

Seguin Independent School District
Koennecke Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Relationships before Rigor

Grace before Grades

Love before Lessons

Vision

Koennecke Kids *CAN* achieve and succeed without exceptions or excuses.

Value Statement

Creating growth opportunities for *ALL*

Show respect and empathy

Foster relationships to be better together

Value our health to maintain a work/life balance

Nurture diverse learners, Collaborate & communicate

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Koennecke Elementary is one of the largest Elementary campuses in Seguin ISD with a student population of approximately 520 students. Koennecke is one of 3 bilingual campuses serving approximately 118 English Language Learners and has a mobility rate of approximately 12.8%, which is considerably lower than the district rate, but only slightly under the state rate at 13.8%. 26.8% of students at Koennecke are in our Bilingual Program, 3.4% are in our GT program, and 15.4% are in Special Education. 0.5% of our students are Homeless, 1.4% are Immigrant, 1.9% are Military Connected and 63.3% are At-Risk.

In the 22-23 School Year, Koennecke is projected to have 499 students.

Last school year, all monolingual Kinder classes had 22-23 students enrolled by the end of the school year, and first grade is projected to be a large cohort.

According to the 20-21 TAPR Report, Grade level average class size was:

Grade Level	Student Enrollment	Percentage of Enrollment	Average Class Size
K	90	15.4	15
1st	107	18.3	16.7
2nd	100	17.1	15.8
3rd	109	18.6	18.2
4th	87	14.8	23
5th	93	15.9	17.2

Class sizes are projected to much larger for K-1st and for 5th Grade in the 22-23 School year

Koennecke Ethnicity Breakdown by Percentage of Population:

Ethnicity	Student	Teacher
African American	2.0	0.0
Hispanic	65.2	44.3
White	27.8	55.7
American Indian	0.2	0.0
Asian	1.7	0.0
Pacific Islander	0.2	0.0

Ethnicity	Student	Teacher
Two or More Races	2.9	0.0
Male	53.8	8.8
Female	46.2	91.2

Teacher by Years of Experience:

Beginning Teachers	12.9%
1-5 Years of Experience	30.6%
6-10 Years of Experience	25.4%
11-20 Years of Experience	19.5%
21-30 Years of Experience	8.9%
Over 30 Years of Experience	2.6%

Attendance Rate in 2018 was 95.9%. African American 97.2%, Hispanic 95.9%, White 95.9%, Two or more races 94%.

Overall attendance rate for school year 2021-2022 93.3%.

SPED 95.1%, EcoDis 97.7%, EL 96.2%.

Demographics Strengths

Koennecke is a growing campus, and is increasingly diverse due to our Dual Language program. Attendance rates have increased this year due to a very small COVID spike, over the previous years in longer COVID spikes. STAAR participation rate in the 21-22 school year was 100%. Teacher Years of Experience rates indicate strong retention on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rates remain lower than the 98% average. **Root Cause:** Strong attendance initiatives have not been enforced for the past few school years

Problem Statement 2 (Prioritized): Teacher diversity is not reflective of student diversity **Root Cause:** Difficulty with recruiting a diverse population of teachers, specifically Bilingual teachers

Student Learning

Student Learning Summary

The state accountability system measures four indexes- Student Achievement, Student Progress, Closing Performance Gaps, and Post Secondary Readiness. An accountability rating of "Met Standard" or "Improvement Required" were assigned to campuses and districts based on the scores earned in each index. Seguin ISD has earned a "Met Standard" rating since 2013.

Historical Data:

Due to the changes in the law, in 2018 the state accountability system moved to a system that evaluates performance according to three domains:

- Student Achievement evaluates performance across all subjects for all students on state assessments; College, Career and Military Readiness (CCMR) indicators, and graduation rates.
- School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (measured by STAAR results) and the achievement of all students relative to district or campuses within similar economically disadvantaged percentages.
- Closing the Gaps uses disaggregated data to demonstrate differences among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators in the domain align the state accountability with the Every Student Succeeds Act (ESSA).

A Met Standard label was assigned for overall performance with 4 distinction designations in the areas of: Academic Achievement in Math, Closing Performance Gaps, Post Secondary Readiness, and Student Growth.

