

053-Monnig MS

Kellye Kirkpatrick

Rian Townsend

2018-19 Schoolwide Programs: Campus Improvement Plan

053-Monnig MS

Principal: Kellye Kirkpatrick

Executive Director: Rian Townsend

State Accountability Status

Improvement Required

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

Preparing ALL students for success in college, career, and community leadership.

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

YES the Fort Worth ISD School Board;

YES the Texas Education Code;

YES Title I, Part A; and

YES Priority / Turnaround Plans

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

[Click here to see the full Guide to Campus Assurances](#)

2018 -2019 State Accountability Domain Scores

Domain 1: Student Achievement	56
Domain 2: School Progress	55
Domain 3: Closing The Gaps	39

SBDM Members

Name	Role
Apryl Jewkes	Teacher
Robert Bell	Teacher
	Teacher
	Teacher
Melissa Newman	Parent
Brett Helmer	Parent
Stephanie Harvey	Parent
Carol Brown	Community Rep
Shaun Burns	District-Level Staff
	Campus Non-Tch Prof
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select

Fort Worth ISD Mission

Preparing ALL students for success in college, career, and community leadership.

Comprehensive Needs Assessment Summary

Comprehensive Needs Assessment Summary for 2018-2019

Campus: Monnig Middle School

Principal: Kellye Kirkpatrick

Data Sources Used Make a selection for each by choosing from the	No	Graduation	Yes	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	No	Surveys
	Yes	Discipline	Yes	Support Systems	No	Fund Balance
	Yes	Instruction	No	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
Area Reviewed	Summary of Strengths What were the identified strengths?		Summary of Needs What were the identified needs?		Priorities What are we going to intervene? If addressed, this need will create the most impact.	
Demographics	1.	Racially diverse campus. AA-37%, H-36%, W-23%, Two or more-4%	1.	Decrease disproportionate rate of exclusionary discipline of African American students	1. Decrease disproportionate rate of exclusionary discipline of African American students 2. Reduce the achievement gap between African American and White students and Hispanic and White students 3. Reduce teacher turnover 4. Improve Tier I instruction	
			2.	Social-emotional supports and community resources/Trauma informed instruction		
Student Achievement	1.	End of Course STAAR Exam subjects have a high percentage of "Approaches Grade Level" and "Meets Grade Level"	1.	Reduce achievement gap between African American and White students and Hispanic and White students		
			2.	Increase math achievement		
School Culture and Climate	1.	Positive relationships and partnerships with pyramid schools.	1.	Relationship building between teachers and students		
	2.		2.	Increased compliance with student behavioral standards		
Staff Quality/Professional	1.	Teachers participate in campus and district PD	1.	Reduce teacher turnover		

Development		2. Recruit high-quality teachers
		3. Additional funding for high quality professional development
Curriculum, Instruction, and Assessment	1. Curriculum frameworks exist as a starting point to assist teachers in planning	1. Improve Tier 1 instruction
		2. Differentiate instruction to meet the needs of diverse learners using formative/summative assessment
		3. Opportunities for students to engage in 21st century learning
Family and Community Involvement	1. Strong PTA Involvement	1. Improve parent involvement of underrepresented groups
	2. Full-time parent communication specialist	2. Establish consistent community partnerships
School Context and Organization	1. Departments have common planning time	1. Additional opportunities for teacher collaboration
	2. 7 period day allows students to enjoy multiple (3) elective	2. Reduce class sizes
	3. Visual Performing Arts choice program attracts students from across the district	



053-Monnig MS

Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 38,829	\$ 5,939		\$ 434	\$ 914	\$ 7,805	\$ 117,287	171,208

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Kellye Kirkpatrick

Leadership Director: Rian Townsend

Summary by Fund Source

Fund Source	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	2,000	0	0	0	0	0	4,537	\$ 6,537
Campus Needs - Student Achievement	0	0	0	0	0	0	0	\$ -
Campus Needs	0	0	0	0	0	0	70,253	\$ 70,253
Parent/Family Engagement Health Related	0	0	0	0	0	0	34,064	\$ 34,064
TOTAL	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 108,854	\$ 110,854
Allocations	38,829	5,939	-	434	914	7,805	117,287	171,208
Percent Budgeted	5%	0%	NA	0%	0%	0%	93%	65%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Kellye Kirkpatrick

