

Campus Improvement Plan

2023-2024



Knox Early Childhood Center

Section	Page
Board of Trustees	
Vision, Mission, and Core Beliefs	
Comprehensive Needs Assessment	
Processes	
Demographics	
Student Learning	
Perceptions	
Processes and Programs	
Improvement Plan	
Demographics	
Student Learning	
Perceptions	
Processes and Programs	
Quarterly Review of Strategies	
Quarter 1 Strategy Formative Review	
Quarter 2 Strategy Formative Review	
Quarter 3 Strategy Formative Review	
Quarter 4 Strategy Summative Review	
Quarter 4 Summative Plan Review	
Summative Review of Plan	
Appendix	
Quality Checklist	
Assurances and Plan Approval Information	
Committees Members	
Data Tables	

Board of Trustees



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Dr. Jaime Aquino**

VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1/ April 11, 2023	Our campus advisory council was redesigned to include all 12 teachers, paraprofessionals, Nurse, and two parents. We met to review data, review our 22-23 CNA and CIP, and develop problem statements and root causes.
Meeting #2/ May 2, 2023	Our campus advisory council met to re-visit the work developed in April. We continued to problem statements and root causes and defined them based on low achievement, missing systems, and campus adult behaviors.

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

On May 2, 2023 we met to evaluate the current plan and through analysis of various forms of data we determined the completion rate, effectiveness, and whether we would continue with the strategy for next school year.

We also examined our performance objectives and strategies for the current year and discussed the effectiveness and adjustments that needed to be made.

Big outcomes include identifying Math as a strength and Literacy and Attendance as an area of need. We will continue Literacy and Attendance efforts.

Family Engagement will be supported by all staff while the campus no longer has a FACE specialist.