From 2018-2019 in 5th grade math there was a 4% increase for students meeting at approaches grade level.

In 2019 5th grade Koennecke's 5th grade Math performed higher than the district by 11% for students meeting at approaches. 20% higher for students who met grade level expectations. 18% higher than the district in the masters category.

Koennecke improved by 6% in 5th grade reading in the approaches category which was 7% higher than the district. We were 16% higher than the district in the meets category.

5th grade science scored 14% higher than the district average in the approaches category.

4th grade math scored higher than the district by 13% in the approaches category, 12% in the meets, and 9% in masters.

4th grade reading scored 6% higher than the district in the approaches category and 4% higher in the masters category.

4th grade writing we were 4% higher than the district in the approaches category.

3rd grade math was 14% higher than the district in the approaches category, 15% higher in meets and 7% higher in the masters category.

3rd grade reading was 10% higher in the approaches category and 5% higher in the approaches category.

When comparing 5th grade Hispanic and white populations the scores were comparable overall.

Graduation rate in Seguin ISD is higher than the state average.

Most Current Data:

Subject	18-19	20-21	21-22
Overall	80-44-22	58-32-17	
Overall Math	89-56-33	63-33-20	63-37-17
3rd Math	75-40-17	71-30-19	60-36-17
4th math	86-54-31	43-25-13	73-49-22
5th Math	95-61-29	75-45-29	59-30-13
Overall Reading	81-45-22	59-36-20	70-46-26
3rd Reading	71-30-19	58-37-20	72-46-26
4th Reading	77-37-20	47-23-12	77-55-28
5th Reading	88-57-27	70-47-28	70-47-30
5th Science	70-35-9	59-31-12	57-29-9

Overall performance has declined over time, but made an increase this past school year. The same years of decline coordinate with the COVID impact.

White students outperform Hispanic considerably across all content areas.

Student achievement is consistent within their sub pops across all content areas, with White students achieving at higher rates than other sub populations

0 of 25 indicators were met last year in the Closing the Gap Domain

5th Grade Science was a strength last year, as was 4th and 5th Reading tests

Student Learning Strengths

Reading showed strong growth in the 21-22 school year. All grade levels showed moderate to high levels of accelerated growth according to Istation, and STAAR scores indicated the same. Koennecke will be a B campus based on growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Attendance rates remain lower than the 98% average. **Root Cause:** Strong attendance initiatives have not been enforced for the past few school years

Problem Statement 2 (Prioritized): Math scores remained the same as last school year, and must increase to reach an A goal as a campus. **Root Cause:** Lack of professional development and rigorous resources for instruction and small group, guided math, and intervention.

Problem Statement 3 (Prioritized): 5th grade Science was not as high as predicted **Root Cause:** Lack of high rigor resources for intervention and regular labs in grades below 5th

Problem Statement 4 (Prioritized): Closing the gaps domain goal was not met **Root Cause:** Scheduling and resources for sub pops were not specific enough to close the gaps.

Problem Statement 5 (Prioritized): Students score below norm on foundational reading skills. **Root Cause:** Instructional practices focus too much on whole language approach and not enough on foundational literacy skills.

School Processes & Programs

School Processes & Programs Summary

The committee has determined that instructional decisions made are based on data from state and local assessments through the Campus Leadership and Instructional Team. These decisions are documented in the CIP with funding allotments determined from needs supported by state and local data.

PLCs occur weekly on Tuesdays and Thursdays during teachers' conference periods.

Intervention will also occur during double block PLC times. Students will be broken into intervention groups based on data each month.

The two way Dual Language program starts in Kindergarten. We are currently in year 5 of the dual language program, with dual language classes in K-4.

The Bilingual program is currently in grades 4th and 5th. 5th grade is a one-way dual language program, and all other grade levels are two-way dual language models.

The LINK program is currently in grades K-3 and a grade level is added each year. It is a behavior and character building program which helps decrease behavior and increase focus through play. K-5 does positive action lessons daily.

The ACE program is an after school intervention/tutoring program.

The PLUS program is a behavioral and autism support program.

RTI is a response to intervention program that identifies students in need of specific skill growth support.

PBIS is a campus wide positive behavior reinforcement initiative.

