

Seguin Independent School District
Koennecke Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

Excellence Through Equity

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

Revised/Approved: September 13, 2023

Demographics

Demographics Summary

Koennecke is one of the largest elementary schools in Seguin with an average enrollment of approximately 550 students. It is one of three dual language elementary campuses.

In 2022-23 PEIMS data reflect that the campus has approximately 73% economically disadvantaged students, 24% Emergent Bilingual students, 71% at risk, 17% Special Ed, 1.5% Homeless, and 3% Section 504, 2.5% Dyslexic, 9% Gifted and Talented, 1.8% ESL, 31% in dual language programming.

According most recent TAPR, the teacher demographics are 47.3% Hispanic, and 52.7% White. 6% are male, 94% are female. 11% of the teachers are in their first year, 36% have between 1-5 years experience, 28% 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 8.6.

Demographics Strengths

Koennecke serves a diverse population of students and the campus community is enriched with the dual language program. The campus is growing in population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rates, while improving, are not meeting targets set in balanced scorecard **Root Cause:** There are a consistent group of students in the excessive absence report

Student Learning

Student Learning Summary

Koennecke received a B rating for the 2022-2023 school year and consistently performs on par with the district on benchmark and local assessments. The campus often performs above district and state on Istation reading assessment measures.

Student Learning Strengths

The campus has strong literacy practices in place with a focus on writing and foundational literacy practices. The campus has seen strong scores in state and local assessments, including Istation ISIP assessment data that indicates the campus performs above district and state norms.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students projected to master grade level are not performing at masters level **Root Cause:** Historically, the instructional focus has prioritized the approaches level rather than the meets and masters level.

Problem Statement 2: Students performing below grade level in all content areas are not making adequate progress **Root Cause:** Inconsistency in programming and lack of differentiation

Problem Statement 3: Students demonstrate gaps in grade level math competency **Root Cause:** Teacher implementation of new resource focused on delivery of resources, rather than closing the gaps

Problem Statement 4: Early raw score data, of all subjects and grade levels, indicate only 55% of students fall into likely passed range **Root Cause:** Implementation of new resources and high numbers of special populations

School Processes & Programs

School Processes & Programs Summary

The campus has an ongoing focus on professional development in foundational literacy. The academic dean is trained in the science of reading and the majority of K-3 teachers have completed the Texas Reading Academy training. Writing instruction has been improved with cross curricular opportunities using responses to Postive Action lessons and students have used these opportunities to improve technoofo skills.

School Processes & Programs Strengths

A strength for the campus is the level of literacy expertise the assistant principal and principal contribute and discipline and attendance focus the assistant assistance principal supports through Koennecke Champions PBIS initiative.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are not enough opportunities for meaningful parent involvement **Root Cause:** Campus administration turnover and prioritization of instruction over parent involvement

Perceptions

Perceptions Summary

The campus has an OHI score of 495, indicating an average campus culture.

Perceptions Strengths

Collegial leadership and instructional integrity are particular areas of strength.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Organizational Health Inventory scores indicate opportunities for improvement **Root Cause:** Lack of consistent administrative team has impacted campus culture

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Goal #1

Seguin ISD Goal #1 (HB3): 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 56% to 61% by August 2025.









Campus Goal #1: Increase the percentage of 3rd-5th grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 50% to 55% by August 2025.

Performance Objective 1: Performance Objective #1: By the end of 2023-2024 school year, the percentage of students achieving Meets grade level or above on the STAAR reading in grades 3-5 will improve from xx% to xx%

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: continue based on results

Strategy 1 Details	Reviews			
Strategy 1: Strategy #1: Reinforce instructional strategies to support writing across the curriculum	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase teacher capacity to design and implement differentiated enrichment lessons	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase teacher capacity to provide foundational literacy instruction through the use of decodable readers and on-campus training in use of resource</p> <p>Strategy's Expected Result/Impact: Improved Istation scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Goal #1













Seguin ISD Goal #1 (HB3): 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 56% to 61% by August 2025.

Campus Goal #1: Increase the percentage of 3rd-5th grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 50% to 55% by August 2025.


Performance Objective 2: Performance Objective #1: By the end of 2023-2024 school year, the percentage of students achieving Meets grade level or above on the STAAR reading in grades 3-5 will improve from xx% to xx%

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Make determinations when scores are in

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase foundational skills in reading through research based practices and explicit instruction</p> <p>Strategy's Expected Result/Impact: Increased scores on formative and summative reading assessments and progress monitoring</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement focused intervention lessons in k-1 to address gaps in graphophonemic awareness</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement use of Countdown to Writing STAAR in tier one and intervention instruction</p> <p>Strategy's Expected Result/Impact: Increased writing skilled evidenced in formative and summative assessments</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Goal #2

Seguin ISD Goal #2 (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 42% to 50% by August 2025.

Campus Goal #2: Campus will Increase the percentage of 3rd-5th grade students who score meets grade level or above on STAAR Mathematics from 40% to 45% by August 2025.

Performance Objective 1: 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 xx% to xx%.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: waiting on STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement TEKS-aligned math instruction and intervention through vertical alignment Strategy's Expected Result/Impact: Improved scores on formative and summative assessments Staff Responsible for Monitoring: principal TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Lower student to teacher ratio in math intervention by hiring a math tutor to support intervention</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 2: Goal #2









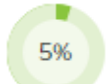



Seguin ISD Goal #2 (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 42% to 50% by August 2025.


Campus Goal #2: Campus will Increase the percentage of 3rd-5th grade students who score meets grade level or above on STAAR Mathematics from 40% to 45% by August 2025.


