

# Galena Park Independent School District

## Tice Elementary School

### Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 10, 2020

# 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. There have been eight principals that 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 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 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 Galena Park Independent School District. Tice Elementary opened its doors in the year 1979 and serves predominantly economically disadvantaged families. Currently, Tice Elementary serves 719 students in grades Pre-Kindergarten to 5<sup>th</sup> grade. Five

years ago, 700 students were served by the campus, which is an increase of 2.7%. During the 2015 school year, Tice was recognized as a Demonstration School with the Texas Alliance of Black School Educators. 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 Designations. For the 2017-2018 and 2018-2019 school years, Tice did not receive any distinctions.

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 two special education programs including a PASS program for students with emotional disturbances as well as FOCUS program for students identified on the autism spectrum. All students are afforded opportunities to experience science lab activities, physical education, computer literacy, music, library, and art.

According to the 2018–2019 Texas Academic Performance Report:

The student population at Tice Elementary is:

<b>22%</b>	<b>African-American</b>
73%	Hispanic
3%	White
0%	American Indian
<1%	Asian
<1%	Pacific Islander
2%	Two or More Races

The overall mobility rate from 2017–2018 is approximately 13.3%. The average daily attendance rate for students is 96.9%. The average daily attendance rate for staff is 97.29%. Tice has had a total of 60 discipline referrals this year, which is a decrease of 25% from last year.

Tice Elementary serves:

- 311 English Learners (42%)
- 48 Gifted and Talented students (6%)
- 446 At-Risk students (57%)
- 659 Economically Disadvantaged students (88%)
- 93 Special Education students (12%)

### **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 2020–2021 school year in the following areas:

- Early Interventions
- Staff Training on Preventative Proactive Strategies
- Virtual Learning and Internet Safety

### **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 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, and classroom activities and resources for second language learners.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Tice Elementary demographics is 72% Hispanic; 22% African American; 3% White; Two or More Races 2%. There are 690 students enrolled. 87% of the student population is economically disadvantaged and 65% are At-Risk. English Learners (EL) are 41% of the student population and 7% of the total students are served by special education programs. Three overall mobility rate is 12%. The attendance rate is 97%.

### Demographics Strengths

- Extracurricular Activities/Programs (ACE, Boys Club, Girls Run Club, Honor Choir, Robotics, UIL Academic Meet)
- Free breakfast and lunch for all students
- Interventions with Instructional Coaches for RTI
- Multiple forms of communication. (Flyers, Call-outs, Remind, Class Dojo, Twitter, Facebook and School Status)
- Programs to help families in need. (Brighter Bites, Milk and Cereal Mobile and Backpack Buddies)

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Parent/family engagement in events at the school is low. **Root Cause:** Notification is sent the week before an event and does not give parents the time they need to plan to attend.

**Problem Statement 2 (Prioritized):** The economically disadvantaged population is increasing, as well as the number of families identified as homeless. **Root Cause:** The area has a large amount of rental homes as well as multiple family units in one home which has caused an increase in the mobility rate.

**Problem Statement 3 (Prioritized):** Attendance is negatively affected by having 3 PreK classes on campus in 6 (am/pm) sections. **Root Cause:** Parents do not take the PreK age seriously.

**Problem Statement 4 (Prioritized):** Parents become reluctant to send their students to school. **Root Cause:** Students tend to miss more days as the weather changes and illnesses increase.

**Problem Statement 5 (Prioritized):** Absences increase during and around holidays. **Root Cause:** Families take extended days off during the holidays.

# Student Learning

## Student Learning Summary

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 "Approaches Grade Level Standard" or above.

## Student Learning Strengths

- Math Performance
- Teachers provide guided reading and math small group interventions
- Technology integration through Istation, Stemscopecs, and etc.
- Coaching and planning with content teachers
- Analyzing assessment data
- RtI Meetings

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Tice ED populations in writing is below the state and district average **Root Cause:** Writing is not being taught to the level of rigor that is needed in the lower grades.

