Muenster ISD

A Tradition of Success



District Improvement Plan

2024-2025

Revised/Approved September 11, 2024

Muenster ISD

Mission Statement

Muenster ISD commits itself to attaining and maintaining the highest moral, ethical, and academic standards to provide its students with a strong foundation that will prepare them for success in a continually changing society.

Board of Education

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Goal 1: The Muenster ISD will ensure that all students receive a high-quality education and will improve student performance for all student groups.

Performance Objective 1: The percentage of 3rd grade students scoring at Masters Grade Level on STAAR Reading will increase from 23% to 24% by August 2025.
Performance Objective 2: The percentage of 3rd grade students scoring at Masters Grade Level on STAAR Math will increase from 37% to 38% by August 2025.
Performance Objective 3: The percentage of College, Career, or Military ready graduates will increase from 95% to 96% by August 2025.

Performance Objective 4: Muenster JH-HS students will be encouraged and challenged to meet their full educational potential. Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year, as measured by STAAR results.

Performance Objective 5: 8th grade US History STAAR pass rate will improve by 13% from 47% to 60%.

Evaluation Data Source(s): STAAR Results, 2024-2025 accountability data provided by the Texas Accountability Rating System.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Provide a high-quality curriculum; the scope and sequence, units, and assessments are aligned to the Texas Essential Knowledge and Skills (TEKS) for all grades and content areas, including PK-2. Provide both introductory and ongoing training and support to promote effective, consistent implementation.	Superintendent & Principals	DMAC, TEKS Analysis, Lead4ward Resources	Teachers will utilize TEKS Resource System (aligned to the TEKS across all subjects and grade levels) with an emphasis on readiness skills and structured in logically sequenced unit of instruction
Provide training and ongoing support to help teachers unpack each standard to better understand each student expectation (SE) in the TEKS at each grade level so that instruction is appropriate to ensure students obtain grade level skills and competencies.	Superintendent & Principals	Time and training costs; state and local funds	Teachers will be able to make connections among SEs within the grade level and relate to SEs for the grade level above or below. Instruction will be aligned to objectives.
Provide TEKS-aligned-resources and instructional materials with key ideas, essential questions, and content-rich texts, for each classroom. Materials will include resources intentionally designed to meet the needs of students with disabilities and English learners	Superintendent & Principals	State and local funds	Recommended materials (including specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners) will be utilized during instruction and in the hands of students
Provide staff with introductory and ongoing content-focused, job-embedded training linked to the curriculum and high-quality curricular resources for early childhood through grade 12	Superintendent & Principals	Time and training costs; state and local funds	Teachers will have subject matter knowledge and teaching skills to provide students with the opportunity to meet academic standards; instructional materials will be used consistently
Provide TEKS-aligned formative assessments designed with the intent to be delivered across all grade level/content classrooms that address the standards with the same prioritization as the state assessment, as rigorously as the state assessment, and reflect the format and types of questions as the state assessment, in alignment with the scope and sequence	Superintendent & Principals	State and local funds for assessment resources and data analysis platform	Assessments aligned to state standards and the appropriate level of rigor will be administered at least three-four times per year to determine if students learned what was taught.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Principals and teachers will review formative assessment data to track and monitor the progress of students, teachers will collaborate in the development of reteach plans and use of instructional materials	Principals	Time to meet, review student progress, & plan data-driven instruction	Coaching and support of teachers will be informed by data; teachers will learn from each other as they highlight student progress and teacher action leading to change
