Fort Worth Independent School District

053 Monnig Middle School

2026-2027 Campus Improvement Plan

Accountability Rating: D

Board Approval Date: November 10, 2026

Mission Statement

Achieving student excellence through quality teaching while fostering, inspiring, and celebrating each student's unique social and learning needs

Vision

Monnig Middle School will provide a quality education to all students to provide opportunities for success in high school, college, and work force ensuring students can reach their full potential as an adult.

Value Statement

The Monnig Way

We are Motivated
We are Outstanding
We are Nurturing
We are Noble
We are Inspired
We are Growing

We ARE MONNIG!

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

William Monnig Middle School, established in 1952, is a comprehensive campus serving students in grades 6–8 with an enrollment of 443 students and an attendance rate of 92.58%. Located within the historic Fort Worth neighborhoods of Ridglea, Ridgmar, and Como, the school is an integral part of the Arlington Heights High School pyramid. Monnig plays a vital role in the academic pathway for students from its three feeder elementary schools: The Leadership Academy at Como, Ridglea Hills Elementary, and Mary Louise Phillips Elementary.

The school serves a richly diverse student body, with 39% identifying as Hispanic, 37% as African American, 18% as White, and 5% as Two or More Races. Additionally, approximately 77% of our students are economically disadvantaged, and we are committed to supporting their needs by providing all students with access to Free and Reduced Lunch programs. Our commitment to equity is further demonstrated by the 19.8% of our student population who are Emergent Bilinguals, for whom we offer targeted support to enhance their language acquisition and academic success.

Our teaching staff is composed of a dynamic group of educators, with 60% having between 0 to 5 years of experience. In addition to their varied experience levels, our teaching staff is equally diverse, reflecting a rich tapestry of cultural backgrounds. With 40% of our educators identifying as African American, 45% as White, and 12% as Hispanic.

Demographics Strengths

Our school is committed to providing a seamless transition for students as they progress through their academic careers. This connection is vital in ensuring that students experience continuity in their education, allowing them to build on their knowledge and skills without disruption. By maintaining a cohesive educational journey, we support our students in achieving their academic goals and preparing them for future success.

The diversity within our school community is one of our greatest strengths. It fosters an environment of inclusivity and cultural awareness, where students from various backgrounds can learn from one another and appreciate different perspectives. This rich tapestry of cultures and experiences not only enhances the educational experience but also prepares our students to navigate and thrive in an increasingly multicultural world.

We take pride in offering a learning environment that reflects the diversity of our community. Our diverse staff plays a crucial role in enriching the educational experience, as they bring a wide range of perspectives and teaching styles to the classroom. This diversity among our educators not only promotes inclusivity but also equips our students with the cultural competence necessary to succeed in a global society.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the 2025 - 2026 school year, 27% of students are identified as chronically absent, indicating a significant loss of instructional time that negatively impacts academic achievement, engagement, and long-term outcomes. Disaggregated attendance data shows disproportionate rates of chronic absenteeism among student

subgroups (33% African American, 25% Hispanic, and 15% White)
Root Cause: Root cause analysis indicates that chronic absenteeism is driven by inconsistent early identification and monitoring of attendance patterns, limited implementation of tiered and sustained attendance interventions, and inconsistent family communication and follow-up regarding attendance expectations and supports.

Problem Statement 2: Campus enrollment data shows a decline from 550 students to 420 students over the past two school years, representing an approximate 22% decrease in enrollment. While the district has experienced an overall enrollment decline, Monnig has experienced a disproportionate impact, with multiple feeder elementary schools increasingly opting out of matriculating students to Monnig.
Root Cause: Root cause analysis indicates that enrollment decline at Monnig is driven by frequent leadership and teacher turnover, resulting in inconsistent campus vision, instructional continuity, and weakened relationships with feeder schools. Limited outreach and inconsistent messaging about campus programs and outcomes, compounded by a failing accountability rating, have reduced feeder school trust.

