

Galena Park Independent School District

Tice Elementary School

2025-2026 Comprehensive Needs Assessment



Board Approval Date: August 11, 2025

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.

Value Statement

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-six 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, and 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 performance over three years. 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. During the 2015 school year, the Texas Alliance of Black School Educators recognized Tice as a Demonstration 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 669 students in grades Pre-Kindergarten to 5th grade. Five years ago, 716 students were served by the campus, which is a decrease of 6.6%. Due to the COVID-19 pandemic, Tice was declared a state of disaster and was not rated during the 2019-2020 and 2020-2021 school years. During the 2021-2022 school year, Tice received a "B" rating with no distinctions. Tice received an "A" rating with distinctions in five out of the six eligible categories, which included Academic Achievement in Reading/Language Arts, Academic Achievement in Mathematics, Postsecondary Readiness, and the Top 25 Percent in both Comparative Academic Growth and Comparative Closing the Gaps. Ratings for the 2023-2024 school year remain pending and subject to change based on judicial rulings.

The campus is organized into grade-level teams consisting of 4-5 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 and the B.E.S.T. program for students on the autism spectrum or identified with an emotional disability. All students can experience science lab activities, physical education, computer literacy, music, library, and art.

According to the 2023-2024 PEIMS Report:

The student population at Tice Elementary is:

Race	Total Students	Percentage
African American	176	26%
Hispanic	475	70%
White	13	2%
American Indian	1	<1%
Asian	4	<1%
Pacific Islander	0	0%
Two or More Races	10	2%

The overall mobility rate from 2022-2023 was approximately 18%. The 2024-2025 average daily attendance rate for students was 95%, and the average daily attendance rate for staff was 96%. Tice had 66 office referrals this year, a decrease of 68% from last year.

Tice Elementary serves:

Population	Total Students	Percentage
Emergent Bilingual	310	43%
Gifted and Talented	56	8%
At-Risk	475	71%
Economically Disadvantaged	646	90%
Special Education	135	19%

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 2025-2026 school year in the following areas:

- Special Education
- Second Language Learners
- Classroom Management/Student Behavior
- TIER I Teaching Strategies-Guided Reading/Math Groups

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; 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 program from pre-kindergarten through fifth grade. Each grade level has 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.

Table of Contents

Comprehensive Needs Assessment 6

Demographics 6

Student Learning 8

School Processes & Programs 9

Perceptions 10

Comprehensive Needs Assessment

Revised/Approved: June 5, 2025

Demographics

Demographics Summary

Tice Elementary is one of fifteen elementary campuses in Galena Park ISD. Tice Elementary was established in 1979. Tice is a suburban school located on Wallisville Road in Houston, Texas, that serves Prekindergarten-fifth-grade students. The student body at the end of the 2024-2025 school year was 669 students, 71% Hispanic, 25% African American, 2% White, 2% Two or More Races, <1% American Indian, and Asian. 93% of the student population is economically disadvantaged, and 74% are At-Risk. Emergent Bilingual (EB) students are 41% of the student population, and special education programs serve 19% of the total students. The overall mobility rate is 19%. The attendance rate is 95%.

All of the teachers at Tice Elementary are highly qualified with 4-year degrees and teaching certifications. The staff is comprised of the following:

Demographics	Count	Percent
African American	19	28%
Hispanic	40	59%
White	5	7%
Asian	3	4%
Two or More Races	1	1%

Demographics Strengths

Based on 2024-2025 data:

- Tice has diverse teachers for our diverse learners.
- Staff have a clear vision and purpose.
- Parents feel very welcome at Tice.
- Students feel safe and secure in our classroom.
- Incentives such as themed dress-up days motivate students to come to school.
- PTA has involved parents by having more events.
- The Tiger store 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: Student enrollment fluctuates, which disrupts academic continuity, strains resources, and impacts their overall educational achievement.

Root Cause: Since the district started open enrollment, the mobility rate has increased by 90%.

Problem Statement 2: The retention rate in first grade continues to demonstrate high numbers of retainees.

Root Cause: Students who are performing below grade level are not able to keep up with the rigorous curriculum.

Problem Statement 3: Many Emergent Bilingual students are not demonstrating growth of at least one proficiency level in English each year.

Root Cause: Students in the lower grades require more exposure to the English language in reading and language arts.

Student Learning

Student Learning Summary

Tice earned an accountability rating of "A" during the 2022-2023 school year. Teachers, along with the support of campus instructional coaches, district interventionists, retired teachers, and college tutors, provided the students with a variety of learning opportunities through targeted Tier 1 instruction, small group interventions, and enrichment activities. While the issuance of 2024 A–F ratings remains pending and subject to change based on judicial rulings, the scores for the 2024-2025 and historical data are in the tables below.