Principals will conduct frequent observations of classroom instruction for alignment to the standards, scope and sequence, and expected level of rigor then provide teachers with feedback and support consistent with best practices for adult learning	Superintendent & Principals	Time for frequent observations & feedback	Intentional instructional leadership (observations, debriefs, & meetings) will develop intentional instruction and improve the quality of teaching and learning; improved T-TESS and T-PESS ratings
Offer enrichment classes and activities that enhance students' educational experiences and engagement, including field trips and other opportunities outside the regular classroom setting to promote a well-rounded education and meet the needs of advanced learners	Superintendent & Principals	State and local funds; GT funds, Volunteers	Increased student engagement and enrichment; increased opportunities for students to learn in “real world” settings
Provide instruction for students in the fine arts and support student participation and involvement in extracurricular activities, clubs, and organizations that promote a well-rounded education	Superintendent & Principals	State and local funds, Volunteers	Increased opportunities for students to be involved in extracurricular activities and compete in contests at the district, state, and national levels
Provide college and career readiness counseling to identify student interests and skills beginning in 7th grade; develop, monitor, and update individual student graduation plans based upon students’ needs in meeting graduation requirements (IEPs, EOCs, Endorsement, etc.)	Superintendent, HS Principal & Counselor	State, local, and federal funds	100% Graduation rate & 0% Dropout rate; increase in course completion for students identified as at-risk of dropping out
Expand opportunities for every student to explore, choose, and follow career and technical education programs of study and career pathways	Superintendent & HS Principal	State, local, and Perkins funds	Increase in number of high-quality career and technical programs available for students
Provide vocational technology classes that allow students to obtain certification or knowledge in technical areas that can be used for employment or post-secondary education.	Superintendent & HS Principal	Federal & state CTE funds; local funds	Increase in number of students attaining postsecondary credentials prior to HS graduation
Support programs that coordinate and integrate academic and career and technical education content through experiential learning opportunities to promote skills attainment for in-demand, high-skill, high-wage careers in Texas	Superintendent & HS Principal	State, local, and Perkins funds	Increase in number of students graduating prepared for success in high-wage, high skill, and in-demand careers in Texas
Support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit	Superintendent & HS Principal	State, local, and Perkins funds	Increase in number of students enrolling in coherent sequence of CTE courses and attaining work-based learning experience
Partner with institutions of higher education such as North Central Texas College to provide students with increased dual credit or concurrent enrollment opportunities	Superintendent & HS Principal	Partnership with North Central Texas College	Increase in number of students earning college credits prior to HS graduation
Update instructional technology as funds allow to ensure all classrooms have working technology hardware in order to better integrate technology into the curriculum.	Superintendent & Technology Director	Technology fund; time for replacing & updating equipment	Staff will utilize technology to enhance instruction, personalize student learning and develop problem-solving skills.

