

**Waco Independent School District**  
**Lake Air Montessori Elementary School**  
**2017-2018 Goals/Performance Objectives/Strategies**



# Mission Statement

Lake Air Montessori, Professional Development Magnet School, is built on the Montessori philosophy that fosters curiosity, creativity, and critical thinking. At Lake Air Montessori, teachers and staff, as well as clinical teachers and staff, through our partnership with Tarleton State University, follow students' individual needs to achieve academic excellence and to become competent and responsible life-long learners who respect themselves, others, and their environment.

## Vision

"Celebrate Your Uniqueness"

## Core Beliefs

### Core Beliefs

- The core functions of Professional Development Schools are:
1. Enriched student learning
  2. Field-based pre-service educator preparation
  3. Sustained professional development
  4. Inquiry/Action research to support "best practices" in classrooms

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# Goals

**Goal 1: Create and foster a Montessori learning environment that will increase student achievement, participation, and performance in all core areas, while concentrating on the number of students who will meet and/or exceed passing standards in Reading and Math on STAAR.**

**Performance Objective 1:** In grades 3-8, STAAR "met standard" will increase by 5%. Increase of 5% of students meeting their Rigby goal for independent reading. Increase parent involvement and awareness by 5%. Fall 2017 TAPR data will show 5% decrease in achievement gaps of special sub-populations. (i.e. AA, SPED, and ELL, At-Risk, Hispanic, and ED.)

**Evaluation Data Source(s) 1:** STAAR Scores





Intervention Data






Monday Memo/Facebook









Opportunities for parents to provide feedback and be involved directly with campus.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> 1) Utilize one full time SIT teacher to provide math and science interventions to small groups of Tier II and III students. Utilize two reading intervention tutors for grades 3-7, and Tarleton State University student tutors for interventions in various tested areas, based on data.	2, 3, 8, 9	Instructional Coaches	*STAAR Summary *TAPR *Report Card Grades *Checkpoints/DBAs *Students moved out of Tier II and III				
		Principals					
Interventionists Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Involvement 1 - School Context and Organization 1 - Technology 1 Funding Sources: Title 1 School Improvement - \$54,841.00							
2) Utilize full time paraprofessionals as an instructional aide to work in small group and whole group settings with students. This includes ELL students to support learning, technology use, and enriched learning.	2, 3, 8, 9	Instructional Coaches	*STAAR Summary *TAPR *Report Card Grades *Checkpoints/DBAs *Work Plan evaluations				
		Lead Teachers					
Principals Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: Title 1 School Improvement - \$87,494.00							

3) Initiate computer interventions at the beginning of school for students targeted on a universal screener (iStation) and Safeguards and monitor progress. Provide a full time, supplemental instruction teacher to provide science and math interventions.	2, 3, 8, 9	Instructional Coaches SIT Math Teacher Principals	*STAAR Summary *TAPR *Report Card Grades *Software Usage Reports *Data from Checkpoints/DBAs  *Monthly growth shown in iStation and Think Through Math reports. Lead4Ward data meetings.				
	Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 - Technology 1 Funding Sources: State Compensatory Education - \$10,000.00, Title I 1003a Focus/Priority - \$5,000.00						
<b>System Safeguard Strategy</b> 4) Increase use of technology, software, and maker spaces to support instruction, intervention, and creativity. Support all students through research, hardware and software for the library. Provide parent and teacher technology training, and regularly encourage use.	1, 4, 8, 10	Instructional Coaches Library Aide Principals	*STAAR Summary *TAPR *Report Card Grades *Software Usage Reports *Checkpoints/DBAs *Evidence of various research projects				
	Problem Statements: Demographics 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: Title I 1003a Focus/Priority - \$20,000.00						
5) Implement and continue growth of PDS partnership with Tarleton State University.	1, 2, 3, 4, 5	PDS Coordinator Principals Instructional Coaches	Increase of clinical teachers, and tutor availability provided by TSU.				
	Problem Statements: Demographics 1 - School Context and Organization 1						
6) Conduct Parent/Student Learning nights on a six weeks basis. Involve our clinical teachers in parent nights to inform parents about our PDS partnership and offer information on opportunities for parents and family members to further their education through MCC/Tarleton locally.	1, 2, 3, 6, 8, 9	Principals Instructional Coaches Interventionists TSU/PDS Faculty and Staff	*Common Assessments *Parent Survey *Sign-In Sheets				
	Problem Statements: Demographics 1 - School Culture and Climate 1 - Family and Community Involvement 1 Funding Sources: Title I Parent Involvement - \$400.00						

