

Galena Park Independent School District
Kenneth J. Tice Elementary
Campus Improvement Plan

2013 - 2014

Section 1- Introduction

- 1. School:** Tice Elementary
- 2. Location:** 14120 Wallisville Rd., Houston, Tx. 77049
- 3. Budget Manager:** Amy Cole
- 4. Current School Advisory Team Members & Position:**

Administrators:

Amy Cole
Misty Choice

Administration Member:

Wanna Giacona

Business Member:

Mr. Mendoza
Leonard Clardy

Community Member:

Vivian Henderson
Gina Segura

Counselor:

Elisa Segura

Parents:

Rosa Meraz
Ashley Galindo

Teachers:

Christy Hughes
Taronce Knight
Melody Timpani
Cesar Godina
Shirley Tyler
Marisol Sanchez
Elisabeth Solis
Ashley Garcia
Cecilia Monta
Perla Garcia
Tracey Terry
Edtrice Moak
Alicia Green
Crystal Yancy
Sally Carranza
Cindy Rodriguez
Cheryl Clardy
Carrie Fillman
Debra Thomas
Nikkia Eagleton

Grade Level:

Pre-Kindergarten
Kindergarten
Kindergarten
1st Grade
1st Grade
2nd Grade
2nd Grade
3rd Grade
3rd Grade
4th Grade
4th Grade
5th Grade
5th Grade
Special Education
Paraprofessional
Instructional Coach
Instructional Coach
Instructional Coach
Activities
Activities

5. Campus Mission/Vision Statement:

Motto: “We’re all in this together working towards destination graduation.”

Mission: We will strive to ensure that all students can and will reach their full potential.

Section 2 - Comprehensive Needs Assessment

1. Where We Have Been:

A. History of Campus and Important Changes

Kenneth J. Tice Elementary opened its doors to the community in 1979. There have been five principals that have led Tice over the past thirty-four years starting with Gerald Cobb, Arthur Culver, Jackie Smith, Steve Kinney, Judy Holbrook and most currently Amy Cole.

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

Tice Elementary has 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.

B. Attendance:

2010 – 2011: 98.2%

2011 – 2012: 98.2%

2012 – 2013: 96.8%

C. AYP

Tice’s history of Adequate Yearly Progress:

2010 – 2011: Met AYP

2011 – 2012: Met AYP

2012 – 2013: Pending

D. STAAR Demographic Data

2011

Student Group	Reading	Math	Writing	Science
All Students	99%	99%	99%	99%
African Am.	99%	99%	99%	99%
Hispanic	98%	99%	99%	99%
White	99%	99%		
Ec. Disadv.	99%	99%	99%	99%

2012 (Based on Preliminary 2012 AYP Results)

Student Group	Reading	Math	Writing	Science
All Students	96%	95%		
African Am.	97%	97%		
Hispanic	96%	95%		
White	100%	75%		
Ec. Disadv.	97%	95%		

2. Where We Are Now:

Comprehensive Needs Assessment

School Profile:

Tice Elementary is one of 15 elementary campuses in Galena Park Independent School District. Tice Elementary opened its doors in year 1979 and serves predominantly economically disadvantaged families. Currently, Tice Elementary serves 684 students in grades Pre-Kindergarten to 5th grade. Five years ago, 644 students were served by the campus, which is an increase of 6%. This year, Tice Elementary was awarded a Bronze Level Award for National Excellence in Urban Education from the National Center of Urban School Transformation.

The campus is organized into grade level teams consisting of 5 teachers per team. Two teams of teachers on each team block schedule giving students a full day of reading/language arts coupled with social studies alternating with a full day of math/science instruction. Tice Elementary houses two special education programs including a PASS program for students with emotional disturbances as well as Life Skills for intellectually disabled students. All students are afforded the opportunities to experience science lab activities, physical education, computer literacy, music, library and drama.

The student population at Tice Elementary is:

28%	African-American	1%	Asian
5%	White	62%	Hispanic

The staff population at Tice Elementary is:

28%	African-American	4%	Asian
50%	White	17%	Hispanic

14.6 years: average years of experience
100% Highly Qualified teachers
100% Highly Qualified paraprofessionals

The overall mobility rate from 2010 – 2011 is approximately 17.5%. The average daily attendance rate for students is 97%. The average daily attendance rate for staff is 97%. Tice has had a total of 60 discipline referrals this year, which is an increase of 9% from last year.

Tice Elementary serves:

177 English Language Learner students (27%)
33 Gifted and Talented students (5%)
256 At Risk students (39%)
603 Economically Disadvantaged students (92%)
59 Special Education students (9%)

12 students were tested this school year, and only 1 did not qualified for special education services.

Survey Data – Campus Needs Assessment areas of focus:

Based on our Needs Assessment survey, we will conduct staff development during the 2013 – 2014 school year in the following areas:

- ✓ Classroom Management Strategies
- ✓ Behavioral Intervention Strategies
- ✓ Stress Management

Special Programs

Our School-wide Title I program consists of parent involvement activities, extended day tutorials for math and reading, professional development, and instructional coaches focused 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 core curriculum in small groups, and academic based field trips for at-risk students.

Our Bilingual/ESL/Title III program is a transitional program that successfully transitions students by 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 and classroom activities and resources for second language learners.

