

# Seguin Independent School District

## Koennecke Elementary School

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in Mathematics  
Top 25 Percent: Comparative Academic Growth  
Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



# Mission Statement

To provide every child an excellent education in a supportive environment so they achieve their highest potential and become leaders and contributors in the global community through rigorous and relevant learning in partnership with committed staff, parents and community.

## Vision

Our vision is a culture of excellence within our schools and community.

## Value Statement

We Believe Seguin ISD is at its best when:

- 1) All Students are Successful
- 2) All Students are prepared for life after graduation.
- 3) All Schools provide a caring and safe environment
- 4) All staff feel valued
- 5) The entire community takes pride in our accomplishments.

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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 530 students. Koennecke is one of 4 bilingual campuses serving approximately 90 English Language Learners and a mobility rate of approximately 16%.

The ethnic breakdown has remained steady for the past 3 years with approximately 3% African American, 65% Hispanic, 32% White and 3% Two or More Races.

Koennecke has 59% Economically Disadvantaged students, 17% English Language Learners, 43% At Risk, and 7% Special Ed, .25% Migrant, .25% Homeless, 4% 504.

The teacher demographics for Koennecke are 36.4% Hispanic, 63.6% White, 7% Male and 93% Female. 5% are first year teachers with 42% having 1-5 years teaching experience. 15% have 6-10 years of experience, 18% have 11-20 yrs and 18% have over 20 yrs of experience.

### Demographics Strengths

The demographics of Koennecke and Seguin ISD has remained relatively consistent.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance rate is below the target goal of 98%. **Root Cause:** Lack of education on the negative effects of missing school

## Student Academic Achievement

### Student Academic Achievement Summary

From 2013-2017, the state accountability system measured four indexes- Student Achievement, Student Progress, Closing Performance Gaps, and Post Secondary Readiness. Accountability ratings 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.

Due to the changes in the law, in 2018 the state accountability system is moving 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 as 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 differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators in this 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.

### Student Academic Achievement Strengths

3-5 grade Math has seen Master Level performance above 29%.

- 3rd Grade Math- 82% approaches and above with 34% Master Level Performance
- 4th Grade Math- 84% approaches and above with 29% Master Level Performance
- 5th Grade Math- 90% approaches and above with 43% Master Level Performance

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** 4th grade Reading overall performance 73% approaches or above with 18% Master Performance **Root Cause:** Lack of consistent instructional delivery

**Problem Statement 2:** 4th grade Writing overall performance 62% approaches or above with 11% Master Performance **Root Cause:** Lack of consistent

instructional delivery

**Problem Statement 3:** 23% of SPED students met masters performance in math and 19% in Reading. **Root Cause:** Lack of consistent differentiated instructional delivery

**Problem Statement 4:** Increase overall student achievement from 80% to 90% approaches, 52% to 60% meets and 26% to 30% masters **Root Cause:** Lack of consistent rigorous research based instruction with embedded writing components

## School Processes & Programs

### School Processes & Programs Summary

The committee has determined that instructional decisions made are based on data derived 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.

### School Processes & Programs Strengths

- Campuswide Intervention block built into the master schedule
- Campus wide RTI system, with monitor and review scheduled and executed monthly.
- Multiple extracurricular activities to built and support the whole child: Music club, Gardening club, Art Club, Active Kids Club, Robotics
- Campus wide PLC implementation with teacher leaders driving school improvement through the use of student data.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Student achievement is low in the area of writing across all grade levels. **Root Cause:** Inconsistent delivery of district writing program

**Problem Statement 2:** Subpopulations (SPED and EL students) have lower achievement results than the general population. **Root Cause:** Ineffective Early Exit Bilingual Program and limited professional development for general education teacher dealing with special needs students

## Perceptions

### Perceptions Summary

Staff Climate Surveys show that the campus majority reports that the school community is supportive of both academic and behavioral needs of students. The staff majority feels that the campus administration is responsive and supportive of teacher needs and concerns.

### 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.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Lack of parental volunteering and involvement **Root Cause:** Absence of proactive parent volunteer recruitment

**Problem Statement 2:** Lack of community involvement in school and classroom events. **Root Cause:** Absence of proactive business partnership recruitment with existing student extracurricular programs.