7) Extend the Montessori lessons from concrete to abstract in STAAR format by purchasing instructional resources to aid in Tier II and III instruction.	1, 3, 9	Instructional Coaches Interventionists	*Common Assessments *Lesson Plans *Walk-Throughs *DBA Data *STAAR Data				
	Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: State Compensatory Education - \$15,000.00						
8) Plan and conduct campus Science and History Fairs.	1, 3, 9	Instructional Coaches Supplemental Instruction Teachers	*Overall Participation *Participation in the Regional Science Fair				
	Problem Statements: Demographics 1						
9) Technology will continue to be increased in order to be uniform across all grade levels. Continue to update and integrate technology in the classroom to improve performance. Upgrades on campus level for technology throughout the campus will support the instructional needs of the students and staff members.	1, 2, 3, 5, 6, 8, 9, 10	Principals Instructional Coaches Interventionists	*Technology Invoices				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Involvement 1 - Technology 1 Funding Sources: Title 1 School Improvement - \$14,800.00, State Compensatory Education - \$9,000.00						
10) Engage students in study trips that are integrated throughout the curriculum. Organize student field trips to gain real-world experiences in all curricular areas.	1, 3, 8, 9	Principals Instructional Coaches Interventionists	*Common Assessments *Parent Survey *Lesson Plans *Walk-throughs				
	Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1						
11) Continue to extend science instruction into all science labs and outdoor spaces. Involve Tarleton State University clinical teachers and staff in developing on site field trips and experiences in the classroom.	3, 6	Supplemental Instructional Teacher	*Lesson Plans *Walk-throughs *Increase of Indoor/Outdoor Learning Spaces				
	Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Title 1 School Improvement - \$0.00						

12) Involve parents in the development of our Parent Involvement Policy, Home-School Compact, educational manipulatives, communication tools such as daily planners, take-home folders, Monday Memo on Facebook, to ensure daily communication is taking place. Coordination by PI Coordinator and teachers to implement PI opportunities throughout the school year.	1, 4, 6, 8	Principals Instructional Coaches Interventionists Parent Involvement Coordinator Campus Counselors	*Parent Involvement Policy *Home-School Compact *Parent Participation Log of Educational Manipulatives/Resources *Calendar of PI events *Daily Planners and Take-Home Folder Data *Participation Logs				
	Problem Statements: Demographics 1 - School Culture and Climate 1 - Family and Community Involvement 1 Funding Sources: Title I Parent Involvement - \$2,000.00						
13) Continue to hold and grow our career fair in effort to decrease the drop out rate, and increase higher education interests. Offer safety counseling education to include bullying, drug prevention, abuse, and conflict resolution. Identify and assist with the basic needs of homeless students. Provide a behavior specialist team to help teachers with behavioral strategies in the classroom.	6, 10	Counselors Behavior Interventionist Behavior Interventionist Aide	*Sign-In Sheets *Referral/ISS/OSS Rates *Counseling Logs				
	Problem Statements: Demographics 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Family and Community Involvement 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

### Performance Objective 1 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 1:</b> There is an achievement gap in sub-populations particularly among African American and ELLs. <b>Root Cause 1:</b> The ability to provide specific or customized interventions has been impeded by the lack of technology.
<b>Student Achievement</b>
<b>Problem Statement 1:</b> We are not meeting desired growth in progress measure across all populations. <b>Root Cause 1:</b> The campus is unable to provide specific, targeted interventions and enrichment activities.
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Parents and staff often struggle to differentiate bullying from other problematic behaviors. <b>Root Cause 1:</b> There is a lack of training and a lack of parent and community collaboration.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Reading level deficiencies are still seen across all grade levels. <b>Root Cause 1:</b> The staff lacks necessary skills to help identify, test, and target intervention for struggling students.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** The academic need for closing learning gaps (including progress measure for advanced students) and increasing met-standard STAAR scores for students who are at-risk and/or considered low SES are not adequately being met. **Root Cause 1:** There are a lack of supports needed to target those students needing Tier 2 and Tier 3 interventions.

