

**Muenster Elementary School
Campus Improvement Plan
2024-2025**



Revised/Approved September 2024

Goal 1: Muenster Elementary 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 3rd grade students scoring at Masters Grade Level on STAAR Reading will increase from 23% to 24% by August 2025.

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

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.

Evaluation Data Source(s): STAAR Results, 2024-2025 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 DMAC, TEKS Analysis (aligned to the TEKS across all subjects and grade levels), and Lead4Ward resources with an emphasis on readiness skills and structured in logically sequenced units 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	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.

Funding amounts may be split for several activities (coordinate state, federal, and local funds)

Goal 2: Muenster Elementary will enhance the safety and security of the school environment for all student groups to feel a sense of belonging and wellbeing.

Performance Objective 1: Promote Safety Awareness and Preparedness Among Students and Staff

Evaluation Data Source(s): Safety audits, survey data, incident reports, drill evaluations

Performance Objective 2: Foster a Safe and Supportive School Climate

Evaluation Data Source(s): Safety audits, survey data, incident reports, drill evaluations

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Controlled Access: Implement a visitor management system that requires ID scanning for entry and logs all visitors.	Principal, Office Staff & Teachers	Raptor Visitor Management System, Federal, state and local funds	Enhanced monitoring of school premises. Reduction in unauthorized access.
Emergency Preparedness Drills: Conduct regular fire drills, lockdown drills, and severe weather drills in compliance with Texas Education Agency (TEA) guidelines.	Principal, & Staff	Federal, state and local funds; E3 app for emergency notifications, training for staff and students	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
Silent Panic Alert System: Implement a system for expedited and streamlines emergency response by allowing users to initiate an emergency directly through the app and provide critical information to first responders, law enforcement, and campus personnel.	Principal & Staff	Federal, state & local funds; E3 App installed on phones and regular training	Increased awareness and preparedness among staff. Better communication and coordination during emergencies.
Student Safety Programs: Implement programs on topics such as bullying prevention, digital safety, and conflict resolution. Anti-Bullying Initiatives: Strengthen anti-bullying policies and programs, ensuring they are communicated clearly to students and enforced consistently.	Principal, Counselor, & Teachers	Federal, state and local funds; Character Strong online program; CASA Keeping Children Safe programs for 2nd-6th grade students	A decrease in behavioral issues and disciplinary actions. Improved mental health and well-being of students. A more inclusive and supportive school environment.
Positive Behavioral Interventions and Supports (PBIS): Implement PBIS to encourage positive behavior and reduce disciplinary incidents. Mental Health Resources: Expand access to counseling services and provide training for staff on identifying and supporting students in distress.	Principal, Counselor, & Teachers	Federal, state and local funds; Character Strong online program	A decrease in behavioral issues and disciplinary actions. Improved mental health and well-being of students. A more inclusive and supportive school environment.

Funding amounts may be split for several activities (coordinate state, federal, and local funds)

Goal 3: Muenster Elementary 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 Elementary 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) 1: By May 2025, Muenster Elementary will host parent engagement events that focus on building parents' capacity to support student achievement.

Performance Objective 2: Muenster Elementary 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 Events such as Welcome Back Night, Open House; PTO & school volunteers, Grandparents Day, Book Fair, class parties, field trips, Six Weeks Awards programs, Kindergarten Graduation Program	Increased school-parent communication; increased parent attendance at school events; increase in number of parent & community volunteers Sign in attendance sheets for participation from parents and community members.
Provide parents and families timely notification of school events; flexible meeting times; and relevant data on attendance, behavior, and academic progress and performance of their child. Parents and families will be informed 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.	Principal & Teachers, Instructional Technologist/Communications	Staff time for events such as Welcome Back Night, Open House; PTO & school volunteers, Grandparents Day, Book Fair, class parties, field trips, Six Weeks Awards programs, Kindergarten Graduation Program	Reach more parents and community members through communications on Muenster ISD Website, social media (Facebook, X, Instagram), monthly online newsletters from campus principal, and Blackboard Mass Communication system for all students and parent contacts. Teachers utilize communication apps: SeeSaw, Class Dojo, Remind. Sign in attendance sheets for participation from parents and community members.
Coordinate family engagement priorities and structures between campuses; transition activities, including school visits for students	Principals & Office Staff	State and local funds, Welcome Night, School tours	Students will successfully move from home to school, grade to grade, and from one campus to another as a result of transition and orientation activities for students and parents.

enrolling at elementary campus and transition activities for students going from Elementary to Secondary.			
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	Staff time for events such as Jr. FFA; TMSCA & UIL, Veterans' Day, Drug-Free Programs	More effective family engagement that supports student achievement and closes the achievement gap.
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.	Principal & 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 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 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.	Principal & Committee	Parents, Community & Business Representatives	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 & 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.

Funding amounts may be split for several activities (*coordinate state, federal, and local funds*)

2024-2025 Site Based Decision Making Team

Committee Role	Name	Position
Campus Principal	Debra Sicking	Elementary Principal
District-level Professional staff	Cassie Newton	Elementary Counselor
Classroom Teacher	Rebecca Thomas	Elementary Teacher
Parent	Megan Bayer	Elementary Parent
Community Representative (part of DIP)	Jo Schilling	Rep
Community Representative (part of DIP)	Shelly Wylie	Rep
Business Representative (part of DIP)	Eric Fisher	Rep
Business Representative (part of DIP)	Penny Fisher	Rep