**Problem Statement 2 (Prioritized):** Limited Bilingual resources and supplies. **Root Cause:** Campus was not prepared to meet the needs of the One-Way Dual Language Program

# School Processes & Programs

## School Processes & Programs Summary

At Tice Elementary, classroom schedules were created to maximize instructional time according to each grade level and their needs. 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

- ICU and Specialist Support
- Perfect attendance incentives
- Safety patrol and Student Council
- Mentor/Buddy Program
- PASS/FOCUS Programs
- Two computer labs

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause:** Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

**Problem Statement 2 (Prioritized):** Support for at-risk students needs to be improved. **Root Cause:** Campus focus is intervention and not improved first line instruction.

**Problem Statement 3 (Prioritized):** Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. **Root Cause:** Outdated ipads/devices, budget for update devices/apps/licenses



# 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 does a good job of communicating 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

- PTA Programs highlighting various grade levels
- Award Ceremonies
- Community in Schools (ACE) parent programs
- Utilizing Parent-Friendly Communication Apps (Remind, Class Dojo)
- Kid-friendly school atmosphere
- Teacher Morale

## 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.

**Problem Statement 2 (Prioritized):** There is a lack of timely communication between parents and classroom teachers regarding academic progress. **Root Cause:** Grades not updated in skyward in a timely manner.

**Problem Statement 3:** Notification of events need to be communicated in a timely manner. **Root Cause:** Information is not planned ahead of time.

# Priority Problem Statements

**Problem Statement 1:** Support for at-risk students needs to be improved.

**Root Cause 1:** Campus focus is intervention and not improved first line instruction.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement.

**Root Cause 2:** Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Limited Bilingual resources and supplies.

**Root Cause 3:** Campus was not prepared to meet the needs of the One-Way Dual Language Program

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Tice ED populations in writing is below the state and district average

**Root Cause 4:** Writing is not being taught to the level of rigor that is needed in the lower grades.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Technology is constantly evolving which causes devices to become outdated, not allowing apps to update.

**Root Cause 5:** Outdated ipads/devices, budget for update devices/apps/licenses

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Parent/family engagement in events at the school is low.

**Root Cause 6:** Notification is sent the week before an event and does not give parents the time they need to plan to attend.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Tice lacks a strong and consistent discipline plan.

**Root Cause 7:** Foundations is not being implemented effectively.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** There is a lack of timely communication between parents and classroom teachers regarding academic progress.

**Root Cause 8:** Grades not updated in skyward in a timely manner.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** The economically disadvantaged population is increasing, as well as the number of families identified as homeless.

**Root Cause 9:** The area has a large amount of rental homes as well as multiple family units in one home which has caused an increase in the mobility rate.

**Problem Statement 9 Areas:** Demographics

**Problem Statement 10:** Attendance is negatively affected by having 3 PreK classes on campus in 6 (am/pm) sections.

**Root Cause 10:** Parents do not take the PreK age seriously.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** Parents become reluctant to send their students to school.

**Root Cause 11:** Students tend to miss more days as the weather changes and illnesses increase.

**Problem Statement 11 Areas:** Demographics

**Problem Statement 12:** Absences increase during and around holidays.

**Root Cause 12:** Families take extended days off during the holidays.

**Problem Statement 12 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

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

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

## 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Campus leadership data
- TTESS data





# Goals

**Goal 1:** Kenneth J. Tice Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

**Performance Objective 1:** Provide regular communication/recognition for students, parents, and staff.

**Evaluation Data Sources:** Information contained in Monthly Family/Community Newsletters and Staff Newsletters.

**Summative Evaluation:** None

<b>Strategy 1:</b> Publish a monthly Family/Community and a weekly Staff Newsletter		
<b>Strategy's Expected Result/Impact:</b> Regular communication with all stakeholders		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Campus Instructional Coaches, and grade level teams		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Problem Statements:</b> Demographics 1	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None		<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> Maintain communication by providing parents with graded papers in order to keep them abreast of their students' academic status once a week.		
<b>Strategy's Expected Result/Impact:</b> Parental awareness and intervention		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None		<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

## Demographics





**Problem Statement 1:** Parent/family engagement in events at the school is low. **Root Cause:** Notification is sent the week before an event and does not give parents the time they need to plan to attend.



