

Galena Park Independent School District

Tice Elementary School

2023-2024 Improvement Plan



Board Approval Date: August 1, 2023

Mission Statement

Tice Elementary will strive to ensure that all students can and will reach their full potential.

Vision

Tice Elementary's vision is to create a school that is highly regarded for its academic excellence, and for its contribution in actively serving and improving the community in which it operates.

Campus Profile

Where We Have Been:

Kenneth J. Tice Elementary opened its doors to the community in 1979. Eight principals have led Tice over the past forty years, starting with Earl Cobb, Arthur Culver, Jackie Smith, Steve Kinney, Judy Holbrook, Amy Cole, Aronda Green, and Toshia Gouard.

Tice achieved a TEA “Exemplary” campus from 1999 – 2011. Our goals are to encourage lifelong learners by emphasizing self-image and self-confidence, presenting well-organized lessons using various teaching/learning strategies to meet individual differences, collaborating, and cooperating with parents and the community to meet students’ needs.

Tice Elementary received the Title I Distinguished Schools Award for 12 consecutive years. This prestigious award recognizes schools that have consistently demonstrated strong academic performances over a three-year period. The Blue Ribbon Schools Program honored Tice Elementary in 2009 for high performance among disadvantaged students. The Texas Business & Education Coalition (TBEC) Honor Roll has recognized Tice Elementary for academic performance for 12 consecutive years. Again, The National Center for Educational Achievement (NCEA) selected Tice Elementary as a 2010-11 “Just for the Kids” Higher Performing School. We are proud of our students and staff for their hard work, dedication, and accomplishments.

Where We Are Now:

Comprehensive Needs Assessment

Tice Elementary is one of 15 elementary campuses in the Galena Park Independent School District. Tice Elementary opened its doors in 1979 and serves predominantly economically disadvantaged families. Currently, Tice Elementary serves 668 students in grades Pre-Kindergarten to 5th grade. Five years ago, 690 students were served by the campus, which is a decrease of 3.2%. During the 2015 school year, the Texas Alliance of Black School Educators recognized Tice as a Demonstration School. For the 2014 - 2015 school year, Tice received three out of five TEA Distinction Designations. For the 2016-2017 school year, Tice received one TEA Distinction Designation. For the 2017-2018 and 2018-2019 school years, Tice did not receive any distinctions and was not rated during the 2019-2020, 2020-2021, and 2021-2022 school years.

The campus is organized into grade-level teams consisting of 4-6 teachers per team. Teachers have a team-teaching schedule giving students reading and math instruction daily. Tice Elementary houses three special education programs, including Lifeskills, a PASS program for students with emotional disturbances, and a FOCUS program for students identified on the autism spectrum. All students can experience science lab activities, physical education, computer literacy, music, library, and art.

According to the 2021–2022 Texas Academic Performance Report:

The student population at Tice Elementary is:

28%	African-American
68%	Hispanic
2%	White
0%	American Indian
<1%	Asian
0%	Pacific Islander
1%	Two or More Races

The overall mobility rate from 2020–2021 was approximately 10%. The average daily attendance rate for students is 96%. The average daily attendance rate for staff is 94%. Tice has had 80 discipline referrals this year, an increase of 14% from last year.

Tice Elementary serves:

- 264 Emergent Bilingual (40%)
- 28 Gifted and Talented students (4%)
- 493 At-Risk students (56%)
- 605 Economically Disadvantaged students (91%)
- 485 Special Education students (13%)

Where We Are Going:

Survey Data – Campus Needs Assessment areas of focus:

Based on our Needs Assessment survey, we will conduct staff development during the 2023–2024 school year in the following areas:

- Early Interventions
- Data-Driven Interventions
- TIER I Teaching Strategies
- Classroom Management/Student Behavior

Special Programs

Our School-wide Title I program consists of parent involvement activities, extended day tutorials for math and reading, professional development opportunities, instructional coaches focusing on meeting students' needs (dyslexia, early intervention, reading, and math), and science lab instruction and activities.

Our State Compensatory Program (SCE) consists of an academic coach training teachers in best practices for assisting at-risk students, and instructional coaches focused on a core curriculum in small groups and academic-based field trips for at-risk students.

Our Bilingual/ESL/Title III program is a one-way dual language from pre-kindergarten through fifth grade. Each grade level consists of teachers who are certified to teach bilingual/ESL classes. Our program offers tutorials in math and reading, library books in both languages, classroom activities, and resources for second-language learners.

