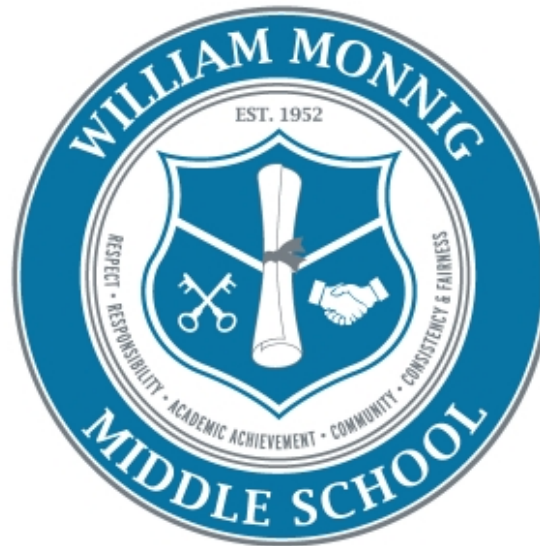# Fort Worth Independent School District

# 053 Monnig Middle School

# 2023-2024 Improvement Plan

# Mission Statement

Monnig Middle School is where EVERY student is Known, Valued, and Inspired.

# Vision

Preparing students to be lifelong learners and positive contributors to society.

# Monnig Pledge

Honor the Monnig tradition:

I pledge to be the best of the best,

guiding a path of honor and loyalty,

working hard to achieve higher goals for the future;

I pledge, therefore I am.

# Table of Contents

# Comprehensive Needs Assessment

**Revised/Approved: June 7, 2023**

## Demographics

**Demographics Summary**

Monnig Middle School is a comprehensive 6th-8th grade middle school nestled in the beautiful North Ridglea neighborhood of Fort Worth.  We are part of the Arlington Heights High School pyramid and get most of our students from our three feeder elementary schools, The Leadership Academy at Como, Mary Louise Phillips, and Ridglea Hills.  We serve a racially diverse student body made up of 40% Hispanic, 42% African American, 13% White, 5% Two or More Races.  Approximately 82.4% of our students are categorized as economically disadvantaged and everyone at Monnig receives free breakfast and lunch.  Twenty-two percent of Monnig students are English Learners.

Teacher demographics are not representative of student demographics.  45% of teachers are White, 32% are African American, 16% are Hispanic.

During the spring of the 2022-2023 school year, Monnig had to cut 3 teaching positions due to declining enrollment. Our projected enrollment for the 2023-2024 school year is 535 students.

**Demographics Strengths**

We are proud of our racial diversity and view it as a strength when comparing Monnig to other FWISD schools.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** During the 2021-2022 school year, only 26% of Emergent Bilingual (EB) students made progress on TELPAS which was below the 36% targeted rate.   **Root Cause:** There has not been a school-wide strategy or professional development for teachers to supports students in using academic language in order to increase their proficiency in listening, speaking, reading, and writing.

**Problem Statement 2 (Prioritized):** Student enrollment at Monnig has declined from 554 students in 2022-2023 to a projected enrollment of 510 students in 2023-2024.   **Root Cause:** Monnig Middle School has not prioritized working with elementary schools in our pyramid for recruitment or marketing to keep students in our pyramid to retain students at their home campus.

# Student Learning

**Student Learning Summary**

**STAAR Data 2017-2018:**

Improvement Required Campus

Student Achievement-56

School Progress-55

Closing the Gaps-39

Overall Rating-F (51)

**STAAR Data 2018-2019:**

Student Achievement-67

School Progress-72

Closing the Gaps-71

Overall Rating-C (72)

**MAP Data 2020-2021:**

**MATH % Met Growth Target BOY to EOY: 42**

**ELA % Met Growth Target BOY to EOY: 38**


**In 2019, Monnig improved the overall accountability rating from a 51 (F) to a 72 (C). The campus saw an increase in all domains with Achievement improving to a 67, School progress improving to a 72 through Relative Performance, and Closing the Gaps improving to a 71. The TELPAS target was exceeded with a 40 (Target 36). Overall, in Closing the Gaps, 11 targets were met.**

**2019 Student Achievement**

**ELA: 69% Approaches, 38% Meets, 17% Masters**

**Math: 69% Approaches, 32% Meets, 9% Masters**

**Science: 66% Approaches, 28% Meets, 8% Masters**

**Social Studies: 54% Approaches, 21% Meets, 9% Masters**

Although Monnig was not rated in 2021, we saw a sharp decline in achievement scores. Growth was also not calculated. In the Closing the Gaps Domain, zero targets were met with the exception of TELPAS which continued to rise above the target 44% (target 36%).

**2021 Student Achievement**

**ELA: 54% Approaches, 27% Meets, 12% Masters**

**Math: 43% Approaches, 19% Meets, 7% Masters**

**Science: 52% Approaches, 28% Meets, 10% Masters**

**Social Studies: 41% Approaches, 16% Meets, 8% Masters**

**In 2022 Monnig was not rated overall with 57 of 100, in student achievement with 54 of 100, school progress with 57 of 100, and in closing the gaps with 56 of 100.**

**2022 Student Achievement**

**ELA: 58% Approaches, 34% Meets, 13% Masters**

**Math:40% Approaches, 13% Meets, 4% Masters**

**Science:51% Approaches, 23% Meets, 8% Masters**

**Social Studies:34% Approaches, 12% Meets, 4% Masters**

**Student Learning Strengths**

Our Campus went from 54% in 2021 to 58% in 2022 ELA/Reading at the approaches grade level, from 27% in 2021 to 34% in 2022 at the meets grade level, and 12% in 2021 to 13% in 2022 at the masters grade level.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Based on the 2022 School Report Card in the years 2021 and 2022, 71% of our African American students didn't approach grade level on the 6th-8th grade Math STAAR. Based on the Window 3 Interim math exam, 52% of African American students are showing 50% or less chance of approaching grade level. **Root Cause:** The campus hasn't prioritized tailoring instruction to meet the needs of African American students.

**Problem Statement 2 (Prioritized):** Based on the 2022 School Report Card in the years 2021 and 2022, 54% of our African American students didn't approach grade level on the 6th-8th grade Reading STAAR. Based on the Window 3 Interim reading exam, 44% of African American students are showing 53% or less chance of approaching grade level. **Root Cause:** The campus hasn't prioritized tailoring instruction to meet the needs of African American students.