Student Learning

Student Learning Summary

Monnig Middle School's Spring 2026 STAAR results indicate a continued need to strengthen grade-level proficiency across content areas. Across all subjects, 52% of assessments met the Approaches Grade Level standard or above, 30% met Meets Grade Level or above, and 13% reached Masters Grade Level. Science demonstrated the strongest performance at Approaches and Meets, with rates of 66% and 44%, respectively, and 13% at Masters. Reading results showed 59% at Approaches or above, 37% at Meets or above, and 17% at Masters, the campus's highest Masters rate among the four content areas. These results identify relative strengths while demonstrating a need to increase the proportion of students achieving consistent grade-level mastery.

Mathematics and social studies represent priority areas for the Campus Improvement Plan. In mathematics, 46% of assessments met Approaches Grade Level or above, 24% met Meets Grade Level or above, and 11% reached Masters. Social studies demonstrated the greatest need, with 32% at Approaches or above, 11% at Meets or above, and 5% at Masters. These findings support prioritizing rigorous, TEKS-aligned instruction, explicit modeling of thinking processes, frequent checks for understanding, and targeted reteaching based on student work and assessment evidence. Campus improvement efforts should address foundational learning gaps while providing opportunities for students to progress to Meets and Masters. Regular review of results by grade level, student group, and learning standard should guide instructional adjustments and monitor progress toward campus goals.

Student Learning Strengths

Monnig Middle School's Spring 2026 STAAR results identify science as a relative strength, with 66% of assessments meeting Approaches Grade Level or above and 44% meeting Meets Grade Level or above—the highest campus rates among the four tested content areas. Reading also demonstrates a foundation for continued academic growth, with 59% meeting Approaches Grade Level or above and 37% meeting Meets Grade Level or above. Additionally, reading had the highest percentage reaching Masters Grade Level at 17%, highlighting a group of students demonstrating advanced proficiency. These strengths provide a foundation for examining successful instructional practices and expanding opportunities for students to achieve higher levels of mastery across content areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Mathematics performance has historically underperformed across grade levels, limiting student mastery of grade-level standards and contributing to persistent achievement gaps.
Root Cause: Root cause analysis indicates that sustained underperformance in Mathematics is driven by inconsistent access to high-quality, certified mathematics teachers, including ongoing vacancies and reliance on long-term substitutes. These staffing challenges have resulted in inconsistent instructional delivery and limited content expertise.

Problem Statement 2 (Prioritized): In both math and reading their is a gap between student growth and grade-level achievement indicates that current instructional practices are failing to bring students to grade level mastery.
Root Cause: Root cause analysis indicates that the growth-to-achievement gap is driven by inconsistent and insufficiently rigorous Tier 1 instruction. Contributing factors include staffing instability that limits instructional expertise, uneven implementation of high-quality instructional practices, and insufficient coaching and professional learning to consistently strengthen Tier 1 delivery.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

Monnig Middle School's instructional program is supported by a block schedule, with students attending mathematics and reading daily to provide increased instructional time in core content areas. Teachers implement district-provided High-Quality Instructional Materials (HQIM) and regularly use digital resources, ViewSonic and BenQBoards, and teacher laptops to support instruction. Support services are embedded within the campus structure, with continued emphasis on aligning these services to identified academic needs. As an Elevate campus, Monnig receives targeted support to strengthen instructional practices, improve implementation of curriculum, and establish consistent expectations across classrooms.

Professional Development

Historically, campus and district leadership transitions have contributed to inconsistent professional learning. Weekly staff meetings have primarily addressed immediate concerns and operational needs, limiting sustained professional development aligned to instructional priorities. The Elevate designation provides targeted support and an opportunity to establish a coherent professional learning system focused on effective instruction, implementation of HQIM, analysis of student work, and ongoing coaching and feedback.