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Comprehensive Needs Assessment

Revised/Approved: June 26, 2023

Demographics

Demographics Summary

Tice Elementary's demographics are 72% Hispanic; 25% African American; 2% White; 1% Two or More Races; <1% Asian. There are 668 students enrolled. 91% of the student population is economically disadvantaged and 74% are At-Risk. Emergent Bilingual (EB) students are 40% of the student population and 13% of the total students are served by special education programs. The overall mobility rate is 10%. The attendance rate is 96%.

Demographics Strengths

- Diverse teachers for our diverse learners
- Incentives such as themed dress-up days to motivate students to come to school
- PTA has involved parents by having more events
- Free breakfast and lunch for all students
- Tiger store that promotes good character traits
- Multiple forms of communication in the language that parents understand. (Flyers, Call-outs, Twitter, Facebook and School Status)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Parent volunteering is low. **Root Cause:** Teachers not providing adequate notification of opportunities to volunteer.

Problem Statement 2 (Prioritized): Parents do not communicate with teachers when there are concerns about grades or behavior **Root Cause:** Busy work schedules, childcare commitments, or other responsibilities outside school can make it challenging for parents to find time to monitor their child's academic progress regularly.

Problem Statement 3: The retention rate in first grade is higher than the state average **Root Cause:** The higher student-teacher ratio for first grade (22) compared to the state ratio (18). This can result in some students struggling to keep up with the pace of instruction, leading to lower academic achievement and a higher risk of retention in the first grade.

Student Learning

Student Learning Summary

Tice Elementary was rated as a B campus for the 2021-2022 school year. The results are in the table below.

	Approaches	Meets	Masters
ELA/Reading	77%	48%	25%
Math	75%	41%	21%
Science	70%	38%	13%

Preliminary STAAR Data for the 2022-2023 school year (likely to pass):

	3rd	4th	5th
Reading/Language Arts	65%	70%	73%
Math	35%	73%	70%
Science	N/A	N/A	53%

The campus received an academic growth score of 84 in ELA/Reading and a 78 in Math. Due to COVID 19 Tice was not rated for the 2019-2020 and 2020-2021 school years. 2018-2019 STAAR results show that Tice Elementary achieved **"Met Standard"** on state assessments. 75% of our students met "Approaches Grade Level Standard" or above in reading. For mathematics, 85% of students met "Approaches Grade Level Standard" or above. In writing, 53% met "Approaches Grade Level Standard" or above. In science, 86% met the "Approaches Grade Level Standard" or above.

Student Learning Strengths

Based on 2021-2022 data:

- ELA/Reading and Math Performance
- Teachers provide guided reading and math small-group interventions

- Technology integration through Stemscores, iReady, and Summit K-12, etc.
- Coaching and planning with content teachers during weekly DDI meetings
- Analyzing assessment data
- RtI Meetings

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is no mastery of the Texas Knowledge and Skills. **Root Cause:** Teachers feel the scope and sequence moves too fast, and is not enough time to teach students the required curriculum and to fill in the learning gaps they may have.

Problem Statement 2 (Prioritized): The high number of students in special education performing below the state and district average. **Root Cause:** The high number of special education students require in-class support so that all parties are accountable for student engagement and success.

Problem Statement 3 (Prioritized): Students are not consistent when they are assessed. **Root Cause:** Students lack motivation, and teachers must set expectations, involve the parents, and be consistent.

Problem Statement 4 (Prioritized): The number of students referred to the assistant principal due to misbehavior needs to decrease. **Root Cause:** Increasing student absences and minimal parent involvement affect students' learning, creating constant classroom misbehavior.

School Processes & Programs

School Processes & Programs Summary

At Tice Elementary, classroom schedules were created to maximize instructional time according to the district's expectations. Learning time is vital to the educational success of all students. Campus goals are aligned to district goals for continuity. Our campus PLCs (content planning teams) work together to ensure continuity between the grade levels.

School Processes & Programs Strengths

- Sending information in English and Spanish
- Professional Development is focussed on continuous improvement
- Weekly DDI Meetings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): RtI needs a more structured process for supporting teachers with student growth. **Root Cause:** Teachers need additional coaching on interventions/strategies.

Problem Statement 2: Teachers and parents of students with disabilities need awareness and education to ensure the effectiveness of instruction. **Root Cause:** Lack of special education awareness from teachers and parents about the realities of their disabilities.

Problem Statement 3 (Prioritized): The lasting effects of COVID and low attendance cause students to have gaps in their learning. **Root Cause:** Parents do not understand the importance of regular school attendance and working as a team with the school to begin education at the home and continue in the school.

