

Seguin Independent School District



Koennecke Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Excellence Through Equity

#Legado

Vision

Koennecke Champions achieve academic excellence

Value Statement

At Koennecke Elementary, our mission is to build a lasting legacy of academic excellence by empowering every student to achieve their highest potential. We are dedicated to fostering a nurturing and inclusive environment where hard work, respect, and a commitment to academic excellence are the cornerstones of our community.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

While Koennecke Elementary is a strong and thriving campus with a dedicated staff and a positive school culture, there are key areas identified for continued growth. One priority is closing the performance gap for new immigrants, English learners, and students receiving special education services, ensuring they have the support needed to reach academic outcomes comparable to their peers. Math scores also present an opportunity for improvement, with a focus on strengthening instruction and intervention practices. Increasing the quality and consistency of academic interventions, particularly in reading and math, is essential to support struggling learners. Additionally, while parent involvement is strong in school events, there is room to deepen engagement in academic areas to further support student success. Lastly, ensuring teachers have adequate resources—especially in Spanish materials and instructional supports—is a pressing need that would enhance instruction for bilingual classrooms and improve equity across the campus.

Demographics

Summary

Koennecke is one of the largest elementary schools in Seguin with an average enrollment of approximately 570 students. It is one of three dual language elementary campuses.

In 2024-2025 PEIMS data reflect that the campus has approximately 67% economically disadvantaged students, 39% of our students have limited English Proficiency, are Emergent Bilinguals, or are learning English as second language, 59% at risk, 18% Special Ed, 2% Homeless, and 5% Section 504, 15% Gifted and Talented, 34% in dual language programming, and 15% of the campus are recent immigrants.

According most recent TAPR, the teacher demographics are 44.3% Hispanic, and 55.7% White. 6% are male, 94% are female. 8% of the teachers are in their first year, 38% have between 1-5 years experience, 23% have between 6-10 years experience, 14% have between 11-20 years experience, and 11% have over 20 years experience. The average years of experience is 9.2.

5 of 30 classrooms (16%) were not staffed with a properly certified teacher for the entirety of the school year.

Strengths

Koennecke is a vibrant and inclusive school that celebrates a diverse population of students from a wide range of cultural, linguistic, and socioeconomic backgrounds. This diversity enriches the learning environment and fosters mutual respect and understanding among students. The dedicated teaching staff brings years of experience and a deep passion for education, using their expertise to create and delivers engaging learning experiences that meet the needs of all learners. Equally important is the strong partnership between the school and its community, with parents actively involved in school events, classroom activities, and decision-making processes. Together, this dynamic blend of diversity, experience, and collaboration creates a supportive and thriving educational atmosphere

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Dual language students do not consistently perform at the same rate as their peers.	There is difficulty recruiting and retaining qualified dual language teachers, inconsistency in the program model, and difficulties in accessing equitable resources.
2	Students served in special education do not demonstrate adequate growth.	A very high student to teacher ratio.

★ = Priority

Student Learning

Summary

Koennecke is a vibrant and inclusive school that celebrates a diverse population of students from a wide range of cultural, linguistic, and socioeconomic backgrounds. This diversity enriches the learning environment and fosters mutual respect and understanding among students. The dedicated teaching staff brings years of experience and a deep passion for education, using their expertise to create engaging lessons that meet the needs of all learners. Equally important is the strong partnership between the school and its community, with parents actively involved in school events, classroom activities, and decision-making processes. Together, this dynamic blend of diversity, experience, and collaboration creates a supportive and thriving educational atmosphere where 73% of students are meeting grade level standard in content areas.

Strengths

At Koennecke Elementary, strong literacy practices are at the heart of student success, with instructional practices that focus on establishing strong foundational literacy skills, critical thinking, and a love for literature from the earliest grades. Teachers use research-based strategies and differentiated instruction to ensure all students develop strong reading and writing skills. Beyond traditional learning, the school offers innovative programs that take education outside the classroom—like our Learning Beyond the Classroom initiative at the Seguin Outdoor Learning Center, Junior FFA, and cross-curricular field experiences—that connect academic concepts to real-world applications. These hands-on opportunities inspire curiosity, deepen understanding, and empower students to become lifelong learners.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Student sub-populations performing below grade level in all content areas are not making adequate progress	Inconsistency in programming and lack of interventionists and intervention resources.
2 Spanish testers in dual language programming are falling far below peers in monolingual settings and peers in dual language testing in English	There is not adequate support to help new arrivals close gaps.
3 ★ Students demonstrate gaps in grade level math competency	Teacher implementation of new resource focused on delivery of resources, rather than closing the gaps with instruction designed around grade level TEKS
4 Early raw score data, of all subjects and grade levels, indicate only 60% of students fall into likely passed range at approaches or higher.	Implementation of new resources, a lack of qualified and experienced teachers, resource issues in special programs, and high numbers of special populations

