

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Kirkpatrick, Kellye

Campus Name: 053 - Monnig MS, William
Fort Worth ISD Mission Statement

Executive Director: Todd Koppes

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2021.

Middle Grade 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 2021.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 87.88

Special Education: 14

Dual Language/ESL: 15.5

Gifted and Talented: 17

Career and Technology: 20.1

Percentage of at-risk students: 65.3

Percentage of English Language (EL) students: 16.7

Percentage of economically disadvantage students: 77

2020-2021 Campus Site-Based Committee

Name	Role
Kellye Kirkpatrick	Principal
Sara Woodson	Additional Representative Appointment
Stephanie Tagle	Teacher
Melissa Hudson	Teacher
Dena Franco	Teacher
Allison Miller	Teacher
Apryl Jewkes	Campus Non-Teacher Professional
Bret Helmer	Community Representative
Carol Brown	Community Representative
Angela Houston	Parent
Gina Archie	Business Representative
Ivan Gomez	Community Representative
Shaun Burns	District Level Staff
Amanda Heffley	Community Representative
Oscar Brown	Community Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Monnig MS, William. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 67	72 - C
Domain 2: School Progress 72	
Domain 3: Closing The Gaps 71	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2020-2021 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

No Turnaround Plans

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

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.

Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	1. Racially diverse campus. H-42%, AA-34%, W-18%, Two or more-4% Other-1%	1. Decrease the disproportionate rate of exclusionary discipline of African American students 2. Social-emotional supports and community resources/Trauma informed instruction	1. 1. Improve growth in all subject areas for all students on STAAR assessments 2. 2. Improve Tier 1 Instruction
Student Achievement	1. End of Course STAAR exam subjects have a high percentage of "Approaches Grade Level" and "Meets Grade Level" rates	1. Reduce achievement gap between African American and White students and Hispanic and White students 2. Increase growth of all students in math and ELA on STAAR	3. 3. Decrease the disproportionate rate of exclusionary discipline of African American students. 4. 4. Retain high quality teachers
School Culture and Climate	1. Positive relationships and partnerships with pyramid schools. 2. Teachers are supportive of one another. 3. 2/3 of teachers and 100% of administrators and counselors are trained in Restorative Practices	1. Relationship building between teachers and students. 2. Increased compliance with student behavioral standards.	
Staff Quality/ Professional Development	1. Teachers participate and have access to high quality campus and district professional development.	1. Continue to reduce teacher turnover 2. Recruit high quality teachers	
Curriculum, Instruction, and Assessment	1. Increased level of curriculum alignment between the standard, learning objectives, activities and assessments.	1. Improve Tier 1 instruction 2. Differentiate instruction to meet the needs of diverse learners using formative/summative assessment data 3. Opportunities for students to engage in 21st century learning.	
Family and Community Involvement	1. Strong PTA involvement 2. Full Time Family Communication Specialist	1. Improve parent involvement of underrepresented groups 2. Establish consistent community partnerships	
School Context and Organization	1. Professional Learning Communities meet daily during the school day. 2. Visual Performing Arts choice program attracts students from across the district	1. Additional elective options beyond the arts 2. Additional instructional time 3. Additional opportunities to collaborate with grade level peers across the district	

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 053 - Monnig MS, William

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	LITERACY: Percent of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	--	--	--	60	
	MATH: Percent of students in math on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	122.91	45.99	13.00	56	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Teachers develop Instructional Planning Calendars (IPCs) by six weeks to map out TEKS, Lesson Objectives, Daily Instructional Activities, and Demonstrations of Learning.	Provide paid planning time off contract for teachers to collaborate on IPC creation (17250.00 total)	Principal, Instructional Leadership	8/28/2020	Title I	6,523	Completed	5.1 Teachers create lesson plans with clear, standards-aligned daily objectives, activities, and formative assessments.
2 Title I	Implementation of a comprehensive Data-Driven Instructional Model to improve teacher competency related to disaggregating data and monitoring student progress.	Hire data analyst to help teachers disaggregate data, lead data meetings, and organize testing	Principal	7/27/2020	Title I	68,641	Completed	5.3(2): Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends on student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
3 Title I	Implementation of a comprehensive Data-Driven Instructional Model to improve teacher competency related to disaggregating data and monitoring student progress.	Continue using Monnig Weekly Data Meeting Protocol and Benchmark Data Analysis Protocol in PLCs so teachers can collaboratively plan instructional reteach lessons.	Instructional Leadership	3/11/2021	Title I	200	Not Started	5.3(2): Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends on student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.