Perceptions

Perceptions Summary

At Tice Elementary a large number of parents, guardians, and family members attend events such as Muffins for Moms, Donuts for Dads, Grandparents' Day luncheon, and many PTA meetings that highlight various student groups. The school communicates with parents through the website, school letters/calendar of events, the marquee, and the call-out system. Based on surveys, students describe Tice as a safe and friendly school. Parents feel welcome and trust the adults on campus. Teachers have requested additional training on behavior management strategies and schoolwide Foundations/CHAMPS discipline training.

Perceptions Strengths

- Parents feel welcome at the school.
- The school has a clear vision and high expectations are set.
- Community in Schools (ACE) afterschool program
- Student-friendly culture
- Good administrative support for teachers, students, and parents

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Tice lacks a strong and consistent discipline plan. **Root Cause:** Foundations is not being implemented effectively and teachers have inconsistent discipline plans.

Problem Statement 2: Parents are concerned about the Dual Language program preparing 5th-grade students for Middle School. **Root Cause:** Parents need to be informed about the Dual Language Program and how it transitions the students so that they are ready for all English classes in Middle School.

Problem Statement 3 (Prioritized): Car rider line for morning drop-off and dismissal is long and a safety concern when there are two lanes of traffic. **Root Cause:** Due to open enrollment, students no longer live in the neighborhoods zoned to Tice, so they cannot access the school buses.

Priority Problem Statements

Problem Statement 1: There is no mastery of the Texas Knowledge and Skills.

Root Cause 1: Teachers feel the scope and sequence moves too fast, and is not enough time to teach students the required curriculum and to fill in the learning gaps they may have.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Parents do not communicate with teachers when there are concerns about grades or behavior

Root Cause 2: Busy work schedules, childcare commitments, or other responsibilities outside school can make it challenging for parents to find time to monitor their child's academic progress regularly.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students are not consistent when they are assessed.

Root Cause 3: Students lack motivation, and teachers must set expectations, involve the parents, and be consistent.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: RtI needs a more structured process for supporting teachers with student growth.

Root Cause 4: Teachers need additional coaching on interventions/strategies.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The high number of students in special education performing below the state and district average.

Root Cause 5: The high number of special education students require in-class support so that all parties are accountable for student engagement and success.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Parent volunteering is low.

Root Cause 6: Teachers not providing adequate notification of opportunities to volunteer.

Problem Statement 6 Areas: Demographics

Problem Statement 7: The lasting effects of COVID and low attendance cause students to have gaps in their learning.

Root Cause 7: Parents do not understand the importance of regular school attendance and working as a team with the school to begin education at the home and continue in the school.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Tice lacks a strong and consistent discipline plan.

Root Cause 8: Foundations is not being implemented effectively and teachers have inconsistent discipline plans.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: The number of students referred to the assistant principal due to misbehavior needs to decrease.

Root Cause 9: Increasing student absences and minimal parent involvement affect students' learning, creating constant classroom misbehavior.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Car rider line for morning drop-off and dismissal is long and a safety concern when there are two lanes of traffic.

Root Cause 10: Due to open enrollment, students no longer live in the neighborhoods zoned to Tice, so they cannot access the school buses.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline 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
- Professional development needs assessment data
- T-TESS data






Parent/Community Data

- Parent surveys and/or other feedback

Goals







Goal 1: Tice Elementary will provide mental, physical, and emotional safety and health for all students and staff.

Performance Objective 1: Teach safety practices and protocols to 100% of students and staff

Strategy 1 Details	Reviews			
Strategy 1: Foundations: Provide monthly practice/review of emergency response procedures (fire drills, bad weather, shelter in place, lockdown) Strategy's Expected Result/Impact: Timely, efficient, and successful campus drills and positive survey results Staff Responsible for Monitoring: Administrators and Foundations Team Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Food and materials - 199 - Local - \$1,000	Formative			Summative
	Sept	Dec	Feb	May
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 1: Tice Elementary will provide mental, physical, and emotional safety and health for all students and staff.