**Problem Statement 3:** Employee burnout is a concern **Root Cause:** Employees are overwhelmed with all the responsibilities and expectations of their position



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

# Goals

Revised/Approved: October 30, 2018

## Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 1: TEACHING AND LEARNING:** By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Koennecke Elementary will show an increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels from 80%/52%/26% to 90%/60%/30% in 2019.

**Evaluation Data Source(s) 1:** State Accountability Summary

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Utilize the revised Seguin ISD Purposeful Planning Protocol, which includes TEKS Resource System, the Region 13 TEKS Resource Curriculum Maps, and revised district instructional frameworks by content.</p>	Principal, Asst Principal, Instructional Coach	All lesson plans will be aligned to the state curriculum with appropriate levels of rigor.				
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1, 2						
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Develop essential practices for professional learning communities (PLCs) focusing on purposeful planning, instructional practices, and data analysis.</p>	Principal, Asst Principal, Instructional Coach	Increased student achievement on all performance assessments.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1, 2						
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Implement district writing framework, using Empowering Writers (3-5) and Lucy Caulkins (K-2).</p>	Instructional Coach, Principal/Asst. Principal	Improved academic performance on state and local assessments				
Problem Statements: Student Academic Achievement 2, 4 - School Processes & Programs 1, 2						

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) All K-5 ELA classes will divide their time allotments into 3 blocks: Word study, Reading Workshop and Writing Workshop</p>	<p>Principal/Asst Principal/Instructional Coach</p>	<p>Improved academic performance on K-5 performance assessments.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes &amp; Programs 1, 2</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Every grade level will have a 45 minute intervention block that service students receiving Tier 2 and 3 academic support.</p>	<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes &amp; Programs 1, 2</p>					
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) Classes K-5 will implement a guided reading and/or guided math block as part of Tier 1 instruction.</p>	<p>Instructional Coach, Principal/Asst Principal</p>	<p>Problem Statements: Student Academic Achievement 1, 3, 4 - School Processes &amp; Programs 2</p>				
<p><b>Critical Success Factors</b> CSF 7</p> <p>7) Provide K-5 teachers targeted ELA support through professional development and learning.</p>	<p>Principal/Asst Principal and Instructional Coach</p>	<p>Improved student performance on ELA state and local assessments.</p>				
<p>Problem Statements: School Processes &amp; Programs 1</p>						
<p>Funding Sources: 211 Title I A - 6538.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>8) Provide K-5 teachers supplemental materials to improve engagement and rigor of core lessons.</p>	<p>Instructional Coach/ Principal</p>	<p>Improved student performance on state and local assessments.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes &amp; Programs 1, 2</p>						
<p>Funding Sources: 211 Title I A - 5075.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>9) All K-5 science teachers will design 5E lesson plans using the district resource, StemScopes.</p>	<p>Principal/Asst Principal/Instructional Coach</p>	<p>Improved student performance on state and local assessments.</p>				
<p>Problem Statements: Student Academic Achievement 4 - School Processes &amp; Programs 2</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>10) All K-5 math classes will incorporate a number sense routine, whole group instruction and guided math.</p>	<p>Principal/Asst Principal/Instructional Coach</p>	<p>Improved student performance on K-5 performance assessments.</p>				
<p>Problem Statements: Student Academic Achievement 3, 4 - School Processes &amp; Programs 2</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>11) Utilize title federal funds to provide specialized support through the use of an Instructional Coach and Reading Interventionist.</p>	<p>Principal</p>	<p>Improved student performance</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes &amp; Programs 1, 2</p>						
<p>Funding Sources: 211 Title I A - 86000.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>12) Provide dual language professional development for first year dual language teachers and administration.</p>	<p>Administration</p>	<p>Increased student performance on K-5 performance assessments of EI students.</p>				
<p>Problem Statements: School Processes &amp; Programs 2</p>						
<p>Funding Sources: 211 Title I A - 6000.00</p>						

<b>Critical Success Factors</b> CSF 1 CSF 7 13) Provide specialized PD for Gr. 5 Science teacher.	Administration	Increased master's level performance from 12% to 30%.				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 211 Title I A - 150.00					