**Performance Objective 2:** Teach safety practices and protocols to students and staff.

**Evaluation Data Sources:** Conduct 100% of all drills.

**Summative Evaluation:** None

<b>Strategy 1:</b> Foundations: Provide monthly practice/review of emergency response procedures (fire drills, bad weather, shelter in place, lock down)	
<b>Strategy's Expected Result/Impact:</b> Timely, efficient, and successful campus drills and positive survey results	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators and Foundations Team	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 3:** Implement a comprehensive health and wellness program.

<b>Strategy 1:</b> Host family/community Healthy Lifestyle Events in partnership with community organizations: Bringing Schools and Families together for the health of our kids.	
<b>Strategy's Expected Result/Impact:</b> Participant survey results	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor, School Nurse, and Physical Education Teacher	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> Demographics 1	<b>May</b>
<b>Funding Sources:</b> 199 - Local \$500	
<b>Strategy 2:</b> Provide information to staff on improving nutrition, increasing physical activity among students, incorporating appropriate snacks and edible incentives, and initiating a partnership with Brighter Bites to provide families with fresh produce, etc.	
<b>Strategy's Expected Result/Impact:</b> Staff implementation of Brighter Bites program, parent/community reception to the initiative and distribution of information from the health and wellness committee	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Health and Wellness Committee (Counselor, School Nurse, Physical Education Teacher and Administrators)	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	

**Strategy 3: 21st Century Classroom:**  
 Implement structured grade level recess and provide grade levels with recess equipment.

<b>Strategy's Expected Result/Impact:</b> Students participating in daily recess	<b>Formative</b>  <b>Oct</b>  <b>Dec</b>  <b>Feb</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Physical Education Teacher and Grade Level Chairs	
<b>Title I Schoolwide Elements:</b> 2.5	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> 211 - Title I, Part A \$500	

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Demographics**

**Problem Statement 1:** Parent/family engagement in events at the school is low. **Root Cause:** Notification is sent the week before an event and does not give parents the time they need to plan to attend.

**Performance Objective 4:** Create a healthy environment so staff and students thrive and are productive.

**Evaluation Data Sources:** Staff survey results, staff attendance, student attendance and discipline data.

**Summative Evaluation:** None

<b>Strategy 1:</b> Foundations: Provide Texas Behavior Support Initiative (TBSI) training for the campus core team so that restraints are done properly when needed.		
<b>Strategy's Expected Result/Impact:</b> Fewer restraints		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> 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		
<b>Strategy's Expected Result/Impact:</b> Fewer office referrals and students following common area expectations		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators, Counselor, & Foundations Team		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b>	<b>Dec</b>
<b>TEA Priorities:</b> None	School Processes & Programs 1	<b>Feb</b>
<b>ESF Levers:</b> None	Perceptions 1	<b>Summative</b>
<b>Funding Sources:</b>		<b>May</b>
Materials 211 - Title I, Part A \$500		

**Strategy 3:** Foundations: Survey students and teachers once a year through a formal Foundations survey to indicate areas of concern.


<b>Strategy's Expected Result/Impact:</b> Area of concern targeted	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Foundations Team	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> School Processes & Programs 1	Oct
<b>Funding Sources:</b> Resources 199 - Local \$500	Dec
	Feb
	<b>Summative</b>
	May

**Strategy 4:** Provide information to students, staff and families regarding district services for students that qualify under the McKinney-Vento Act.

<b>Strategy's Expected Result/Impact:</b> All students identified as homeless will be reported to the district liaison and receive	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor, PEIMS Clerk , Administrators and classroom teachers	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	Oct
<b>Funding Sources:</b> None	Dec
	Feb
	<b>Summative</b>
	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### School Processes & Programs

**Problem Statement 1:** Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause:** Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning





### Perceptions

**Problem Statement 1:** Tice lacks a strong and consistent discipline plan. **Root Cause:** Foundations is not being implemented effectively.