Performance Objective 2: Address gaps in foundational mathematics understanding


Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: continue implementation of formative review

Strategy 1 Details	Reviews			
Strategy 1: Address gaps in foundational mathematics understanding	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement tier one math intervention resource to spiral previously taught TEKS through use of STAAR-master math, Think It Up Curriculum,, and Nearpod lessons.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement Formative Loop math intervention Strategy's Expected Result/Impact: Improved scores on formative and summative math measures Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





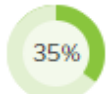










Goal 3: Seguin ISD Goal #3 (HB3): Increase the percentage of graduates who meet the College, Career, and Military Readiness (CCMR) requirements from 43% to 73% by August 2025.

Campus Goal #3: Koennecke ES will support awareness of the College, Career, and Military Readiness (CCMR) requirements.

Performance Objective 1: 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.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: No STAAR data yet

Strategy 1 Details	Reviews			
Strategy 1: Create incentives to increase attendance	Formative			Summative
	Nov	Jan	Mar	June
	 45%	 75%	 85%	
Strategy 2 Details	Reviews			
Strategy 2: Improve testing environment with appropriate testing tools	Formative			Summative
	Nov	Jan	Mar	June
	 35%	 40%	 100%	
Strategy 3 Details	Reviews			
Strategy 3: Extended literacy learning time with Koennecke Gold Plate Champions Strategy's Expected Result/Impact: Improved reading scores Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	N/A	 60%	 90%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Performance Objective 1: During the 2023-2024 school year more than 40 students participating in Junior FFA will have at least 50% attendance at events offered

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue program

Strategy 1 Details	Reviews			
Strategy 1: Promote participation in JR FFA by offering engaging opportunities made possible by parent involvement, community partnerships, and partnership with Seguin FFA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: During the 2023-2024 school year more than 20 students participating in Junior FFA will participate in public speaking and will have at least 50% attendance at practice meetings	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement Martes con Matadors team meetings- monthly DL family events hosted by different grade levels with topics bridging SEL and academic need to create true partnerships with parents	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				













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

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

Performance Objective 2: By May 2024, the Panorama Student Survey SEL score (Emotion regulation, Grit, Social Awareness) in grades 3-5 will improve to 8% or above the national norm.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: no data yet

Strategy 1 Details	Reviews			
Strategy 1: Deliver daily positive action lessons with fidelity	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Counselor will implement once-monthly guidance lessons K-5, targeted small groups for 3-5 and daily character development lessons	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				










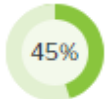


Goal 5: Seguin ISD Goal #5: Seguin ISD will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).













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

Performance Objective 1: By Spring of 2024, teacher turnover will decrease by 10% at Koennecke

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: only interview DL candidates with all certification

Strategy 1 Details	Reviews			
Strategy 1: Implement team building strategies into monthly PLCs using restorative circle practices	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement monthly initiatives coordinated by the CHEER committee to increase teacher satisfaction.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase teacher and teacher leader satisfaction and retention rates by investing in professional learning opportunities such as La Cosecha and TABE dual language conferences Strategy's Expected Result/Impact: Improved teacher satisfaction on surveys and improved teacher retention Staff Responsible for Monitoring: Principal and assistant principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase teacher satisfaction by investing in professional learning opportunities such as Lead4Ward Rockin' Review, UFLI professional development, vertical alignment opportunities and campus visits</p> <p>Strategy's Expected Result/Impact: improved teacher satisfaction on survey results and positive results on teacher attrition rates</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase teacher perception of campus culture and focus on retention with a strong-finish, culture building book study</p> <p>Strategy's Expected Result/Impact: Improved retention rates and feedback on informal google surveys</p> <p>Staff Responsible for Monitoring: principal and assistant principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 5: Seguin ISD Goal #5: Seguin ISD will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

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

Performance Objective 2: By Spring of 2024 campus surveys will show Koennecke teachers very frequently believe their students have the ability to achieve academically

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Improve ACE relationship and get more teacher involved

Strategy 1 Details	Reviews			
Strategy 1: Improve attendance in ACE and after school tutoring and help students track growth to see connection between participation and grades	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Improve academic focus on opportunities beyond the instructional day (tutoring, ACE, Saturday School, Intersession)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Improve academic focus on opportunities beyond traditional academic instructional minutes by implementing literacy-focused games in PE Strategy's Expected Result/Impact: Improved results on literacy progress monitoring Staff Responsible for Monitoring: principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				









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

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

Performance Objective 1: By Spring 2024, 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.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Do not have survey data yet

Strategy 1 Details	Reviews			
Strategy 1: Parent Leaders Workshop, Dual Language parent night, parent night/academic night/choir performances, multicultural events	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Performance Objective 2: By 2024, Koennecke will work to improve the district's image as measured by Net Promoter score the Vision Week survey data.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Do not have data

Strategy 1 Details	Reviews			
Strategy 1: Academic afternoons/Martes con los Matadores	Formative			Summative
	Nov	Jan	Mar	June
			N/A	
Strategy 2 Details	Reviews			
Strategy 2: Parenting Partners	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 7: Seguin ISD Goal #7 (SGS Goal): 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

Campus Goal #7 (SGS Goal): Campus will be rated A or B by August 2025.

Performance Objective 1: By the end of the 2023-2024 school year, all teachers will implement Koennecke Champions PBIS system to improve attendance and decrease office referrals 10%.

