Reviews

Some Progress

October

Some Progress

January

 Accomplished

May

Goal 4 Increase the capacity of stakeholders to support identified student needs and campus goals.

Performance Objective 1

Develop campus faculty and staff capacity to serve student needs while working as a team to advance the goals of the campus.

Evaluation Data Source: Student Achievement Data, Staff Surveys

Summative Evaluation: Met Performance Objective

Strategy 1

Ensure campus leadership learns and implements the Data Driven Instructional and Action Coaching processes to increase student achievement and develop teacher capacity.

Strategy's Expected Result/Impact: Increased student achievement; Increased observation and feedback, resulting in improved tier one instruction

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

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

May

Strategy 2

Plan and implement professional development focused on Data-Driven Instruction.

Strategy's Expected Result/Impact: Teachers will utilize know and show charts to create content-aligned lesson plans

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


Formative Reviews

No Progress

October

Moderate Progress

January

 Accomplished

May

Strategy 3

Participate in training to understand the A-F Accountability System and set campus goals for improvement

Strategy's Expected Result/Impact: Clear understanding of the accountability system with identified focus areas to improve and areas to leverage improvement in student achievement

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

Formative Reviews

No Progress

October

Moderate Progress

January



Accomplished

May

Strategy 4

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.

Strategy's Expected Result/Impact: Increased student achievement: Clear RTI systems implemented with fidelity

Staff Responsible for Monitoring: 504, Dyslexia, RTI Coordinators

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

October

Considerable Progress

January



Accomplished

May

Performance Objective 2

Engage with parents, community members, and business partners.

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

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


Formative Reviews

Some Progress

October

Moderate Progress

January

 Accomplished

May

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, PTA, and Adopt-a-School Partners.

Strategy's Expected Result/Impact: Increased awareness of campus needs to effectively educate students at Lake Air Montessori

Staff Responsible for Monitoring: Principal, Counselor, Classroom Teacher


Formative Reviews

No Progress

October

Moderate Progress

January

 Accomplished

May

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

 Accomplished

October

 Accomplished

January

 Accomplished

May

Strategy 4

Conduct 6 CDMC meetings, host PTA sponsored events/opportunities, and send at least one parent survey to gain input from the community.

Strategy's Expected Result/Impact: Improved communication and opportunities to provide input with all stakeholders

Staff Responsible for Monitoring: Principal, Assistant Principals

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

May

Goal 5

Identify and implement strategies to increase student attendance and emphasize the importance of high school graduation.

Performance Objective 1

Increase the average daily attendance for Lake Air Montessori's student population to 97% and focus attention on the importance of completing high school.

Evaluation Data Source: ADA Reports

Summative Evaluation: Met Performance Objective

Strategy 1

Implement attendance monitoring and intervention strategies to include personalized plans for students with excessive absences.

Strategy's Expected Result/Impact: Increased student attendance and have individual plans in place for students with excessive absences

Staff Responsible for Monitoring: Assistant Principals, Attendance Review Committee

Formative Reviews

No Progress
October

Moderate Progress
January

 Accomplished
May

Strategy 2

Recognize classes with an average of 97% or higher attendance weekly and at the end of each 6 weeks. Throughout the school year, recognize individual students with regular attendance through the use of certificates, books, other instructional rewards and minimal nutritional snacks to emphasize the importance of being at school.

Strategy's Expected Result/Impact: Student attendance will improve to 97% or higher

Staff Responsible for Monitoring: Assistant Principals, Attendance Review Committee

Formative Reviews

No Progress
October

Some Progress
January

Some Progress
May

Strategy 3

Provide career education to include a campus career day to assist students in developing knowledge and skills necessary for a broad range of career opportunities.

Strategy's Expected Result/Impact: Increased student knowledge about opportunities for their future careers

Staff Responsible for Monitoring: Counselors

Formative Reviews

No Progress
October

No Progress
January

 Accomplished
May

Strategy 4

Host college day in which teachers and staff wear shirts from their alma matter or a college of their choice. Different colleges will be spotlighted in the Parent Newsletter and during announcements monthly.

Strategy's Expected Result/Impact: Students will become aware of colleges available to them and set a goal to attend college

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

May

Goal 6

Engage families and community members to support campus goals.

Performance Objective 1

Increase opportunities for parent and family engagement at Lake Air Montessori

Evaluation Data Source: Sign in sheets, photos

Summative Evaluation: Met Performance Objective

Strategy 1

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, parent conferences, student-led conferences, grade level programs, Health Fair, 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

No Progress

October

Moderate Progress

January



Accomplished

May

Strategy 2

Host two parent involvement meetings such as coffee with the principal to discuss strategies to support student attendance, student behavior, and parent involvement.

Strategy's Expected Result/Impact: Increased opportunities for parents to provide input and ideas to support student attendance and behavior and how to strengthen parent involvement.

Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors

Formative Reviews

No Progress

No Progress

No Progress

Strategy 3

Engage community members in Career Day activities to provide students with information about their career and the education needed for their career.

Strategy's Expected Result/Impact: Increased student knowledge about opportunities for their future

Staff Responsible for Monitoring: Counselors

Formative Reviews

No Progress

October

Some Progress

January



Accomplished

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 Wright	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
2	2	1	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
2	2	1	Muffins for the Military	211.61.64 99.00.12 7.30.247	\$100.00
2	2	1	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