★ = Priority

School Processes & Programs

Summary

Koennecke stands out for its team of highly skilled teachers who bring deep expertise in reading instruction, ensuring that every student builds a strong foundation in literacy through evidence-based practices and targeted support. The school offers a rich array of extracurricular programs, including a thriving FFA chapter that fosters leadership, responsibility, and real-world agricultural knowledge. Collaboration is a cornerstone of professional growth at Koennecke, with strong peer leadership within Professional Learning Communities (PLCs) driving instructional improvement and student success. Always forward-thinking, the school continually innovates to meet student needs—recently enhancing its specials rotation to include library, once monthly SEL lessons with the counselor for every student, and a hands-on STEM lab, expanding learning opportunities beyond the traditional classroom and sparking curiosity in new and engaging ways.

Strengths

Having a principal and assistant principal with strong literacy expertise is a powerful asset for the campus, as their instructional leadership ensures a clear, research-based vision for literacy across all grade levels. Their deep understanding of effective reading practices supports consistent, high-quality instruction schoolwide. Complementing this leadership is a bilingual instructional coach who bridges language gaps and provides targeted support for multilingual learners and their teachers, making instruction more inclusive and effective. An experienced dyslexia interventionist adds another critical layer of support, offering specialized strategies to help struggling readers thrive. Additionally, the presence of master teachers across multiple grade levels fosters a culture of excellence and mentorship, ensuring that best practices are shared, collaboration is strong, and all students benefit from expert instruction. Together, this highly skilled team creates a cohesive, responsive, and empowered learning environment.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	There are not enough opportunities for meaningful parent involvement	Parents do not see as much value in academic activities and the campus needs to get buy-in for these types of events
2	Students are not showing as much growth in math as they are in reading	Teachers have focused on implementation of the HQIM and not felt empowered to veer off to meet student need
3	There are not enough opportunities for meaningful learning in the specials rotation.	The student to teacher/para ratio was 1 to 34 for the specials rotation.
4	There is not ample support for intervention	Lack of funding for subs has led the campus to staff teacher absences with para-professional support

★ = Priority

Perceptions

Summary

At Koennecke, a strong, positive culture and climate are reinforced through consistent feedback from multiple sources, including the Gallup poll, campus created surveys and focus groups that provide valuable insights into the school's environment and community values. Parent engagement is notably high, with strong participation in events, responsive feedback through evaluations, and a growing number of families requesting transfers into the school—a testament to its welcoming and inclusive atmosphere. Student input, gathered through surveys and informal conversations, reflects a sense of belonging, respect, and enthusiasm for learning. Staff retention rates remain high, indicating a supportive workplace where educators feel valued and empowered. Clear, frequent communication between the school and its stakeholders further strengthens trust and alignment with the school's core beliefs and values, contributing to a thriving, student-centered culture.

Strengths

At Koennecke, employees consistently share positive feedback about the supportive and empowering culture on campus. Staff members express that they are given meaningful opportunities to showcase their strengths and contribute in impactful ways, which fosters a sense of ownership and pride in their work. They feel genuinely recognized and cared for, both professionally and personally, creating a workplace where morale is high and collaboration thrives. Clear expectations are consistently communicated, allowing teachers and staff to work with confidence and purpose. Moreover, leadership actively encourages professional growth, providing pathways for teachers to develop as instructional leaders and lifelong learners. This intentional investment in people not only strengthens the school community but also directly enhances student outcomes.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Gallup poll results indicate opportunities for improvement in resource influence	Stakeholders express lack of confidence in some programming and resources

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student sub-populations performing below grade level in all content areas are not making adequate progress

Inconsistency in programming and lack of interventionists and intervention resources.

2
★

Students demonstrate gaps in grade level math competency

Teacher implementation of new resource focused on delivery of resources, rather than closing the gaps with instruction designed around grade level TEKS

★ = Priority



Goals

Goal 1

(HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 40% to 55% by August 2027.