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 4th grade Reading overall performance 73% approaches or above with 18% Master Performance <b>Root Cause 1:</b> Lack of consistent instructional delivery
<b>Problem Statement 2:</b> 4th grade Writing overall performance 62% approaches or above with 11% Master Performance <b>Root Cause 2:</b> Lack of consistent instructional delivery
<b>Problem Statement 3:</b> 23% of SPED students met masters performance in math and 19% in Reading. <b>Root Cause 3:</b> Lack of consistent differentiated instructional delivery
<b>Problem Statement 4:</b> Increase overall student achievement from 80% to 90% approaches, 52% to 60% meets and 26% to 30% masters <b>Root Cause 4:</b> Lack of consistent rigorous research based instruction with embedded writing components
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Student achievement is low in the area of writing across all grade levels. <b>Root Cause 1:</b> Inconsistent delivery of district writing program
<b>Problem Statement 2:</b> Subpopulations (SPED and EL students) have lower achievement results than the general population. <b>Root Cause 2:</b> Ineffective Early Exit Bilingual Program and limited professional development for general education teacher dealing with special needs students

**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 2: POST-SECONDARY READINESS:** At the elementary level, Koennecke Elementary will increase the targets met from 87% to 90% in the Academic Achievement component of the Closing the Gap domain.

**Evaluation Data Source(s) 2:** State Accountability Summary

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 1) Provide engaging rigorous studies in Science K-5.	Principal, Asst Principal, Instructional Coach	Increased Level III performance on state and local assessments.  Problem Statements: Student Academic Achievement 4 - School Processes & Programs 2				

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 4:</b> Increase overall student achievement from 80% to 90% approaches, 52% to 60% meets and 26% to 30% masters <b>Root Cause 4:</b> Lack of consistent rigorous research based instruction with embedded writing components
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Subpopulations (SPED and EL students) have lower achievement results than the general population. <b>Root Cause 2:</b> Ineffective Early Exit Bilingual Program and limited professional development for general education teacher dealing with special needs students

**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 3:** WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Koennecke Elementary will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Koennecke Elementary will increase attendance from 96% to 98% and eliminate out of school suspensions.

**Evaluation Data Source(s) 3:** Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4  1) Participate in district attendance meetings to target truancy and academic progress of students.	Asst Principal	Increased overall student performance				
Problem Statements: Demographics 1						
<b>Critical Success Factors</b> CSF 4  2) Support the Missing Matadors Matter campaign by implementing monthly attendance campaigns that encourage students to have less than 2 absences during a grading period.	Asst Principal	Increased overall student performance and attendance rate.				
Problem Statements: Demographics 1						

**Performance Objective 3 Problem Statements:**


Demographics
<b>Problem Statement 1:</b> Attendance rate is below the target goal of 98%. <b>Root Cause 1:</b> Lack of education on the negative effects of missing school

**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 4: RESPONSE TO INTERVENTION (RtI):** Koennecke Elementary will reduce the percentage of students who meet at risk criteria in reading (using Tier 3 Istation) by 6 percentage points from 26% to 20% and Math (using <25th %ile in TEMI) by 5 percentage points from 22% to 17%.

**Evaluation Data Source(s) 4:** Istation, TEMI for K-2 students

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Establish monthly student monitoring meetings to discuss student performance and need.</p>	Principal/Asst Principal	Decreased percentage of students that meet at risk criteria.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1, 2						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Implement revised RTI documentation established by the District RTI committee.</p>	Principal/Asst Principal	Consistent accurate documentation of Tier 2 & 3 student performance.				
Problem Statements: Student Academic Achievement 4 - School Processes & Programs 1, 2						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Implement monthly data meetings during grade level PLCs that will focus on TEKS mastery and reteaching plans of action.</p>	Principal/Asst Principal	Increased student performance on state and local assessments.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1, 2						
						