# School Processes & Programs

**School Processes & Programs Summary**

Monnig has a variety of programming options for students. There are three different math pathways students can take with one offering acceleration to Geometry in the 8th grade. Science also has an advanced pathway leading to Biology in the 8th grade. In English and Social Studies, we have honors classes available for students. Allowing grade-level peers to participate in classes that they may be otherwise excluded from due to prerequisite requirements allows equity of access for all students in these subjects. We also offer career and technical education as well as junior cadet corp which teaches leadership and discipline.

We have two full-time counselors, one full-time intervention specialist, a Communities in Schools social worker (partially paid for out of Title I funds), a Family Engagement Specialist, and a MHMR worker to support students with resources and social/emotional well-being.

Monnig has one principal and two assistant principals making up its administration.

In Spring of 2023, due to decreasing enrollment, Monnig has had to cut 3 positions.

When teachers have struggled with minor student disruptions and parent conferences/phone calls and classroom management strategies haven't been successful teachers write a referral to the office. Administrators process the referrals and can administer discipline including conferencing with students and/or parents, in-school suspension for 1 period, in-school suspension from 1-3 days, or on-campus intervention up to 6 days. Many teachers have been trained in restorative practices and interventionists, counselors, and admin use restorative circles to repair harm.

**School Processes & Programs Strengths**

Monnig is building pride with its House system and focusing on rewarding positive behaviors. There are also many resources for students/families in need. We have added a Communities in Schools social worker with Title I funds as well as a Restorative Practices Specialist with district-provided ESSER Funds. Starting with the 2023-2024 school year, teachers will continue to participate in content specific PLCs, as well as, grade level team meetings. The focus of the grade level team meetings will be on student academic needs, as well as, behavioral and/or social emotional supports. Academic systems continue to be built and refined as Monnig strives for academic excellence.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Based on 2022-2023 discipline data through the end of the school year, African-American students make-up 42% of the student body, but represent 75% of school discipline referrals with action records of 74% of Out of School Suspensions, 68.5% of On Campus Intervention, and 78% of In School Suspension placements. **Root Cause:** There has not been a school-wide training on trauma informed teaching practices that encourages and requires all staff to build appropriate relationships with students and manage student behaviors in a positive way.

**Problem Statement 2:** During the 2022-2023 school year there is a lack of student involvement in extracurricular activities. **Root Cause:** There is a lack of advertisement and understanding about the availability of the extracurricular programs on campus as well as a lack of transportation for after-school rehearsals so students can participate.

# Perceptions

## Perceptions Summary

Based on findings from the 2022-2023 SY Effective School Framework Diagnostic Report, Monnig Middle School demonstrates several strengths and areas of opportunity for the campus to leverage as they plan for the next school year. As we move into the next school year, the focus will move to creating a new vision and mission statement that incorporates the input of staff and student focus groups.

## Perceptions Strengths

The Effective Schools Framework has identified several areas of strength at Monnig Middle School. All administrators are aware of and can clearly articulate their roles and responsibilities to the campus, students, and other staff. We have a set interview protocol that is campus-specific and allows candidates to get a clear picture of the structure of Monnig and how they can make an impact on campus. Each teacher has protected time built into the master schedule so that they can plan and collaborate with their peers. Lesson plans are aligned to the district scope and sequence and the district instructional framework as well as being aligned to the district provided interim assessments and other instructional materials.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Staff are not building authentic relationships with students, which leads to students not being held to high academic standards and behavioral expectations. **Root Cause:** There has not been a focus on culturally relevant teaching which would allow the authentic lived experience of students to be centered in the classroom and allow students and teachers to connect in an authentic way.

**Problem Statement 2:** During the 2022-2023 school year, 12% of the teaching staff have written 37% of the campus referrals and 10.5% of those teachers have only been on the Monnig campus this current school year. **Root Cause:** There has not been a school-wide disciplinary policy or approach to student misbehavior. Due to a mid-year administrator change, teachers are unsure of what is considered a classroom managed behavior versus behavior that requires an administrative response.

# Priority Problem Statements

**Problem Statement 1**: Staff are not building authentic relationships with students, which leads to students not being held to high academic standards and behavioral expectations.

**Root Cause 1**: There has not been a focus on culturally relevant teaching which would allow the authentic lived experience of students to be centered in the classroom and allow students and teachers to connect in an authentic way.

**Problem Statement 1 Areas**: Perceptions


**Problem Statement 2**: Based on the 2022 School Report Card in the years 2021 and 2022, 71% of our African American students didn't approach grade level on the 6th-8th grade Math STAAR. Based on the Window 3 Interim math exam, 52% of African American students are showing 50% or less chance of approaching grade level.

**Root Cause 2**: The campus hasn't prioritized tailoring instruction to meet the needs of African American students.

**Problem Statement 2 Areas**: Student Learning


**Problem Statement 3**: Based on the 2022 School Report Card in the years 2021 and 2022, 54% of our African American students didn't approach grade level on the 6th-8th grade Reading STAAR. Based on the Window 3 Interim reading exam, 44% of African American students are showing 53% or less chance of approaching grade level.

**Root Cause 3**: The campus hasn't prioritized tailoring instruction to meet the needs of African American students.

**Problem Statement 3 Areas**: Student Learning


**Problem Statement 4**: Based on 2022-2023 discipline data through the end of the school year, African-American students make-up 42% of the student body, but represent 75% of school discipline referrals with action records of 74% of Out of School Suspensions, 68.5% of On Campus Intervention, and 78% of In School Suspension placements.

**Root Cause 4**: There has not been a school-wide training on trauma informed teaching practices that encourages and requires all staff to build appropriate relationships with students and manage student behaviors in a positive way.

**Problem Statement 4 Areas**: School Processes & Programs


**Problem Statement 5**: Student enrollment at Monnig has declined from 554 students in 2022-2023 to a projected enrollment of 510 students in 2023-2024.

**Root Cause 5**: Monnig Middle School has not prioritized working with elementary schools in our pyramid for recruitment or marketing to keep students in our pyramid to retain students at their home campus.

**Problem Statement 5 Areas**: Demographics

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

**Student Data: Behavior and Other Indicators**

- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

**Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

# District Goals

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 48.5% to 58% by May 2024.
Increase the percentage of African American students from 51.7% to 60% by May 2024.

**Strategy 1:** Improve quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery inclusion alignment, engagement, student voice, and checks for understanding at a rigorous level.