Much of the previous plan is ongoing and still meets current campus needs for improvement.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Demographics/ Perceptions	Enrollment data and trends TEA 2022 School Report Card	PS DE-1	Student enrollment has consistently averaged 145 students the last three school years where enrollment was 269 with a waitlist prior.
		RC DE-1	Four nearby community Elementary schools have recently opened Head Start PK units impacting student enrollment at Knox.
Demographics/ Perceptions	Daily, weekly, and historical attendance data.	PS DE-2	Average daily attendance for the 2022-2023 school year chronically falls below 90%.
		RC DE-2	Attendance Incentive efforts were ineffective and we need to improve systems and implement new strategies to increase student attendance.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	Student demographics report from BI Platform.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Student Learning	CIRCLE BOY, MOY, EOY Data	PS SL-1	According to the CIRCLE data, Alliteration at 27% on-track is the lowest percentage of students on track. Vocabulary at 60% on-track is an identified area of weakness based on campus Circle data. Rhyming 1 at 57% on-track is an identified area of weakness based on campus Circle data.
		RC SL-1	As a campus, improvement is needed in the areas of Tier 1 Reading. We need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness
Student Learning	CIRCLE Data Lesson Plans Student growth goals EB data At-risk data	PS SL-2	55% of student growth in Reading falls below district 64% growth.
		RC SL-2	Lesson Plans did not specify targeted higher level questioning to extend learning and increase the feedback loop.
		PS SL-3	
		RC SL-3	
		PS SL-4	
		RC SL-4	
Data Determinations	<p>Based on CIRCLE EOY Data the following strengths and weaknesses were determined:</p> <p>Strengths: Math 89% Met Growth Letter Names 80% on track Number Discrimination 90% on track Number Naming 84% on track</p> <p>Weaknesses: Reading 55% Met Growth</p>		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Processes and Programs (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Student Learning/ Demographics	CIRCLE Data	PS PP-1	44% of PK4 students scored Tier 1 in Reading. 66% of PK4 students scored Tier 1 in Math
		RC PP-1	Teachers do not have access to and/or adequate training in high quality PK curriculum
Student Learning/ Demographics	Campus and district calendar PD agendas	PS PP-2	The 2022-2023 school year consistent of less Professional Development days.
		RC PP-2	Professional Development days consist of compliance driven content rather than best practices and foundational training.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Based on the data, strengths and challenges were determined: Strengths: Weekly PLCs were held to include data analysis, book study, and lesson planning and collaboration. Challenges: The new curriculum will require time to ensure alignment to the new 2022 Texas PreKindergarten Guidelines.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Perceptions (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Perceptions	Parent surveys and sign in sheets	PS PE-1	20% of parents completed the volunteer application process during the first semester.
		RC PE-1	Volunteer recruitment efforts were unsuccessful.
Perceptions	Parent surveys and sign in sheets	PS PE-2	Low family attendance to school meetings/events.
		RC PE-2	Ineffective promotion of meetings/events.
Perceptions	Insight Survey (results pending)	PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Based on the data, the following successes and challenges were determined: Successes: Family fall events resulted in larger family turnout. By spring, volunteer application completion increased significantly. Challenges: We have not received family survey data and staff insight survey data - may be receiving upon return in August 2023. Insight survey for teachers starts on May 16th. and closes on May 25th. We may not receive results until August 2023.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1		By end of May 2024, our staff, students and families will receive support to improve the social and emotional well-being by creating positive and caring school climate which will enhance staff and students' well-being and increase student academic achievement.	Promote kindness and positive school culture through kindness read alouds, designated kindness day to celebrate positive interactions and social emotional growth for students and staff.	Principal Instructional Coach Teachers	282
		Quarterly KPIs	Q1- Kindness books distributed to classrooms. Weekly designated kindness read aloud schedule begins. 2 staff motivators conducted August/September Q2-3 staff motivators conducted October/November/December Q3 3 staff motivators conducted January/February/March Q4- Kindness Day held and completed. 2 staff motivators conducted April/May		
DE-2		By end of May 2024 ADA will increase to 87%	Campus will host weekly and monthly attendance incentives, celebrations and motivators for students and families.	Principal Attendance Committee	282
		Quarterly KPIs	Q1- 2 events held as measured by attendance percentage of students and parent surveys. Q2- 2 events held as measured by attendance percentage of students and parent surveys. Q3- 3 events held as measured by attendance percentage of students and parent surveys. Q4- 2 events held as measured by attendance percentage of students and parent surveys.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of May 2022, 70% of students will be on track at Tier 1 in both Reading and Math.	Students will partake in active learning and creative and innovative lessons of high-quality and high-impact (i.e. Project Based Learning, Thematic Interdisciplinary units of student, and integration of STEM/STEAM education, Enrichment Rooms and Activities.)	Principal Instructional Coach	205 199
			By end of May 2024, 100% of Knox teachers and leadership will have access to needs based PD, leadership will attend High Quality PD ie (TXAEC, IAP, NAEYC) to ensure Knox implements highest quality Early Childhood Education strategies and initiatives.	Principal Instructional Coach	205 199
			Implementation of routine PLC created formative assessments and data analysis meetings. Data meetings will include a response to data component.	Principal Instructional Coach	205 199
			Instructional rounds, learning walks, professional development and implementation will be conducted.	Principal Instructional Coach	205 199
		Quarterly KPIs	1st quarter benchmark- completed data analysis for BOY CIRCLE and small-group plans aligned to student data needs 2nd quarter benchmark- completed professional development in use of CLI Engage for small-group lessons 3rd quarter benchmark - completed data analysis for MOY CIRCLE and small-group plans aligned to student data needs 4th quarter benchmark - completed Professional Development staff surveys and future PD calendar developed		
SL-2		By the end of the 23-24 school year, we will offer students 4 enrichment alternative learning environments to include Math and Science, Art Room, Tiny Town, and a Sensory SEL room in which students social emotional needs are supported through pretend play, movement, self-regulation, and a decrease in intense emotions with guidance from a supportive adult.	Instructional materials will be purchased to enhance the enrichment rooms and their experience for students.	Principal	205 282
		Quarterly KPIs	1st quarter benchmark- Items purchased for enrichment rooms and rooms set up for BOY. 2nd quarter benchmark-Established schedule rotation for classrooms and adjustment made based on utilization need. 3rd quarter benchmark-Consistent use and replenishment of enrichment rooms. 4th quarter benchmark-Successful utilization of enrichment rooms by all classes.		
SL-3					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of May 2024, 100% of teachers and instructional assistants will be trained and implement the new PK adopted curriculum and new 2022 TX PK Guidelines.	Principal and teachers collaborate to attend and provide professional development to teachers and instructional assistants in the new 2022 TX PK Guidelines and new adopted curriculum.	Principal Instructional Coach	164 205 199
		Quarterly KPIs	Q1 - By October 2023, 100 % of Teachers and principal will attend PD provided by district and ECE dept. Q2 - Teachers and principal will provide mini PD in PLCs Q3 - Teachers and principal will attend EPIC Saturdays and PD in PJs Q4 - Teachers and principal will do online PD with Cox Campus and Khan Academy - teachers will have completed 30 hours of PD in area of ECE		
PP-2		By the end of May 2024, 100% of teachers and instructional assistants will have provided actionable feedback to one colleague.	By May 2024, 100% of teachers will conduct campus instructional rounds to identify and improve instructional practices.	Principal Instructional Coach	164 205 199
		Quarterly KPIs	Q1 - Teachers and principal identify focus and schedule for instructional rounds Q2 - 6 of 12 teachers completed instructional rounds and shared findings/next steps Q3 - 9 of 12 teachers completed instructional rounds and shared findings/next steps Q4 - 12 of 12 teachers completed instructional rounds and shared findings/next steps		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		By the end of May 2024, parent attendance at literacy and math events will increase to 50%.	The campus will conduct a Family Fair, Literacy event, and STEAM event..	Principal Instructional Coach Teachers	211 205 164
		Quarterly KPIs	Q1 - Planning and collaboration with principal, teachers and parents for Literacy Night for Nov./Dec. Q2 - Parent participation rate of 50% for Literacy Night held in first semester Q3 - Planning and collaboration with principal, teachers and parents for Math Night for Feb./March Q4 - Parent participation rate of 50% for Math Night held in second semester		
PE-2		By the end of May 2024, we will have offered a minimum of 10 parent and family engagement meetings/events on campus to involve and empower families.	In collaboration with principal, teachers and parents, the following events will be held on campus: monthly family meetings. Snacks and materials will be provided to incentivize attendance and participation.		211 205 164
		Quarterly KPIs	Q1 - 2 family meetings will be held August and September Q2 - 3 family meetings will be held October/November/December principal's Q3 - 3 family meetings will be held January/February/March principal's Q4 - 2 family meetings will be held April and May		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps

