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

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Demographics

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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 20201-2022 school year is 610 students, down from 681 in 2019.

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

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Rtqdngo"Uvcvgogpv"3"*Rtkqtkvk|gf+< Student enrollment at Monnig has declined from 681 students in 2019-2020 to 610 students in 2021-2022. **Tqqv"Ecwug<** 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

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Improvement Required Campus

Student Achievement-56

School Progress-55

Closing the Gaps-39

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GNC<""76 ' "Crrtqcejgu."49 ' "Oggvu."34 ' "Ocuvgtu

Ocvj<""65 ' "Crrtqcejgu."3; ' "Oggvu."9 ' "Ocuvgtu

Uekgpeg<""74 ' "Crrtqcejgu."4: ' "Oggvu."32 ' "Ocuvgtu

Uqekcn"Uvwfkgu<""63 ' "Crrtqcejgu."38 ' "Oggvu.": ' "Ocuvgtu

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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.

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Rtqdngo"Uvcvgogpv"3"*Rtkqtkvk|gf+< 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. **Tqqv"Ecwug<** The campus has not provided teachers training to engage African American students and hold them accountable for their learning.

Rtqdngo"Uvcvgogpv"4"*Rtkqtkvk|gf+< Based on 2020-2021 MAP Growth data, African American students are performing at an average of 13 RIT points lower than their White

Perceptions

Comprehensive Needs Assessment Data Documentation

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

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- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

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- 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

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- 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

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- 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.

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- Attendance 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

School Processes & Programs
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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.

Gxcnwcvkqp"Fcvc"Uqwtegu: MAP Growth Beginning of Year, Middle of Year, and End of Year Assessments

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Perceptions
Rtqdmg o "Uvcvg o gpv "3: 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. **Tqqv "Ecwug**: 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

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 of above on STAAR Reading from 21% to 31% by May 2022.

Gxcnwcvkqp Fcvc Uqwtegu: STAAR Benchmark Data, STAAR End of Year Assessment Data

Uvtcvgi{ 3 Fgvcknu	Tgxkgyu			
Uvtcvgi{ 3: 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.	**Hqtocvkxg**			**Uwoocvkxg**
	Pqx	**Lcp**	**Oct**	**Lwpg**
Uvtcvgi{)u Gzrgevgf Tguwnv/Korcev: 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. 80% of lessons observed will be executed at the level of rigor of the standard by May of 2022. 50% of lessons observed include culturally responsive teaching practices by May of 2022. 80% of coaching and feedback documented in STRIVE will include standards-alignment, culturally responsive pedagogy, or both by May of 2022. **Uvchh Tgurqpukdng hqt Oqpkvqtkpi:** Administrators, Instructional Coaches **Vkvng K Uejqqnykfg Gngogpvu:** 2.4, 2.6 **Rtqdngo Uvcvgogpvu:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Hwpfkpi Uqwtegu:** - 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				
0% No Progress				

Perceptions
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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.

Gxcnwcvkqp Fcvc Uqwtegu< STAAR Benchmark Data, STAAR End of Year Assessment Data

Uvtcvgi{ 3 Fgvcknu	**Tgxkgyu**
Uvtcvgi{ 3< Improve the quality of Tier 1 instruction in all content areas through real-world relevant, culturally responsive, standards-aligned planning, lesson delivery, and coaching. **Uvtcvgi{)u Gzrgevgf Tguwnvl Korcev**< 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. 80% of lessons observed will be executed at the level of rigor of the standard by May of 2022. 50% of lessons observed include culturally responsive teaching practices by May of 2022. 80% of coaching and feedback documented in STRIVE will include standards-alignment, culturally responsive pedagogy, or both by May of 2022. **Uvchh Tgurqpukdng hqt Oqpkvqtkpi**< Administrators, Instructional Coaches **Vkvng K Uejqqnykfg Gngogpvu**< 2.4, 2.6 **Rtqdngo Uvcvgogpvu**< Student Learning	

Perceptions
Rtqdngo "Uvcvgogpv "3: 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. **Tqqv "Ecwug**: 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.

Gxcnwcvkqp Fcvc Uqwtegu: Cycle Attendance Reports

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

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

Goal 4:

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

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

Plan Notes

Site-Based Decision Making Committee

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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

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