    **ESF Levers:**
    Lever 5: Effective Instruction
     **- Targeted Support Strategy - Additional Targeted Support Strategy**

    **Problem Statements:** Student Learning 2

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** Select instructional strategies to be implemented campus-wide, determine lesson-plan format and implementation, develop professional learning modules, and calendar professional development for teachers on the implementation of best practices for the school year. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **Intended Audience:** Instructional Leadership Team<br>    **Provider / Presenter / Person Responsible:** Principal<br>    **Date(s) / Timeframe:** July 25th<br>    **Delivery Method:** ILT meeting<br><br>    **Funding Sources:** Chart paper, poster maker paper, etc. - Title I (211) - 211-11-6399-04N-053-30-510-000000-24F10 - $6,053.92 | | | | |

| Action Step 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 2:** Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, document on how to access feedback in Strive, etc.) | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Instructional Leadership Team **Provider / Presenter / Person Responsible:** Assistant Principals **Date(s) / Timeframe:** By July 28th **Delivery Method:** ILT meeting | | | | |

| Action Step 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 3:** Deliver professional development centered around campus-wide instructional strategies. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** Beginning in August and weekly thereafter **Delivery Method:** In person at faculty meetings | | | | |

| Action Step 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 4:** Core departments will analyze student performance data and develop actions plans through PLCs. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Data Analyst and Assistant Principals **Date(s) / Timeframe:** Every 3 weeks **Collaborating Departments:** Instructional Coaches **Delivery Method:** In Person at PLC meetings | | | | |

| Action Step 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 5:** Use embedded PLC time to build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, and analyzing student work. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Instructional Coaches **Date(s) / Timeframe:** 2nd period daily for Math, 5th period daily for ELA, Weekly Thursdays for Social Studies, Weekly Wednesdays for Science **Collaborating Departments:** Department Chairs **Delivery Method:** In Person at PLC meetings | | | | |

| Action Step 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 6:** Provide tutorials outside of the school day to students and a daily Stampede time for Mathia/Lexia interventions. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Intended Audience:** Students<br>**Provider / Presenter / Person Responsible:** Teachers<br>**Date(s) / Timeframe:** Daily Monday-Math Tuesday-ELA Wednesday-Science Thursday-Social Studies for tutorials Daily in stampede for all students during assigned time<br>**Collaborating Departments:** Instructional Coaches and Assistant Principals<br>**Delivery Method:** In Person daily | | | | |
| 0% **No Progress**        100% **Accomplished**        → **Continue/Modify**        ✗ **Discontinue** | | | | |

**School Performance Objective 1 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 2**: Based on the 2022 School Report Card in the years 2021 and 2022, 54% of our African American students didn't approach grade level on the 6th-8th grade Reading STAAR. Based on the Window 3 Interim reading exam, 44% of African American students are showing 53% or less chance of approaching grade level.   **Root Cause**: The campus hasn't prioritized tailoring instruction to meet the needs of African American students. |

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 2:** Increase the percentage of students who score at meets or above on the English 1 EOC from 84% to 94% by May 2024. Increase the percentage of African American students who score at meets or above on the English 1 EOC from 93% to 97% by May 2024.

**Strategy 1:** Improve quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery inclusion alignment, engagement, student voice, and checks for understanding at a rigorous level.

**ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 2

| Action Step 1 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Action Step 1:** Select instructional strategies to be implemented campus-wide, determine lesson-plan format and implementation, develop professional learning modules, and calendar professional development for teachers on the implementation of best practices for the school year. | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Instructional Leadership Team  **Provider / Presenter / Person Responsible:** Principal  **Date(s) / Timeframe:** July 25th  **Delivery Method:** ILT meeting | | | | | | | |
| Action Step 2 Details | | | | Reviews | | | |
| **Action Step 2:** Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, document on how to access feedback in Strive, etc.) | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Instructional Leadership Team  **Provider / Presenter / Person Responsible:** Assistant Principals  **Date(s) / Timeframe:** By July 28th  **Delivery Method:** ILT meeting | | | | | | | |

| Action Step 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 3:** Deliver professional development centered around campus-wide instructional strategies. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Instructional Leadership Team | | | | |
| **Date(s) / Timeframe:** Beginning in August and weekly thereafter | | | | |
| **Delivery Method:** In person at faculty meetings | | | | |

| Action Step 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 4:** Core departments will analyze student performance data and develop actions plans through PLCs. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Data Analyst and Assistant Principals | | | | |
| **Date(s) / Timeframe:** Every 3 weeks | | | | |
| **Collaborating Departments:** Instructional Coaches | | | | |
| **Delivery Method:** In Person at PLC meetings<br><br>**Funding Sources:**  - Title I (211) - 211-13-6119-04N-053-30-510-000000-24F10 - $86,946 | | | | |

| Action Step 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 5:** Use embedded PLC time to build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, and analyzing student work. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Instructional Coaches | | | | |
| **Date(s) / Timeframe:** 2nd period daily for Math, 5th period daily for ELA, Weekly Thursdays for Social Studies, Weekly Wednesdays for Science | | | | |
| **Collaborating Departments:** Department Chairs | | | | |
| **Delivery Method:** In Person at PLC meetings | | | | |

| Action Step 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 6:** Provide tutorials outside of the school day to students and a daily Stampede time for Mathia/Lexia interventions. | **Formative** | | | **Summative** |
| **Intended Audience:** Students | **Nov** | **Jan** | **Mar** | **June** |

**Provider / Presenter / Person Responsible:** Teachers

**Date(s) / Timeframe:** Daily Monday-Math Tuesday-ELA Wednesday-Science Thursday-Social Studies for tutorials
Daily in stampede for all students during assigned time

**Collaborating Departments:** Instructional Coaches and Assistant Principals

**Delivery Method:** In Person daily

0% No Progress      100% Accomplished      ➡ Continue/Modify      ✗ Discontinue

**School Performance Objective 2 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 2**: Based on the 2022 School Report Card in the years 2021 and 2022, 54% of our African American students didn't approach grade level on the 6th-8th grade Reading STAAR. Based on the Window 3 Interim reading exam, 44% of African American students are showing 53% or less chance of approaching grade level.   **Root Cause**: The campus hasn't prioritized tailoring instruction to meet the needs of African American students. |

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 33% to 43% by May 2024.
Increase the percentage of African American students from 32.7% to 42% by May 2024.

**Strategy 1:** Improve quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery inclusion alignment, engagement, student voice, and checks for understanding at a rigorous level.

