Muenster Elementary School
Campus Improvement Plan
2026-2027



Revised/Approved on October 13, 2026

Goal 1: Muenster Elementary will improve academic achievement and ensure continued academic growth for all students while reducing achievement gaps among student groups.

Performance Objective 1: Student Achievement and Growth

Muenster Elementary will increase student achievement and academic growth through high-quality, TEKS-aligned instruction, ongoing assessment, targeted intervention, and enrichment based on individual student needs.

Evaluation Data Sources: STAAR, DMAC data, district benchmarks, formative and summative assessments, report cards, progress-monitoring data, TEKS analysis, and six-week data meetings.

Performance Objective 2: Effective Instruction and Data-Driven Practices

Muenster Elementary staff will implement effective, research-based instructional practices and use student performance data to differentiate instruction and improve achievement for all student groups, including students receiving special education services, English learners, economically disadvantaged students, at-risk students, and other identified student groups.

Evaluation Data Sources: STAAR, DMAC, district and classroom assessments, progress-monitoring data, classroom observations/walkthroughs, lesson plans, data-meeting documentation, Lead4ward resources, IXL, Lowman, and other instructional resources.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
TEKS-Aligned Curriculum and Instruction: Provide a high-quality curriculum with scope and sequence, instructional units, resources, and assessments aligned to the Texas Essential Knowledge and Skills (TEKS) for all grade levels and content areas, including PK–2. Provide ongoing support to promote consistent implementation of the curriculum.	Principal & Teachers	TEKS Resource System; DMAC; TEKS Analysis/TEKS Audit; Lead4ward Resources; Lowman Education Resources; district curriculum resources; state and local funds	Students will receive consistent, rigorous, grade-level instruction aligned to the TEKS, resulting in increased mastery of grade-level standards and improved academic performance.
TEKS Knowledge and Instructional Rigor: Provide teachers with training and ongoing support in understanding and unpacking the TEKS, including the depth and complexity of student expectations, vertical alignment, and appropriate levels of instructional rigor.	Principal & Teachers	TEKS Resource System; TEKS Analysis/TEKS Audit; Lead4ward Resources; professional development/ESC resources; state and local funds	Teachers will demonstrate increased understanding of grade-level standards and provide instruction aligned to the content and rigor of the TEKS.
High-Quality Instructional Resources and Professional Learning: Provide TEKS-aligned instructional materials, resources, and	Principal & Teachers	TEKS Resource System; Lead4ward Resources; Lowman Education	Teachers will consistently implement high-quality instructional practices and resources that provide students

job-embedded professional learning to support effective Tier 1 instruction and meet the needs of diverse learners, including students with disabilities, English learners, students needing intervention, and advanced learners.		Resources; IXL; TEKS-aligned instructional materials; professional development; state, local, and applicable federal funds	with appropriate support, differentiation, and opportunities for academic growth.
Assessment and Data Analysis: Administer TEKS-aligned formative, unit, interim/benchmark, and other appropriate assessments throughout the school year to measure student mastery and academic growth. Teachers and administrators will regularly analyze assessment data to identify strengths, areas of need, and instructional priorities.	Principal & Teachers	DMAC; TEKS Analysis/TEKS Audit; Lead4ward Resources; Lowman Education Resources; district benchmarks/common assessments; formative and summative assessments; STAAR data and reports	Assessment results will be used to identify TEKS mastery, learning gaps, student growth, and instructional needs and to guide instructional decisions.
Collaborative Data Meetings and Instructional Response: Teachers and administrators will meet regularly to analyze student performance data, identify students and standards requiring additional support, and develop instructional responses including reteaching, intervention, differentiation, and enrichment.	Principal & Teachers	DMAC; TEKS Analysis/TEKS Audit; Lead4ward Resources; district benchmark and classroom assessment data; STAAR data; teacher collaboration/data meeting time	Teachers will use student data to make timely instructional adjustments, resulting in increased student mastery and academic growth.