Performance Objective 1

Koennecke will increase the percentage of students who score meets grade level or above on STAAR Reading from 37% to 55% by August 2026.

Evaluation Data Source: 2026 STAAR

Strategy 1

Increase foundational skills in reading through research based practices, including explicit instruction and use of engaging, high quality technology resources for use in blending learning model.

Strategy's Expected Result/Impact: Increased score on formative assessments and progress monitoring

Staff Responsible for Monitoring: principal

Formative Reviews

October

January

March

May

Strategy 2

Implement use of Summit K-12 and TELPAS lab to increase reading, speaking, listening, and writing outcomes for emergent bilingual students

Strategy's Expected Result/Impact: TELPAS, STAAR, and formative assessment data

Staff Responsible for Monitoring: assistant principal

Formative Reviews

October

January

March

May

Performance Objective 2

Increase percentage of K-2 students reading in levels 3-5 on the ISIP reading assessment from 47% to

Evaluation Data Source: Istation progress monitoring

Strategy 1

Koennecke will provide professional learning for SpEd and bilingual interventionists to implement Istation intervention resources as part of SpEd intervention to improve reading outcomes for students served through SpEd

Strategy's Expected Result/Impact: Increased progress monitoring scores on ISIP progress monitoring for students in SpEd and EBs

Staff Responsible for Monitoring: Instructional Coach

Formative Reviews

OctoberJanuaryMarchMay

Strategy 2

Provide training on how to identify and address needs of students at-risk for dyslexia through foundational literacy instruction

Strategy's Expected Result/Impact: appropriate percentage of students identified with dyslexia

Staff Responsible for Monitoring: Assistant principal

Formative Reviews

OctoberJanuaryMarchMay

Performance Objective 3

Increase percentage of k-2 students reading in levels 3-5 on the ISIP Espanol progress monitoring tool

Evaluation Data Source: ISIP Espanol

Strategy 1

Koennecke will provide professional learning for SpEd and bilingual interventionists to implement Istation Espanol intervention resources as part of SpEd intervention to improve reading outcomes for DL students served through SpEd

Strategy's Expected Result/Impact: Increased scores on ISIP Espanol

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

October

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March

May

Strategy 2

Provide training on how to identify and address needs of emergent bilingual students at-risk for dyslexia through foundational literacy instruction

Strategy's Expected Result/Impact: appropriate percentage of emergent bilingual students identified with dyslexia

Staff Responsible for Monitoring: instructional coach

Formative Reviews

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May

Performance Objective 4

Increase percentage of students score a 4 or better on the STAAR ECR

Evaluation Data Source: STAAR

Performance Objective 5

Koennecke will increase the number of students who score 4 or better on the STAAR ECR by 25%

Evaluation Data Source: STAAR and formative assessment

Strategy 1

As part of the PLC process, teachers will work to implement strategies from the Gretchen Barnaby writing resource in daily journaling exercises.

Strategy's Expected Result/Impact: Increased scores on formative and summative writing assessments

Staff Responsible for Monitoring: instructional coach

Formative Reviews

October

January

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May

Goal 2

Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 37% to 52% by August 2027.

Performance Objective 1

Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 23% to 48% by August 2026.

Evaluation Data Source: STAAR

Strategy 1

The campus instructional coach's primary focus will be math planning, co-teaching, PLC, and small group instruction to build capacity in math teachers

Strategy's Expected Result/Impact: Improved tier one instruction will lead to increased scores on formative and summative assessments

Formative Reviews

October

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Performance Objective 2

Increase percentage of 5th grade students scoring meets or better on STAAR

Evaluation Data Source: STAAR

Strategy 1

Implement math coaching cycle and teacher lesson internalization protocol in PLC

Strategy's Expected Result/Impact: Improved teacher capacity and improved student outcomes

Staff Responsible for Monitoring: observations, formative and summative assessment data

Formative Reviews

October

January

March

May

Performance Objective 3

Increase percentage of certified bilingual teachers

Evaluation Data Source: teacher certifications

Strategy 1

Increase the percentage by seeking targeted support from the multilingual department and through coaching sessions with the instructional coach

Strategy's Expected Result/Impact: instructional coach

Formative Reviews

October	January	March	May
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Goal 3 Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 50% to 80% by August 2027.

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Performance Objective 1

Increase the percentage of students scoring approaches of better on all tests from 65% to 80% by 2026.