Goal 2: Muenster ISD will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.

Performance Objective 1: Staff will monitor student progress throughout each grading period to identify students who may be at risk of academic failure and provide additional educational assistance to individual students needing help in meeting state standards.
Evaluation Data Source(s): Report Cards, DMAC data, 6 weeks meeting, TEKS Audit, Formative assessments, Informative Assessments, Benchmarks, STAAR.

Performance Objective 2: Staff will utilize varied and effective instructional strategies to improve academic achievement of all student groups, including all race/ethnicity groups, economically disadvantaged students, English Learners, special education students, continuously enrolled and non-continuously enrolled students, and at-risk students.
Evaluation Data Source(s): Lead4ward, DMAC, IXL.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Implement and monitor a plan to address performance of all student groups on all state assessments, especially students with disabilities	Principals & Teachers	State and local funds	Increase in number of students with disabilities passing STAAR, decreased Results Driven Accountability (RDA) performance levels
Utilize multiple formative assessments to check for understanding. Staff will be provided time to disaggregate data from all manner of student assessment including but not limited to: formative assessments, universal screeners, CBAs, benchmarks and interim state assessments, using DMAC and lead4ward resources.	Principals, Teachers, & Instructional Technologist	State and local funds; DMAC & lead4ward fees; time for teachers to meet	Teachers will be able to identify students experiencing difficulty or not making progress and then plan targeted interventions; Improved student performance for all student groups
Provide differentiated instruction and targeted interventions to identified students in a timely manner, increasing academic achievement for all students, by using evidence-based activities, strategies, and interventions that demonstrate a statistically significant effect on improving student outcomes.	Principals & Teachers	State comp ed funds; state & local funds	Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas.
Continue to implement a pyramid of intervention (RtI services) for identified students. Teachers will be provided training to incorporate supplemental instructional support and differentiated student instruction.	Principals & Teachers	Time for RtI meetings; Training fees; state and local funds	Student gains in literacy and math; increase in student performance
Provide a full day high-quality prekindergarten program that is developmentally appropriate, multi-sensory, and experiential; Conduct PreK/Kinder Registration each spring to enroll students.	Superintendent & Elementary Principal	State, local, & Title I funds (50% of teacher's salary)	Students will obtain strong foundational knowledge and skills across 5 primary domains of development and will demonstrate Kinder-readiness
Students eligible under 504 will receive instructional accommodations and supports according to each student's 504 plan.	Principal & Teachers	State and local funds	Increase in student performance for students eligible for 504 in all grades and content areas.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Design and implement appropriate compensatory, intensive, and/or accelerated instruction to ensure that students are able to perform at grade level at the conclusion of the next regular school term and perform satisfactorily STAAR EOC exams	Principals & Teachers	State comp ed funds	Increase in student performance for students identified as at-risk as a result of academic interventions (tutorials, credit recovery, summer school, etc.)
Provide additional classroom assistance and supplemental support to improve student achievement and close instructional gaps via in-class support or supplemental instruction in the Learning Lab	Principals & Teachers	Federal Funds (Title I, Title II, Title IV)	Student gains in literacy and math; students will have access to resources such as MindPlay, Study Island, OdysseyWare, etc.
Students with disabilities will be educated in the Least Restrictive Environment (such as inclusion support in the general ed classroom) and will be provided with instructional accommodations and support based upon the student's IEP.	Special Education Staff, Principals & Teachers	IDEA-B funds; state and local funds	Timely evaluations and a continuum of services will lead to improved outcomes for students with disabilities.
Review and revise, as needed, district processes to ensure individual student needs are identified and addressed (i.e., Bilingual/ESL, Gifted & Talented, Dyslexia, etc.)	Superintendent & Principals	Training; time for planning	Students will receive services and support, as needed, to be successful in school
Send progress reports each three weeks and provide tutorials for students with grades below 75	Principals & Teachers	State and local funds	Increase in number of students meeting grade level expectations in all grades and content areas.
Monitor student attendance and contact parents each time a student has an unexcused absence; conduct home visits as needed	Principals	Time for home visits	Increase in student performance as a result of improved attendance
Support, coordinate, and integrate services with early childhood education programs, including plans for the transition of participants in such programs to elementary school. Facilitate effective transitions for students from home to elementary school, from elementary to secondary, and for students new to Muenster.	Principals & Counselor	State and local funds	Students will successfully move from home to school, grade to grade, elementary to middle school, middle school to high school. Students and parents new to Muenster ISD will be welcomed and engaged in the school community.
Conduct parent and student orientations for elementary campus and 7th, 8th, and 9th grade students.	Principals & Counselor	State and local funds	Ensure effective transitions from one grade to the next (PK-8) and from middle grades to high school
Facilitate effective transitions for students from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.	HS Principal & Counselor	State, local, and Perkins funds	Graduates will be aware of and prepared for opportunities in postsecondary education and the workforce

Goal 3: Muenster ISD will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

Performance Objective 1: MISD will conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.
Evaluation Data Source(s): By May 2025, MISD will host a parent engagement event that focuses on building parents' capacity to support student achievement.

