

Fort Worth Independent School District

053 Monnig Middle School

2021-2022 Campus Improvement Plan



Mission Statement

Providing a rigorous academic experience that honors unique student talents and fosters positive relationships.

Vision

Inspiring and equipping our diverse learners to lead the world.

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Comprehensive Needs Assessment

Revised/Approved: June 15, 2021

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 39% Hispanic, 35% African American, 20% White, 4% Two or More Races, and 1% Other students. Approximately 79% 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. 54% of teachers are White, 24% are African American, 20% are Hispanic, and 2% Asian. Although white teachers are overrepresented compared to our student population there has been an increase in Hispanic teachers over the last four years. African American teacher percentages have remained steady.

During the spring of the 2020-2021 school year, Monnig had to cut 8 teaching positions due to declining enrollment in the district and on the campus. The projection for the 2021-2022 school year is 610 students, down from 681 in 2019.

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 (Prioritized): Student enrollment at Monnig has declined from 681 students in 2019-2020 to 610 students in 2021-2022. **Root Cause:** The campus leadership has not placed an emphasis on recruitment in the neighborhood and in feeder elementary schools since the COVID-19 pandemic began.

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

Student Learning Strengths

Pre-COVID (2018-2019), Monnig Middle School was on a sharp upward trajectory. We went from an overall rating of 51 (F) to 72 (C). Our 2017-18 report card had all F ratings and our 2018-19 report card had none. Even during the pandemic, Monnig was able to continue to increase EL student achievement on the TELPAS. In 2021, TELPAS was at 44% meaning 44% of our English Learners moved up an entire cumulative level on Reading, Writing, Speaking, and Listening. Our Pre-COVID score was 40% which was still above the target of 36%. Maintaining a goal above target allows us to continue to get 10% of the Domain 3 score.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on 2020-2021 MAP Growth data, African American students are performing at an average of 16 RIT points lower than their White peers on Reading. **Root Cause:** The campus has not provided teachers training to engage African American students and hold them accountable for their learning.

Problem Statement 2 (Prioritized): Based on 2020-2021 MAP Growth data, African American students are performing at an average of 13 RIT points lower than their White peers on Math. **Root Cause:** The campus has not provided teachers training to engage African American students and hold them accountable for their learning.

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 expanded a Humanities program to allow all students to access the most rigorous curriculum without separation or segregation. 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. Monnig had a program of choice for visual and performing arts that the district chose not to continue starting in the 2019-2020 school year. Although the district no longer supports transfers and busing from other attendance areas, we have been able to keep most of our arts programming. 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, and a Communities in Schools social worker (partially paid for out of Title I funds) to support students with resources and social/emotional wellbeing. We have a suicide prevention student group called Hope Squads which was in its 2nd year during 2020-2021. In 2019-2020, Monnig developed a House system for students and staff, and every 6 weeks we celebrate with a House Day. House days honor the house with the most positive points recorded in Live School with Kona Ice recess. Students participate in social-emotional learning, internet safety, suicide prevention, as well as academic awards just to name a few House Day activities.

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

Staffing has been a significant issue in the last few years. District processes have kept Monnig from hiring until late in the hiring season (June or later). This has resulted in some staff being hired having to be subsequently non-renewed or terminated due to disciplinary action by the district. In the spring of 2020, the district allowed schools to hire outside of the district surplus list first and has resulted in a number of high-quality teachers joining the staff for the 2020-2021 school year. Turnover has been high in previous years, but part of that issue was described above. In the spring of 2021, Monnig had to cut 8 positions due to declining enrollment across the district in middle schools. In the last four years, Monnig has not had to cut more than one position in any school year.

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. Each teacher is a member of a cadre which allows them to have a voice in school processes and programs. 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 2019-2020 discipline data, African American students makeup 36% of the student body, but represent 70% of classroom discipline referrals and 76% of out-of-school suspensions. **Root Cause:** Staff members' culture, lived experiences and biases lead to negative interactions with African American students.