    **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**

    **Problem Statements:** Student Learning 2

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** Select instructional strategies to be implemented campus-wide, determine lesson-plan format and implementation, develop professional learning modules, and calendar professional development for teachers on the implementation of best practices for the school year. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **Intended Audience:** Instructional Leadership Team <br>     **Provider / Presenter / Person Responsible:** Principal <br>     **Date(s) / Timeframe:** July 25th <br>     **Delivery Method:** ILT meeting | | | | |
| Action Step 2 Details | Reviews | | | |
| **Action Step 2:** Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, document on how to access feedback in Strive, etc.) | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
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| **Provider / Presenter / Person Responsible:** Instructional Leadership Team | | | | |
| **Date(s) / Timeframe:** Beginning in August and weekly thereafter | | | | |
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| Action Step 4 Details | Reviews | | | |
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| **Action Step 4:** Core departments will analyze student performance data and develop actions plans through PLCs. | Formative | | | Summative |
| **Intended Audience:** Teachers | Nov | Jan | Mar | June |
| **Provider / Presenter / Person Responsible:** Data Analyst and Assistant Principals | | | | |
| **Date(s) / Timeframe:** Every 3 weeks | | | | |
| **Collaborating Departments:** Instructional Coaches | | | | |
| **Delivery Method:** In Person at PLC meetings | | | | |

| Action Step 5 Details | Reviews | | | |
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| **Action Step 5:** Use embedded PLC time to build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, and analyzing student work. | Formative | | | Summative |
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| **Provider / Presenter / Person Responsible:** Instructional Coaches | | | | |
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| **Intended Audience:** Students | | | | |
| **Provider / Presenter / Person Responsible:** Teachers | | | | |
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| **Delivery Method:** In Person daily | | | | |

0% No Progress        100% Accomplished        ➡️ Continue/Modify        ❌ Discontinue

**School Performance Objective 1 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 2**: Based on the 2022 School Report Card in the years 2021 and 2022, 54% of our African American students didn't approach grade level on the 6th-8th grade Reading STAAR. Based on the Window 3 Interim reading exam, 44% of African American students are showing 53% or less chance of approaching grade level. **Root Cause**: The campus hasn't prioritized tailoring instruction to meet the needs of African American students. |

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 2:** Increase the percentage of students who score at meets or above on the Algebra 1 EOC from 43% to 53% by May 2024. Increase the percentage of African American students who score at meets of above on the Algebra I EOC from 60% to 70% by May 2024.

**Strategy 1:** Improve quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery inclusion alignment, engagement, student voice, and checks for understanding at a rigorous level.

**ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 2

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
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| | **Nov** | **Jan** | **Mar** | **June** |
|     **Intended Audience:** Instructional Leadership Team | | | | |
|     **Provider / Presenter / Person Responsible:** Principal | | | | |
|     **Date(s) / Timeframe:** July 25th | | | | |
|     **Delivery Method:** ILT meeting | | | | |
| Action Step 2 Details | Reviews | | | |
| **Action Step 2:** Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, document on how to access feedback in Strive, etc.) | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **Intended Audience:** Instructional Leadership Team | | | | |
|     **Provider / Presenter / Person Responsible:** Assistant Principals | | | | |
|     **Date(s) / Timeframe:** By July 28th | | | | |
|     **Delivery Method:** ILT meeting | | | | |

| Action Step 3 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Action Step 3:** Deliver professional development centered around campus-wide instructional strategies. | | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Instructional Leadership Team | | | | | |
| **Date(s) / Timeframe:** Beginning in August and weekly thereafter | | | | | |
| **Delivery Method:** In person at faculty meetings | | | | | |

| Action Step 4 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Action Step 4:** Core departments will analyze student performance data and develop actions plans through PLCs. | | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Data Analyst and Assistant Principals | | | | | |
| **Date(s) / Timeframe:** Every 3 weeks | | | | | |
| **Collaborating Departments:** Instructional Coaches | | | | | |
| **Delivery Method:** In Person at PLC meetings | | | | | |

| Action Step 5 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Action Step 5:** Use embedded PLC time to build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, and analyzing student work. | | **Formative** | | | **Summative** |
| | | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Teachers | | | | | |
| **Provider / Presenter / Person Responsible:** Instructional Coaches | | | | | |
| **Date(s) / Timeframe:** 2nd period daily for Math, 5th period daily for ELA, Weekly Thursdays for Social Studies, Weekly Wednesdays for Science | | | | | |
| **Collaborating Departments:** Department Chairs | | | | | |
| **Delivery Method:** In Person at PLC meetings | | | | | |

| Action Step 6 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Action Step 6:** Provide tutorials outside of the school day to students and a daily Stampede time for Mathia/Lexia interventions. | | **Formative** | | | **Summative** |
| | | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Students | | | | | |
| **Provider / Presenter / Person Responsible:** Teachers | | | | | |
| **Date(s) / Timeframe:** Daily Monday-Math Tuesday-ELA Wednesday-Science Thursday-Social Studies for tutorials Daily in stampede for all students during assigned time | | | | | |
| **Collaborating Departments:** Instructional Coaches and Assistant Principals | | | | | |
| **Delivery Method:** In Person daily | | | | | |

0% No Progress          100% Accomplished          → Continue/Modify          ✕ Discontinue

**School Performance Objective 2 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 2**: Based on the 2022 School Report Card in the years 2021 and 2022, 54% of our African American students didn't approach grade level on the 6th-8th grade Reading STAAR. Based on the Window 3 Interim reading exam, 44% of African American students are showing 53% or less chance of approaching grade level.   **Root Cause**: The campus hasn't prioritized tailoring instruction to meet the needs of African American students. |

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 10% to 20% by May 2023.
Increase the percentage of African American students scoring at MEETS or above on STAAR Math from 4% to 8% by May 2023.

**Strategy 1:** Improve quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery inclusion alignment, engagement, student voice, and checks for understanding at a rigorous level.

    **ESF Levers:**
    Lever 5: Effective Instruction
    **- Targeted Support Strategy - Additional Targeted Support Strategy**

    **Problem Statements:** Student Learning 1

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** Select instructional strategies to be implemented campus-wide, determine lesson-plan format and implementation, develop professional learning modules, and calendar professional development for teachers on the implementation of best practices for the school year. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **Intended Audience:** Instructional Leadership Team     **Provider / Presenter / Person Responsible:** Principal     **Date(s) / Timeframe:** July 25th     **Delivery Method:** ILT meeting | | | | |

| Action Step 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 2:** Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, document on how to access feedback in Strive, etc.) | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **Intended Audience:** Instructional Leadership Team     **Provider / Presenter / Person Responsible:** Assistant Principals     **Date(s) / Timeframe:** By July 28th     **Delivery Method:** ILT meeting | | | | |

| Action Step 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 3:** Deliver professional development centered around campus-wide instructional strategies. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Instructional Leadership Team | | | | |
| **Date(s) / Timeframe:** Beginning in August and weekly thereafter | | | | |
| **Delivery Method:** In person at faculty meetings | | | | |