Evaluation Data Sources: attendance and referral data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue the incentive systems in place

Strategy 1 Details	Reviews			
Strategy 1: Implement PBIS system with focus on improving attendance and academics	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement Parenting Partners Strategy's Expected Result/Impact: Survey results indicate improved parent satisfaction Staff Responsible for Monitoring: Assistant Principal and Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				








Goal 7: Seguin ISD Goal #7 (SGS Goal): 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

Campus Goal #7 (SGS Goal): Campus will be rated A or B by August 2025.

Performance Objective 2: By the end of the 2023-2024 school year, Koennecke will implement Koennecke Gold Plate Champions to extend learning time, to improve formative and summative assessment scores.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue the program and partner with TLU, if possible, to extend learning time even further

Strategy 1 Details	Reviews			
Strategy 1: Implement Koennecke Gold Plate Champions at lunch and dismissal to extend learning time Strategy's Expected Result/Impact: Improved data on formative assessments and increased engagement in learning time Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Amanda Santos	Assistant Principal
Administrator	Lesli Mahaffey	Principal
Non-classroom Professional	Christy Holt	librarian
Business Representative	Joe Cardenas	business owner
Classroom Teacher	Tatum Braune	teacher
Community Representative	Caryn Pond	community representative
Counselor	Ross Terry	counselor
Classroom Teacher	Stacey Neumann	teacher
Classroom Teacher	Stephanie Weaver	teacher
Classroom Teacher	Nevada Hill	teacher
Classroom Teacher	Amanda Brown	teacher
Classroom Teacher	Stephanie Kautzsch	teacher
Parent	Amanda Pond	parent

Addendums



KOENNECKE ELEMENTARY

State Compensatory Education Program Addendum

A Title I, Part A Schoolwide Campus
Serving Grades KG-05

Fiscal, School Year 2023-2024

Special section of the campus improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk and educationally disadvantaged students

STATE COMPENSATORY EDUCATION PROGRAM OF KOENNECKE ELEMENTARY

To comply with [Texas Education Code \(TEC\) Sec. 11.252](#), Koennecke Elementary annually reviews and revises campus improvement plan, and conducts a comprehensive needs assessment to, “guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators.” This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the [State Compensatory Education \(SCE\) program](#) to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- Campus demographics
- Students identified for the SCE program by State criterion
- State assessment data – STAAR and STAAR End of Course (EOC), 2022-2023
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2022-2023
- Campus SCE budget
- Coordination of Funding
- Supplemental Federal Funds
- Supplemental State Funds

[Texas House Bill 3 \(HB3\)](#), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the [TEC, Subchapter B, Chapter 39.023\(c\)](#), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the [TEC Sec. 29.081](#), and all other students.

The primary source of state funding for Texas school districts is the [Foundation School Program \(FSP\)](#). State Compensatory Education Funds are reported on the Summary of Finance of the [School District State Aid Reports](#) under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in [TEC Sec. 11.251, 11.252 and 11.252](#), Koennecke Elementary utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as “at risk of dropping out of school” in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains “at risk” their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with [Section 37.006](#) during the preceding or current school year
7. Has been expelled in accordance with [Section 37.007](#) during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains "at risk" their entire K-12 education]
10. Is a student of limited English proficiency, as defined by [Section 29.052](#)
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. Is homeless, as defined by [42 U.S.C. Section 11302](#), and its subsequent amendments
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by [Section 1.07, Penal Code](#)
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under [Section 39.0548](#).

Koennecke Elementary continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Koennecke Elementary regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

Campus Demographics

According to the [TEA Texas Performance Reporting System](#), Koennecke Elementary has a total student population of 511 students. Of the total population of students, ethnic distributions are as follows: 0.6% African American, 70.5% Hispanic, 26.2% White, 0.0% American Indian, 0.6% Asian, 0.2% Pacific Islander and 2.0% Two or More Races. Additional identifiers of the total population include: 61.8% Economically Disadvantaged, 38.2% Non-Educationally Disadvantages, 24.5% Emergent Bilingual and English Learners, and 0.0% with discipline placements. Specific to the intent and purpose of SCE program support, 57.3% of students are considered at risk.

Students Identified for SCE Program by State Criterion

The following table represents the number and percentage of students identified in each of the fifteen “at-risk” categories. Depending on the indicator, students can be counted in more than one category.

Koennecke Elementary School			Readiness Test		Not Advanced		Failed STAAR		LEP		DPRS		Homeless	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%
K	98	18%	93	95%	0	0%			26	27%	0	0%	3	3%
1	88	16%	84	95%	0	0%			22	25%	0	0%	2	2%
2	86	16%	73	85%	1	1%			12	14%	0	0%	1	1%
3	95	18%	95	100%	0	0%	0	0%	25	26%	1	1%	0	0%
4	88	16%			1	1%	30	34%	24	27%	0	0%	4	5%
5	85	16%			2	2%	35	41%	28	33%	0	0%	0	0%
Totals	540	100%	345	64%	4	1%	65	12%	137	25%	1	0%	10	2%