Perceptions

Perceptions Summary

During the 2020-21 school year Monnig faculty collaborated on vision and mission statements. Monnig Vision: Inspiring and equipping our diverse learners to lead the world. Monnig Mission: Providing a rigorous academic experience that honors unique student talents and fosters positive relationships. Our theme for the year is NO LIMITS because when we provide students what they need to be successful, there is no limit to what they can achieve! We are working hard to engage families that have been less connected to the school community. We started the year with home visits for some of our most at-risk students and welcomed them to Monnig (or back to Monnig) with a backpack, school supplies, and snacks.

We have had a high number of parent surveys completed in past years. In 2021, Monnig met the district-created target and parents rated engagement at 85%.

Students reported being able to build supportive relationships on the Spring Panorama survey at 82% and diversity and inclusion was at 76% but scored themselves much lower on social awareness, teacher-student relationships, emotion regulation, sense of belonging, and engagement.

Teachers stated Monnig had an inviting work environment, high faculty growth mindset, high cultural awareness and action, and high feedback and coaching but rated educating all students, staff-leadership relationships much lower.

Monnig faculty and staff have worked hard to overcome previous stereotypes in the community about the safety and academic achievement of Monnig Middle School. The number of requested transfers to other FWISD middle schools from Monnig feeder schools has decreased since the 2017-18 school year.

Perceptions Strengths

We have had a high number of parent surveys completed in past years. In 2021, Monnig met the district-created target and parents rated engagement at 85%. Students reported being able to build supportive relationships on the Spring Panorama survey at 82% and diversity and inclusion was at 76%. Teachers stated Monnig had an inviting work environment, high faculty growth mindset, high cultural awareness and action, and high feedback and coaching. Monnig faculty and staff have worked hard to overcome previous stereotypes in the community about the safety and academic achievement of Monnig Middle School. The number of requested transfers to other FWISD middle schools from Monnig feeder schools has decreased since the 2017-18 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While 2020 Monnig Panorama student engagement data is above both the pyramid and district averages, only 34% of students reported feeling invested in their learning. **Root Cause:** There has been no emphasis on connecting content to real-world applications and authentic student engagement to drive high-quality tier 1 instruction.

Priority Problem Statements

Problem Statement 1: Based on 2020-2021 MAP Growth data, African American students are performing at an average of 16 RIT points lower than their White peers on Reading.

Root Cause 1: The campus has not provided teachers training to engage African American students and hold them accountable for their learning.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on 2020-2021 MAP Growth data, African American students are performing at an average of 13 RIT points lower than their White peers on Math.

Root Cause 2: The campus has not provided teachers training to engage African American students and hold them accountable for their learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Based on 2019-2020 discipline data, African American students makeup 36% of the student body, but represent 70% of classroom discipline referrals and 76% of out-of-school suspensions.

Root Cause 3: Staff members' culture, lived experiences and biases lead to negative interactions with African American students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: While 2020 Monnig Panorama student engagement data is above both the pyramid and district averages, only 34% of students reported feeling invested in their learning.

Root Cause 4: There has been no emphasis on connecting content to real-world applications and authentic student engagement to drive high-quality tier 1 instruction.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Student enrollment at Monnig has declined from 681 students in 2019-2020 to 610 students in 2021-2022.

Root Cause 5: The campus leadership has not placed an emphasis on recruitment in the neighborhood and in feeder elementary schools since the COVID-19 pandemic began.

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
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: September 23, 2021

Goal 1: Early Literacy





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.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 43% to 53% by May 2022.

Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Reading from 34% to 44% by May 2022.

Evaluation Data Sources: MAP Growth Beginning of Year, Middle of Year, End of Year Tests

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through real-world relevant, culturally responsive, standards-aligned planning, lesson delivery, and coaching.</p> <p>Strategy's Expected Result/Impact: 85% of core content lesson plans submitted will include standards-aligned lesson objectives/activities/assessments and explicit culturally responsive practices with real-world connections by May of 2022.</p> <p>80% of lessons observed will be executed at the level of rigor of the standard by May of 2022.</p> <p>50% of lessons observed include culturally responsive teaching practices by May of 2022.</p> <p>80% of coaching and feedback documented in STRIVE will include standards-alignment, culturally responsive pedagogy, or both by May of 2022.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-053-24-273-000000- - \$1,426</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Based on 2020-2021 MAP Growth data, African American students are performing at an average of 16 RIT points lower than their White peers on Reading. Root Cause: The campus has not provided teachers training to engage African American students and hold them accountable for their learning.</p>

School Processes & Programs

Problem Statement 1: Based on 2019-2020 discipline data, African American students makeup 36% of the student body, but represent 70% of classroom discipline referrals and 76% of out-of-school suspensions. **Root Cause:** Staff members' culture, lived experiences and biases lead to negative interactions with African American students.