Student Outcome Goals Action Plan

Leadership Director: Rian Townsend

Fort Worth ISD Student Outcome Goal Alignment	Goal:	2 Middle Grades Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.
	Progress Measures:	2.1 Percent of students in grade 6–8 performing on or above grade level standard on their STAAR math assessment will increase from 22% to 36% by 2019. 2.2 Percent of students in grade 6–8 who meet or exceed progress expectations on STAAR math assessment will increase from 50% to 60% by 2019. 2.3 Percent of students in grade 3–9 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics will increase from 37% to 54% by 2019.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from		
2.1	Percent of students in grade 6–8 performing on or above grade level standard on their STAAR math assessment will increase from	14%	24%	EOY
2.2	Percent of students in grade 6–8 who meet or exceed progress expectations on STAAR math assessment will increase from	54%	64%	EOY
NA				EOY
2.3	Percent of students in grade 6-8 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics will increase			EOY

Title I Components	PBMA	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	SPED	Teachers will plan collaboratively to create common lessons and assessments that support areas of need as determined by unit assessments, benchmarks, and STAAR scores.	Math Dept. Chair, Principal, Data Analyst, Math Teachers	Weekly	Pull-Out/ PLC			Achievement
2	SPED	Teachers will use formative assessment instructional strategies and technology such as All In Learning and TI-Navigators to continually assess student learning and adjust instruction.	Math Dept. Chair, Principal, Math Teachers	Daily	PLC	Title I	\$ 4,537.00	Progress
3	SPED	Teachers will complete a comprehensive data analysis protocol after every district assessment (3 and 6 weeks) to determine level of student success on student expectations (SE) taught during that timeframe and develop intervention plans (Tier 1 instruction, small group instruction, after school tutorials).	Data Analyst, Principal, Math Teachers	The PLC following the district assessment	PLC			Achievement
4	SPED	Teachers will attend the "Math the Whitlow Way" training and implement strategies to improve Tier 1 math instruction.	Principal, Math Teachers	Trained by the end of October	Pull-Out			Achievement
5	SPED	Schedule 6th and 7th grade students into an Enhanced Math class to provide a second math class for some students who have been unsuccessful on the previous year's STAAR exam.	Principal, Counselors	Beginning of Year				Progress
6	SPED	Teachers will construct and use Tabor Rotations materials to differentiate learning in the mathematics classroom.	Principal, Math Dept Chair, Math Teachers	Ongoing	Saturday	Local	\$ 2,000.00	Progress
7	SPED	Teaching Trust impact team teachers will participate in weekly data meetings analyzing student work to identify gaps and practice the reteach process.	Teaching Trust Team, Math Teachers	Weekly beginnin in October	PLC			Progress

8	1, 2, 3, 4, 5	SPED	Teachers will receive timely feedback and coaching from administrators, campus-based instructional coaches, and Region XI instructional coaches for the continuous improvement of Tier I instruction.	Principal, Assistant Principals, Instructional Coaches	Ongoing	PLC			Achievement
9	1, 2, 3, 4, 5		Teachers and Administrators will attend professional development opportunities aligned with school improvement goals	Principal, Assistant Principals	Ongoing	Pull-Out			Progress
10	1, 2, 3, 9		Teachers will provide learning opportunities beyond the school day (before/after school or Saturdays) for students who are struggling to meet academic expectations	Department Chairs	Ongoing				Progress
11									
12									
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2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Kellye Kirkpatrick