| Action Step 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 4:** Core departments will analyze student performance data and develop actions plans through PLCs. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Data Analyst and Assistant Principals | | | | |
| **Date(s) / Timeframe:** Every 3 weeks | | | | |
| **Collaborating Departments:** Instructional Coaches | | | | |
| **Delivery Method:** In Person at PLC meetings | | | | |

| Action Step 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 5:** Use embedded PLC time to build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, and analyzing student work. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Instructional Coaches | | | | |
| **Date(s) / Timeframe:** 2nd period daily for Math, 5th period daily for ELA, Weekly Thursdays for Social Studies, Weekly Wednesdays for Science | | | | |
| **Collaborating Departments:** Department Chairs | | | | |
| **Delivery Method:** In Person at PLC meetings | | | | |

| Action Step 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 6:** Provide tutorials outside of the school day to students and a daily Stampede time for Mathia/Lexia interventions. | **Formative** | | | **Summative** |
| **Intended Audience:** Students | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Teachers | | | | |
| **Date(s) / Timeframe:** Daily Monday-Math Tuesday-ELA Wednesday-Science Thursday-Social Studies for tutorials Daily in stampede for all students during assigned time | | | | |
| **Collaborating Departments:** Instructional Coaches and Assistant Principals | | | | |
| **Delivery Method:** In Person daily | | | | |
| **Funding Sources:** After School Tutoring Core Teachers - Title I (211) - 211-11-6116-04N-053-30-510-000000-24F10 - $5,000 | | | | |

| Action Step 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 7:** Monnig teachers will offer Saturday learning camps focused primarily on Math and ELA. | Formative | | | Summative |
| **Intended Audience:** Students | Nov | Jan | Mar | June |
| **Provider / Presenter / Person Responsible:** Instructional Coaches | | | | |
| **Date(s) / Timeframe:** Saturdays starting in August and ending in April | | | | |
| **Collaborating Departments:** Math and English Teachers | | | | |
| **Delivery Method:** In Person | | | | |
| **Funding Sources:** Saturday Learning Camps - Title I (211) - 211-11-6116-04N-053-30-510-000000-24F10 - $15,680 | | | | |

0% No Progress          100% Accomplished          → Continue/Modify          ✗ Discontinue

**School Performance Objective 1 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 1**: Based on the 2022 School Report Card in the years 2021 and 2022, 71% of our African American students didn't approach grade level on the 6th-8th grade Math STAAR. Based on the Window 3 Interim math exam, 52% of African American students are showing 50% or less chance of approaching grade level.   **Root Cause**: The campus hasn't prioritized tailoring instruction to meet the needs of African American students. |

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 28% to 38% by May 2023.
Increase the percentage of African American students scoring at MEETS or above on STAAR Reading from 18% to 28% by May 2023

**Strategy 1:** Improve quality of Tier 1 instruction for all students through developing systems that explicitly monitor instructional delivery inclusion alignment, engagement, student voice, and checks for understanding at a rigorous level.

**ESF Levers:**
Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** Select instructional strategies to be implemented campus-wide, determine lesson-plan format and implementation, develop professional learning modules, and calendar professional development for teachers on the implementation of best practices for the school year. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Instructional Leadership Team **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** July 25th **Delivery Method:** ILT meeting | | | | |

| Action Step 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 2:** Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, document on how to access feedback in Strive, etc.) | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Instructional Leadership Team **Provider / Presenter / Person Responsible:** Assistant Principals **Date(s) / Timeframe:** By July 28th **Delivery Method:** ILT meeting | | | | |

| Action Step 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 3:** Deliver professional development centered around campus-wide instructional strategies. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Instructional Leadership Team | | | | |
| **Date(s) / Timeframe:** Beginning in August and weekly thereafter | | | | |
| **Delivery Method:** In person at faculty meetings | | | | |
| **Funding Sources:** Counselor PD - Title I (211) - 211-31-6411-04N-053-30-510-000000-24F10 - $100, Teacher PD - Title I (211) - 211-13-6411-04N-053-30-510-000000-24F10 - $100, Admin PD - Title I (211) - 211-23-6411-04N-053-30-510-000000-24F10 - $100 | | | | |

| Action Step 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 4:** Core departments will analyze student performance data and develop actions plans through PLCs. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Data Analyst and Assistant Principals | | | | |
| **Date(s) / Timeframe:** Every 3 weeks | | | | |
| **Collaborating Departments:** Instructional Coaches | | | | |
| **Delivery Method:** In Person at PLC meetings | | | | |

| Action Step 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 5:** Use embedded PLC time to build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, and analyzing student work. | **Formative** | | | **Summative** |
| **Intended Audience:** Teachers | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Instructional Coaches | | | | |
| **Date(s) / Timeframe:** 2nd period daily for Math, 5th period daily for ELA, Weekly Thursdays for Social Studies, Weekly Wednesdays for Science | | | | |
| **Collaborating Departments:** Department Chairs | | | | |
| **Delivery Method:** In Person at PLC meetings | | | | |

| Action Step 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 6:** Provide tutorials outside of the school day to students and a daily Stampede time for Mathia/Lexia interventions. | Formative | | | Summative |
| **Intended Audience:** Students | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Teachers | | | | |
| **Date(s) / Timeframe:** Daily Monday-Math Tuesday-ELA Wednesday-Science Thursday-Social Studies for tutorials Daily in stampede for all students during assigned time | | | | |
| **Collaborating Departments:** Instructional Coaches and Assistant Principals | | | | |
| **Delivery Method:** In Person daily | | | | |

| Action Step 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 7:** Monnig teachers will offer Saturday learning camps focused primarily on Math and ELA. | Formative | | | Summative |
| **Intended Audience:** Students | **Nov** | **Jan** | **Mar** | **June** |
| **Provider / Presenter / Person Responsible:** Instructional Coaches | | | | |
| **Date(s) / Timeframe:** Saturdays starting in August and ending in April | | | | |
| **Collaborating Departments:** Math and English Teachers | | | | |
| **Delivery Method:** In Person | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

**School Performance Objective 2 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 2**: Based on the 2022 School Report Card in the years 2021 and 2022, 54% of our African American students didn't approach grade level on the 6th-8th grade Reading STAAR. Based on the Window 3 Interim reading exam, 44% of African American students are showing 53% or less chance of approaching grade level.  **Root Cause**: The campus hasn't prioritized tailoring instruction to meet the needs of African American students. |

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who are chronically absent from 34.72% to 24% by May 2024. Decrease the number of African American students who are chronically absent from 39% to 29% by May 2024.

**Strategy 1:** Create a process that aligns the Student Support Team, Family Engagement Specialist, and Campus Attendance Committee to improve daily attendance rates, increase parent/school engagement, decrease behavior incidents, and improve school culture.