Leadership & Decision-Making Processes

Monnig has experienced significant leadership transitions, with the current principal assuming the role midyear as the fourth principal in five years. The campus leadership team includes the principal, assistant principal, and two demonstration teachers. Through the Elevate model, Monnig receives additional administrative staffing and targeted support to strengthen leadership capacity and establish consistent campus systems. Leadership priorities include clarifying roles and expectations, strengthening instructional monitoring, and rebuilding shared decision-making processes. Higher teacher compensation through Elevate also supports efforts to recruit and retain effective educators and strengthen staff stability.

Communication

Monnig has established regular communication systems to keep families and staff informed. Families receive weekly parent communication, while staff receive a daily email containing campus updates, expectations, and operational information. These structures support transparency, consistency, and timely access to information. As campus systems are strengthened through Elevate, these communication routines provide a foundation for communicating priorities and reinforcing shared expectations.

Extracurriculars

Monnig Middle School benefits from vibrant and successful extracurricular and cocurricular programs, including athletics, academic teams, and visual and performing arts. These programs provide opportunities for students to develop their talents, demonstrate leadership, and build positive relationships with peers and staff. Participation contributes to student engagement, school pride, and a sense of connectedness to the campus.

Technology Integration / Plan

Monnig provides students with devices through a 1:1 technology model. Frequent device loss and breakage, however, have created challenges in maintaining consistent student access. Teachers regularly integrate digital tools into instruction and use classroom technology to support curriculum delivery and student learning. Strengthening procedures for device care, accountability, repair, and replacement remains an area for improvement to ensure reliable access to instructional resources.

School Processes & Programs Strengths

Monnig Middle School demonstrates organizational and instructional strengths that support student engagement and learning. The block schedule provides daily mathematics and reading instruction, increasing time in core content areas. Teachers implement district-provided High-Quality Instructional Materials and regularly integrate digital resources through Digital Boards and laptops. Established communication systems provide weekly family outreach and daily staff updates, supporting transparency and consistent expectations. Vibrant extracurricular and cocurricular programs—including athletics, academic teams, and visual and performing arts—strengthen school culture and student connectedness. As an Elevate campus, Monnig also benefits from targeted instructional support, additional administrative staffing, and higher teacher compensation to support recruitment, retention, and consistent campus systems.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Inconsistent instructional practices and classroom expectations across classrooms and content areas have contributed to breakdowns in student behavior, discipline systems, and overall student success, resulting in uneven learning environments and reduced instructional effectiveness.
Root Cause: Root cause analysis lack of structured teacher collaboration, limited leadership guidance, and insufficient instructional support systems to ensure alignment and consistent implementation across classrooms and content areas.

Problem Statement 2 (Prioritized): Discipline practices at the campus are disproportionately impacting African American students, who account for 113 of 187 in-school and out-of-school suspensions (approximately 60%) while representing only 37% of the student population, indicating inequitable discipline outcomes.
Root Cause: Teachers have not consistently received sufficient, ongoing professional learning in culturally responsive teaching, classroom management, and family engagement which has limited their ability to proactively build relationships, respond effectively to diverse student needs, align home and school expectations, and prevent behavioral escalation.

Perceptions

Perceptions Summary

Monnig Middle School is a historic campus with deep roots in the community, having served families since 1952. Many families have sent multiple generations of students through Monnig, contributing to a strong sense of pride, loyalty, and tradition. The campus maintains a close connection with its feeder high school, Arlington Heights High School, further strengthening continuity and community identity. Family engagement is a notable strength, with a highly involved and committed PTA and 100% staff participation. Supporters of Monnig are vocal advocates for the campus, frequently attending school board meetings and speaking on behalf of the school's needs and the broader community.

Despite this strong internal support, external perceptions of Monnig remain a challenge. Ongoing leadership turnover and multiple years of failing accountability ratings have negatively impacted the school's reputation and limited enrollment growth. Additionally, Monnig is currently the only campus that has not moved forward with the FWISD bond project. Limited communication regarding the status and timeline of the bond has created uncertainty and unease among families and community members, further contributing to concerns about the campus's future. Addressing these perception gaps through consistent leadership, improved communication, and visible progress will be critical to rebuilding trust and strengthening community confidence in the campus.