Library student reading accountability program.

Reading by design for students with dyslexia.

Special Education support program for students with IEP's.

504 support is given for students for equal access to education.

School Processes & Programs Strengths

- Campus wide Intervention block built into the master schedule
- Campus wide RTI system, with monitor and review scheduled and executed monthly.
- Multiple extra-curricular activities to build and support the whole child. (non-covid)
- Campus wide PLC implementation with teachers and school leaders driving school improvement through the use of student data.
- Intercession for low performing students.
- Students engage in Link breaks.
- ACE program has begun and is growing

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teacher diversity is not reflective of student diversity **Root Cause:** Difficulty with recruiting a diverse population of teachers, specifically Bilingual teachers

Problem Statement 2 (Prioritized): Attendance rates remain lower than the 98% average. **Root Cause:** Strong attendance initiatives have not been enforced for the past few school years

Problem Statement 3 (Prioritized): Our intervention is a strong program, but needs to focus more on Math to increase student achievement in Math. **Root Cause:** Lack of emphasis on Math, Guided Math, and Math intervention strategies.

Problem Statement 4 (Prioritized): Our new LAP is in its second year, and needs more growth to meet full functionality to meet academic goals for DL students. **Root Cause:** First year of program brings a growth curve and continued refinement needs

Problem Statement 5 (Prioritized): RtI documentation and progress monitoring lacked progress monitoring and full reporting in RtI meetings **Root Cause:** Lack of a clearly defined reporting, tracking, and monitoring routine and procedure from admin.

Problem Statement 6 (Prioritized): Not all students track and communicate their own growth toward jointly determined goals. **Root Cause:** No formalized campus level system was presented from the admin team.

Perceptions

Perceptions Summary

According to the Panorama Fall 2020 Surveys, Koennecke Elementary:

- Ranked higher than district average in the areas of Challenging Feelings, Emotion Regulation, Positive Feelings, Self-Management and Social Awareness
- Most students feel that they care about other's feelings, get along with students who are different from you,
- Almost all students feel that they have a teacher or adult from school that they can count on to help them no matter what (83% favorable)
- Almost all students feel that they have a family member or other adult outside of school who they can count on to help them no matter what (85% favorable)

According to the Panorama Spring 2021 Survey, Koennecke Elementary:

- 93% favorable rate indicates that the school has clear rules to follow
- 85% favorable indicates that almost all students feel that teachers treat students with respect
- 86% favorable indicates that students feel that their school wants them to do well
- Almost all students feel that they are following directions in class and that good behavior is noticed at school
- Most students feel that they care about other's feelings
- There was a 4 point increase in students feeling that there is an adult at school and at home that will help them no matter what

****No scores have been shared yet for the 2022 Panorama Survey****

Camus level climate surveys suggest:

- Overall, teachers feel safe and supported on campus. They feel that admin is visible and responsive, and that they have the opportunity to learn and grow in their position. Almost all teachers indicated that they feel valued in their position. Comments in the survey suggested that Team Lead roles need to be more clearly defined, and that leadership needs to create more time to build relationships with teachers and to give them the opportunity to be heard. The roles and responsibilities of all office staff need to be communicated at the beginning of the school year, and throughout the school year as they are updated.

Both surveys indicate:

- Students get frustrated with misbehavior from other students
- Half of students indicated that they had felt lonely, mad, sad or worried in the past week
- Half of students indicate that they feel it is difficult to control negative emotions, especially when frustrated, but that they generally have positive feelings
- Students feel that they experience supportive relationships with adults

2021 TAPR Report suggests that Koennecke Elementary:

- Attendance rates remain at 96%, which is higher than state and district rates. There are no noticeable differences between sub pops
- Average years of experience is significantly lower than district
- Turnover rate less than 10%

Perceptions Strengths

- Koennecke offers students a variety of activities and program options including two way Dual Language.