### Family and Community Involvement

**Problem Statement 1:** Parents without access to adequate technology remain uninformed. **Root Cause 1:** Lack of staff to parent/community direct communication through face to face meetings and phone calls.

### School Context and Organization

**Problem Statement 1:** Many students are not receiving all interventions needed to help close learning gaps. **Root Cause 1:** The campus is unable to provide specific, targeted interventions and enrichment activities.

### Technology

**Problem Statement 1:** We don't have adequate funding to meet the technology needs of the campus. **Root Cause 1:** Because of the Montessori demands for staff, much of our funds are used on personnel rather than technology.



**Goal 1:** Create and foster a Montessori learning environment that will increase student achievement, participation, and performance in all core areas, while concentrating on the number of students who will meet and/or exceed passing standards in Reading and Math on STAAR.

**Performance Objective 2:** Increase achievement of advanced and gifted students by 5%.

**Evaluation Data Source(s) 2:** Progress Measure on STAAR, Advanced Level Data on STAAR and DBAs.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Organize second semester fair for Texas Performance Standards Project for grades one through eight for students identified as Gifted and Talented.	1, 9, 10	Supplemental Instruction Teacher	*Increase the level of performance on the project rubric by 10%				
		Instructional Coaches	*Increased overall student participation.				
Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1							
2) Assign campus advisers to GT students for project input, advice, and feedback.	3, 9	Teacher	*Advancing beyond the campus level in various competitions, adviser logs.				
3) Implement before and after school tutorials related to TPSP.	3, 9	Principals	*Increase level of performance projects *Attendance logs				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Parents and staff often struggle to differentiate bullying from other problematic behaviors. <b>Root Cause 1:</b> There is a lack of training and a lack of parent and community collaboration.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> 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. <b>Root Cause 1:</b> There are a lack of supports needed to target those students needing Tier 2 and Tier 3 interventions.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Many students are not receiving all interventions needed to help close learning gaps. <b>Root Cause 1:</b> The campus is unable to provide specific, targeted interventions and enrichment activities.

## Goal 2: Recruit, support, and retain high quality employees.

**Performance Objective 1:** Decrease the turnover rate from 13% to 8% while improving performance and leadership by offering ongoing professional development and updated technology throughout the 2017-2018 school year to help build teacher capacity in classroom management and instruction through PLCs, Content Specialists, and Region 12.

**Evaluation Data Source(s) 1:** IStation scores, DBA scores, STAAR scores, Data evaluation in PLCs, Comprehensive Professional Development Plan.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide coaching to all new teachers, and those with 3 or less years of Montessori experience in the Montessori Method and Curriculum. Support new teachers through induction and mentoring activities. Revise and remodel the mentoring program to include better assignment of campus mentors and the addition of district level teacher coach positions to specifically support 0- 3 year teachers.	1, 2, 3, 4, 5	Principals	*Teachers with 0-3 years experience will receive Montessori training.				
		Instructional Coaches	*Sign-in Sheets *PD completion				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Involvement 1							
2) Equip all teachers and staff with current Montessori updates and training as required.	1, 4	Principals Instructional Coaches	*Montessori Certification *Sign-In Sheets *Walk-Throughs				
3) Initiate computer-based Eduphoria/Google+Classroom Training to create weekly lesson plans for all grade levels and monitor student progress through the Montessori curriculum.	1, 4, 8	Principals Instructional Coaches	*Lesson Plans *PLC Minutes				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1							
4) Attend Montessori and Curriculum conferences, disseminating information as needed to faculty.	1, 2, 4, 5	Principals	*Walk-Throughs				
		Instructional Coaches	*Observations of Teacher *Lesson Plans				
Problem Statements: Demographics 1 - School Context and Organization 1 - Technology 1							
Funding Sources: Title 1 School Improvement - \$5,000.00							
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