3. Where We Are Going:

A. Comprehensive Needs Assessment Process

The Tice Elementary needs assessment process is described below. The site-based decision-making team formed subcommittees to evaluate the previous years' data. The committees evaluated program evaluations, survey results, and the following data: Benchmarks, DRA, STAAR, Attendance (students and staff), Aimsweb, grade level meetings, etc. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Committee members reviewed the data listed above to identify areas of strengths and needs. The data showed:

Student Achievement:

Strengths	Assessments, Small Group Instruction,
Needs	STAAR Resources, Technology, Early Literacy

Instruction, Curriculum and Assessment:

Strengths	Data Disaggregation, Instructional Coaches, Hands-On Instruction,
Needs	Technology, Vertical Alignment

Family and Community Involvement:

Strengths	Monthly Tice Newsletter, Music/Drama Plays,
Needs	Parent Trainings, Exposure to Teacher Webpages

Staff Quality:

Strengths	100% Highly Qualified Teachers and Paraprofessionals
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Needs	Continual Staff Development Opportunities
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School Culture and Climate:

Strengths	Low Teacher Turnover,
Needs	Increased Teacher Attendance, Discipline/Character Education Program, After School Clubs

School Organization:

Strengths	Block Scheduling, ICU
Needs	Utilization of Computer Lab

Summary of Identified Needs and Related Strategies:

Based on the Needs Assessment, the following goals and objectives have been approved for the 2012-2013 school year:

Goal 1: Environment

Tice Elementary will provide a safe and productive learning environment for students and employees (District Goals 1 & 9)

Objective 1.1: Make students aware of and involved in the appreciation and respect of the social and cultural norms of their peers.

Objective 1.2: Prevention of unwanted physical or verbal aggression, sexual harassment, and bullying will be integrated into the Champs behavior management program.

Objective 1.3: Maintain a safe, healthy, and orderly environment (CATCH)

Objective 1.4: Provide TBSI training for campus instructional staff (Core Team).

Objective 1.5: Maintain and consistently enforce a campus-wide discipline plan that focuses on safety and positive self-esteem using the Foundations Program.

Objective 1.6: Develop a Crisis Management team that will conduct table top discussions to ensure a safe learning environment.

Goal 2: Destination Graduation

Tice Elementary will provide opportunities to assist students in preparing for college and careers. (District Goal 2)

Objective 2.1: Increase involvement in activities and programs that build character and leadership through instruction, modeling, and the arts in preparation for higher education.

Objective 2.2: To offer opportunities to explore options for higher education and training.

Goal 3: Student Success

Tice Elementary will define and implement measures by which student success for all subgroups can be determined relative to the tested, foundation curriculum areas of math, social studies, science, and English/LA (District Goal 3)

Objective 3.1: All students groups will meet (including Special Education, 504, At-Risk, and Dyslexia) will achieve mastery on appropriate assessments through the utilization of effective instructional/programs designated to meet their academic and social needs.

Objective 3.2: Ensure smooth transitions of students from Pre-K to Kindergarten and fifth grade to sixth grade.

Objective 3.3: Improve student's achievement and decrease retention through the use of several intensive accelerated instructional programs.

Objective 3.4: Students will be provided opportunities to interact with current technology to enhance learning.

Objective 3.5: Use district assessment and RTI data to monitor student progress.

Objective 3.6: Provide timely assistance to struggling students and decrease retention through the use of accelerated instruction programs and Response to Intervention.

Goal 4: AYP

Tice Elementary will implement strategies to meet Adequate Yearly Progress (AYP) standards (District Goal 4)

Objective 4.1: To meet or exceed state and district goals for the third, fourth, and fifth graders in every sub-population on all sections of the STARR test.

Objective 4.2: Ensure correct placement and programming for all students (including LEP, Bilingual, Special Education, Early Childhood, Gifted and Talented, AT-Risk, Migrant, Homeless).

Goal 5: Enrichment

Tice Elementary will define and implement measures by which student success can be determined for enrichment and extracurricular areas not tested by the State of Texas Assessment of Academic Readiness assessment, which includes art, music, theater, dance and physical education. (District Goal 5)

Objective 5.1: All students will have the opportunity to participate in cultural and enrichment activities.

Goal 6: Guidance Counseling

Tice Elementary will increase counseling services offered to our students and teachers. (District Goal 6)

Objective 6.1: To develop and implement a counseling program which addresses self esteem, anger management, bullying, character education and family issues.

Objective 6.2: Provide services for homeless and migrant students.

Goal 7: Attendance

Tice Elementary will have 97% or higher student and teacher attendance. (District Goal 7 & 10)

Objective 7.1: Provide incentives for perfect attendance each nine weeks (Field trips, Park, Skating, Movie, Dance, and Lunch Crew).

Objective 7.2: Implement preventive measures to deter excessive absences (phone calls, parent conferences, written communication).

Goal 8: Parental Involvement

Tice Elementary will increase parental involvement opportunities. (District Goal 8)

Objective 8.1: Provide a consistent and informative communication network that will inform and encourage parental involvement. (Parent Education Program)

Goal 9: Professional Development

Tice Elementary will provide professional development opportunities for staff to improve instruction and skill sets for their respective positions. (District Goal 11)

Objective 9.1: To offer training and staff development to improve and enhance teacher's knowledge and skill base and retention to offer student successes.

Objective 9.2 Provide high-quality; on going staff development to maintain (retain) 100% of classes taught by highly qualified teachers in the core academic subject areas to enable all children to meet the state's academic achievement standards.

Goal 10: Staff Moral

Tice Elementary will implement measures to maintain high staff morale and low teacher turnover rate. (District Goal 13)

Objective 10.1: Continue to use various incentives to increase staff retention, morale, and attendance.