**ESF Levers:**
Lever 3: Positive School Culture
 - **Results Driven Accountability**

**Problem Statements:** Demographics 2 - School Processes & Programs 1 - Perceptions 1

| Action Step 1 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Action Step 1:** Hold a meeting to identify students with the greatest needs based on previous year's attendance, discipline referrals, and grades. During this meeting assign caseloads, schedule weekly meetings, and create a plan for following up with these students and their teachers weekly. | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Mar** | **June** |
|     **Intended Audience:** High need students | | | | | | | |
|     **Provider / Presenter / Person Responsible:** Student Support Team | | | | | | | |
|     **Date(s) / Timeframe:** By the end of the first week of school August 18th | | | | | | | |
|     **Collaborating Departments:** Campus Attendance Committee | | | | | | | |
|     **Delivery Method:** In Person Meeting | | | | | | | |
| Action Step 2 Details | | | | Reviews | | | |
| **Action Step 2:** Calendar attendance committee meetings for the year and attend scheduled meetings. During these meetings refer any new students to Student Support Team. | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Mar** | **June** |
|     **Intended Audience:** Campus Attendance Committee | | | | | | | |
|     **Provider / Presenter / Person Responsible:** Assistant Principal assigned to Attendance | | | | | | | |
|     **Date(s) / Timeframe:** No later than the Friday after each grading period | | | | | | | |
|     **Collaborating Departments:** Student Support Team | | | | | | | |
|     **Delivery Method:** In Person Meeting | | | | | | | |

| Action Step 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 3:** Develop a standard meeting agenda that includes professional development for teachers on analyzing student data, holding parent conferences, making a SST referral, making parent phone calls, documenting in Branching Minds, and Culturally Responsive instruction. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **Intended Audience:** Teachers (Teachers with high referral rates one on one)<br>    **Provider / Presenter / Person Responsible:** Instructional Coaches<br>    **Date(s) / Timeframe:** Within the first three faculty meetings for campus wide and as often as needed afterwards one on one<br>    **Collaborating Departments:** Assistant Principals and Principal<br>    **Delivery Method:** In Person Meeting | | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue | | | | |

**School Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: Student enrollment at Monnig has declined from 554 students in 2022-2023 to a projected enrollment of 510 students in 2023-2024. **Root Cause**: Monnig Middle School has not prioritized working with elementary schools in our pyramid for recruitment or marketing to keep students in our pyramid to retain students at their home campus. |

| School Processes & Programs |
|---|
| **Problem Statement 1**: Based on 2022-2023 discipline data through the end of the school year, African-American students make-up 42% of the student body, but represent 75% of school discipline referrals with action records of 74% of Out of School Suspensions, 68.5% of On Campus Intervention, and 78% of In School Suspension placements. **Root Cause**: There has not been a school-wide training on trauma informed teaching practices that encourages and requires all staff to build appropriate relationships with students and manage student behaviors in a positive way. |

| Perceptions |
|---|
| **Problem Statement 1**: Staff are not building authentic relationships with students, which leads to students not being held to high academic standards and behavioral expectations. **Root Cause**: There has not been a focus on culturally relevant teaching which would allow the authentic lived experience of students to be centered in the classroom and allow students and teachers to connect in an authentic way. |

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 2185 to 1092 by May 2024.
Decrease the number of discipline referrals by school personnel for African American students from 1641 to 820 by May 2024.

**Strategy 1:** Create a process that aligns the Student Support Team, Family Engagement Specialist, and Campus Attendance Committee to improve daily attendance rates, increase parent/school engagement, decrease behavior incidents, and improve school culture.

**ESF Levers:**
Lever 3: Positive School Culture
- **Results Driven Accountability**

**Problem Statements:** Demographics 2 - School Processes & Programs 1 - Perceptions 1

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** Hold a meeting to identify students with the greatest needs based on previous year's attendance, discipline referrals, and grades. During this meeting assign caseloads, schedule weekly meetings, and create a plan for following up with these students and their teachers weekly. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** High need students **Provider / Presenter / Person Responsible:** Student Support Team **Date(s) / Timeframe:** By the end of the first week of school August 18th **Collaborating Departments:** Campus Attendance Committee **Delivery Method:** In Person Meeting **Funding Sources:** Items for school store - Title I (211) - 211-11-6499-04N-053-30-510-000000-24F10 - $2,000 | | | | |
| Action Step 2 Details | Reviews | | | |
| **Action Step 2:** Calendar attendance committee meetings for the year and attend scheduled meetings. During these meetings refer any new students to Student Support Team. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Campus Attendance Committee **Provider / Presenter / Person Responsible:** Assistant Principal assigned to Attendance **Date(s) / Timeframe:** No later than the Friday after each grading period **Collaborating Departments:** Student Support Team **Delivery Method:** In Person Meeting | | | | |

| Action Step 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 3:** Develop a standard meeting agenda that includes professional development for teachers on analyzing student data, holding parent conferences, making a SST referral, making parent phone calls, documenting in Branching Minds, and Culturally Responsive instruction. | Formative | | | Summative |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** Teachers (Teachers with high referral rates one on one) **Provider / Presenter / Person Responsible:** Instructional Coaches **Date(s) / Timeframe:** Within the first three faculty meetings for campus wide and as often as needed afterwards one on one **Collaborating Departments:** Assistant Principals and Principal **Delivery Method:** In Person Meeting | | | | |

| Action Step 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 4:** A campus-wide motivational concept will be adopted to allow for teambuilding among the staff and students to build nurture the school climate and culture. | Formative | | | Summative |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Intended Audience:** All students and staff **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** Due by Spring Break **Collaborating Departments:** Instructional Coaches and Assistant Principals **Delivery Method:** In Person <br><br> **Funding Sources:** Drum cafe or other vendor (TBD) - Title I (211) - 211-13-6299-04N-053-30-510-000000-24F10 - $10,000 | | | | |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |

**School Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: Student enrollment at Monnig has declined from 554 students in 2022-2023 to a projected enrollment of 510 students in 2023-2024. **Root Cause**: Monnig Middle School has not prioritized working with elementary schools in our pyramid for recruitment or marketing to keep students in our pyramid to retain students at their home campus. |

| School Processes & Programs |
|---|
| **Problem Statement 1**: Based on 2022-2023 discipline data through the end of the school year, African-American students make-up 42% of the student body, but represent 75% of school discipline referrals with action records of 74% of Out of School Suspensions, 68.5% of On Campus Intervention, and 78% of In School Suspension placements. **Root Cause**: There has not been a school-wide training on trauma informed teaching practices that encourages and requires all staff to build appropriate relationships with students and manage student behaviors in a positive way. |

| Perceptions |
|---|
| **Problem Statement 1**: Staff are not building authentic relationships with students, which leads to students not being held to high academic standards and behavioral expectations. **Root Cause**: There has not been a focus on culturally relevant teaching which would allow the authentic lived experience of students to be centered in the classroom and allow students and teachers to connect in an authentic way. |

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the percentage of in and out-of-school suspensions for African American students from 74.4% to 50% by May 2024.