Goal 2: Muenster Elementary will provide a safe, supportive, and engaging learning environment through high-quality instruction, consistent expectations, and effective student support systems that promote the academic, behavioral, and social success of all students.

Performance Objective 1: By the end of the 2026–2027 school year, 100% of Muenster Elementary teachers will demonstrate effective instructional practices and student engagement strategies, as measured through classroom walkthroughs, observations, lesson plans, and ongoing administrative feedback.
Evaluation Data Source(s): T-Tess data, Classroom walkthrough documentation, lesson plans, Administrator feedback, DMAC progress monitoring.

Performance Objective 2: By the end of the 2026–2027 school year, Muenster Elementary will improve student behavior and school climate through consistent implementation of campus-wide expectations, classroom management practices, and appropriate behavioral interventions, as measured by discipline data, office referrals, and administrator observations.
Evaluation Data Source(s): Office discipline referral data, PEIMS discipline data, administrator observation data, student, staff, and parent surveys, behavior monitoring trackers.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Conduct regular classroom walkthroughs and provide timely feedback to teachers focused on student engagement, instructional practices, classroom management, and alignment to campus expectations.	Principal, Teachers	T-TESS resources, walkthrough forms, lesson plans, instructional materials	Increased instructional effectiveness, stronger student engagement, and greater consistency in classroom expectations and practices.
Provide ongoing professional development and instructional support based on identified campus and teacher needs, including classroom management, differentiated instruction, student engagement, and effective teaching strategies.	Principal, Teachers, ESC/Professional Development Providers	Professional development funds, ESC resources, instructional materials, staff development time	Teachers will strengthen instructional practices and implement strategies that better meet the academic and behavioral needs of all students.
Implement and reinforce consistent campus-wide behavioral expectations and discipline procedures across classrooms and common areas.	Principal, Teachers, Campus Staff	Student Code of Conduct, campus procedures, behavior tracking data, staff meetings	Increased consistency in student expectations, improved student behavior, reduced discipline concerns, and a safer learning environment.
Use student academic, behavioral, attendance, and intervention data to identify students in need of additional support and provide timely interventions and progress monitoring.	Principal, Teachers, Intervention Staff, Counselor	Assessment data, attendance reports, discipline data, intervention materials, progress-monitoring tools	Students needing additional support will be identified earlier and receive targeted interventions, leading to improved academic and behavioral outcomes.
Recognize and reinforce positive student behavior, responsibility, effort, and academic growth through campus and classroom recognition systems.	Principal, Teachers, Campus Staff	Campus recognition programs, announcements, certificates, incentives	Increased student motivation, accountability, positive behavior, and development of a supportive campus culture.

Goal 3: Parent, Family, and Community Engagement

Goal: Muenster Elementary will strengthen partnerships with parents, families, and the community to support student achievement, student success, and a positive school experience.

Performance Objective 1: Family Engagement and Student Support

Muenster Elementary will provide ongoing opportunities for parents and families to participate in their children's education and build their capacity to support student learning and academic success.

Evaluation Data Sources: Parent/family participation records, event sign-in sheets, communication records, parent feedback/surveys, volunteer participation, and documentation of family engagement activities.

Performance Objective 2: Stakeholder Participation in Campus Planning

Muenster Elementary will follow state and federal guidelines while providing meaningful opportunities for parents, staff, community members, and other stakeholders to participate in campus planning, decision-making, and the annual review and revision of the Campus Improvement Plan and applicable parent and family engagement programs.