**Performance Objective 5:** Ensure our students and staff have 21st Century classrooms, technology and equipment so performance is at a maximum.

**Evaluation Data Sources:** Increased utilization of technology on campus among students and staff.

**Summative Evaluation:** None

<b>Strategy 1:</b> 21st Century Classroom: Provide training to employees on the appropriate use of digital tools.		
<b>Strategy's Expected Result/Impact:</b> Staff members will use digital tools appropriately on and off-campus		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Digital Learning and Assessment Specialist		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> School Processes & Programs 3	<b>Dec</b>
<b>TEA Priorities:</b> None		<b>Feb</b>
<b>ESF Levers:</b> None	<b>Funding Sources:</b> Materials 211 - Title I, Part A \$1,000	<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> 21st Century Classroom: Conduct weekly Technology lessons with all students and monthly lessons with staff		
<b>Strategy's Expected Result/Impact:</b> Increased use of instructional technology among staff and students		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Digital Learning and Assessment Specialist		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> School Processes & Programs 3	<b>Dec</b>
<b>TEA Priorities:</b> None		<b>Feb</b>
<b>ESF Levers:</b> None	<b>Funding Sources:</b> None	<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		
<b>School Processes &amp; Programs</b>		
<b>Problem Statement 3:</b> Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. <b>Root Cause:</b> Outdated ipads/devices, budget for update devices/apps/licenses		

**Goal 2:** Kenneth J. Tice Elementary will provide information and opportunities to assist students in preparing for college, careers and military.

**Performance Objective 1:** Provide PreK-12 students with multiple college and career awareness opportunities.

**Evaluation Data Sources:** Increased participation in college and career activities.

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide college information on announcements to expose all students to different colleges and universities.	
<b>Strategy's Expected Result/Impact:</b> More background knowledge of higher education institutions	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> Materials 199 - Local Counselor \$100	
<b>Strategy 2:</b> Showcase a variety of colleges with flags displayed from colleges and universities around the nation.	
<b>Strategy's Expected Result/Impact:</b> Students are aware of different higher education opportunities	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> College flags/banners 199 - Local \$500	


**Strategy 3:** Provide a career day to expose PreK-fifth grade students to different career choices.


<b>Strategy's Expected Result/Impact:</b> Awareness of career choices	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor and classroom teachers	
<b>Title I Schoolwide Elements:</b> 2.5, 2.6	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Oct</b>
<b>Funding Sources:</b> Presenter thank you gifts, lunch for presenters, transportation for ECHS staff and students, etc. 199 - Local \$250	<b>Dec</b>
	<b>Feb</b>
	<b>Summative</b>
	<b>May</b>

**Strategy 4:** Allow teachers to wear a college or career shirt once a week to promote college and career awareness.

<b>Strategy's Expected Result/Impact:</b> Increase exposure to a variety of colleges and universities	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators	
<b>Title I Schoolwide Elements:</b> 2.5	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Oct</b>
<b>Funding Sources:</b> None	<b>Dec</b>
	<b>Feb</b>
	<b>Summative</b>
	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



**Performance Objective 2:** Increase success rate of students achieving college and career readiness indicators.

**Evaluation Data Sources:** Strive to have an increased number of students reaching meets and masters on STAAR.


**Summative Evaluation:** None

**Strategy 1:** 21st Century Classroom: Increase teachers knowledge and the connection between the rigor of the TEKS and the STAAR assessment staff development, modeling, and shared learning.

<b>Strategy's Expected Result/Impact:</b> Increase in students scoring meets and masters levels on DAs and STAAR	<b>Formative</b>  <b>Oct</b>  <b>Dec</b>  <b>Feb</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coaches and classroom teachers	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> None	
<b>Additional Targeted Support Strategy</b>	
<b>Problem Statements:</b> Student Learning 1, 2 School Processes & Programs 2	
<b>Funding Sources:</b> 199-23 - Special Education \$500 199 - Bilingual \$1,000 211 - Title I, Part A \$1,000	