Performance Objective 2: MISD will follow state and federal guidelines for timely and meaningful consultation, planning, and decision-making with a committee including teachers, principals, paraprofessionals, specialized instructional support personnel, parents of students enrolled in district, business representatives, and community members.
Evaluation Data Source(s): Annual review and revision of the DIP/CIP; annual Board approval of goals and objectives

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Implement current research-based strategies to promote effective parent and family engagement that supports student achievement	Principals & Teachers	State and local funds	Reach more parents with activities that are responsive to the needs of all families, including those that are ethnically, linguistically, and socioeconomically diverse
Offer parent and family engagement opportunities throughout the year; provide ongoing communication promote awareness of school programs, volunteer activities; opportunities to provide input.	Principals & Teachers	State and local funds; staff, & school volunteers	Increased school-parent communication; increased parent attendance at school events; increase in number of parent & community volunteers
Provide informational sessions to emphasize the need for students to make informed curriculum choices to be prepared for success beyond high school; facilitate opportunities to assist students and parents with higher education admissions and financial aid	Principal & Counselor	State and local funds; staff time	Increased parent and family engagement at the High School; more effective family engagement that supports student achievement and post-secondary success
Survey parents to identify needs and offer opportunities and workshops to build parents' capacity to promote effective family engagement that supports student achievement and closes the achievement gap;	Principals & Teachers	Parents, Community & Business Representatives	Parents and families will be provided with information that will encourage engagement with children as a means to increase student achievement.
Identify strategies to lower barriers to participation by parents in campus and district decision-making. Provide parents with multiple avenues to give feedback through evaluations, communication with the principal, attendance and feedback given at meetings.	Superintendent, Principals & Committee	Parents, Community & Business Representatives	Increase in parents willing to engage in the continuous improvement process; increased survey participation; additional parent feedback regarding programs and planning.
Inform parents and families of their child's progress in the following ways: parent-teacher conferences (formal and informal,) report cards & progress reports, and phone calls and written communication.	Principals & Teachers	State and local funds; staff time	Parents will receive timely and relevant data on attendance, behavior, and academic progress and performance of their child at flexible meeting times.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Conduct an annual Comprehensive Needs Assessment (with students, parents and other members of the community) for the entire school as part of the continuous improvement planning process.	Superintendent & Committee	Parents, Community & Business Representatives	Understand academic achievement relative to the challenging State academic standards, and identify the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards
Conduct program evaluations to determine impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources.	Superintendent & Committee	Parents, Community & Business Representatives	Efficient allocation and use financial resources while improving the quality of education provided to students.
Develop a comprehensive plan that includes a description of strategies used to address school needs, uses methods and instructional strategies that strengthen the academic program, increases the amount and quality of learning time, and helps provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.	Superintendent & Committee	Parents, Community & Business Representatives	CIPs will be developed with the involvement of parents, community members, and individuals who will carry out the plans, including teachers, principals, paraprofessionals, administrators, specialized instructional support personnel, and other school staff, and if the plan relates to the High School, students.
Monitor and revise campus improvement plans as necessary based on student needs to ensure all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners) are provided opportunities to meet the challenging state academic standards.	Principals & Committee	Parents, Community & Business Representatives	CIPs will describe methods for identifying students at risk for academic failure, providing additional educational assistance to individual students, and identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.
The district shall jointly develop with, and distribute to, parents a written parent and family engagement policy, presented in a format and written in a language parents and families can understand.	Superintendent, Principals, & Committee	Parents, Community & Business Representatives	MISD will provide the coordination, technical assistance, and support necessary to assist, plan and implement effective parent involvement activities.
The campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.	Principals & Committees	Parents, Community & Business Representatives	Parents will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will have multiple opportunities and flexible meeting times, such as meetings in the morning or evening.

Goal 4: Provide and maintain safe, healthy and nurturing environments conducive to learning, which will enable students to think critically and act responsibly.