4	Title I	Implementation of a comprehensive Data-Driven Instructional Model to improve teacher competency related to disaggregating data and monitoring student progress.	Teachers to host Saturday Camps, before and after school tutorials with a focus on targeted SEs and lower performing student groups. This will be based on benchmarks, classroom assessments and MAP. (3,000.00 total)	Instructional Leadership,Teacher(s)	5/14/2021	Title I	0	Not Started	5.3(2): Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends on student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
5	Title I	Implementation of a comprehensive Data-Driven Instructional Model to improve teacher competency related to disaggregating data and monitoring student progress.	Provide incentives and snacks for students who attend after school tutorials and Saturday camps. (1,000)	Assistant Principal,Instructional Leadership	5/14/2021	Local (Basic Allotment)	0	Not Started	5.3(2): Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends on student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
6	Title I	Provide teachers with high quality, targeted professional development, and the tools to implement professional development in the classroom.	Purchase supplies for teachers to implement PD and best practices in the classroom (13,709)	Principal	3/5/2021	Title I	0	On Target	5.2 (2)Classroom instruction incorporates rigorous, high-quality experiences that promote critical -thinking skills.
7	Title I	Provide teachers with high quality, targeted professional development, and the tools to implement professional development in the classroom.	Have campus staff attend professional development related to content, pedagogy, PBIS, equity, virtual learning, classroom management, etc. (8,000)	Principal,Assistant Principal,Instructional Leadership	5/28/2021	Title I	0	On Target	5.2 (2)Classroom instruction incorporates rigorous, high-quality experiences that promote critical -thinking skills.
8	Title I	Provide teachers with high quality, targeted professional development, and the tools to implement professional development in the classroom.	Cover overages related to campus staff attending professional development related to content, pedagogy, PBIS, equity, classroom management, etc. (4,000)	Principal	5/28/2021	Local (Basic Allotment)	0	Not Started	5.2 (2)Classroom instruction incorporates rigorous, high-quality experiences that promote critical -thinking skills.
9	Title I	Provide teachers with high quality, targeted professional development, and the tools to implement professional development in the classroom.	Create and implement a series of books studies for all campus staff to engage in throughout the year. (8,550)	Principal,Assistant Principal,Instructional Leadership	12/18/2020	Title I	0	Not Started	5.2 (2)Classroom instruction incorporates rigorous, high-quality experiences that promote critical -thinking skills.
10	Title I	Provide teachers with high quality, targeted professional development, and the tools to implement professional development in the classroom.	Provide Subs for professional development that occurs during the school day. (2,600)	Principal	5/28/2021	Local (Basic Allotment)	0	Not Started	5.2 (2)Classroom instruction incorporates rigorous, high-quality experiences that promote critical -thinking skills.
11	Title I	Provide teachers with high quality, targeted professional development, and the tools to implement professional development in the classroom.	Purchase supplies for teachers to implement PD and best practices in the classroom (3,000)	Principal	3/5/2021	Local (Basic Allotment)	0	On Target	5.2 (2)Classroom instruction incorporates rigorous, high-quality experiences that promote critical -thinking skills.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Reading will increase from	38	48	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Continue focus on creating a literature-rich campus culture.	Purchase a copy of each book required for the Cowan Academy Humanities curriculum for each student in the program.	Principal	10/3/2020	Title I	16,000	On Target	Student literacy skills (reading, writing, speaking, listening) will improve because of the implementation of a high-quality curriculum with rigorous texts.
2 Title I	Continue focus on creating a literature-rich campus culture.	Purchase high-interest student books for the school library (3,000)	Other	12/18/2020	Local (Basic Allotment)	0	Not Started	Student literacy skills (reading, writing, speaking, listening) will improve because of the implementation of a high-quality curriculum with rigorous texts.