Perceptions Strengths

Monnig Middle School demonstrates a strength in communication through wellestablished systems that ensure frequent, timely, and consistent information is shared with both staff and families. Daily staff communications and weekly family updates promote transparency, shared understanding, and a strong connection between the campus and its stakeholders.

The current leadership team has initiated efforts to rebuild campus systems and refocus instructional practices, demonstrating intentional steps toward restoring stability, reestablishing clear expectations, and strengthening shared decisionmaking structures.

Monnig Middle School also benefits from strong community and family involvement, with families actively participating in school events, extracurricular activities, and ongoing communication. This engagement contributes positively to student engagement, school culture, and the development of a supportive learning environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A negative perception of the campus within the school community has adversely affected student enrollment, limiting the campus's ability to sustain programs, allocate resources effectively, and maintain long-term improvement efforts, as well as recruit and retain teachers and campus leaders.
Root Cause: The negative perception of the campus has been driven by limited positive and strategic communication, an inconsistent campus presence within the community, and insufficient engagement with feeder elementary schools, resulting in reduced awareness of campus strengths, programs, and improvement efforts.

Problem Statement 2 (Prioritized): While community support at the campus is active and engaged, participation is representative of only a small segment of the student population, limiting broad, equitable family and community involvement and reducing the overall impact of community partnerships on student success.
Root Cause: The campus lacks intentional, targeted recruitment and advertising strategies to engage a diverse and representative cross-section of families and community members. Communication and outreach efforts are not consistently differentiated to reach families with varying languages, schedules, access levels, and engagement needs.

Priority Problem Statements

Problem Statement 1: During the 2025 - 2026 school year, 27% of students are identified as chronically absent, indicating a significant loss of instructional time that negatively impacts academic achievement, engagement, and long-term outcomes. Disaggregated attendance data shows disproportionate rates of chronic absenteeism among student subgroups (33% African American, 25% Hispanic, and 15% White)

Root Cause 1: Root cause analysis indicates that chronic absenteeism is driven by inconsistent early identification and monitoring of attendance patterns, limited implementation of tiered and sustained attendance interventions, and inconsistent family communication and follow-up regarding attendance expectations and supports.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In both math and reading their is a gap between student growth and grade-level achievement indicates that current instructional practices are failing to bring students to grade level mastery.

Root Cause 2: Root cause analysis indicates that the growth-to-achievement gap is driven by inconsistent and insufficiently rigorous Tier 1 instruction. Contributing factors include staffing instability that limits instructional expertise, uneven implementation of high-quality instructional practices, and insufficient coaching and professional learning to consistently strengthen Tier 1 delivery.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Discipline practices at the campus are disproportionately impacting African American students, who account for 113 of 187 in-school and out-of-school suspensions (approximately 60%) while representing only 37% of the student population, indicating inequitable discipline outcomes.

Root Cause 3: Teachers have not consistently received sufficient, ongoing professional learning in culturally responsive teaching, classroom management, and family engagement which has limited their ability to proactively build relationships, respond effectively to diverse student needs, align home and school expectations, and prevent behavioral escalation.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: While community support at the campus is active and engaged, participation is representative of only a small segment of the student population, limiting broad, equitable family and community involvement and reducing the overall impact of community partnerships on student success.

Root Cause 4: The campus lacks intentional, targeted recruitment and advertising strategies to engage a diverse and representative cross-section of families and community members. Communication and outreach efforts are not consistently differentiated to reach families with varying languages, schedules, access levels, and engagement needs.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas Success Initiative (TSI) data

Student Data: Student Groups

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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent and community partnership data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Action research results
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from X% to Y%.

Performance Objective 1: Decrease the percentage of 6th - 8th grade students that score '0' on extended constructed responses (ECR) on their relevant grade level assessment from 20% to 10% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1: Implement a campus-wide structured writing protocol across all content areas with a focus on evidence-based responses and academic language development.