**Strategy 1:** Create a process that aligns the Student Support Team, Family Engagement Specialist, and Campus Attendance Committee to improve daily attendance rates, increase parent/school engagement, decrease behavior incidents, and improve school culture.

> **ESF Levers:**
> Lever 3: Positive School Culture
>  - **Results Driven Accountability**
>
> **Problem Statements:** Demographics 2 - School Processes & Programs 1 - Perceptions 1

| Action Step 1 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Action Step 1:** Hold a meeting to identify students with the greatest needs based on previous year's attendance, discipline referrals, and grades. During this meeting assign caseloads, schedule weekly meetings, and create a plan for following up with these students and their teachers weekly. | | | | **Formative** | | | **Summative** |
| | | | | Nov | Jan | Mar | June |
| **Intended Audience:** High need students<br>**Provider / Presenter / Person Responsible:** Student Support Team<br>**Date(s) / Timeframe:** By the end of the first week of school August 18th<br>**Collaborating Departments:** Campus Attendance Committee<br>**Delivery Method:** In Person Meeting | | | | | | | |
| Action Step 2 Details | | | | Reviews | | | |
| **Action Step 2:** Calendar attendance committee meetings for the year and attend scheduled meetings. During these meetings refer any new students to Student Support Team. | | | | **Formative** | | | **Summative** |
| | | | | Nov | Jan | Mar | June |
| **Intended Audience:** Campus Attendance Committee<br>**Provider / Presenter / Person Responsible:** Assistant Principal assigned to Attendance<br>**Date(s) / Timeframe:** No later than the Friday after each grading period<br>**Collaborating Departments:** Student Support Team<br>**Delivery Method:** In Person Meeting | | | | | | | |

| Action Step 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 3:** Develop a standard meeting agenda that includes professional development for teachers on analyzing student data, holding parent conferences, making a SST referral, making parent phone calls, documenting in Branching Minds, and Culturally Responsive instruction. | Formative | | | Summative |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **Intended Audience:** Teachers (Teachers with high referral rates one on one) <br>     **Provider / Presenter / Person Responsible:** Instructional Coaches <br>     **Date(s) / Timeframe:** Within the first three faculty meetings for campus wide and as often as needed afterwards one on one <br>     **Collaborating Departments:** Assistant Principals and Principal <br>     **Delivery Method:** In Person Meeting | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✖ Discontinue | | | | |

**School Performance Objective 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: Student enrollment at Monnig has declined from 554 students in 2022-2023 to a projected enrollment of 510 students in 2023-2024.   **Root Cause**: Monnig Middle School has not prioritized working with elementary schools in our pyramid for recruitment or marketing to keep students in our pyramid to retain students at their home campus. |

| School Processes & Programs |
|---|
| **Problem Statement 1**: Based on 2022-2023 discipline data through the end of the school year, African-American students make-up 42% of the student body, but represent 75% of school discipline referrals with action records of 74% of Out of School Suspensions, 68.5% of On Campus Intervention, and 78% of In School Suspension placements.   **Root Cause**: There has not been a school-wide training on trauma informed teaching practices that encourages and requires all staff to build appropriate relationships with students and manage student behaviors in a positive way. |

| Perceptions |
|---|
| **Problem Statement 1**: Staff are not building authentic relationships with students, which leads to students not being held to high academic standards and behavioral expectations. **Root Cause**: There has not been a focus on culturally relevant teaching which would allow the authentic lived experience of students to be centered in the classroom and allow students and teachers to connect in an authentic way. |

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 1 to 3 by May 2024.

**Strategy 1:** Create a committee that involves all stakeholders. The committee will plan, promote, and host engaging activities throughout the school year. These activities will be communicated to families at the beginning of the school year allowing time for families to make arrangements to attend with their students.

**Staff Responsible for Monitoring:** Family Engagement Specialist

**Title I:**
4.1, 4.2
 - **ESF Levers:**
Lever 3: Positive School Culture

**Problem Statements:** Demographics 2 - Perceptions 1

| Action Step 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 1:** By August 25th convene SBDM to identify at least 3 family engagement events for Monnig to support and promote this school year and get them on the master calendar.<br>    **Intended Audience:** Monnig Families<br>    **Provider / Presenter / Person Responsible:** Principal<br>    **Date(s) / Timeframe:** By August 25th<br>    **Collaborating Departments:** SBDM<br>    **Delivery Method:** In Person Meeting | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | | | | |

| Action Step 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 2:** Family Engagement Committee will develop and communicate the plans for the year to Monnig families via master calendar and Weekly Stampede. | **Formative** | | | **Summative** |
| | Nov | Jan | Mar | June |
| **Intended Audience:** Monnig Families | | | | |
| **Provider / Presenter / Person Responsible:** Family Engagement Specialist | | | | |
| **Date(s) / Timeframe:** By September 1st | | | | |
| **Collaborating Departments:** Family Engagement Committee and SBDM | | | | |
| **Delivery Method:** In Person Meeting (Committee) via Master Calendar and Weekly Stampede for Monnig Families | | | | |
| **Funding Sources:** Snacks for Family Engagement Events - Title I (211) - 211-61-6499-04L-053-30-510-000000-24F10 - $1,500, Paper or plastic goods for Family Engagment Events - Title I (211) - 211-61-6399-04L-053-30-510-000000-24F10 - $500 | | | | |

| Action Step 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 3:** Monitor attendance of Family Engagement Events via QR code (Google Form Check-In). | **Formative** | | | **Summative** |
| **Intended Audience:** All Stakeholders in attendance of Family Engagement Events | Nov | Jan | Mar | June |
| **Provider / Presenter / Person Responsible:** Family Engagement Specialist | | | | |
| **Date(s) / Timeframe:** Ongoing | | | | |
| **Collaborating Departments:** Family Engagement Committee | | | | |
| **Delivery Method:** In Person at Events | | | | |

| Action Step 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Action Step 4:** Provide feedback after each Family Engagement event to assess future needs and planning for upcoming events. | **Formative** | | | **Summative** |
| | Nov | Jan | Mar | June |
| **Intended Audience:** Family Engagement Committee | | | | |
| **Provider / Presenter / Person Responsible:** Family Engagement Specialist | | | | |
| **Date(s) / Timeframe:** Ongoing | | | | |
| **Delivery Method:** Google Form | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