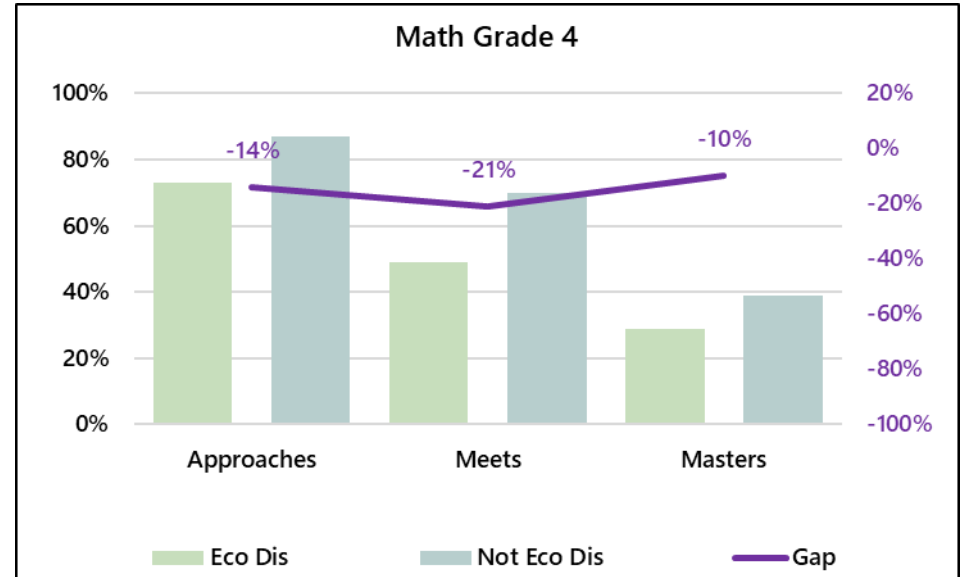
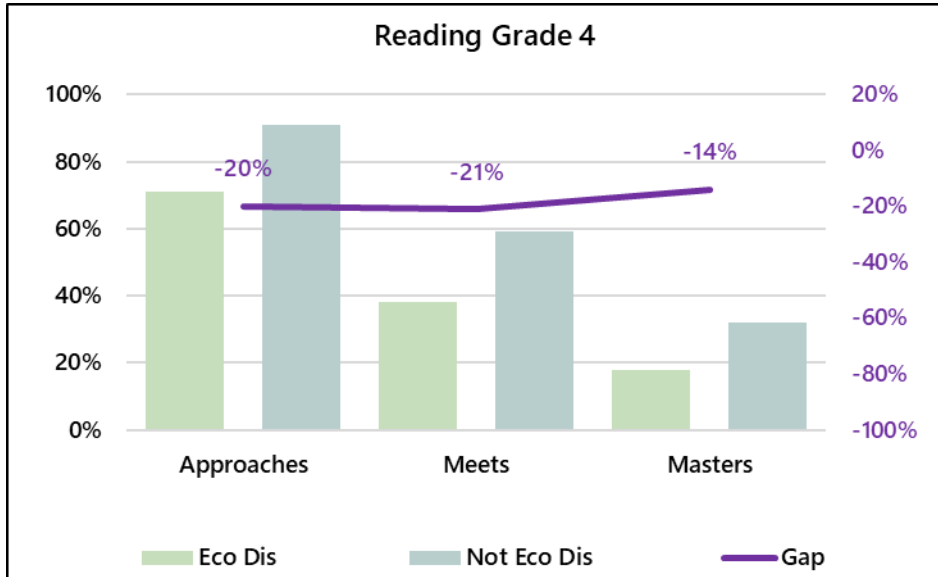
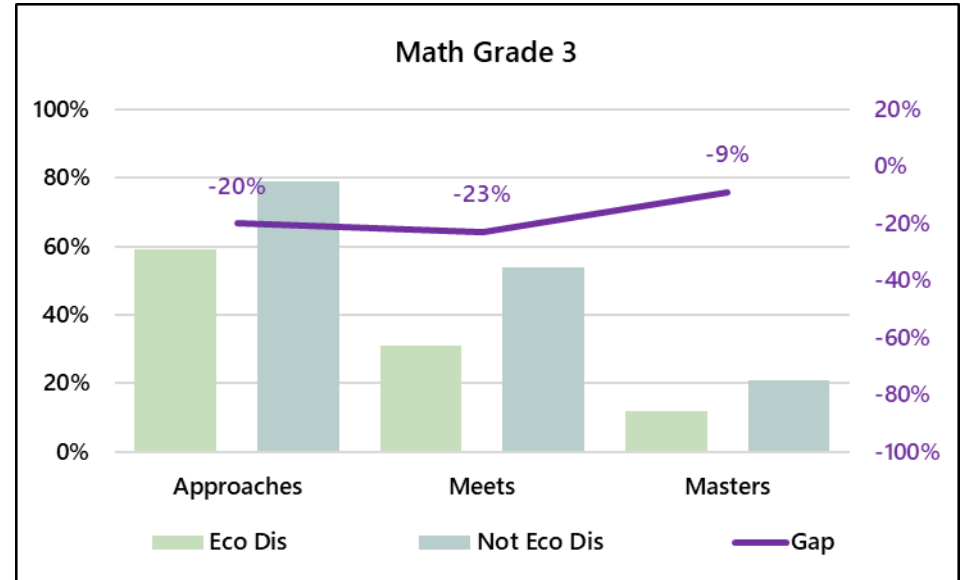
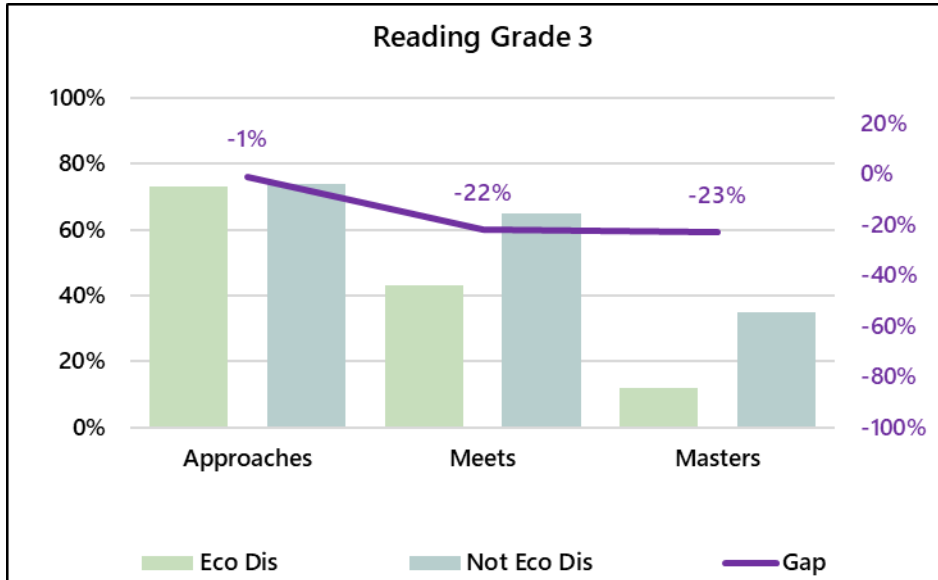
State Assessment Data – STAAR and STAAR EOC, 2022-2023