Strategy's Expected Result/Impact: This strategy will increase student engagement with writing across all content areas, resulting in more students attempting ECR responses, improved use of evidence and academic language, and a measurable reduction in "0" scores on extended constructed responses

Staff Responsible for Monitoring: Administrators, Teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**

Problem Statements: Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement a campus-wide expectation that all teachers provide three daily writing opportunities per class period, ensuring tasks are aligned to grade-level standards and reflect STAAR-aligned extended constructed response expectations. **Intended Audience:** 6th - 8th grade students **Provider / Presenter / Person Responsible:** Administrators, Teachers **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** Teaching and Learning **Delivery Method:** In person **Funding Sources:** Learning Facilitator - Title I (211) - 211-13-6119-502-053-30-053-101000 - $58,000, Learning Facilitator - 18% Fringe - Title I (211) - 211-XX-614X-502-053-30-053-101000 - $10,440	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers will provide daily explicit instruction by modeling proficient responses using exemplars and non-exemplars while ensuring all students attempt responses through the use of sentence stems and scaffolds to reduce "0" scores on ECRs. **Intended Audience:** 6th - 8th grade students **Provider / Presenter / Person Responsible:** Administrators, Teachers **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** Teaching and Learning **Delivery Method:** In person	 Moderate Progress		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Implement a campus-wide ACE response framework, with teachers explicitly modeling how to restate the prompt, incorporate textual evidence, and elaborate with clear justification to strengthen student ECR responses. **Intended Audience:** 6th - 8th Grade Students **Provider / Presenter / Person Responsible:** Administrators, Teachers **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** Teaching and Learning **Delivery Method:** In person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: In both math and reading their is a gap between student growth and grade-level achievement indicates that current instructional practices are failing to bring students to grade level mastery. **Root Cause**: Root cause analysis indicates that the growth-to-achievement gap is driven by inconsistent and insufficiently rigorous Tier 1 instruction. Contributing factors include staffing instability that limits instructional expertise, uneven implementation of high-quality instructional practices, and insufficient coaching and professional learning to consistently strengthen Tier 1 delivery.

School Processes & Programs

Problem Statement 2: Discipline practices at the campus are disproportionately impacting African American students, who account for 113 of 187 in-school and out-of-school suspensions (approximately 60%) while representing only 37% of the student population, indicating inequitable discipline outcomes. **Root Cause**: Teachers have not consistently received sufficient, ongoing professional learning in culturally responsive teaching, classroom management, and family engagement which has limited their ability to proactively build relationships, respond effectively to diverse student needs, align home and school expectations, and prevent behavioral escalation.

Goal 2: Reduce the number of schools that are rated F from X% to Y%.

Performance Objective 1: Increase the percentage of 6th through 8th grade students that score meets grade level or above on ELAR STAAR from 34% to 50% by June 2027.
Increase the performance of African American students who score meets grade level or above on ELAR STAAR from 28% to 39% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement data-informed PLC cycles and a consistent instructional model that includes daily Demonstration of Learning (DOL) and targeted opportunities for reteach and extension to address skill gaps, increase ELAR benchmark performance, and improve outcomes for African American students.

Strategy's Expected Result/Impact: Consistent implementation of data-driven PLC cycles, daily DOLs, and targeted reteach and extension will result in increased student mastery of grade-level ELAR TEKS, a reduction in students performing below grade level, and growth in the percentage of all students and African American students meeting or exceeding benchmark expectations.

Staff Responsible for Monitoring: Administration, Teachers

Title I:
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will implement a daily Demonstration of Learning (DOL) in every RLA class aligned to the lesson objective to assess student mastery and provide targeted reteach and extension within the same class period based on student needs. **Intended Audience:** 6th - 8th Grade Students **Provider / Presenter / Person Responsible:** Teacher **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** Teaching and Learning, ELEVATE School Leadership **Delivery Method:** In Person	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Adminstrators will frequently conduct spot observation walkthroughs to monitor implementation of DOLs, reteach/extension practices, and instructional model fidelity, providing in the moment feedback and coaching. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** ELEVATE School Leadership **Delivery Method:** In person	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: In both math and reading their is a gap between student growth and grade-level achievement indicates that current instructional practices are failing to bring students to grade level mastery. **Root Cause**: Root cause analysis indicates that the growth-to-achievement gap is driven by inconsistent and insufficiently rigorous Tier 1 instruction. Contributing factors include staffing instability that limits instructional expertise, uneven implementation of high-quality instructional practices, and insufficient coaching and professional learning to consistently strengthen Tier 1 delivery.