Performance Objective 2: Implement an effective student discipline management plan to reduce discipline incident rates and maintain compliance with state and federal requirements

Strategy 1 Details	Reviews			
Strategy 1: Foundations: Provide staff development during the year to review REACH; Sexual Harassment; CPS; CHAMPS/Discipline techniques and Expectations for common areas within the school: cafeteria, hallway, restroom, playgrounds Strategy's Expected Result/Impact: Fewer office referrals and students following common area expectations Staff Responsible for Monitoring: Administrators, Counselor, & Foundations Team Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Paper - 211 - Title I, Part A - \$1,000	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Foundations: Provide Texas Behavior Support Initiative (TBSI) training for the campus core team so that restraints are done properly when needed. Strategy's Expected Result/Impact: Fewer restraints Staff Responsible for Monitoring: Administrators Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Extra Help - Substitutes - 211 - Title I, Part A - \$1,000	Formative			Summative
	Sept	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Goal 1: Tice Elementary will provide mental, physical, and emotional safety and health for all students and staff.

Performance Objective 3: Maintain a healthy environment so staff and students thrive and are productive

Strategy 1 Details	Reviews			
Strategy 1: Host family/community Healthy Lifestyle Events in partnership with community organizations: Bringing Schools and Families together for the health of our kids. Strategy's Expected Result/Impact: Participant survey results Staff Responsible for Monitoring: Counselor, School Nurse, and Physical Education Teacher Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Materials - Paper - 211 - Title I, Part A - \$500	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 1: Tice Elementary will provide mental, physical, and emotional safety and health for all students and staff.

Performance Objective 4: All campuses will provide social and emotional support through various programs

Strategy 1 Details	Reviews			
Strategy 1: We will integrate social and emotional lessons/activities into our daily schedule to ensure teacher's provide student's weekly support. Strategy's Expected Result/Impact: Provide students with tools to build and maintain positive relationships. Provide resources to students/parents throughout the school year. Staff Responsible for Monitoring: Counselor, Teachers Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Reading Materials, Books and Paper - 211 - Title I, Part A - \$1,000	Formative			Summative
	Sept	Dec	Feb	May
				
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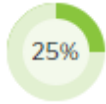




Goal 2: Tice Elementary will ensure student achievement and post-secondary readiness.

Performance Objective 1: Increase the number of students who graduate college-ready in English and Math

Strategy 1 Details	Reviews			
Strategy 1: Provide a career day to expose PreK-fifth grade students to different career choices. Strategy's Expected Result/Impact: Awareness of career choices Staff Responsible for Monitoring: Counselor and classroom teachers Title I: 2.5, 4.2 Funding Sources: Materials - Paper - 211 - Title I, Part A - \$500	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: 21st Century Classroom: Provide an array of appropriately challenging learning experiences in each of the four core content areas for all students in grades K-5 that will allow students to accelerate in areas of strength. Strategy's Expected Result/Impact: Increase in students scoring meets and masters levels on DAs and STAAR Staff Responsible for Monitoring: Administrators, CIC and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: Math and Reading Learning Kits - 211 - Title I, Part A - \$3,000	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


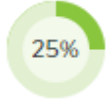
Goal 2: Tice Elementary will ensure student achievement and post-secondary readiness.






Performance Objective 2: Increase the number of students who graduate with an Associate's Degree or a Certificate of Technology

Strategy 1 Details	Reviews			
Strategy 1: 21st Century Classrooms: Increase the number of students identified in the Gifted and Talented cohort upon entering 6th grade Strategy's Expected Result/Impact: Increase the number of students that are prepared to take higher level classes Staff Responsible for Monitoring: G/T Cadre Leader, G/T Teachers, Counselor, Classroom Teachers, and Campus Administrators Title I: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Materials-Trifold Boards, Binders, Paper & Sheet Protectors - 211 - Title I, Part A - \$1,000	Formative			Summative
	Sept	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Tice Elementary will ensure student achievement and post-secondary readiness.






Performance Objective 3: Improve state test scores in all categories

Strategy 1 Details	Reviews			
Strategy 1: Provide enrichment and STAAR tutorials for Kindergarten - 5th-grade students. Strategy's Expected Result/Impact: Increased student performance results and exiting from tutorials Staff Responsible for Monitoring: Administrators, Teachers and Campus Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: After school tutorials - 211 - Title I, Part A - \$4,000	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Increase early intervention for all students specifically targeting the white students and students receiving special education services who are reading and writing below grade level at the beginning of the year. Strategy's Expected Result/Impact: mClass data and BAS/Sistema levels Staff Responsible for Monitoring: Classroom teachers, Interventionist, and Campus Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: After school tutorials K-5th Grade - 199-23 - Special Education - \$2,616	Formative			Summative
	Sept	Dec	Feb	May
				

Strategy 3 Details	Reviews			
Strategy 3: Provide RtI intensive interventions using LLI Kits (reading), BAS/Sistema, mClass (reading), iReady (math) and tutorials for students receiving SPED Services that are performing below grade level in grades K-3 and/or failed STAAR in grades 4-5. Strategy's Expected Result/Impact: Show student growth on district and state assessments; meet system safeguard in the area of SPED. Staff Responsible for Monitoring: Resource Teachers and Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: LLI Kits for Reading and Math/iReady /Flocabulary Programs - 211 - Title I, Part A - \$5,000	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 2: Tice Elementary will ensure student achievement and post-secondary readiness.