Evaluation Data Source: STAAR

Strategy 1

Koennecke will leverage instructional leadership on the campus to provide targeted support for separate math/science and literacy/social studies PLCs.

Strategy's Expected Result/Impact: Increased teacher capacity that will lead to improved scores on formative and summative assessments.

Staff Responsible for Monitoring: Principal and assistant principal

Formative Reviews

October

January

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May

Goal 4 Seguin ISD will improve student, parent, community and staff satisfaction as determined by district survey.

Performance Objective 1

Koennecke elementary will improve staff satisfaction related to resource access as determined by district survey.

Evaluation Data Source: Gallup Poll

Performance Objective 2

Koennecke will improve parent and student perceptions as determined by district surveys

Evaluation Data Source: survey

Strategy 1

Koennecke will continue partnership with TLU athletics and Seguin High School athletics to provide support for special events and motivation for students to stay in school

Strategy's Expected Result/Impact: improved survey results, decreased discipline incidents at events, decreased dropout rates

Staff Responsible for Monitoring: counselor

Formative Reviews

October

January

March

May

Strategy 2

Koennecke will implement CCMR activities such as FFA, Career Day, and Texas Day

Strategy's Expected Result/Impact: Increased over all scores on formative and summative assessments and positive feedback from stakeholders in surveys

Staff Responsible for Monitoring: Counselor

Formative Reviews

October

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May

Strategy 3

Koennecke will continue to implement Koennecke Champions behavior and attendance incentives and recruit parent volunteers to improve attendance, and discipline data

Strategy's Expected Result/Impact: improved discipline and attendance data

Staff Responsible for Monitoring: Assistant principal

Formative Reviews

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January

March

May

Strategy 4

Counselor will support preschool to kinder and 5th to 6th grade level transitions.

Strategy's Expected Result/Impact: Increased support in student transitioning from preschool to elementary and elementary to secondary.

Staff Responsible for Monitoring: Counselor

Formative Reviews

October

January

March

May

Strategy 5

Koennecke leadership team will develop a calendar of campus involvement events based on student needs.

Strategy's Expected Result/Impact: Improved data in district and campus surveys

Staff Responsible for Monitoring: Leadership team

Formative Reviews

October

January

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May

Performance Objective 3

Increase the percentage of students scoring meets or above science assessments

Evaluation Data Source: STAAR, benchmarks and CBAs

Strategy 1

Continue Learning Outside the Classroom initiative at the OLC in students in grades 3-5

Strategy's Expected Result/Impact: Improved science scores on formative and summative assessments

Staff Responsible for Monitoring: Principal

Formative Reviews

October

January

March

May

Strategy 2

Implement GT lesson as part of OLC rotation

Strategy's Expected Result/Impact: increased number of students scoring masters on science assessments

Staff Responsible for Monitoring: instructional coach

Formative Reviews

October

January

March

May

Performance Objective 4

Koennecke will improve staff, student, and parent/community satisfaction related to SEL needs including violence prevention and crisis response.

Strategy 1

Social worker will meet with SEL groups on a weekly basis to provide academic, social, and emotion support in a group setting, and report to the assistant principal in weekly meetings to discuss student groups, attendance concerns, etc.

Strategy's Expected Result/Impact: Improved student SEL as evidenced by decrease incident referrals, decrease risk assessments, positive survey reports.

Staff Responsible for Monitoring: AP and Social Worker

Formative Reviews

October

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March

May

Goal 5

Based on the school performance framework (QSA) campus tiering, 80% or more of SISD students will be enrolled in a campus that is Tier 1 or Tier 2 by August 2027.

Performance Objective 1

Based on the school performance framework (QSA) campus tiering, Koennecke will be a Tier 1 campus by August 2026.

Evaluation Data Source: STAAR

Strategy 1

Koennecke will provide after school tutoring for students in need of accelerated instruction and to close gaps for identified sub-populations of students

Strategy's Expected Result/Impact: Increased scores on formative and summative assessments

Staff Responsible for Monitoring: principal

Formative Reviews

October

January

March

May

Strategy 2

Koennecke admin team will develop a professional learning YAG to meet long term and short term professional learning needs.

Strategy's Expected Result/Impact: Improved teacher retention, student performance, and teacher capacity.

