

**Muenster HS/JH  
Campus Improvement Plan  
2024-2025**



Revised/Approved September 2023

**Goal 1: Muenster HS/JH will ensure that all students will receive a high-quality education and will improve student performance for all student groups.**

**Performance Objective 1:** The percentage of College, Career, or Military ready graduates will increase from 95% to 96% by August 2025.

**Evaluation Data Source(s):** STA2022-2023 accountability data provided by the Texas Accountability Rating System

**Performance Objective 2:** 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.

**Evaluation Data Source(s):** The School Progress Academic Growth scaled score for MHS will improve by 1-2% by August 2025 as measured 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	TEKS Resource System fees; state and local funds	Teachers will utilize curriculum aligned TEKS 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 & Principal	Time and training costs; state and local funds, Region 11 ESC	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 & Principal	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 6.	Superintendent & Principal	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 & Principal	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.

Principal 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	Principal	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
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Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Principal 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	Principal	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-PSS 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 & Principal	State and local funds; GT funds, Volunteers & activity funds from various group fund-raising projects	Increased student engagement and enrichment; increased opportunities for students to learn in "real world" settings; TMSCA participation for 7th & 8th graders.
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 & Principal	State and local funds, Volunteers(FFA, FCCLA, STUCO)	Increased opportunities for students to be involved in extracurricular activities and compete in contests at the district, state, and national levels
Update instructional technology as funds allow to ensure all classrooms have working technology hardware in order to better integrate technology into the curriculum.	Superintendent, Principal, & Tech. Director	Technology fund; time for replacing & updating equipment	Staff will utilize technology to enhance instruction, personalize student learning and develop problem-solving skills.
Instructional Technologist will provide training to staff on the use of campus-based technology hardware and software and how to integrate technology into the curriculum.	Instructional Technologist & Teachers	Time & expenses for training; dmac fees;	Staff will utilize technology to enhance instruction, personalize student learning and develop problem-solving skills.
Implement a schoolwide tiered model to prevent and address problem behavior and utilize discipline management techniques to increase learning time and reduce discipline referrals	Principal	Training fees & time for staff training	Staff will be trained in the use of discipline management strategies to reduce the loss of instructional time by students.

**Goal 2: The Muenster Junior High-High School 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:** Muenster JH-HS will monitor student progress to identify students who may be at risk of academic failure or slower progress and provide additional educational assistance to individual students needing help in meeting state standards

**Evaluation Data Source(s):** The Academic Growth Domain scaled score for Muenster JH/HS will improve by 1-3%, by August 2025 as measured by the 2022 Texas Accountability Rating System.

**Performance Objective 2:** Muenster JH-HS 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):** 100% of student groups evaluated will meet growth targets in Reading and Math.

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	Principal & 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.	Principal, 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.	Principal & 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 supports and differentiated student instruction.	Principal & Teachers	Time for RtI meetings; Training fees; state and local funds	Student gains in literacy and math; increase in student performance
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	Principal & Teachers	State comp ed funds	Increase in student performance for students identified as at-risk as a result of academic interventions (tutorials, 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	Principal & Teachers	Federal Funds (Title I, Title II, Title IV)	Student gains in literacy and math; students will have access to resources as needed.
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 supports based upon the student's IEP.	Special Education Staff, Principal & 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 & Principal	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	Principal & 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	Principal	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.	Principal	State and local funds	Students will successfully move from elementary to junior high and junior high to high school. Students and parents new to Muenster ISD will be welcomed and engaged in the school community.
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.	Principal & Office Staff	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.	Principal	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.
Utilize anonymous online reporting systems to deter and mitigate bullying and cyber abuse. Located on website	Principal	State and local funds	Students and parents will have access to an anonymous bullying reporting system to report

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**Goal 3: Muenster Junior High-High School 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:** Muenster JH-HS 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, Muenster JH-HS will host a parent engagement event that focuses on building parents capacity to support student achievement.

**Performance Objective 2:** Muenster JH-HS 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 CIP; Board approval of campus goals and objectives during annual meeting

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	Principal & 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.	Principal & 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
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	Principal & 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.
Offer parent and family engagement opportunities throughout the year; provide ongoing communication promote awareness of school programs, volunteer activities; opportunities to provide input.	Principal & 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.
parent-teacher conferences (formal and informal,) report cards & progress reports, and phone calls and written communication.	Principal & Teachers	Staff time for events such as Welcome Back Night, Open House; PTO & school volunteers	Parents and families will be provided with information & resources to utilize at home and increase student achievement
Provide workshops to promote effective family engagement that supports student achievement and closes the achievement gap.	Principal & Teachers	Parents, Community & Business Representatives	Parents and families will be provided with information & resources to utilize at home and increase student achievement.



Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Coordinate family engagement priorities and structures between campuses; transition activities, including school visits for preschool students enrolling at elementary campus and transition activities for students going from Elementary to Secondary.	Principals	State and local funds	Students will successfully move from grade to grade, and from one campus to another as a result of transition and orientation activities for students and parents.
Identify ways to extend educational goals through existing events frequented by families, such as holiday programs to eliminate the separation between academics and extracurricular activities.	Principals	Staff time for events such as TMSCA & UIL, Veterans' Day, Drug-Free Programs, CCJLS	More effective family engagement that supports student achievement and closes the achievement gap.
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.	Principal & 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
Develop a comprehensive plan that includes a description of methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education	Principal & Committee	Parents, Community & Business Representatives	CIP 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.
.Monitor and revise campus improvement plan 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	Principal & Committee	Parents, Community & Business Representative	CIP 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.
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.	Principal & Committee	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.
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# 2024-2025 Site Based Decision Making Team

Committee Role	Name	Position
Campus Principal	Monte Sewell	HS/JH Principal
District-level Professional staff	Jackie Reynolds	HS/JH Counselor
Classroom Teacher/Parent	Brooke Beall	JH/HS Teacher, JH Parent
Classroom Teacher	Deanna Miller	HS Teacher, HS Parent