**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.

<b>Strategy's Expected Result/Impact:</b> Increase in students scoring meets and masters levels on DAs and STAAR	<b>Formative</b>  <b>Oct</b>  <b>Dec</b>  <b>Feb</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Administrators, CIC	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> None	
<b>Comprehensive Support Strategy</b>	
<b>Additional Targeted Support Strategy</b>	
<b>Problem Statements:</b> Student Learning 1, 2 School Processes & Programs 2	
<b>Funding Sources:</b> Reading Materials 211 - Title I, Part A \$2,854	

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Student Learning**

**Problem Statement 1:** Tice ED populations in writing is below the state and district average **Root Cause:** Writing is not being taught to the level of rigor that is needed in the lower grades.

**Problem Statement 2:** Limited Bilingual resources and supplies. **Root Cause:** Campus was not prepared to meet the needs of the One-Way Dual Language Program

**School Processes & Programs**

**Problem Statement 2:** Support for at-risk students needs to be improved. **Root Cause:** Campus focus is intervention and not improved first line instruction.

**Performance Objective 3:** Provide comprehensive counseling to students.


**Evaluation Data Sources:** Guidance lessons will continue to be available to 100% of our students in order to assist students in developing skills they need to enhance their personal, social, emotional, and career development.

**Summative Evaluation:** None

<b>Strategy 1:</b> Foundations: Educate students on bullying, motivation, interpersonal skills, goal setting, cross cultures, and career awareness.	
<b>Strategy's Expected Result/Impact:</b> Increased student self esteem and educational potential	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> School Processes & Programs 1 Perceptions 1	<b>May</b>
<b>Funding Sources:</b> 199 - Local Counselor \$250	
<b>Strategy 2:</b> Foundations: Provide educational programs such as Red Ribbon Week and bully prevention programs that increase drug awareness and promote safety to all students.	
<b>Strategy's Expected Result/Impact:</b> Participation in Red Ribbon program. Decreased number of bullying incidents.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> Materials 199 - Local Counseor \$250	

**Strategy 3: Foundations: Conduct assemblies with classes/grade levels**

<b>Strategy's Expected Result/Impact:</b> Improved awareness of character trait, and personal, social, emotional, and career development.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor		
<b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Problem Statements:</b> School Processes & Programs 1	<b>Oct</b>
<b>TEA Priorities:</b> None		<b>Dec</b>
<b>ESF Levers:</b> None	<b>Funding Sources:</b> Materials 211 - Title I, Part A \$100 Outside vendors and presenters 199 - Local Counselor \$100	<b>Feb</b>
		<b>Summative</b>
		<b>May</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**School Processes & Programs**

**Problem Statement 1:** Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause:** Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning





**Perceptions**

**Problem Statement 1:** Tice lacks a strong and consistent discipline plan. **Root Cause:** Foundations is not being implemented effectively.

**Performance Objective 4:** Increase the number of students participating in Dual Credit.

**Evaluation Data Sources:** Transition opportunities will be continued in order to prepare students and parents for secondary opportunities.

**Summative Evaluation:** None

<b>Strategy 1:</b> Offer orientation for students transitioning to Cobb 6th grade campus.		
<b>Strategy's Expected Result/Impact:</b> Students and parents have easy transition		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	199 - Local Transportation \$150	<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> 21st Century Classrooms: Increase the number of students identified in the Gifted and Talented cohort.		
<b>Strategy's Expected Result/Impact:</b> Increase the number of students that are prepared to take higher level classes upon entering 6th grade		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> G/T Cadre Leader, G/T Teachers, Counselor, Classroom Teachers, and Campus Administrators		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	GT Expo 199 - Local \$100	<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 5:** Increase the number of Career and Technical Education certificates earned by students.