Performance Objective 4: Increase the number of students who complete a Career and Technology Education (CTE) sequence of courses

Strategy 1 Details	Reviews			
Strategy 1: Offer and provide parent and student programs to inform about Career and Technical Education programs and requirements. Strategy's Expected Result/Impact: Parent attendance and evaluation Staff Responsible for Monitoring: Counselor Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Paper - 211 - Title I, Part A - \$50	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 2: Tice Elementary will ensure student achievement and post-secondary readiness.

Performance Objective 5: Increase promotion and graduation rates

Strategy 1 Details	Reviews			
Strategy 1: Attendance: Provide attendance incentives to individual students with perfect attendance at the end of each grading period and the entire school year, and grade levels with the highest weekly and monthly attendance. Strategy's Expected Result/Impact: Increased student attendance rates and achievement Staff Responsible for Monitoring: Administrators, classroom teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Paper, Medals, Trophies - 199 - Local - \$2,000	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 3: Tice Elementary will provide a wide range of student opportunities.

Performance Objective 1: Increase participation in student clubs, enrichment activities and extracurricular opportunities

Strategy 1 Details	Reviews			
Strategy 1: Offer after-school activities for students (Girl's Run Club, Robotics Team, Boys' Club, Student Council, Safety Patrol, etc) Strategy's Expected Result/Impact: Increased academic and social achievement Staff Responsible for Monitoring: Classroom teachers and club sponsors Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Reading & Science Materials, Paper and Medals - 211 - Title I, Part A - \$1,792	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 3: Tice Elementary will provide a wide range of student opportunities.

Performance Objective 2: Increase participation and performance in high quality fine arts programs in music, art, theatre and dance

Strategy 1 Details	Reviews			
Strategy 1: Showcase fine arts programs such as, a musical/play twice a year. Strategy's Expected Result/Impact: Increase number of students participating in fine arts Staff Responsible for Monitoring: Activity Teachers Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Musical & Art Materials & Paper - 211 - Title I, Part A - \$500	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide fine arts field trip experiences (ie: Main Street Theater, HMFA) Strategy's Expected Result/Impact: Increased exposure to fine arts Staff Responsible for Monitoring: Administrators, Activity Teachers, and classroom teachers Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Classroom Fieldtrips & Transportation - 199 - Local - \$3,000	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 3: Tice Elementary will provide a wide range of student opportunities.

Performance Objective 3: Provide a consistent network that will inform and encourage parent involvement

Strategy 1 Details	Reviews			
Strategy 1: Establish and provide opportunities for parents to participate in school activities and special events (Meet the Teacher, Parent activities, informational parent meetings). Strategy's Expected Result/Impact: To increase parent involvement and student opportunities on campus. Staff Responsible for Monitoring: Counselor, Administrators, Teachers Title I: 4.1, 4.2 Funding Sources: Materials - 199 - Local - \$500	Formative			Summative
	Sept	Dec	Feb	May
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 4: Tice Elementary will ensure high-quality staff is employed.

Performance Objective 1: Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff

Strategy 1 Details		Reviews			
Strategy 1: Meet with new teachers at least once a month to ensure that they are transitioning well Strategy's Expected Result/Impact: 100% of new teachers attend monthly events Staff Responsible for Monitoring: Administrators and Campus Lead Mentor TEA Priorities: Recruit, support, retain teachers and principals - Funding Sources: Paper and Food - 199 - Local - \$200		Formative			Summative
		Sept	Dec	Feb	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 4: Tice Elementary will ensure high-quality staff is employed.

Performance Objective 2: Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services

Strategy 1 Details	Reviews			
Strategy 1: Dedicate time on staff development days for team building activities Strategy's Expected Result/Impact: High teacher attendance and continued positive campus climate. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Funding Sources: Paper - 199 - Local - \$500	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 4: Tice Elementary will ensure high-quality staff is employed.

Performance Objective 3: Provide training to selected employees in order to prepare them for advancement

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for teachers to take on leadership responsibilities. Strategy's Expected Result/Impact: Team members exhibiting leadership Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 4: Tice Elementary will ensure high-quality staff is employed.