Perceptions

Problem Statement 1: While 2020 Monnig Panorama student engagement data is above both the pyramid and district averages, only 34% of students reported feeling invested in their learning. **Root Cause:** There has been no emphasis on connecting content to real-world applications and authentic student engagement to drive high-quality tier 1 instruction.

Goal 1: Early Literacy





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.

Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 86% to 93% by May 2022.

Increase the percentage of Hispanic students who score at meets or above in English I from 81% to 90% by May 2022.

Evaluation Data Sources: STAAR Benchmark Data, STAAR End of Year Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through real-world relevant, culturally responsive, standards-aligned planning, lesson delivery, and coaching.</p> <p>Strategy's Expected Result/Impact: 85% of core content lesson plans submitted will include standards-aligned lesson objectives/activities/assessments and explicit culturally responsive practices with real-world connections by May of 2022.</p> <p>80% of lessons observed will be executed at the level of rigor of the standard by May of 2022.</p> <p>50% of lessons observed include culturally responsive teaching practices by May of 2022.</p> <p>80% of coaching and feedback documented in STRIVE will include standards-alignment, culturally responsive pedagogy, or both by May of 2022.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: While 2020 Monnig Panorama student engagement data is above both the pyramid and district averages, only 34% of students reported feeling invested in their learning. Root Cause: There has been no emphasis on connecting content to real-world applications and authentic student engagement to drive high-quality tier 1 instruction.</p>





Goal 2: Early Math

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.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 52% to 62% by May 2022.

Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Mathematics from 49% to 59% by May 2022.

Evaluation Data Sources: MAP Growth Beginning of Year, Middle of Year, and End of Year Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through real-world relevant, culturally responsive, standards-aligned planning, lesson delivery, and coaching.</p> <p>Strategy's Expected Result/Impact: 85% of core content lesson plans submitted will include standards-aligned lesson objectives/activities/assessments and explicit culturally responsive practices with real-world connections by May of 2022.</p> <p>80% of lessons observed will be executed at the level of rigor of the standard by May of 2022.</p> <p>50% of lessons observed include culturally responsive teaching practices by May of 2022.</p> <p>80% of coaching and feedback documented in STRIVE will include standards-alignment, culturally responsive pedagogy, or both by May of 2022.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04N-053-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Based on 2020-2021 MAP Growth data, African American students are performing at an average of 13 RIT points lower than their White peers on Math. Root Cause: The campus has not provided teachers training to engage African American students and hold them accountable for their learning.</p>
School Processes & Programs
<p>Problem Statement 1: Based on 2019-2020 discipline data, African American students makeup 36% of the student body, but represent 70% of classroom discipline referrals and 76% of out-of-school suspensions. Root Cause: Staff members' culture, lived experiences and biases lead to negative interactions with African American students.</p>

Perceptions

Problem Statement 1: While 2020 Monnig Panorama student engagement data is above both the pyramid and district averages, only 34% of students reported feeling invested in their learning. **Root Cause:** There has been no emphasis on connecting content to real-world applications and authentic student engagement to drive high-quality tier 1 instruction.

Goal 2: Early Math





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.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 79% to 85% by May 2022.

Increase the percentage of Hispanic students at MEETS or above in Algebra 1 from 77% to 83% by May 2022.