- Koennecke's administrators make decisions that are in the best interest of students.
- Koennecke's mission and vision is clearly communicated throughout the campus.
- Koennecke has high learning standards for ALL students.
- Koennecke attendance rate over state and district (96%)
- Koennecke students feel they have an adult at home and at school for support
- Teacher turnover rate less than 10%
- Overall, teachers feel safe and supported on campus. They feel that admin is visible and responsive, and that they have the opportunity to learn and grow in their position. Almost all teachers indicated that they feel valued in their position.
- Teachers feel like they have lived the mission and vision statement this past school year.
- Core values were created for the campus by the campus this school year

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teacher diversity is not reflective of student diversity **Root Cause:** Difficulty with recruiting a diverse population of teachers, specifically Bilingual teachers

Problem Statement 2 (Prioritized): Attendance rates remain lower than the 98% average. **Root Cause:** Strong attendance initiatives have not been enforced for the past few school years

Problem Statement 3 (Prioritized): Perception data for teachers and staff is not offered regularly, and was communicated only three times this school year **Root Cause:** No formalized system exists to receive campus level perception data from the campus level

Problem Statement 4 (Prioritized): Almost no perception data exists from parents and community members **Root Cause:** Surveys asking for parent and community member feedback came only from district level, and none was offered from campus level due to a lack of a formalized system to issue and receive such feedback

Problem Statement 5 (Prioritized): Almost no perception data exists from students **Root Cause:** Campus level surveys asking for student feedback were not issued due to a lack of system

Priority Problem Statements

Problem Statement 1: Math scores remained the same as last school year, and must increase to reach an A goal as a campus.

Root Cause 1: Lack of professional development and rigorous resources for instruction and small group, guided math, and intervention.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 5th grade Science was not as high as predicted

Root Cause 2: Lack of high rigor resources for intervention and regular labs in grades below 5th

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Closing the gaps domain goal was not met

Root Cause 3: Scheduling and resources for sub pops were not specific enough to close the gaps.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teacher diversity is not reflective of student diversity

Root Cause 4: Difficulty with recruiting a diverse population of teachers, specifically Bilingual teachers

Problem Statement 4 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 5: Attendance rates remain lower than the 98% average.

Root Cause 5: Strong attendance initiatives have not been enforced for the past few school years

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Our intervention is a strong program, but needs to focus more on Math to increase student achievement in Math.

Root Cause 6: Lack of emphasis on Math, Guided Math, and Math intervention strategies.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Our new LAP is in its second year, and needs more growth to meet full functionality to meet academic goals for DL students.

Root Cause 7: First year of program brings a growth curve and continued refinement needs

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: RtI documentation and progress monitoring lacked progress monitoring and full reporting in RtI meetings

Root Cause 8: Lack of a clearly defined reporting, tracking, and monitoring routine and procedure from admin.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Not all students track and communicate their own growth toward jointly determined goals.

Root Cause 9: No formalized campus level system was presented from the admin team.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Perception data for teachers and staff is not offered regularly, and was communicated only three times this school year

Root Cause 10: No formalized system exists to receive campus level perception data from the campus level

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Almost no perception data exists from parents and community members

Root Cause 11: Surveys asking for parent and community member feedback came only from district level, and none was offered from campus level due to a lack of a formalized system to issue and receive such feedback

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Almost no perception data exists from students

Root Cause 12: Campus level surveys asking for student feedback were not issued due to a lack of system

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Students score below norm on foundational reading skills.

Root Cause 13: Instructional practices focus too much on whole language approach and not enough on foundational literacy skills.

Problem Statement 13 Areas: Student Learning

Goals

Revised/Approved: October 25, 2022

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 44% to 49% by August 2023.







Performance Objective 1: By the end of 2022-23 school year, the percentage of students achieving Meets grade level or above on the STAAR reading in grades 3-5 will improve from 47% to 52%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR
Local Assessment data