Performance Objective 4: Survey staff annually on professional development needs

Strategy 1 Details		Reviews			
Strategy 1: Foundations: Survey students and teachers once a year through a formal Foundations survey to indicate areas of concern and staff development needs. Strategy's Expected Result/Impact: Area of concern targeted Staff Responsible for Monitoring: Foundations Team Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Feb	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue






Goal 5: Tice Elementary will provide excellent operational and fiscal support and responsibility.

Performance Objective 1: Ensure efficient and effective use of District resources in order to best support students and staff

Strategy 1 Details	Reviews			
Strategy 1: Continue to use district receipt books, teacher summary sheets, and correct procedures to account for all resources. Strategy's Expected Result/Impact: All procedures and policies followed Staff Responsible for Monitoring: Administrators, Financial/Budget Clerk, and all staff members ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Goal 5: Tice Elementary will provide excellent operational and fiscal support and responsibility.

Performance Objective 2: Ensure fiscal soundness in future years and maintain organizational capacity sufficient to support progress towards fulfilling the District mission

Strategy 1 Details		Reviews			
Strategy 1: Review of monthly budget and information shared with CPAC committee. Strategy's Expected Result/Impact: Correct and current budget reports Staff Responsible for Monitoring: Administrators and CPAC members Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Sept	Dec	Feb	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 5: Tice Elementary will provide excellent operational and fiscal support and responsibility.

Performance Objective 3: The operational department will have life cycle replacement plans to ensure GPISD can maintain excellent facilities and equipment

Strategy 1 Details		Reviews			
Strategy 1: 21st Century Classrooms: Update campus capital outlay plan at the end of each school year and buy items designated Strategy's Expected Result/Impact: Maintain condition of campus equipment Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Printers, Laminating Machine, Teacher Furniture - 199 - Local - \$6,243		Formative			Summative
		Sept	Dec	Feb	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Title I

1.1: Comprehensive Needs Assessment

CPAC met on **March 27, 2023**, to gather data for each group and initiate the CNA conversations. Four teams were established and met on **April 28, 2023**. Each team reviewed the data (parent, student, and teacher surveys, STAAR results, attendance data, discipline data, and schedules). Each team listed strengths and concerns/weaknesses. These were presented to the staff on May 23, 2022. As a staff, we discussed each concern/weakness, deleted any items out of campus control, and focused on one or two that could make our goal for 2023-2024. Based on our CNA, our 3 areas of focus will be:

1. Parent Communication/Engagement
2. School Climate and Culture
3. Curriculum, Instruction, and Assessment

The persons listed below were split into 4 committees and served in the Campus Needs Assessment process.

Name	Committee	Position	Role
Toshia Gouard	Student Academic Achievement	Principal	Administrator
Steven Gonzales	Demographics	Assistant Principal	Administrator
Korina Scott	Processes & Programs	Counselor	Counselor
Araceli Ruiz	Demographics	Pre-Kindergarten Teacher	Classroom Teacher
Elizabeth Villegas	Perceptions	Kindergarten Teacher	Classroom Teacher
Katrina Boyles	Demographics	First Grade Teacher	Classroom Teacher
Araceli Salinas	Perceptions	Second Grade Teacher	Classroom Teacher
LaJohnia Bradberry	Student Learning	Third Grade Teacher	Classroom Teacher
Kathia Martinez	Student Learning	Fourth Grade Teacher	Classroom Teacher
Mariana Perez Molina	Student Learning	Fifth Grade Teacher	Classroom Teacher
Geradina Torres	Processes & Programs	SPED Resource Teacher	Classroom Teacher
Nikkia Eagleton	Processes & Programs	Music Teacher	Classroom Teacher
Teresa Harries	Student Learning	Interventionist	Non-classroom Professional
Cynthia Profit	Demographics	Principal Secretary	Paraprofessional
Jamie Hoard	Student Learning	Campus Instructional Coach	Non-classroom Professional
Jacob Cerda	Student Learning	Campus Instructional Coach	Non-classroom Professional
Verna Porter Pichon	Student Learning	Campus Instructional Coach	Non-classroom Professional

Name	Committee	Position	Role
Tracey Beasley	Student Learning	Campus Instructional Coach	Non-classroom Professional
Robin Jacobson	Processes & Programs	District Representative	Non-classroom Professional
Vanessa Squirrel	Processes & Programs	District Representative	Non-classroom Professional
Jazmin Castillo	Demographics	Parent	Parent Representative
Debra Johnson	Perceptions	Community Member	Community Representative
Jamie Coburn	Perceptions	Business Member	Business Representative

2.1: Campus Improvement Plan developed with appropriate stakeholders

The persons listed below were split into 4 committees and worked together to develop the Campus Improvement Plan.