Evaluation Data Sources: STAAR Benchmark Data, STAAR End of Year Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through real-world relevant, culturally responsive, standards-aligned planning, lesson delivery, and coaching.</p> <p>Strategy's Expected Result/Impact: 85% of core content lesson plans submitted will include standards-aligned lesson objectives/activities/assessments and explicit culturally responsive practices with real-world connections by May of 2022.</p> <p>80% of lessons observed will be executed at the level of rigor of the standard by May of 2022.</p> <p>50% of lessons observed include culturally responsive teaching practices by May of 2022.</p> <p>80% of coaching and feedback documented in STRIVE will include standards-alignment, culturally responsive pedagogy, or both by May of 2022.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





Perceptions
<p>Problem Statement 1: While 2020 Monnig Panorama student engagement data is above both the pyramid and district averages, only 34% of students reported feeling invested in their learning. Root Cause: There has been no emphasis on connecting content to real-world applications and authentic student engagement to drive high-quality tier 1 instruction.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 34% to 44% by May 2022.
 Increase the percentage of African American students scoring at MEETS or above on STAAR Reading from 21% to 31% by May 2022.

Evaluation Data Sources: STAAR Benchmark Data, STAAR End of Year Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through data-driven, real-world relevant, culturally responsive, standards-aligned planning, lesson delivery, and coaching.</p> <p>Strategy's Expected Result/Impact: 85% of core content lesson plans submitted will include standards-aligned lesson objectives/activities/assessments and explicit culturally responsive practices with real-world connections by May of 2022.</p> <p>80% of lessons observed will be executed at the level of rigor of the standard by May of 2022.</p> <p>50% of lessons observed include culturally responsive teaching practices by May of 2022.</p> <p>80% of coaching and feedback documented in STRIVE will include standards-alignment, culturally responsive pedagogy, or both by May of 2022.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - Title I (211) - 211-13-6329-04N-053-30-510-000000-22F10 - \$3,000, - Title I (211) - 211-11-6112-0PD-053-30-510-000000-22F10 - \$12,189, - Title I (211) - 211-13-6499-04N-053-30-510-000000-22F10 - \$4,000, - Title I (211) - 211-13-6119-04N-053-30-510-000000-22F10 - \$71,825</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Based on 2020-2021 MAP Growth data, African American students are performing at an average of 16 RIT points lower than their White peers on Reading. Root Cause: The campus has not provided teachers training to engage African American students and hold them accountable for their learning.</p>
School Processes & Programs
<p>Problem Statement 1: Based on 2019-2020 discipline data, African American students makeup 36% of the student body, but represent 70% of classroom discipline referrals and 76% of out-of-school suspensions. Root Cause: Staff members' culture, lived experiences and biases lead to negative interactions with African American students.</p>

Perceptions





Problem Statement 1: While 2020 Monnig Panorama student engagement data is above both the pyramid and district averages, only 34% of students reported feeling invested in their learning. **Root Cause:** There has been no emphasis on connecting content to real-world applications and authentic student engagement to drive high-quality tier 1 instruction.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 26% to 36% by May 2022.
 Increase the percentage of African American students scoring at MEETS or above on STAAR Math from 17%to 27% by May 2022.

Evaluation Data Sources: STAAR Benchmark Data, STAAR End of Year Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through real-world relevant, culturally responsive, standards-aligned planning, lesson delivery, and coaching.</p> <p>Strategy's Expected Result/Impact: 85% of core content lesson plans submitted will include standards-aligned lesson objectives/activities/assessments and explicit culturally responsive practices with real-world connections by May of 2022.</p> <p>80% of lessons observed will be executed at the level of rigor of the standard by May of 2022.</p> <p>50% of lessons observed include culturally responsive teaching practices by May of 2022.</p> <p>80% of coaching and feedback documented in STRIVE will include standards-alignment, culturally responsive pedagogy, or both by May of 2022.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - Title I (211) - 211-23-6499-04N-053-30-510-000000-22F10 - \$5,017, - Title I (211) - 211-13-6499-04N-053-30-510-000000-22F10 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Based on 2020-2021 MAP Growth data, African American students are performing at an average of 13 RIT points lower than their White peers on Math. Root Cause: The campus has not provided teachers training to engage African American students and hold them accountable for their learning.</p>
School Processes & Programs
<p>Problem Statement 1: Based on 2019-2020 discipline data, African American students makeup 36% of the student body, but represent 70% of classroom discipline referrals and 76% of out-of-school suspensions. Root Cause: Staff members' culture, lived experiences and biases lead to negative interactions with African American students.</p>

Perceptions

Problem Statement 1: While 2020 Monnig Panorama student engagement data is above both the pyramid and district averages, only 34% of students reported feeling invested in their learning. **Root Cause:** There has been no emphasis on connecting content to real-world applications and authentic student engagement to drive high-quality tier 1 instruction.