Leadership Director: Rian Townsend

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus	Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 0 to 0 percent.	BOY %	MOY %	EOY %	Target %	Difference
SMART Goal	Students in grades 6–8 performing on or above grade level standard on their STAAR math assessment	14.0%			24%	-10.0%
(Target Element	Students in grades 6–8 who meet or exceed progress expectations on STAAR math assessment	54.0%			64%	-10.0%
Systems)	Students in 3–9 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics				0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Local Assessments, Observation Data	1-(Achievement) Teachers will plan collaboratively to create common lessons and assessments that support areas of need as determined by unit assessments, benchmarks, and STAAR scores.	PLC Agendas/Minutes, Common Lesson Plans, Observation Feedback	On Target			
2 Local Assessments, Observation Data	2-(Progress) Teachers will use formative assessment instructional strategies and technology such as All In Learning and TI-Navigators to continually assess student learning and adjust instruction.	Observation data will show teacher use of formative assessment strategies, Improved student performance on local assessments	On Target			
3 Local Assessments, Intervention Plans	3-(Achievement) Teachers will complete a comprehensive data analysis protocol after every district assessment (3 and 6 weeks) to determine level of student success on student expectations (SE) taught during that timeframe and develop intervention plans (Tier 1 instruction, small group instruction, after school tutorials).	Walkthrough Data, PLC training aligned to campus needs, improved student performance on local assessments	On Target			
4 Local Assessments, Observation Data	4-(Achievement) Teachers will attend the "Math the Whitlow Way" training and implement strategies to improve Tier 1 math instruction.	Observation Data, Improved Student Performance on Local Assessments	On Target			
5 Student/Teacher Schedules	5-(Progress) Schedule 6th and 7th grade students into an Enhanced Math class to provide a second math class for some students who have been unsuccessful on the previous year's STAAR exam.	Teachers with an enhanced math class will have 15 students per class	Completed			
6 Kits Constructed, Observation Data	6-(Progress) Teachers will construct and use Tabor Rotations materials to differentiate learning in the mathematics classroom.	Observations show use of Tabor kits	Not Started			
7 Local Assessments	7-(Progress) Teaching Trust impact team teachers will participate in weekly data meetings analyzing student work to identify gaps and practice the reteach process.	PLC Agendas/Minutes, Observations of reteach, Improved performance on re-assessment	On Target			
8 Local Assessments, Observation Data, Aggregate Data From	8-(Achievement) Teachers will receive timely feedback and coaching from administrators, campus-based instructional coaches, and Region XI instructional coaches for the continuous improvement of Tier I instruction.	Walkthrough Data will reveal evidence of best practices utilized by teachers	On Target			

9	Professional development re-delivery to content teachers	9-(Progress) Teachers and Administrators will attend professional development opportunities aligned with school improvement goals	PD redelivery agendas, Walkthrough data will reveal evidence of new strategies implemented.	On Target			
10	Local Assessments, District Assessments	10-(Progress) Teachers will provide learning opportunities beyond the school day (before/after school or Saturdays) for students who are struggling to meet academic expectations	Sign-in Sheets	Not Started			
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Kellye Kirkpatrick

Leadership Director: Rian Townsend

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Goal 1	Percentage of students in grades 6-8 performing on or above grade level standard on their STAAR Reading assessment will increase from			31.00%	13.00%		45.00%	20.00%
Goal 2	Percentage of students in grade 7 performing on or above grade level standard on their STAAR Writing assessment will increase from			21.00%	6.00%		35.00%	13.00%
Goal 3								
Goal 4								

Title I Components	PBMAS	Alignment		Expectations				Focus → Achievement &	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	SPED	Teachers will plan collaboratively to create common lessons and assessments that support areas of need as determined by unit assessments, benchmarks, and STAAR scores	ELA Dept. Chair, Assistant Principal, Data Analyst, ELA Teachers	Weekly	Pull-Out/ PLC				Progress
2	LEP	ELA Teachers will attend training and use Lucy Caulkins writing strategies in daily ELA lessons.	ELA Dept Chair, Assistant Principal, ELA Teachers	Daily	Pull-Out				Progress
3	SPED	Teachers will use formative assessment instructional strategies and technology such as All In Learning to continually assess student learning and adjust instruction.	ELA Dept Chair, Assistant Principal, ELA Teachers	Daily	PLC				Progress
4	SPED	Teachers will complete a comprehensive data analysis protocol after every district assessment (3 and 6 weeks) to determine level of student success on student expectations (SE) taught during that timeframe and develop intervention plans (Tier 1 instruction, small group instruction, after school tutorials).	Data Analyst, Assistant Principal, ELA Teachers	The PLC following the district assessment	PLC				Progress
5		Teaching Trust impact team teachers will participate in weekly data meetings analyzing student work to identify gaps and practice the reteach process.	Teaching Trust Team, ELA Teachers	Weekly beginning in October	PLC				Progress
6	LEP	All core contents will participate in writing across the curriculum and produce a minimum of three writing samples per student with targeted feedback each 6 weeks.	Principal, Assistant Principals, Department Chairs	Biweekly	PLC				Progress
7	SPED	Teachers will receive timely feedback and coaching from administrators, campus-based instructional coaches, and Region XI instructional coaches for the continuous improvement of Tier I instruction.	Principal, Assistant Principals, Instructional Coaches	Ongoing	PLC				Achievement
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2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Kellye Kirkpatrick