Name	Committee	Position	Role
Toshia Gouard	Student Academic Achievement	Principal	Administrator
Steven Gonzales	Demographics	Assistant Principal	Administrator
Korina Scott	Processes & Programs	Counselor	Counselor
Araceli Ruiz	Demographics	Pre-Kindergarten Teacher	Classroom Teacher
Elizabeth Villegas	Perceptions	Kindergarten Teacher	Classroom Teacher
Katrina Boyles	Demographics	First Grade Teacher	Classroom Teacher
Araceli Salinas	Perceptions	Second Grade Teacher	Classroom Teacher
LaJohnia Bradberry	Student Learning	Third Grade Teacher	Classroom Teacher
Kathia Martinez	Student Learning	Fourth Grade Teacher	Classroom Teacher
Mariana Perez Molina	Student Learning	Fifth Grade Teacher	Classroom Teacher
Geradina Torres	Processes & Programs	SPED Resource Teacher	Classroom Teacher
Nikkia Eagleton	Processes & Programs	Music Teacher	Classroom Teacher
Teresa Harries	Student Learning	Interventionist	Non-classroom Professional
Cynthia Profit	Demographics	Principal Secretary	Paraprofessional
Jamie Hoard	Student Learning	Campus Instructional Coach	Non-classroom Professional
Jacob Cerda	Student Learning	Campus Instructional Coach	Non-classroom Professional
Verna Porter Pichon	Student Learning	Campus Instructional Coach	Non-classroom Professional
Tracey Beasley	Student Learning	Campus Instructional Coach	Non-classroom Professional
Robin Jacobson	Processes & Programs	District Representative	Non-classroom Professional

Name	Committee	Position	Role
Vanessa Squirrel	Processes & Programs	District Representative	Non-classroom Professional
Jazmin Castillo	Demographics	Parent	Parent Representative
Debra Johnson	Perceptions	Community Member	Community Representative
Jamie Coburn	Perceptions	Business Member	Business Representative

2.2: Regular monitoring and revision

CPAC meetings will occur on the following dates to review, monitor, and revise the CIP:

1. September 25, 2023
2. November 27, 2023
3. January 29, 2024
4. March 25, 2024
5. May 20, 2024

2.3: Available to parents and community in an understandable format and language

A copy of our Campus Improvement Plan is available in our front office, the Harris County Public Library, the campus website, GPISD Administration Building, and our Business Partners. The goals of the CIP are available in English and Spanish. Parents were sent a mass communication via text and email about accessing the document.

2.4: Opportunities for all children to meet State standards

All students will be able to meet state standards through whole-group instruction, small-group interventions, tutorials, differentiated instruction, and TEKS-focused high-quality instruction. We provide various opportunities for our students to meet state standards. The leadership team makes teacher recommendations as to who needs additional professional development to ensure quality student instruction is presented. Our teachers have extensively trained on guided reading, small groups, and data-driven instruction. We also provide student tutorials for at-risk students; our interventionist provides dyslexic services for those identified in need. Our campus instructional coaches provide intervention support to teachers and students throughout the year. Our school counselor provides students with emotional support and guidance whenever needed. We have plans to increase our parent participation with nutrition and academic sessions. Our Boys and Girls Organization/Club and counselor also offer social and academic support to participating students.

2.5: Increased learning time and well-rounded education

We utilize our learning schedule with academics and extra-curricular opportunities. We have incorporated an uninterrupted 90-minute block for all students, literacy for K-1. Learning time is respected at Tice. We try our best to restrict all interruptions during instructional time. We believe in the importance of building the "whole" child, not only in academics but also we work on keeping kids emotionally, physically, and socially sound.

A Master schedule will be created to ensure "Every Minute Counts" and that at least the minimum required minutes for all content areas are allotted for each class. Teachers will

ensure all lessons are planned and prepared to maximize instructional time. Students will attend Music, Art, PE, and Library to ensure a well-rounded education to hone and develop their other talents. Extra-curricular activities will be available for students, including, but not limited to, boys club, girls club, art club, honor choir, robotics, coding club, book club, safety patrol, student council, UIL Elementary Academic Meet, and national elementary honor society. After-school and Saturday tutorials will be offered to students in need of assistance.