### Performance Objective 1 Problem Statements:

<b>Demographics</b>
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<b>Problem Statement 1:</b> There is an achievement gap in sub-populations particularly among African American and ELLs. <b>Root Cause 1:</b> The ability to provide specific or customized interventions has been impeded by the lack of technology.
<b>Student Achievement</b>
<b>Problem Statement 1:</b> We are not meeting desired growth in progress measure across all populations. <b>Root Cause 1:</b> The campus is unable to provide specific, targeted interventions and enrichment activities.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Reading level deficiencies are still seen across all grade levels. <b>Root Cause 1:</b> The staff lacks necessary skills to help identify, test, and target intervention for struggling students.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> 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. <b>Root Cause 1:</b> There are a lack of supports needed to target those students needing Tier 2 and Tier 3 interventions.
<b>Family and Community Involvement</b>
<b>Problem Statement 1:</b> Parents without access to adequate technology remain uninformed. <b>Root Cause 1:</b> Lack of staff to parent/community direct communication through face to face meetings and phone calls.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Many students are not receiving all interventions needed to help close learning gaps. <b>Root Cause 1:</b> The campus is unable to provide specific, targeted interventions and enrichment activities.
<b>Technology</b>
<b>Problem Statement 1:</b> We don't have adequate funding to meet the technology needs of the campus. <b>Root Cause 1:</b> Because of the Montessori demands for staff, much of our funds are used on personnel rather than technology.

**Goal 3: Expand, enhance, and improve performance in such curricular areas such as fine arts, UIL, and recreational sports.**

**Performance Objective 1:** Increase the mediums used in art, band, and UIL by 10%.

**Evaluation Data Source(s) 1:** Student portfolios, Sign-In Sheets, Data from UIL competitions.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will be introduced to, create, and participate in at least two projects during the school year using non-paper mediums.	3, 10	Fine Arts Teachers GT Teacher Instructional Coaches	*Portfolios *Displays Throughout Campus *UIL Data				
2) Designate special community and parent involvement nights that feature student creations using non-paper mediums. (i.e, "Wall to Wall Art Night".)	5, 10	Instructional Coaches PI Coordinator Teachers	*Parent Sign-In Sheets *Displays				
Problem Statements: Family and Community Involvement 1							
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Performance Objective 1 Problem Statements:**

Family and Community Involvement
<b>Problem Statement 1:</b> Parents without access to adequate technology remain uninformed. <b>Root Cause 1:</b> Lack of staff to parent/community direct communication through face to face meetings and phone calls.

**Goal 3:** Expand, enhance, and improve performance in such curricular areas such as fine arts, UIL, and recreational sports.

**Performance Objective 2:** Place in UIL in at least two areas.

**Evaluation Data Source(s) 2:** UIL awards, One Act Play Results, Participation in new Archery Club.

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to offer band to all students in grades four through eight.	10	Band Directors	*Course Requests	✓	✓	✓	
		Principals	*Master Schedule				
		Counselors	*Data of Participation in Concerts and Band UIL				
Problem Statements: Demographics 1 - School Context and Organization 1							
2) Increase academic UIL and One Act Play participation by 15%.	6	Classroom Teachers	*Data from Participation				
		UIL Coaches	*Results of Competition				
		Instructional Coaches					
Problem Statements: Family and Community Involvement 1							
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> There is an achievement gap in sub-populations particularly among African American and ELLs. <b>Root Cause 1:</b> The ability to provide specific or customized interventions has been impeded by the lack of technology.
Family and Community Involvement
<b>Problem Statement 1:</b> Parents without access to adequate technology remain uninformed. <b>Root Cause 1:</b> Lack of staff to parent/community direct communication through face to face meetings and phone calls.
School Context and Organization
<b>Problem Statement 1:</b> Many students are not receiving all interventions needed to help close learning gaps. <b>Root Cause 1:</b> The campus is unable to provide specific, targeted interventions and enrichment activities.

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize one full time SIT teacher to provide math and science interventions to small groups of Tier II and III students. Utilize two reading intervention tutors for grades 3-7, and Tarleton State University student tutors for interventions in various tested areas, based on data.
1	1	4	Increase use of technology, software, and maker spaces to support instruction, intervention, and creativity. Support all students through research, hardware and software for the library. Provide parent and teacher technology training, and regularly encourage use.