Performance Objective 1: Provide a safe and secure environment conducive to teaching and learning through constant evaluation and review of facilities, student, staff, and stakeholder needs.
Evaluation Data Source(s): Students, staff, and community stakeholders feel safe and secure at school (as indicated by stakeholder feedback solicited via multiple communication outlets); safety and security audit report

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Continue vertical and horizontal curriculum alignment; conduct campus and district coordination meetings weekly to ensure systemic communication and coordination	Superintendent & Principals	Time for meetings	Increase in student performance for all students and all student groups
Implement effective identification and enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, and migrant students.	Principals, Office Staff, & Counselor	State and local funds	Students will be provided with immediate enrollment, transportation, additional academic support, and counseling as appropriate.
Provide training to staff on bullying, suicide prevention, recognizing mental health and substance abuse issues, grief/trauma-informed care (how grief and trauma affect student learning and behavior,) conflict resolution, and violence prevention and intervention.	Principals & Counselor	State and local funds; Community Agencies	Teachers, administrators, and staff will be able to recognize trauma responses, accommodate and respond to traumatized students within the classroom, and refer students to mental health professionals when necessary.
Coordinate with local law enforcement as needed for alcohol, drug and violence prevention programs, bullying and harassment prevention; and/or truancy issues to keep students in school	Superintendent & Principals	Area law enforcement; State Comp Ed funds	Anti-bullying strategies and positive behavior interventions and supports will improve student performance for students identified as at-risk; increased student attendance
Appoint a group of individuals representing segments of the community to serve on the district level School Health Advisory Council (SHAC,) provide advice to the district on coordinated school health programming and its impact on student health and learning.	Superintendent & Principals	State and local funds, SHAC members	SHAC will be involved in the development of practices and procedures addressing mental health, suicide, substance abuse, and trauma-informed care policies, including best practices designed to reduce the effects of trauma and grief on children
Implement a schoolwide tiered model to prevent and address problem behavior and utilize discipline management techniques to increase learning time and reduce discipline referrals	Superintendent & Principals	Training fees & time to train staff	Staff will be trained in the use of positive behavior interventions; Reduction in the overuse of discipline practices that remove students from the classroom.
Utilize anonymous reporting system to deter and mitigate bullying and cyber abuse	Superintendent & Principals	State and local funds	Students and parents will have access to an anonymous bullying reporting system to report incidents

Implement safety and security enhancements to facilities, as funds allow, and procedures to reduce identified vulnerabilities. --- Dating Violence Policies and Procedures – SB 9: Muenster ISD does not tolerate incidents of Dating Violence. If an incident of dating violence occurs, a report should be filed with the campus principal, counselor and/or our anonymous notification system. District personnel will notify parents of the incident immediately after the report is made.	Superintendent & Board --- Superintendent, Principals, and Counselor	State and local funds --- State and local funds	Continued efforts to strengthen the physical security and access control our schools --- Student Awareness of the issues related to the dangers of dating violence.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Actively involve the Safety and Security Committee in developing and implementing emergency plans for campuses and other facilities, ensuring each site's emergency plan is consistent with the MISD Emergency Operations Plan (EOP) and reflects specific campus, facility, or support service needs. Conduct drills to identify areas in need of improvement, and improve coordination.	Superintendent & Committee	School Safety & Security Committee members; Local Law Enforcement & First Responders; TASB fees	Updated Crisis Management Plan, Emergency Operations Plan, and Multi-hazard Plan to address prevention, mitigation, preparedness, response, and recovery; MISD will provide the safest possible environment.
Coordinate and integrate federal, state, and local services and programs and partner with community resource agencies, local businesses, higher education institutions, and other government entities to develop a safe and supportive school program that addresses behavioral and mental health, supports student learning and overall family growth; and provides health and wellness information to parents and community.	Superintendent & Principals	State and local funds. Community Agencies	MISD will coordinate the use of federal funds with other initiatives that maximize student academic outcomes; Students and families will have access to counseling, school-based mental health programs, mentoring, and as needed, other services to improve students' nonacademic skills
Establish a threat assessment and safe and supportive school team to develop and implement a safe and supportive school program that assesses and deals with any behavior or communication that raises concern that a person or situation may pose a danger to the safety of the school.	Superintendent & Principals	Local Law Enforcement & First Responders, Community Agencies; Training fees	Staff and students will be able to recognize threats and prevent situations by providing means for students in crisis to be identified and provided with help and support.