2.6: Address needs of all students, particularly at-risk

Tice is a Title I school due to our low socio-economic status. We have a large number of at-risk learners that come to us with many needs, such as:

- Emergent Bilingual
- Learning disabilities
- Family and health issues
- High mobility rate
- Previous Retention

Reading and writing are a focus for our At-risk, SPED, and EB populations.

Counseling through our school counselor assists those students that are at risk. Assistance is also provided through our nurse, faculty, and staff. Students' needs are met at school so they can feel validated and have successful academic/extracurricular opportunities. We provide the following programs to assist the at-risk learner:

- After-school and Saturday tutorials
- RTI and dyslexia interventions
- Small group interventions are provided daily.
- The counselor provides guidance and counseling sessions.
- Parent meetings are held to discuss campus concerns.

3.1: Annually evaluate the schoolwide plan

CPAC meetings will occur on the following dates to review, monitor, and revise the CIP:

1. September 25, 2023
2. November 27, 2023
3. January 29, 2024
4. March 25, 2024
5. May 20, 2024

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was reviewed and revised on **May 9, 2023**, by the following members:

Name	Position
Toshia Gouard	Principal
Steven Gonzales	Assistant Principal
Korina Scott	Counselor
Ailin Mendoza	Parent
Angie Fajardo	Parent
Anilay Cabal	Parent
Geradina Torres	SPED Resource Teacher
Arihel Alexander Yanez	Parent
Angelica Barbery Perez	Parent
Berenice Monsivais	Parent
Diosmary Mora Perez	Parent
German Osorto	Parent
Leydis	Parent
Karyssa McCarthy	Parent
Mary Reyna	Parent
Raymond Reyna	Parent
Miguel Ramos	Parent
Taymi Perex	Parent

The policy was then shared with the CPAC committee on **May 22, 2023**. The Parent Engagement Policy is distributed electronically via email and a printed copy is distributed during parent conferences and at parent meetings. The policy can also be found in both English and Spanish in the front office and on the campus website. The policy will be reviewed and updated throughout the year.

4.2: Offer flexible number of parent involvement meetings

Parent involvement meetings will be offered throughout the year on campus, in classrooms, in the cafeteria, virtually, and off-campus at scheduled Tice nights in the community. They will include the following:

- Meet the Teacher and Title I Annual Meeting: August 3, 2023
- STAAR Parent Info: TBA (Virtual)
- School-Parent Compact: Discussed at parent conferences throughout the year
- Volunteer Meeting (morning/afternoon)
- Parent conferences (Varies)
- PTA Meetings (after school)
- Coffee with the Principals and Counselor: September 29, 2023, December 1, 2023, February 2, 2024, and May 3, 2024

Campus Funding Summary

199-23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	After school tutorials K-5th Grade		\$2,616.00
Sub-Total					\$2,616.00
Budgeted Fund Source Amount					\$6,175.00
+/- Difference					\$3,559.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Food and materials		\$1,000.00
2	5	1	Paper, Medals, Trophies		\$2,000.00
3	2	2	Classroom Fieldtrips & Transportation		\$3,000.00
3	3	1	Materials		\$500.00
4	1	1	Paper and Food		\$200.00
4	2	1	Paper		\$500.00
5	3	1	Printers, Laminating Machine, Teacher Furniture		\$6,243.00
Sub-Total					\$13,443.00
Budgeted Fund Source Amount					\$62,425.00
+/- Difference					\$48,982.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Paper		\$1,000.00
1	2	2	Extra Help - Substitutes		\$1,000.00
1	3	1	Materials - Paper		\$500.00
1	4	1	Reading Materials, Books and Paper		\$1,000.00
2	1	1	Materials - Paper		\$500.00
2	1	2	Math and Reading Learning Kits		\$3,000.00
2	2	1	Materials-Trifold Boards, Binders, Paper & Sheet Protectors		\$1,000.00
2	3	1	After school tutorials		\$4,000.00
2	3	3	LLI Kits for Reading and Math/iReady /Flocabulary Programs		\$5,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Paper		\$50.00
3	1	1	Reading & Science Materials, Paper and Medals		\$1,792.00
3	2	1	Musical & Art Materials & Paper		\$500.00
Sub-Total					\$19,342.00
Budgeted Fund Source Amount					\$19,392.00
+/- Difference					\$50.00
Grand Total Budgeted					\$87,992.00
Grand Total Spent					\$35,401.00
+/- Difference					\$52,591.00