Goal 4: Learning Environment (based on the BOE constraints)





Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the percentage of students who are chronically absent from 19% to 8% by May 2022.

Decrease the percentage of African American students who are chronically absent from 24% to 12% by May 2022.

Evaluation Data Sources: Cycle Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher efficacy in the areas of culturally responsive classroom management, positive teacher/student relationships, and parent outreach.</p> <p>Strategy's Expected Result/Impact: 90% attendance rate for chronically absent students by the 6th grading cycle.</p> <p>Teacher perceptions of efficacy related to culturally responsive classroom management, building student/teacher relationships, and parent outreach will increase 30% from baseline in August 2021 to May 2022.</p> <p>Staff Responsible for Monitoring: Attendance Review Committee, Grade Level PLCs</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - Title I (211) - 211-61-6116-04L-053-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: While 2020 Monnig Panorama student engagement data is above both the pyramid and district averages, only 34% of students reported feeling invested in their learning. Root Cause: There has been no emphasis on connecting content to real-world applications and authentic student engagement to drive high-quality tier 1 instruction.</p>

Goal 4: Learning Environment (based on the BOE constraints)





Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 56% to 66% by May 2022.

Increase positive response by African American students to the learning environment on the Panorama SEL Survey from 55% to 65% by May 2022.

Evaluation Data Sources: Panorama SEL Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher efficacy in the areas of culturally responsive classroom management, positive teacher/student relationships, and parent outreach.</p> <p>Strategy's Expected Result/Impact: Decrease student discipline referrals by 50% by 6th cycle.</p> <p>Teacher perceptions of efficacy related to culturally responsive classroom management, building student/teacher relationships, and parent outreach will increase 30% from baseline survey in August 2021 to May 2022</p> <p>Staff Responsible for Monitoring: Administrators, Grade Level PLCs</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: LiveSchool for SEL/Climate and Culture - SCE (199 PIC 24) - 199-11-6399-001-053-24-273-000000- - \$3,950, Communities in Schools - Title I (211) - 211-32-6299-04N-053-30-510-000000-22F10 - \$22,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: While 2020 Monnig Panorama student engagement data is above both the pyramid and district averages, only 34% of students reported feeling invested in their learning. Root Cause: There has been no emphasis on connecting content to real-world applications and authentic student engagement to drive high-quality tier 1 instruction.</p>





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of in and out of school suspensions for African American students from 12% to 6% by May 2022.

Evaluation Data Sources: Discipline Referrals, In-School Suspension Data, Out of School Suspension Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher efficacy in the areas of culturally responsive classroom management, positive teacher/student relationships, and parent outreach.</p> <p>Strategy's Expected Result/Impact: -Decrease student discipline referrals for (AA) by 30% by 6th cycle.</p> <p>-Teacher perceptions of efficacy related to culturally responsive classroom management, building student/teacher relationships, and parent outreach will increase 30% from baseline in August 2021 to May 2022</p> <p>Staff Responsible for Monitoring: Administrators, RDA Committee</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Contracted Culturally Responsive Teaching and Learning Presenter - Title I (211) - 211-13-6299-04N-053-30-510-000000-22F10 - \$9,999</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Based on 2019-2020 discipline data, African American students makeup 36% of the student body, but represent 70% of classroom discipline referrals and 76% of out-of-school suspensions. Root Cause: Staff members' culture, lived experiences and biases lead to negative interactions with African American students.</p>
Perceptions
<p>Problem Statement 1: While 2020 Monnig Panorama student engagement data is above both the pyramid and district averages, only 34% of students reported feeling invested in their learning. Root Cause: There has been no emphasis on connecting content to real-world applications and authentic student engagement to drive high-quality tier 1 instruction.</p>





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 85% to 92% by May 2022.