Staff Responsible for Monitoring: Principal, AP, Instructional Coach

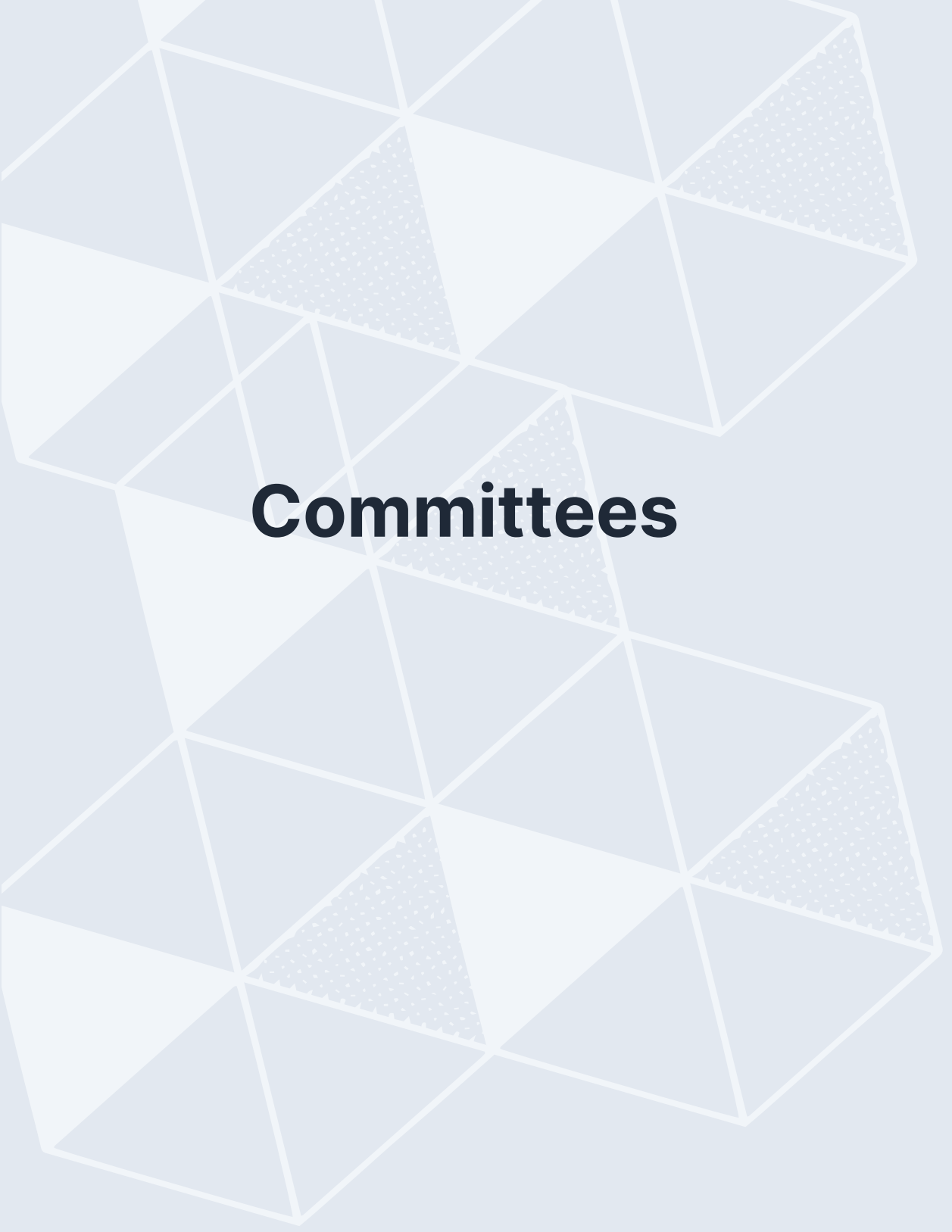
Formative Reviews

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March

May



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
August 25, 2025 @ 3:30 PM	library	--	--

Members

First Name	Last Name	Position	Committee Role
Christy	Holt	librarian	secretary
Joe	Cardenas	business owner	member
Chad	Ellis	parent	parent
Stephanie	Weaver	Teacher	team lead
Stacey	Neumann	Teacher	team lead
Nevada	Hill	Teacher	team lead
Stephanie	DuBose	Teacher	team lead
Tatum	Braune	Teacher	team lead
Stephanie	Kautzsch	Teacher	team lead
Amanda	Santos	Assistant Principal	admin
Lesli	Mahaffey	Principal	admin