On [August 16, 2023](#), the Texas Education (TEA) released the 2023 Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 3–5 and 5th grade science. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. Meets Grade Level (passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Approaches Grade Level (passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. Does Not Meet Grade Level (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the [TEA Analytic Portal](#).

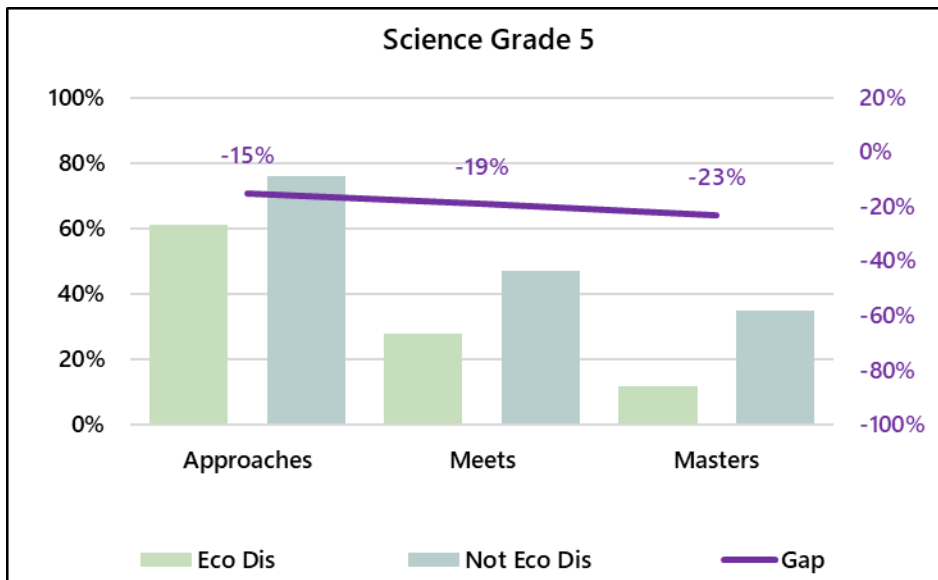
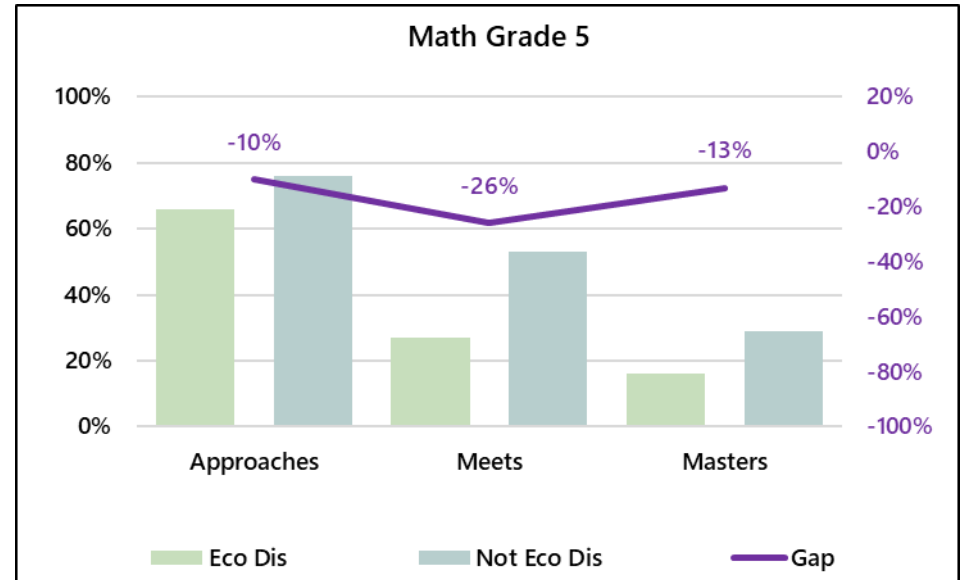
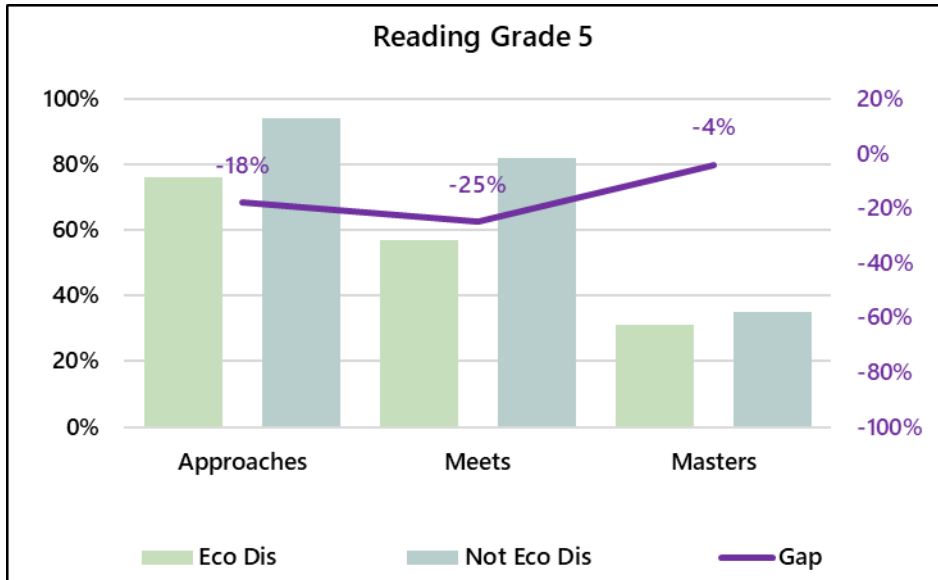
The Texas Education Code, [Section 28.0211](#), requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. Koennecke Elementary’s accelerated instruction courses provided with SCE funds:

- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
- OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
 - Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
 - Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
 - Are taught by a person with training in the applicable instructional materials.
 - Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
 - Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.

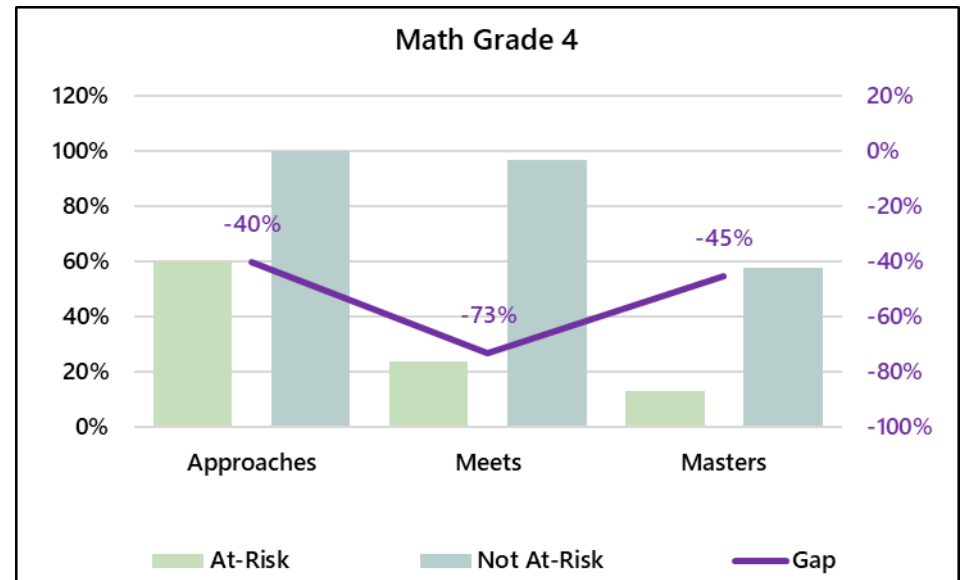
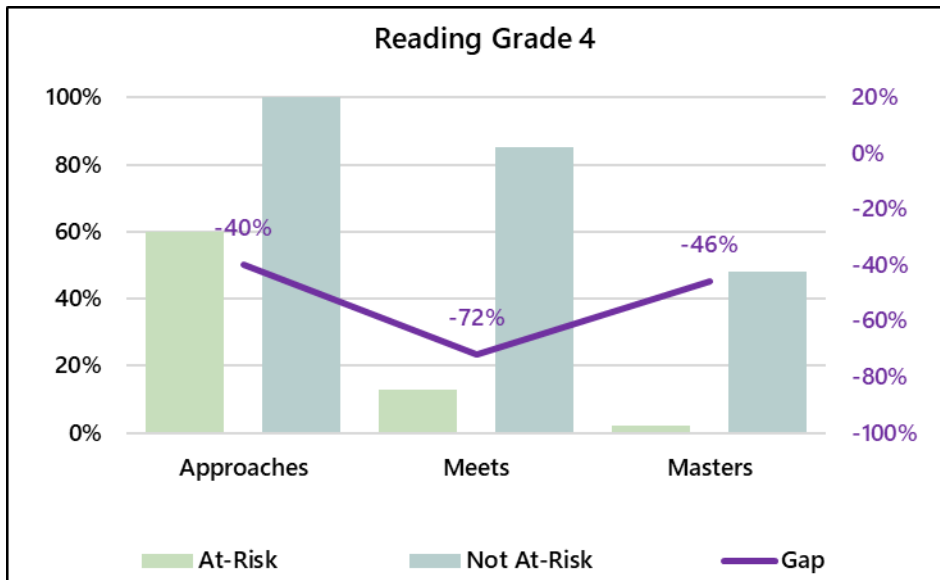
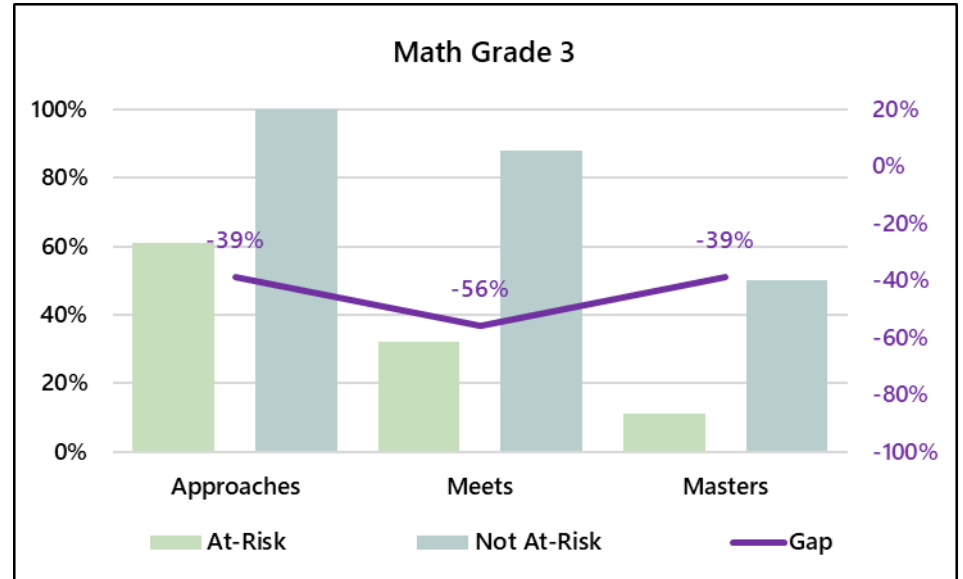
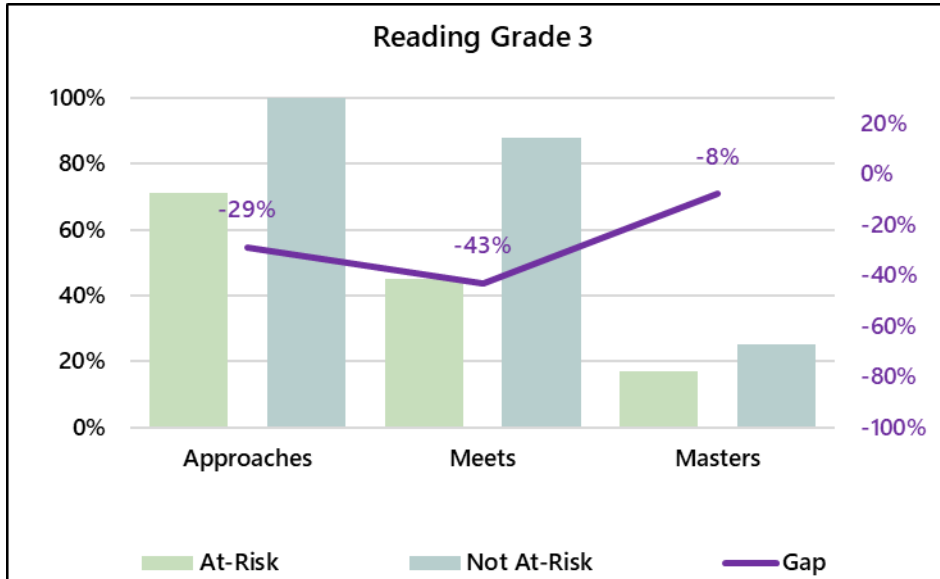
Economically disadvantaged compared to not economically disadvantaged