Strategy 1 Details	Reviews			
Strategy 1: Implement professional learning for foundational skill instruction Strategy's Expected Result/Impact: Increase teacher capacity in foundational skills instruction resulting in more students performing on grade level in reading measure Staff Responsible for Monitoring: Principal and academic dean Funding Sources: instructional supplies - 211 Title I - 211.11.00.109.3.24.000.6399 - \$500, teacher books for book study - 211 Title I - 211.13.00.109.3.24.000.6399 - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide academic interventions outside the school day Strategy's Expected Result/Impact: Increase academic performance in reading Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 5 Funding Sources: ACE Tutors - 211 Title I - 211.11.00.109.3.24.000.6118 - \$25,000, after school tutors (non-ACE) - 211 Title I - 211.11.00.109.3.24.000.6118 - \$9,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement 5th grade literacy lab Strategy's Expected Result/Impact: increase reading scores Staff Responsible for Monitoring: Principal and Academic Dean Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 4, 5 Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Implement use of Think Up resource Strategy's Expected Result/Impact: Increase overall reading scores by aligning strategies with implementation of Think Up resource Staff Responsible for Monitoring: Principal and Academic Dean Title I: 2.4 Funding Sources: Think Up reading resource from Mentoring Minds - 211 Title I - \$400	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: Closing the gaps domain goal was not met Root Cause: Scheduling and resources for sub pops were not specific enough to close the gaps. Problem Statement 5: Students score below norm on foundational reading skills. Root Cause: Instructional practices focus too much on whole language approach and not enough on foundational literacy skills.

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 44% to 49% by August 2023.





Performance Objective 2: By the end of 2022-23 school year, the percentage of students who perform on grade level in ISIP reading in grades K-2, will improve from 39% to 49%.

High Priority

HB3 Goal

Evaluation Data Sources: ISIP

Strategy 1 Details	Reviews			
Strategy 1: Implement SGRI lessons in K-2 with fidelity Strategy's Expected Result/Impact: Increase in teacher capacity to deliver foundational reading instruction resulting in more students reading on grade level Staff Responsible for Monitoring: Principal and Academic Dean Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 5 Funding Sources: substitutes - 211 Title I - 211.11.00.109.3.24.000.6112 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:







Student Learning
Problem Statement 5: Students score below norm on foundational reading skills. Root Cause: Instructional practices focus too much on whole language approach and not enough on foundational literacy skills.

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 31% to 36% by August 2023.

Performance Objective 1: By the end of 2022-23 school year, the percentage of students achieving Meets grade level or above on the STAAR math in grades 3-5 will improve from 39% to 44%.

High Priority





Evaluation Data Sources: STAAR
Local assessment data

Strategy 1 Details	Reviews			
Strategy 1: Implement new math resource with fidelity Strategy's Expected Result/Impact: increase in math scores by supporting teachers in delivering components of new math resource with fidelity Staff Responsible for Monitoring: Principal and academic dean Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: classroom timers - 211 Title I - 211.11.00.109.3.24.000.6399 - \$400	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Lower student to teacher ratio in math intervention by hiring a math tutor to support intervention 3x week Strategy's Expected Result/Impact: Increase formative and summative math assessment scores Staff Responsible for Monitoring: Principal and academic dean Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) using STAAR percentages. Koennecke will move from 61/42/21 to 80/52/30 by 2023 in the areas of approaches, meets, and masters

Performance Objective 1: By the end of the 2022-2023 school year, overall STAAR scores for Koennecke 3-5 students will increase for students in all subjects from 61/42/21 to 80/52/30 in the areas of approaches, meets, and masters.

Evaluation Data Sources: STAAR







Strategy 1 Details		Reviews			
Strategy 1: Create incentives to increase attendance Strategy's Expected Result/Impact: improved attendance Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.6		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 4: Koennecke Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: By May 2023, the Panorama Student Survey SEL score (Emotion regulation, Grit, Social Awareness) in grades 3-5 will improve to 8% or above the national norm.

High Priority





Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
Strategy 1: Delivery daily positive action lessons with fidelity Strategy's Expected Result/Impact: Improve scores on SEL survey Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Counselor will implement once-monthly guidance lessons K-5 and targeted small groups for 3-5 Strategy's Expected Result/Impact: Increase scores on SEL survey, decrease in referrals and behavior incidents documented in Panorama Staff Responsible for Monitoring: Principal and counselor Title I: 2.4, 2.6 Funding Sources: Character Strong Purposeful People SEL toolkit - 211 Title I - \$3,753.88	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Koennecke Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 2: Koennecke Elementary will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning.





Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Expand LiINK to include 4th grade Strategy's Expected Result/Impact: decrease in behavior referrals and increase in academics Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Koennecke Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 3: By the end of the 2022-2023 school year, Koennecke will increase attendance from 93.4% to 95%.