Evaluation Data Sources: Parent Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher efficacy in the areas of culturally responsive classroom management, positive teacher/student relationships, and parent outreach.</p> <p>Strategy's Expected Result/Impact: Teacher perceptions of efficacy related to culturally responsive classroom management, building student/teacher relationships, and parent outreach will increase 30% from baseline in August 2021 to May 2022 The response to student ratio on the EOY parent survey will increase by 20% to 38%. (number of parent responses divided by student population).</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Snacks for Parent Involvement - Title I (211) - 211-61-6499-04L-053-30-510-000000-22F10 - \$1,667, - Title I (211) - 211-61-6399-04L-053-30-510-000000-22F10 - \$1,667</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Student enrollment at Monnig has declined from 681 students in 2019-2020 to 610 students in 2021-2022. Root Cause: The campus leadership has not placed an emphasis on recruitment in the neighborhood and in feeder elementary schools since the COVID-19 pandemic began.</p>

Plan Notes

CIP reviewed with Dr. Kirkpatrick and CIP checklist. Thanks for including your SBDM committee, no actions from me.

Todd

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Kellye Kirkpatrick	Principal
Administrator	Sara Woodson	Assistant Principal
Classroom Teacher	Stephanie Tagle	Classroom Teacher
Non-classroom Professional	Apryl Jewkes	Data Analyst
Parent	Angela Houston	Parent
Community Representative	Bret Helmer	Community Representative
Business Representative	Gina Archie	Business Representative
Community Representative	Amanda Heffley	Community Representative
Community Representative	Oscar Brown	Community Representative
Community Representative	Carol Brown	Community Representative
Professional District-Level Staff	Porshe Nickerson	Equity Specialist
Classroom Teacher	Jerry Ford	Teacher
Classroom Teacher	Jonathon Ortiz	Teacher
DERC Representative 1	Apryl Jewkes	Data Analyst
DERC Representative 2	Natasha Martin	Instructional Coach
Classroom Teacher	Megan McNeal	Teacher

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
2	1	1		Supplies and materials for instructional use	211-11-6399-04N-053-30-510-000000-22F10	\$10,000.00
3	1	1		Reading materials for professional development	211-13-6329-04N-053-30-510-000000-22F10	\$3,000.00
3	1	1		Subs for professional development	211-11-6112-0PD-053-30-510-000000-22F10	\$12,189.00
3	1	1		Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-053-30-510-000000-22F10	\$4,000.00
3	1	1		Data Analyst	211-13-6119-04N-053-30-510-000000-22F10	\$71,825.00
3	2	1		Virtual registration for Principal and Assistant Principal (PD)	211-23-6499-04N-053-30-510-000000-22F10	\$5,017.00
3	2	1		Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-053-30-510-000000-22F10	\$4,000.00
4	1	1		Extra duty for family engagement activities after hours	211-61-6116-04L-053-30-510-000000-22F10	\$5,000.00
4	2	1	Communities in Schools	Contracted student support services	211-32-6299-04N-053-30-510-000000-22F10	\$22,000.00
4	3	1	Contracted Culturally Responsive Teaching and Learning Presenter	Contracted professional development	211-13-6299-04N-053-30-510-000000-22F10	\$9,999.00
4	4	1	Snacks for Parent Involvement	Snacks for parents to promote participation	211-61-6499-04L-053-30-510-000000-22F10	\$1,667.00
4	4	1		Supplies and materials for parental involvement	211-61-6399-04L-053-30-510-000000-22F10	\$1,667.00
Sub-Total						\$150,364.00
Budgeted Fund Source Amount						\$150,364.00
+/- Difference						\$0.00

SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Supplies and materials for instructional use	199-11-6399-001-053-24-273-000000-	\$1,426.00
4	2	1	LiveSchool for SEL/Climate and Culture	Supplies and materials for instructional use	199-11-6399-001-053-24-273-000000-	\$3,950.00
Sub-Total						\$5,376.00
Budgeted Fund Source Amount						\$5,376.00
+/- Difference						\$0.00
Grand Total						\$155,740.00