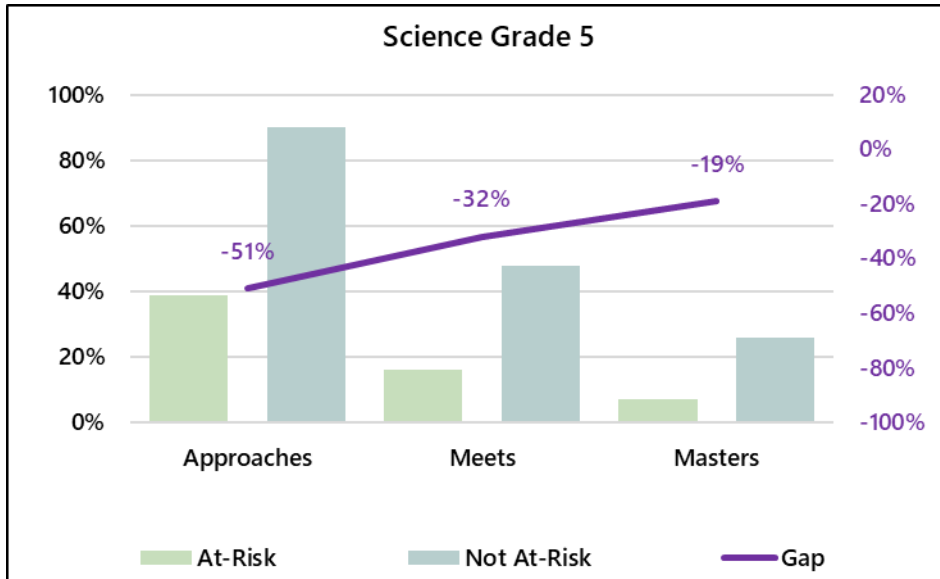
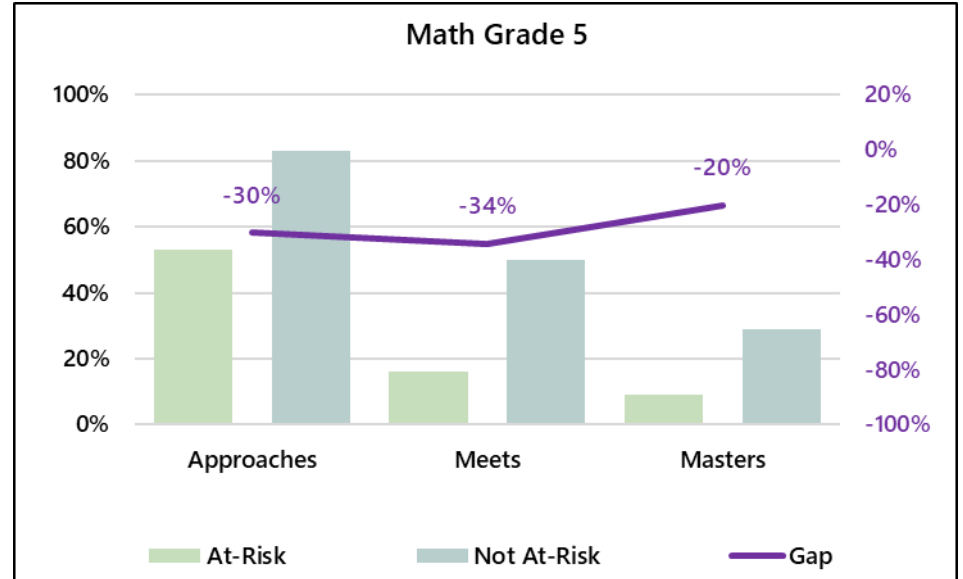
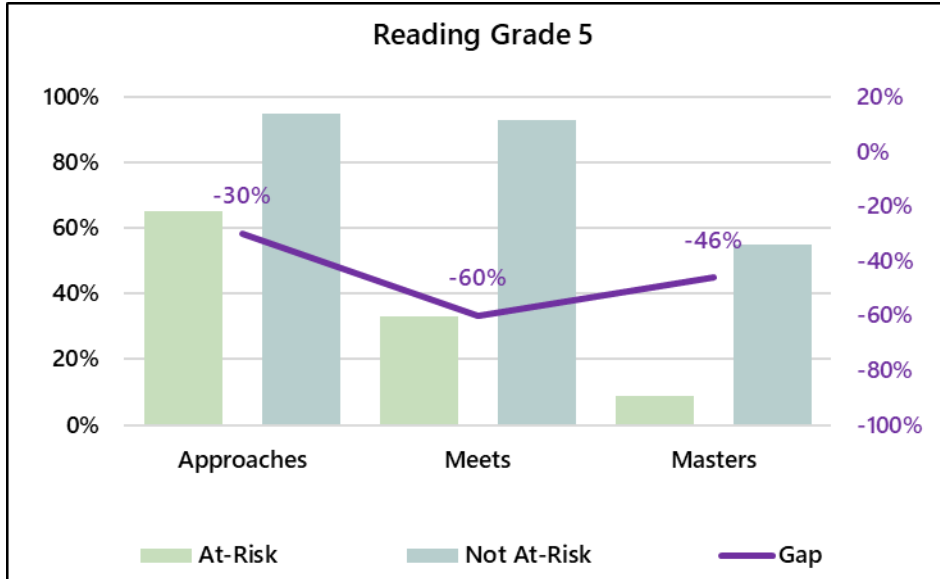
Economically disadvantaged compared to not economically disadvantaged (continued)