Campus Needs - Student Achievement Progress Monitoring

Leadership Director: Rian Townsend

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Percentage of students in grades 6-8 performing on or above grade level standard on their STAAR Reading assessment will increase from						
	Percentage of students in grade 7 performing on or above grade level standard on their STAAR Writing assessment will increase from						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Local Assessments, Observation Data	1-(Achievement) Teachers will plan collaboratively to create common lessons and assessments that support areas of need as determined by unit assessments, benchmarks, and STAAR scores.	PLC Agendas/Minutes, Common Lesson Plans, Observation Feedback	On Target			
2 Writing Data, Observation Data	2-(Achievement) ELA Teachers will attend training and use Lucy Caulkins writing strategies in daily ELA lessons.	Eduphoria PD attendance, Strategies noted in observation	On Target			
3 Local Assessments, Observation Data	Teachers will use formative assessment instructional strategies and technology such as All In Learning to continually assess student learning and adjust instruction.	Observation data will show teacher use of formative assessment strategies, Improved student performance on local assessments	On Target			
4 Local Assessments, Intervention Plans	4-(Progress) Teachers will complete a comprehensive data analysis protocol after every district assessment (3 and 6 weeks) to determine level of student success on student expectations (SE) taught during that timeframe and develop intervention plans (Tier 1 instruction, small group instruction, after school tutorials).	Walkthrough Data, PLC training aligned to campus needs, improved student performance on local assessments	On Target			
5 Local Assessments	5-(Progress) Teaching Trust impact team teachers will participate in weekly data meetings analyzing student work to identify gaps and practice the reteach process.	PLC Agendas/Minutes, Observations of reteach, Improved performance on re-assessment	On Target			
6 Writing Samples with Feedback	6-(Progress) All core contents will participate in writing across the curriculum and produce a minimum of three writing samples per student with targeted feedback each 6 weeks.	6 week writing sample meetings with teachers	On Target			
7 Local Assessments, Observation Data, Aggregate Data From Coaches	7-(Achievement) Teachers will receive timely feedback and coaching from administrators, campus-based instructional coaches, and Region XI instructional coaches for the continuous improvement of Tier I instruction.	Walkthrough Data will reveal evidence of best practices utilized by teachers	On Target			

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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Kellye Kirkpatrick

Leadership Director: Rian Townsend

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	Achievement Gap - Percent of students in lowest performing student group for all subjects performing at or above Approaches Grade Level as measured by STAAR will increase from			38%	48%	EOY
	Goal 2	Student Progress - Percent of students meeting expected or above growth in Reading will increase from			63%	73%	EOY
	Goal 3	PBIS - Total number of exclusionary discipline incidents (suspensions) will decrease from			196	150	EOY
	Goal 4						EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 2, 3, 9	SPED	Teachers will use formative assessment instructional strategies and technology such as All In Learning to continually assess student learning and adjust instruction.	ELA Dept Chair, Assistant Principal, ELA Teachers	Daily	PLC			Progress
1, 6, 9	SPED	Academic Intervention Meetings will be held with students (and parents) failing to meet grade level academic expectations (grades) in core classes.	Grade Level Team Leaders, Core Teachers	Each 6 weeks	PLC			Closing Gaps
1, 2, 4, 5	SPED	Monnig Middle School will participate in the Restorative Practices Pilot program Cohort 3 which includes coaching, leadership meetings, and observations to build/restore relationships in the classroom resulting in a reduction in exclusionary discipline.	Principal	Ongoing				Culture and Climate
1, 2, 4, 5	SPED	Administrators will use restorative practices when appropriate to restore relationships and repair harm as an alternative to exclusionary discipline practices.	Principal, Assistant Principals	Ongoing				Culture and Climate
1, 2, 4, 5	SPED	All 6th and 7th grade teachers will be trained in restorative practices (green) to build relationships in the classroom and provide students voice and a sense of community.	Principal, Assistant Principals	By the end of October	Pull-Out			Culture and Climate
1, 2, 4	SPED	Data Driven Instruction training will be held to increase teachers' use of Eduphoria and All in Learning when planning instruction to address the needs of all students including African American students (lowest performing ethnic group), SPED, and ELL students.	Data Analyst	During the 1st 6 weeks and ongoing, as needed	PLC	Title I	\$ 63,652.50	Closing Gaps
1, 2, 5	SPED	Monnig Middle School will participate in Teaching Trust Teams 1 to build sustainable culture and climate routines.	Teaching Trust Team	Ongoing	Pull-Out	Title I	\$ 6,600.00	Culture and Climate
4	LEP	Teachers and staff will participate in campus book studies to learn about best practices	Principal, Assistant Principals	Ongoing	Faculty Mgt			Culture and Climate