2.2 – Second Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

2.2 – Third Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

<div>2.2 – Fourth Quarterly Review Meeting</div> <div>The CAC will use artifacts and data to check KPI progression for all strategies.</div>			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives
 The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps

District Purchases					
Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.					
Multiple Measure		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DP-1					

Campus Improvement Plan Quality Checklist									
Comprehensive Needs Assessment - Problem Statements and Root Causes									
All are based on the analysis of data and we have listed all sources.					All are based on the success criteria of the ESF.				
All are based on issues that the campus can control and improve on.					All talk to adult systems and behaviors.				
Improvement Plan – Performance Objectives									
All are in SMART format					All are tied to at least one problem statement.				
All are measured by a data source.									
Improvement Plan – Strategies									
All are in BEST format.					All strategies are targeted to eliminate at least one root cause.				
All are measured by quarterly KPI outcomes.					Entire plan has been checked for spelling and grammar.				
Federally Required Strategies – Do we have strategies that address -									
Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level			
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment			
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to Elementary			
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions					
Equitable Availability of the Campus Improvement Plan to Parents					Equitable Availability of the School-Parent Compact to Parents				
Physical Locations of the Plan	School website				Physical Locations of the Plan				
Languages Available	English				Languages Available				
URL to Online Version					URL to Online Version				
Equitable Availability of Parent-Family Engagement Policy to Parents									
Physical Locations of the Policy	School website				How and When was the PFE Policy Distributed				
Languages Available	English and Spanish								
URL to Online Version									

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # __) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Assurances and Approval Information**Assistant Superintendent Assurance**

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Knoc ECEC	15907- 242
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. De Leon
Principal	SAISD Board Approval Date
Tabitha Palencia	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
May 2, 2023	September

Committee Members

Name	Role	Name	Role
Tabitha Palencia	Principal		
Rosalina Ramirez	Instructional Coach		
Yvonne Mata	Paraprofessional		
Jude Ybarra	Paraprofessional		
Dawn Silva	Teacher		
Paloma Guillen	Teacher		
Heather Lopez	Teacher		
Stephany Postell	Teacher		
Ellen McKissick	Teacher		
Adriana Combe-Garza	Teacher		
Michele Sumpter	Teacher		
Rosemarie Vertiz	Teacher		
Victoria Del Fierro	Teacher		
Shelby Mayberry	Teacher		
Jo Ann Chambers	Teacher		
	Parent		
	Parent		
	Community Member		