**School Performance Objective 4 Problem Statements:**

| **Demographics** |
|---|
| **Problem Statement 2**: Student enrollment at Monnig has declined from 554 students in 2022-2023 to a projected enrollment of 510 students in 2023-2024.  **Root Cause**: Monnig Middle School has not prioritized working with elementary schools in our pyramid for recruitment or marketing to keep students in our pyramid to retain students at their home campus. |

| Perceptions |
|---|
| **Problem Statement 1**: Staff are not building authentic relationships with students, which leads to students not being held to high academic standards and behavioral expectations. **Root Cause**: There has not been a focus on culturally relevant teaching which would allow the authentic lived experience of students to be centered in the classroom and allow students and teachers to connect in an authentic way. |

# State Compensatory

## Budget for 053 Monnig Middle School

**Total SCE Funds:** $5,500.00
**Total FTEs Funded by SCE:** 0
**Brief Description of SCE Services and/or Programs**

| |
|---|
| We will use Accelerated Reader for all students 6-8 in order to support teachers in tracking their students' independent practice and progress with their reading skills. They take a short quiz after reading to check their inferencing and comprehension skills. Teachers then support students in mastering those skills based on their quiz score. |

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Russell Cranford | Data Analyst | Data Analyst | 1 |

# Site-Based Decision Making Committee

| Committee Role | Name | Position |
|----------------|------|----------|
| Administrator | Erica Ward | Assistant Principal |
| Administrator | Jason Oliver | Principal |
| Non-classroom Professional | Natasha Martin | Instructional Coach |
| Classroom Teacher | Shenekia Howard | Teacher |
| Classroom Teacher | Kyle Williams | Teacher |
| Parent | Naomi Gelineau | Parent |
| Classroom Teacher | Kathryn Smith | Teacher |
| Community Representative | Amanda Heffley | Community Representative |
| Community Representative | Carol Brown | Community Representative |
| Business Representative | Brett Helmer | Business Representative |
| Business Representative | Gina Archie | Business Representative |
| District-level Professional | Porche Nickerson | Equity and Excellence Specialist |
| Administrator | Benjamin Hall | Assistant Principal |
| Non-classroom Professional | Annuziata Watts | Instructional Coach |
| Parent 3 | Stefanie Molina | Parent |
| Business Representative 2 | Tim Lightfoot | Business Representative |

# Campus Funding Summary

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| | | | | | Title I (211) | | |
|---|---|---|---|---|---|---|---|
| **District Goal** | **School Performance Objective** | **Strategy** | **Action Step** | **Resources Needed** | **Description** | **Account Code** | **Amount** |
| 1 | 1 | 1 | 1 | Chart paper, poster maker paper, etc. | Supplies and materials for instructional use | 211-11-6399-04N-053-30-510-000000-24F10 | $6,053.92 |
| 1 | 2 | 1 | 4 | | Data Analyst | 211-13-6119-04N-053-30-510-000000-24F10 | $86,946.00 |
| 3 | 1 | 1 | 6 | After School Tutoring Core Teachers | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04N-053-30-510-000000-24F10 | $5,000.00 |
| 3 | 1 | 1 | 7 | Saturday Learning Camps | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04N-053-30-510-000000-24F10 | $15,680.00 |
| 3 | 2 | 1 | 3 | Admin PD | Travel for Principal and Assistant Principal (PD) | 211-23-6411-04N-053-30-510-000000-24F10 | $100.00 |
| 3 | 2 | 1 | 3 | Teacher PD | Travel for Teachers and Data Analysts (PD) | 211-13-6411-04N-053-30-510-000000-24F10 | $100.00 |
| 3 | 2 | 1 | 3 | Counselor PD | Travel for Counselor (PD) | 211-31-6411-04N-053-30-510-000000-24F10 | $100.00 |
| 4 | 2 | 1 | 1 | Items for school store | Snacks or incentives for students | 211-11-6499-04N-053-30-510-000000-24F10 | $2,000.00 |
| 4 | 2 | 1 | 4 | Drum cafe or other vendor (TBD) | Contracted professional development | 211-13-6299-04N-053-30-510-000000-24F10 | $10,000.00 |
| 4 | 4 | 1 | 2 | Snacks for Family Engagement Events | Snacks for parents to promote participation | 211-61-6499-04L-053-30-510-000000-24F10 | $1,500.00 |
| 4 | 4 | 1 | 2 | Paper or plastic goods for Family Engagment Events | Supplies and materials for parental involvement | 211-61-6399-04L-053-30-510-000000-24F10 | $500.00 |
| | | | | | | **Sub-Total** | $127,979.92 |
| | | | | | | **Budgeted Fund Source Amount** | $127,979.92 |
| | | | | | | **+/- Difference** | $0.00 |

## SCE (199 PIC 24)

| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
|---|---|---|---|---|---|---|---|
| | | | | | | | $0.00 |
| | | | | | | Sub-Total | $0.00 |
| | | | | | | Budgeted Fund Source Amount | $7,140.00 |
| | | | | | | +/- Difference | $7,140.00 |

## Parent Engagement

| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
|---|---|---|---|---|---|---|---|
| | | | | | | | $0.00 |
| | | | | | | Sub-Total | $0.00 |
| | | | | | | Budgeted Fund Source Amount | $2,675.00 |
| | | | | | | +/- Difference | $2,675.00 |

## Gifted & Talented (199 PIC 21)

| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
|---|---|---|---|---|---|---|---|
| | | | | | | | $0.00 |
| | | | | | | Sub-Total | $0.00 |
| | | | | | | Budgeted Fund Source Amount | $768.00 |
| | | | | | | +/- Difference | $768.00 |

## CTE (199 PIC 22)

| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
|---|---|---|---|---|---|---|---|
| | | | | | | | $0.00 |
| | | | | | | Sub-Total | $0.00 |
| | | | | | | Budgeted Fund Source Amount | $4,024.00 |
| | | | | | | +/- Difference | $4,024.00 |

| SPED (199 PIC 23) | | | | | | | |
|---|---|---|---|---|---|---|---|
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| | | | | | | | $0.00 |
| | | | | | | **Sub-Total** | $0.00 |
| | | | | | | **Budgeted Fund Source Amount** | $9,237.00 |
| | | | | | | **+/- Difference** | $9,237.00 |
| | | | | | | **Grand Total Budgeted** | $151,823.92 |
| | | | | | | **Grand Total Spent** | $127,979.92 |
| | | | | | | **+/- Difference** | $23,844.00 |