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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Kellye Kirkpatrick

Leadership Director: Rian Townsend

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)	
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Achievement Gap - Percent of students in lowest performing student group for all subjects performing at or above Approaches Grade Level as measured by STAAR will increase from	38.0%			48%	-10.0%
	Student Progress - Percent of students meeting expected or above growth in Reading will increase from	63.0%			73%	-10.0%
	PBIS - Total number of exclusionary discipline incidents (suspensions) will decrease from	196			15000%	4600.0%
				0%		

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Local Assessments, Observation Data	1-(Progress) Teachers will use formative assessment instructional strategies and technology such as All In Learning to continually assess student learning and adjust instruction.	Observation data will show teacher use of formative assessment strategies, Improved student performance on local assessments	On Target			
2 6 Weeks Grades, Number of students needing Maymester or Summer School	2-(Closing Gaps) Academic Intervention Meetings will be held with students (and parents) failing to meet grade level academic expectations (grades) in core classes.	AIMs scheduled, AIM forms complete, Decrease in the number of students needing Maymester/Summer School	On Target			
3 Discipline Data	3-(Culture and Climate) Monnig Middle School will participate in the Restorative Practices Pilot program Cohort 3 which includes coaching, leadership meetings, and observations to build/restore relationships in the classroom resulting in a reduction in exclusionary discipline.	Attendance at leadership meetins, coaching feedback from consultants	On Target			
4 Discipline Data	4-(Culture and Climate) Administrators will use restorative practices when appropriate to restore relationships and repair harm as an alternative to exclusionary discipline practices.	Decrease in exclusionary discipline occurances	Above Target			
5 Discipline Data, Observation Data	5-(Culture and Climate) All 6th and 7th grade teachers will be trained in restorative practices (green) to build relationships in the classroom and provide students voice and a sense of community.	Eduphoria PD attendance, Restorative Practices used in classrooms to build	On Target			

6	Local Assessments	6-(Closing Gaps) Data Driven Instruction training will be held to increase teachers' use of Eduphoria and All in Learning when planning instruction to address the needs of all students including African American students (lowest performing ethnic group), SPED, and ELL students.	PLC meeting agendas, teacher action plans after data meetings	On Target			
7	Teaching Trust Observations	7-(Culture and Climate) Monnig Middle School will participate in Teaching Trust Teams 1 to build sustainable culture and climate routines.	Teaching Trust coaching and feedback, improvement on morning entry/hallway transition rubric	On Target			
8	Observation Data	8-(Culture and Climate) Teachers and staff will participate in campus book studies to learn about best practices	Increase in the use of best practices in Tier I instruction	Not Started			
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Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Kellye Kirkpatrick

Leadership Director: Rian Townsend

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline (BOY)	to Target	by Deadline			
	REQUIRED ONE HEALTH RELATED GOAL							
	Goal 1	Parent/family participation in at least 2 campus-based events will increase from					50%	EOY
	Goal 2	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from					75%	EOY
	Goal 3 (Optional)							
Goal 4 (Optional)								

Title I Component	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 6	CTE	Parent involvement will be enhanced by offering more ways for parents to participate in school activities/events such as pyramid-wide events, hosting a camps-wide Blizzard Bash, working with neighborhood associations, and communicating volunteer opportunities through multiple media outlets (Voly, Facebook, website, email blast, Remind.com)	Parent Communication Specialist, Department Chairs, Administrators	ongoing		Title I	\$34,064.13	FAMILY
2,10	SPED	The School Wellness Action Team (SWAT) will provide teachers strategies to improve social/emotional wellness of students and staff	SWAT Team	ongoing	Faculty Mgt			HEALTH



2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Kellye Kirkpatrick

Leadership Director: Rian Townsend

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Parent/family participation in at least 2 campus-based events will increase from	0.0%			50%	-50.0%
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	0.0%			75%	-75.0%
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Sign-in Sheets, Voly Volunteer lists	Parent involvement will be enhanced by offering more ways for parents to participate in school activities/events such as pyramid-wide events, hosting a camps-wide Blizzard Bash, working with neighborhood associations, and communicating volunteer opportunities through multiple media outlets (Voly, Facebook, website, email blast, Remind.com)	flyers, photos	On Target			
2 Local Assessments, Discipline Data	The School Wellness Action Team (SWAT) will provide teachers strategies to improve social/emotional wellness of students and staff	reports, agendas	On Target			
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