**Performance Objective 4 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 4th grade Reading overall performance 73% approaches or above with 18% Master Performance <b>Root Cause 1:</b> Lack of consistent instructional delivery
<b>Problem Statement 2:</b> 4th grade Writing overall performance 62% approaches or above with 11% Master Performance <b>Root Cause 2:</b> Lack of consistent instructional delivery
<b>Problem Statement 3:</b> 23% of SPED students met masters performance in math and 19% in Reading. <b>Root Cause 3:</b> Lack of consistent differentiated instructional delivery
<b>Problem Statement 4:</b> Increase overall student achievement from 80% to 90% approaches, 52% to 60% meets and 26% to 30% masters <b>Root Cause 4:</b> Lack of consistent rigorous research based instruction with embedded writing components

**School Processes & Programs**

**Problem Statement 1:** Student achievement is low in the area of writing across all grade levels. **Root Cause 1:** Inconsistent delivery of district writing program

**Problem Statement 2:** Subpopulations (SPED and EL students) have lower achievement results than the general population. **Root Cause 2:** Ineffective Early Exit Bilingual Program and limited professional development for general education teacher dealing with special needs students



**Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).**

**Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT:** Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5  1) Hold a parent volunteer night where parents can find out more information on the various clubs and extracurricular activities that are offered at Koennecke Elementary.	Asst Principal	Promote increased parental involvement in school sponsored activities.				
Problem Statements: Perceptions 1, 2						
<b>Critical Success Factors</b> CSF 5  2) Attend Building Capacity and Strengthening Partnerships for Family Engagement Conference.	Principal/Asst Principal	Increased parent/community involvement.				
Problem Statements: Perceptions 1, 2						

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Lack of parental volunteering and involvement <b>Root Cause 1:</b> Absence of proactive parent volunteer recruitment
<b>Problem Statement 2:</b> Lack of community involvement in school and classroom events. <b>Root Cause 2:</b> Absence of proactive business partnership recruitment with existing student extracurricular programs.

**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

**Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS:** Koennecke Elementary will improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 1) Each grade level will send a weekly bilingual newsletter informing parents of the week's events and activities.	Principal/Asst Principal	Increased public relations and communication				
Problem Statements: Perceptions 1						
<b>Critical Success Factors</b> CSF 5 2) Monthly bilingual school newsletter will be sent out informing families of the months events and activities.	Principal/Asst Principal	increased public relations and communications.				
Problem Statements: Perceptions 1						
<b>Critical Success Factors</b> CSF 5 3) Koennecke will utilize Facebook, Twitter and Remind 101 to inform families and the community of important events and activities.	Principal/Asst Principal, Library Media Specialist	Increased public relations and communications				
Problem Statements: Perceptions 1, 2						

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Lack of parental volunteering and involvement <b>Root Cause 1:</b> Absence of proactive parent volunteer recruitment
<b>Problem Statement 2:</b> Lack of community involvement in school and classroom events. <b>Root Cause 2:</b> Absence of proactive business partnership recruitment with existing student extracurricular programs.

**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

**Performance Objective 3: PARTNERSHIPS:** Koennecke Elementary will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Partner with area businesses to help sponsor schoolwide extracurricular activities such as: Art Club, Craft Club and the Garden Club.</p>	Principal and Asst Principal	Promote increased community partnership.				
<p>Problem Statements: Perceptions 2</p>						

**Performance Objective 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> Lack of community involvement in school and classroom events. <b>Root Cause 2:</b> Absence of proactive business partnership recruitment with existing student extracurricular programs.</p>

**Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).**

**Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS:** Koennecke Elementary will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6  1) Campus Leadership Team will name and recognize a teacher of the week each week.	Principal/Asst Principal	Increased teacher performance in meeting the diverse needs of their students.				
Problem Statements: Perceptions 3						
<b>Critical Success Factors</b> CSF 6  2) Campus Leadership Team will name and recognize a grade level of the month.	Principal/Asst Principal	Increased teacher performance in meeting the diverse needs of their students.				
Problem Statements: Perceptions 3						
<b>Critical Success Factors</b> CSF 1  3) One teacher from each grade level will meet as a member of the Instructional Leadership PLC every other week to discuss campus needs and plans of action.	Principal/Asst Principal	Increased teacher performance in meeting the diverse needs of their students through improved state and local benchmarks and assessments.				
Problem Statements: Perceptions 3						

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 3:</b> Employee burnout is a concern <b>Root Cause 3:</b> Employees are overwhelmed with all the responsibilities and expectations of their position

## 2018-2019 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Cynthia Moreno	Principal