2024-2025				2023-2024				2022-2023			
Rating: Pending	Approaches	Meets	Masters	Rating: Unofficial B	Approaches	Meets	Masters	Rating: A	Approaches	Meets	Masters
ELA/Reading	%	%	%	ELA/Reading	83%	52%	24%	ELA/ Reading	77%	48%	17%
Math	%	%	%	Math	82%	54%	16%	Math	79%	52%	19%
Science	%	%	%	Science	70%	26%	8%	Science	71%	42%	9%

Student Learning Strengths

Based on 2024-2025 data:

- RLA, Math, and Science performance either stayed the same or increased as measured by progress monitoring and district assessments.
- Teachers, campus instructional specialists, and retired teachers provide guided reading and math instruction and small-group interventions.
- Technology integration through Stemscoopes, iReady, and Summit K-12, etc.
- Coaching and planning with content teachers during weekly DDI meeting.
- Analyzing assessment data during DDI meetings.
- Monthly MTSS/RtI meetings to review student progress and plan for interventions.
- Students are provided with rich afterschool learning opportunities, including, but not limited to, girls and boys clubs, robotics, soccer, dance, student council, UIL.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a high number of students in special education performing below the state and district average.

Root Cause: Most special education students who are pulled for resource instruction are not being held accountable for the content in the general education classroom.

Problem Statement 2: Many Emergent Bilingual students are not demonstrating growth of at least one proficiency level in English each year.

Root Cause: Students in the lower grades require more exposure to the English language in reading and language arts.

Problem Statement 3: The retention rate in first grade continues to demonstrate high numbers of retainees.

Root Cause: Students who are performing below grade level are not able to keep up with the rigorous curriculum.

School Processes & Programs

School Processes & Programs Summary

At Tice Elementary, classroom schedules were created to maximize instructional time according to the district's expectations. Instruction time is vital to the educational success of all students. What I Need (WIN) time was added to the daily schedule to provide students with additional interventions that does not take away from core instruction time. Campus goals are aligned with district goals for continuity. Our campus PLCs (content planning teams) work together to ensure continuity between the grade levels.

School Processes & Programs Strengths

Based on 2024-2025 data:

- Great Environment where the staff feel valued.
- Parents are kept up-to-date and welcome to participate in activities.
- Information is sent in English and Spanish.
- Professional development is focused on continuous improvement.
- Weekly DDI meetings provide teachers with additional time to plan.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The social skills curriculum is not student-centered enough to promote personal responsibility, consistent expectations, respect for self and others, and respect for personal or public property.

Root Cause: Expectations of behavior and rules are not implemented consistently enough throughout the cafeteria, hallways, bathrooms, and other social areas where many students gather.

Problem Statement 2: There is a high number of students in special education performing below the state and district average.

Root Cause: Most special education students who are pulled for resource instruction are not being held accountable for the content in the general education classroom.

Problem Statement 3: The special education referral process takes too long.

Root Cause: It takes a long time to complete the paperwork, and there is not enough personnel.

Problem Statement 4: Many Emergent Bilingual students are not demonstrating growth of at least one proficiency level in English each year.

Root Cause: Students in the lower grades require more exposure to the English language in reading and language arts.

Perceptions

Perceptions Summary

At Tice Elementary, a large number of parents, guardians, and family members attend events such as Literacy Night, STEAM Night, Muffins for Moms, Doughnuts for Dads, Grandparents' Day Break, 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 classroom management, Tier I teaching strategies in RLA/Math small groups, and working with second language learners and students identified with learning disabilities.

Perceptions Strengths

Based on 2024-2025 data:

- Our counselors provide students with individualized support
- Students feel safe in the classrooms.
- Parents feel welcome at the school.
- The school has a clear vision, and high expectations are set.
- Teachers are being provided with the resources they need.
- Good administrative support for teachers, students, and parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students do not adhere to the dress code policy.

Root Cause: Dress code requirements are not being implemented effectively, and teachers have inconsistent discipline plans when it comes to dress code violations. Dress-up days throughout the year encourage students to dress out of the dress code when there is no assigned theme.

Problem Statement 2: Students do not feel safe in the restrooms and hallways.

Root Cause: Students take individual restroom breaks when teachers are not available to monitor.

Problem Statement 3: Parents are not getting information in a timely fashion.

Root Cause: Information is communicated with the parents through multiple platforms, and important information is overlooked.

Problem Statement 4: Parents are not available to meet 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.