Evaluation Data Sources: Campus committee agendas and minutes, membership/attendance records, stakeholder feedback, annual CIP review documentation, Parent and Family Engagement Policy review, and other required planning documentation.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Family Engagement and Capacity Building: Provide meaningful parent and family engagement opportunities throughout the school year that promote partnerships between home and school and build parents' and families' capacity to support student learning, academic achievement, and overall student success.	Principal & Teachers	State and local funds; staff; PTO; school and community volunteers. Activities may include: Welcome Back Night, Open House, Grandparents Week, Book Fair, class parties, field trips, Six Weeks Awards programs, Kindergarten Graduation Program, and other family engagement activities.	Increased parent and family participation in meaningful engagement opportunities and increased capacity of families to support student learning and academic success. Evidence may include: event sign-in/attendance sheets and parent/family participation records.
Parent-School Communication: Provide timely, accessible, and ongoing two-way communication with parents and families regarding student academic progress, attendance, behavior, school programs, activities, and opportunities for involvement. Parents	Principal, Teachers & Instructional Technologist	Staff time; Muenster ISD website; social media including Facebook, X, and Instagram; monthly online newsletters from the campus principal; Blackboard Mass Communication system;	Parents and families will have increased access to timely information regarding student progress, campus programs, events, and opportunities for involvement. Increased two-way communication will strengthen partnerships between families and campus staff.

and families will be informed of student progress through formal and informal parent-teacher conferences, report cards, progress reports, phone calls, written communication, and electronic communication.	/Communications	teacher communication applications including SeeSaw, ClassDojo, and Remind.	
Family and Community Participation: Provide opportunities for parents, families, community members, businesses, and volunteers to participate in school programs, educational experiences, recognition activities, volunteer opportunities, and other campus events that support student learning and strengthen school-community partnerships.	Principal & Teachers	State and local funds; PTO; parents; community and business partners; school and community volunteers. Opportunities may include: Welcome Back Night, Open House, Grandparents Week, Book Fair, class parties, field trips, Six Weeks Awards programs, Kindergarten Graduation Program, Jr. FFA, TMSCA & UIL activities, Veterans' Day activities, Drug-Free Programs, and other campus activities.	Increased participation of parents, families, volunteers, businesses, and community members in campus activities and increased collaboration between the school, families, and community in support of students. Evidence may include: sign-in/attendance sheets, volunteer participation records, and documentation of campus activities.
Student and Family Transition Support: Provide orientation, transition activities, school visits, and information to support students and families as students enter elementary school, progress through grade levels, and transition from elementary to secondary school.	Principals & Office Staff	State and local funds; staff time; Welcome Night; school tours; orientation and transition activities.	Students and families will receive information and support necessary for successful transitions from home to school, between grade levels, and from elementary to secondary school.
Stakeholder Participation in Campus Planning: Provide meaningful opportunities for parents, teachers, paraprofessionals, administrators, specialized instructional support personnel, community members, business representatives, and other appropriate stakeholders to participate in campus planning, needs assessment, decision-making, and the annual review, evaluation, and revision of the Campus Improvement Plan.	Principal & Campus Committee	Parents; teachers; paraprofessionals; administrators; specialized instructional support personnel; community members; business representatives; campus performance data; Comprehensive Needs Assessment; staff time.	The Campus Improvement Plan will be developed, reviewed, and revised with meaningful stakeholder involvement. Campus planning and decision-making will reflect identified student and campus needs and input from parents, staff, community members, and business representatives.
Parent and Family Engagement Policy and Program Evaluation: Jointly develop, review, distribute, and periodically update the campus Parent and Family Engagement Policy with parents and families. Parents will be notified of the policy in an understandable and uniform format and, to the extent practicable, in a language parents can understand. Provide multiple opportunities and flexible meeting times for parent	Principal & Campus Committee	Parents; community and business representatives; staff; participation and attendance records; stakeholder feedback; program evaluations; state, local and applicable federal funds.	Parents will be involved in an organized, ongoing, and timely manner in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, programs, and evaluations. Evidence may include: parent participation records, sign-in sheets, stakeholder feedback, policy review documentation, and program evaluation results.

participation. Regularly evaluate family engagement programs and initiatives to determine effectiveness and identify opportunities for improvement.			

Muenster ISD
Campus Improvement Committee Meeting
2026-2027

Name	Role
Tyler Anderle	**Elementary Principal**
Sadie Anderle	**Elementary Counselor**
Dyan Huchton	**Teacher**
Megan Bayer	**Paraprofessional**
Blake Voth	**Parent**
Trevor Hess	**Community Member**