Goal 2: Reduce the number of schools that are rated F from X% to Y%.

Performance Objective 2: Increase the percentage of 6th through 8th grade students that score meets grade level or above on Math benchmark assessments from 21% to 40% by June 2027. Increase the performance of African American students on our campus from 28% to 39% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement data-informed PLC cycles and a consistent instructional model that includes daily Demonstration of Learning (DOL) and targeted opportunities for reteach and extension to address skill gaps, increase MATH benchmark performance, and improve outcomes for African American students.

Strategy's Expected Result/Impact: Consistent implementation of data-driven PLC cycles, daily DOLs, and targeted reteach and extension will result in increased student mastery of grade-level MATH TEKS, a reduction in students performing below grade level, and growth in the percentage of all students and African American students meeting or exceeding benchmark expectations.

Staff Responsible for Monitoring: Teachers, Administrators

Title I:
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will implement a daily Demonstration of Learning (DOL) in every MATH class aligned to the lesson objective to assess student mastery and provide targeted reteach and extension within the same class period based on student needs. **Intended Audience:** 6th - 8th Grade Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** ELEVATE School Leadership, Teaching and Learning **Delivery Method:** In Person **Funding Sources:** General Supplies, to support DOL's and LEAD - Title I (211) - 211-11-6399-502-053-30-053-101000 - $19,357	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Administrators will frequently conduct spot observation walkthroughs to monitor implementation of DOLs, reteach/extension practices, and instructional model fidelity, providing in the moment feedback and coaching. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** ELEVATE School Leadership **Delivery Method:** In Person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: In both math and reading their is a gap between student growth and grade-level achievement indicates that current instructional practices are failing to bring students to grade level mastery. **Root Cause**: Root cause analysis indicates that the growth-to-achievement gap is driven by inconsistent and insufficiently rigorous Tier 1 instruction. Contributing factors include staffing instability that limits instructional expertise, uneven implementation of high-quality instructional practices, and insufficient coaching and professional learning to consistently strengthen Tier 1 delivery.

Goal 3: Increase student participation rates for Fine Arts, JROTC, and Athletics

Performance Objective 1: Increase the percentage of students enrolled in Fine Arts courses from 45% to 50% by June 2027.
Increase the percentage of students enrolled in JCC courses from 9% to 15% by June 2027.
Increase the percentage of students enrolled in Athletics courses from 17% to 25% by June 2027.
Increase the number and percentage of African American students in Fine Arts courses on our campus from 28% to 35% by June 2027.

Evaluation Data Sources: Course Enrollment

Strategy 1: The campus will implement a comprehensive visibility and engagement plan that includes student showcases, targeted marketing, and interactive recruitment opportunities designed to build awareness, student interest, and program accessibility across all grade levels. This strategy will emphasize consistent exposure to programs through performances, events, and outreach aligned to feeder patterns and campus-wide communication systems.

Strategy's Expected Result/Impact: Increased availability of Fine Arts, JCC, and Athletics course sections, combined with intentional recruitment during the course selection process, will result in higher overall student enrollment across all three program areas, reducing schedule barriers and increasing participation rates.