3 LEP	Provide additional support to English Language Learners to improve student achievement outcomes.	Purchase supplies and resources to support best practices in classroom that include English Language Learners	Assistant Principal, Instructional Leadership, Teacher(s)	2/26/2021	Bilingual	577	On Target	Targeted intervention and resources will result in academic achievement growth for targeted students.
4 SPED	Provide additional support to students with disabilities to improve student achievement and social/emotional outcomes.	Purchase supplies and resources to support inclusion, resource, RISE, and SEAS programs.	Principal, Assistant Principal, Instructional Leadership, Teacher(s)	2/26/2021	Special Education	10,944	On Target	Targeted intervention and resources will result in academic achievement growth for targeted students.
5	Provide additional support to students identified as Gifted and Talented to better meet the academic and social/emotional needs of gifted learners.	Purchase supplies and resources to support Pre-AP and accelerated courses.	Principal, Assistant Principal, Instructional Leadership, Teacher(s)		Gifted & Talented	929		Targeted intervention and resources will result in academic achievement growth for targeted students.
6	Provide accelerated instruction for students who are not achieving grade-level standards.	Purchase supplies and materials to support accelerated instruction initiatives through out the year (intermesters, STAAR accelerated instruction, summer school)		5/28/2021	SCE	5,632	Not Started	Targeted intervention and resources will result in academic achievement growth for targeted students.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	69%	80%	EOY
	PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease for target student groups from	39	31	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	75%	100%	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Increase positive communications with stakeholders with the assistance of the full-time Parent Communications Specialist.	Hire full time Family Communications Specialist to provide parent education and support to families		7/27/2020	Title I	30,647	Completed	Increase in positive parent engagement.
2 Title I	Increase positive communications with stakeholders with the assistance of the full-time Parent Communications Specialist.	Provide extra-duty pay to non-contract workers to assist with registration, before/after school monitoring and extra-curricular monitoring. (4,300)			Local (Basic Allotment)	0		Increase in positive parent engagement.
3 Title I	Provide social/emotional and other resources based on student needs.	Provide support for students through the collaboration with Communities in Schools	Principal	9/1/2020	Title I	15,000	Completed	Students will get their basic needs met and will be able to experience academic success and a decrease in disciplinary consequences.
4 Title I	Provide social/emotional and other resources based on student needs.	Provide teachers with training to implement a school-wide social emotional curriculum	Instructional Leadership, Teacher(s)	12/18/2020	Title I	4,000	Not Started	Students will get their basic needs met and will be able to experience academic success and a decrease in disciplinary consequences.
5 Title I	Provide social/emotional and other resources based on student needs.	Purchase Hope Squads suicide prevention training and resources (1,500)	Principal	9/30/2020	Local (Basic Allotment)	0	On Target	Students will get their basic needs met and will be able to experience academic success and a decrease in disciplinary consequences.
6 Title I	Provide social/emotional and other resources based on student needs.	Purchase Live School point system for PBIS so students can earn positive points for their house. (add 2,922 for a total of 3950)	Principal	9/1/2020	Local (Basic Allotment)	1,028	Completed	Students will get their basic needs met and will be able to experience academic success and a decrease in disciplinary consequences.
7 Title I	Provide social/emotional and other resources based on student needs.	Purchase supplies for students so they can have the tools to be successful in virtual or in-person learning	Instructional Leadership	3/5/2021	Local (Basic Allotment)	2,881	On Target	Students will get their basic needs met and will be able to experience academic success and a decrease in disciplinary consequences.

8	Provide a safe learning environment for students and staff.	Purchase technology and materials to enhance virtual and in-person learning. (added 16,323 from extra salaries to this amount)	Principal,Assistant Principal,Instructional Leadership	10/30/2020	Title I	47,156	On Target	
9	Provide a safe learning environment for students and staff.	Purchase supplies for general maintenance and campus operations.	Principal	6/30/2021	Local (Basic Allotment)	15,200	On Target	

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