Evaluation Data Sources: TEAMS

Strategy 1 Details	Reviews			
Strategy 1: Implement Attitude, Academics, and Attendance program Strategy's Expected Result/Impact: Increase in attendance Staff Responsible for Monitoring: Assistant Principal Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Koennecke Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 4: Koennecke Elementary will increase opportunities and allocate resources to improve social emotional wellness and improve outcomes.

Evaluation Data Sources: panorama data, SEL survey and referrals

Goal 5: Koennecke Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: Koennecke elementary will keep teacher attrition below 16%.

Strategy 1 Details	Reviews			
Strategy 1: Listen to teachers, frequent rewards, hour lunch team incentive, Matador class of the week, grade level attendance rewards teacher included.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Partnership with Seguin PD	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 6: Koennecke Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: By Spring 2023, Koennecke will increase the number of parents who are involved in parent groups and events on campus by 25% as measured by the Panorama survey.

Strategy 1 Details	Reviews			
Strategy 1: Parent Leaders Workshop, Watch Dogs, Dual language parent night, parent night/academic night/choir performances	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				







Goal 6: Koennecke Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: By 2023, Koennecke will work to improve the district's image as measured by Net Promoter score the Vision Week survey data.

Strategy 1 Details		Reviews			
Strategy 1: Partnership with Seguin PD		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

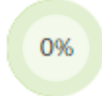






Goal 6: Koennecke Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 3: By Spring 2023, Koennecke will increase the percentage of parents by 10% who indicate that school involvement for opportunities is favorable as measured by the Panorama Survey.

Strategy 1 Details	Reviews			
Strategy 1: Parent Leaders Workshop	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement family reading night with book bingo Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: Principal and academic dean Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Koennecke will increase the overall accountability rating from 81 to 85 by August 2023.

Performance Objective 1: Koennecke will increase the overall accountability rating from 81 to 85 by August 2023.

Strategy 1 Details	Reviews			
Strategy 1: Implement instruction using Science Step Up to TEKS, Forde Ferrier, and Think Up Science Resource Strategy's Expected Result/Impact: Increase in science scores Staff Responsible for Monitoring: Principal and Academic Dean Title I: 2.4, 2.6 Problem Statements: Student Learning 3 Funding Sources: Science Step Up TEKS - 211 Title I - 211.11.00.109.3.24.000.6399 - \$750, Forde Ferrier science resources in Spanish and English - 211 Title I - \$1,380, Think Up Science Resource - 211 Title I - \$100	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase teacher capacity and preparation for STAAR 2.O by attending Lead4ward Rockin' Review Strategy's Expected Result/Impact: Increase in formative and summative assessment scores Staff Responsible for Monitoring: Principal and academic dean Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 5th grade Science was not as high as predicted Root Cause: Lack of high rigor resources for intervention and regular labs in grades below 5th

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	instructional supplies	211.11.00.109.3.24.000.6399	\$500.00
1	1	1	teacher books for book study	211.13.00.109.3.24.000.6399	\$500.00
1	1	2	ACE Tutors	211.11.00.109.3.24.000.6118	\$25,000.00
1	1	2	after school tutors (non-ACE)	211.11.00.109.3.24.000.6118	\$9,000.00
1	1	3			\$0.00
1	1	4	Think Up reading resource from Mentoring Minds		\$400.00
1	2	1	substitutes	211.11.00.109.3.24.000.6112	\$1,000.00
2	1	1	classroom timers	211.11.00.109.3.24.000.6399	\$400.00
4	1	2	Character Strong Purposeful People SEL toolkit		\$3,753.88
7	1	1	Science Step Up TEKS	211.11.00.109.3.24.000.6399	\$750.00
7	1	1	Think Up Science Resource		\$100.00
7	1	1	Forde Ferrier science resources in Spanish and English		\$1,380.00
Sub-Total					\$42,783.88
Budgeted Fund Source Amount					\$103,900.00
+/- Difference					\$61,116.12
211 Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,097.00
+/- Difference					\$2,097.00
Grand Total Budgeted					\$105,997.00
Grand Total Spent					\$42,783.88
+/- Difference					\$63,213.12