Staff Responsible for Monitoring: Administrators, Elective Teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Problem Statements: Student Learning 2 - Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Organize two annual family engagement and recruitment events that provide program awareness, course selection guidance, and on-site registration support to increase student enrollment in Fine Arts, JCC, and Athletics. **Intended Audience:** Feeder school families, Monnig students and their families, greater community **Provider / Presenter / Person Responsible:** Administrators, Elective Teachers **Date(s) / Timeframe:** October 2026 - June 2027 **Collaborating Departments:** FWISD VPA, JCC, and Athletics **Delivery Method:** In Person **Funding Sources:** Event signage and advertising; course catalogs and program flyers; tables and program booths; and light refreshments for attendees. - Family Engagement (211) - 211-61-6399-503-053-30-053-101000 - $2,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: In both math and reading their is a gap between student growth and grade-level achievement indicates that current instructional practices are failing to bring students to grade level mastery. **Root Cause**: Root cause analysis indicates that the growth-to-achievement gap is driven by inconsistent and insufficiently rigorous Tier 1 instruction. Contributing factors include staffing instability that limits instructional expertise, uneven implementation of high-quality instructional practices, and insufficient coaching and professional learning to consistently strengthen Tier 1 delivery.
Perceptions
Problem Statement 2: While community support at the campus is active and engaged, participation is representative of only a small segment of the student population, limiting broad, equitable family and community involvement and reducing the overall impact of community partnerships on student success. **Root Cause**: The campus lacks intentional, targeted recruitment and advertising strategies to engage a diverse and representative cross-section of families and community members. Communication and outreach efforts are not consistently differentiated to reach families with varying languages, schedules, access levels, and engagement needs.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from X% to Y%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 15% to 10% by June 2027.
Decrease the number and percentage of chronically absent students who are African American students from 40% to 25% by June 2027.

High Priority

Evaluation Data Sources: FOCUS, ADA Attendance

Strategy 1: The campus will reduce chronic absenteeism by implementing an early identification system paired with consistent family communication and engagement to address attendance concerns before they escalate.

Strategy's Expected Result/Impact: Early identification of attendance concerns combined with consistent, proactive family engagement will result in a reduction in chronic absenteeism by addressing barriers sooner, increasing parent awareness and accountability, and improving daily student attendance habits--ultimately leading to a decrease in overall chronic absenteeism and a reduction in disproportionality among African American students.

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1 - Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement a real-time attendance monitoring system that flags students at key absence thresholds (e.g., 5%, 7.5%, and 10%) and responds with timely staff outreach and interventions. **Intended Audience:** Students and their families **Provider / Presenter / Person Responsible:** Administration, Assistant Office Manager **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** Attendance and Credit Recovery, MTSS **Delivery Method:** In person	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Establish a structured family communication plan that includes calls, conferences, and targeted attendance meetings to increase parent awareness of the importance of daily attendance, its impact on academic success, and expectations for consistent student attendance. **Intended Audience:** Students and their families **Provider / Presenter / Person Responsible:** Administrator, Assistant Office Manager **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** Attendance and Credit Recovery, MTSS **Delivery Method:** In person, online **Funding Sources:** Materials for flyers, publications - Family Engagement (211) - 211-61-6399-503-053-30-053-101000 - $195	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: During the 2025 - 2026 school year, 27% of students are identified as chronically absent, indicating a significant loss of instructional time that negatively impacts academic achievement, engagement, and long-term outcomes. Disaggregated attendance data shows disproportionate rates of chronic absenteeism among student subgroups (33% African American, 25% Hispanic, and 15% White) **Root Cause**: Root cause analysis indicates that chronic absenteeism is driven by inconsistent early identification and monitoring of attendance patterns, limited implementation of tiered and sustained attendance interventions, and inconsistent family communication and follow-up regarding attendance expectations and supports.

Perceptions
Problem Statement 2: While community support at the campus is active and engaged, participation is representative of only a small segment of the student population, limiting broad, equitable family and community involvement and reducing the overall impact of community partnerships on student success. **Root Cause**: The campus lacks intentional, targeted recruitment and advertising strategies to engage a diverse and representative cross-section of families and community members. Communication and outreach efforts are not consistently differentiated to reach families with varying languages, schedules, access levels, and engagement needs.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

To develop the Campus Needs Assessment (CNA), I analyzed multiple data sources, including STAAR performance, MAP growth data, discipline records, attendance trends, and community feedback. I also reviewed the guiding “questions to consider” as part of the needs assessment process.