At risk compared to not at risk



At risk compared to not at risk (continued)



Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The [2023 Academic Accountability system](#) utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Koennecke Elementary SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-5) At-Risk Compared to Not At-Risk			
Grade Level	Reading	Math	Science
Grade 3	-43%	-56%	
Grade 4	-72%	-73%	
Grade 5	-60%	-34%	-32%

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-5) Economically Disadvantaged Compared			
Grade Level	Reading	Math	Science
Grade 3	-22%	-23%	
Grade 4	-21%	-21%	
Grade 5	-25%	-26%	-19%

SCE Programs and Services of KOENNECKE ELEMENTARY

Koennecke Elementary provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campus in achieving the goals and performance objectives. Koennecke Elementary conducts their own SCE-funded instructional activities and these may be viewed in the campus improvement plan. The state assessments (STAAR and STAAR EOC) are used as summative evaluation criteria.

State Compensatory Education Program Evaluation, 2022-2023

As required by TEC, Sec. 29.081(b)(1), Koennecke Elementary evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Koennecke Elementary chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the “Programs and Services” section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient campus-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency’s ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to each student’s needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the campus staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs, that target strategies for assisting students identified as being at risk of failing or dropping out of school.

Campus SCE Budget

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Koennecke Elementary is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the [Financial Accountability System Resource Guide \(FASRG\)](#). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

Koennecke Elementary does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the campus's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal and state programs and the regular education program offered to all students, (5) disclosed in the CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The campus sufficiently budgets specific funds for accelerated instruction. Direct program expenditures of state compensatory education funds at Koennecke Elementary: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the campus improvement plan. Additionally, the SCE allotment at Koennecke Elementary is used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments.

Coordination of Funding

Federal and state government agencies provide an abundance of program funding, and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at risk situations.

Supplemental Federal Funds

Title I, Part A (Fund 211)—Funding provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

Title I, Part D, Subpart 2 (Fund 211) – Funding supports programs to improve the educational services to children residing in facilities for delinquent children to acquire the knowledge and skills in the state content standards and state student performance standards.

Title II, Part A (Fund 255)— This program increases student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

Title III, Part A ELA (Fund 263)— These funds are used to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title III, Part A Immigrant (Fund 263) - These funds are used to develop programs for immigrant children to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title IV, Part A (Student Support and Academic Enrichment (Fund 289) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

ESSER III (Fund 282)— The intent and purpose of these funds is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

Supplemental State Funds

Gifted & Talented (G/T) (PIC 21) —A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual (PIC 25) —Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs using these supplemental state funds that help defray the extra costs of the programs.

Special Education (PIC 23) —This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.