To ensure a comprehensive and collaborative approach, I engaged three key stakeholder groups: the Site-Based Decision Making Committee (January 20, 2026), Monnig teachers and staff (February 24, 2026), and the Campus Instructional Leadership Team (February 19, 2026). Each group examined the data, incorporated their professional experiences, and provided feedback on campus strengths and areas for growth.

Through this collective analysis, we identified our highest areas of need. I then synthesized all data sources, stakeholder input, and identified priorities into the final Campus Needs Assessment document.

1.2: Location for Evidence of Multiple Meetings Held

Multiple opportunities were provided for stakeholders to participate in the development of the Campus Needs Assessment (CNA). Meetings were intentionally scheduled with key stakeholder groups and clearly communicated as CNA development sessions. All meetings were held on campus to ensure accessibility for participants.

The following stakeholder groups were engaged:

- Site-Based Decision Making Committee – February 17, 2026
- Campus Instructional Leadership Team – February 19, 2026
- Monnig teachers and staff – February 24, 2026

Each meeting included a structured agenda focused on reviewing campus data, discussing guiding questions, and identifying priority needs. Participants contributed feedback based on both data analysis and professional experience.

Documentation for each meeting, including agendas, sign-in sheets, and meeting notes/minutes, has been maintained as evidence of stakeholder involvement. All artifacts are uploaded and accessible in the Committees section of Plan4Learning (P4L).

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The Campus Improvement Plan (CIP) was developed using a collaborative process similar to previous cycles, with input from the Site-Based Decision Making (SBDM) committee and the instructional leadership team at Monnig. Planning meetings were conducted in March 4 and June 1 to review data, identify priorities, and establish action steps aligned to campus goals.

2.2: Stakeholders 1114(b)(2)

Planning meetings were conducted in March and June to review data, identify priorities, and establish action steps aligned to campus goals. Meetings were communicated with key stakeholders, and all agendas and sign-in sheets have been uploaded in Plan4Learning (P4L).

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan (CIP) is made available to the district, parents, and the public in clear and understandable language through multiple avenues. The plan is published on the campus website for public access and transparency. Key components and summaries are shared directly with families through campus communications. Additionally, the CIP is presented and reviewed during the annual Title I parent meeting to ensure stakeholder understanding and input. The plan is also formally presented to the Board of Managers, ensuring district-level visibility and alignment.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The Campus Improvement Plan (CIP) is developed in coordination with federal, state, and local programs by aligning district-established goals with campus-level priorities. The campus integrates these expectations with local data, resources, and student needs to ensure coordinated implementation and alignment across all programs and services.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

All Title I require documentation, including a sign-in sheet, a detailed agenda, and meeting notes. Physical copies of these materials are maintained on campus in the main office, and digital copies are uploaded into Plan4Learning (P4L) to ensure accessibility, compliance, and transparency.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Learning Facilitator	Elevate Campus | Learning Facilitator (13-6119)	211-13-6119-502-053-30-053-101000	$58,000.00
1	1	1	1	Learning Facilitator - 18% Fringe	Fringe	211-XX-614X-502-053-30-053-101000	$10,440.00
2	2	1	1	General Supplies, to support DOL's and LEAD	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-053-30-053-101000	$19,357.00
						Sub-Total	$87,797.00
						Budgeted Fund Source Amount	$87,797.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	1	1	1	Event signage and advertising; course catalogs and program flyers; tables and program booths; and light refreshments for attendees.	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-053-30-053-101000	$2,000.00
4	1	1	2	Materials for flyers, publications	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-053-30-053-101000	$195.00
						Sub-Total	$2,195.00
						Budgeted Fund Source Amount	$2,195.00
						+/- Difference	$0.00
						Grand Total Budgeted	$89,992.00
						Grand Total Spent	$89,992.00
						+/- Difference	$0.00