**Evaluation Data Sources:** Counselor's calendar will document the career education services offered each month.

**Summative Evaluation:** None


<b>Strategy 1:</b> Offer and provide parent and student programs to inform about Career and Technical Education programs and requirements.	
<b>Strategy's Expected Result/Impact:</b> Parent attendance and evaluation	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Offer Career and Technology spotlights during the morning announcements.	
<b>Strategy's Expected Result/Impact:</b> Parent and student evaluation	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	

**Strategy 3: 21st Century Classrooms:**  
Implement a Robotics Team on campus.

<b>Strategy's Expected Result/Impact:</b> Increased STEM and Career and Technology Education awareness among parents and students		<b>Formative</b>  <b>Oct</b>  <b>Dec</b>  <b>Feb</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Science Lab Teacher, Math and Science Campus Instructional Coaches		
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	Registration Fee ECOBOT All Earth Challenge 211 - Title I, Part A \$250 Equipment to build robot 211 - Title I, Part A \$600	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 3:** Kenneth J. Tice Elementary will ensure student growth in the tested areas.

**Performance Objective 1:** Meet or exceed the state average in all tested areas.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Increased scores on all district and state assessments.

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement STAAR procedures and strategies in 2-5 across all content areas.	
<b>Strategy's Expected Result/Impact:</b> Student performance results	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Instructional Coaches, Interventionist, and second through fifth grade teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Dec</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Comprehensive Support Strategy</b>	<b>May</b>
<b>Additional Targeted Support Strategy</b>	
<b>Strategy 2:</b> Provide enrichment and STAAR tutorials for Kindergarten - 5th-grade students.	
<b>Strategy's Expected Result/Impact:</b> Increased student performance results and exiting from tutorials	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators, Teachers and Campus Instructional Coaches	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Dec</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Comprehensive Support Strategy</b>	<b>May</b>



**Strategy 3:** 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.

<b>Strategy's Expected Result/Impact:</b> Istation data and DRA levels	<b>Formative</b>  <b>Oct</b>  <b>Dec</b>  <b>Feb</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Classroom teachers, Interventionist, and Campus Instructional Coaches	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> Student Learning 1, 2 School Processes & Programs 2	
<b>Funding Sources:</b> Tutorials 211 - Title I, Part A \$1,000 Books 199 - Bilingual \$1,500	
<b>Comprehensive Support Strategy</b>	
<b>Additional Targeted Support Strategy</b>	

**Strategy 4:** Provide RtI intensive interventions using LLI Kits (reading), iStation (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.

<b>Strategy's Expected Result/Impact:</b> Show student growth on district and state assessments; meet system safeguard in the area of SPED.	<b>Formative</b>  <b>Oct</b>  <b>Dec</b>  <b>Feb</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Resource Teachers and Classroom Teachers	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> Tutorials 224 - IDEA B, Sped \$3,000	
<b>Comprehensive Support Strategy</b>	
<b>Additional Targeted Support Strategy</b>	

**Strategy 5:** Monitor campus and district assessment results of fourth grade AA and SPED students in the area of writing, and implement interventions using LLI and The Writing Strategies.

<p><b>Strategy's Expected Result/Impact:</b> Show student growth on district and state assessments; meet system safeguard in the area of writing.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Special Education Teachers and Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>ESF Levers:</b> None</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>
	<b>Oct</b>
	<b>Dec</b>
	<b>Feb</b>
	<b>Summative</b>
	<b>May</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Student Learning**

**Problem Statement 1:** Tice ED populations in writing is below the state and district average **Root Cause:** Writing is not being taught to the level of rigor that is needed in the lower grades.

**Problem Statement 2:** Limited Bilingual resources and supplies. **Root Cause:** Campus was not prepared to meet the needs of the One-Way Dual Language Program

**School Processes & Programs**

**Problem Statement 2:** Support for at-risk students needs to be improved. **Root Cause:** Campus focus is intervention and not improved first line instruction.

**Performance Objective 2:** Provide instructional support and high quality curriculum and resources.

**Evaluation Data Sources:** All district and state assessments will be above district average.

**Summative Evaluation:** None

<b>Strategy 1:</b> Incorporate Fundamental 5 (high-yield instructional strategies) in all classrooms		
<b>Strategy's Expected Result/Impact:</b> Increase levels of student engagement and achievement		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coaches and classroom teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b>	<b>Dec</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Student Learning 1 School Processes & Programs 2	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
	None	<b>May</b>
<b>Strategy 2:</b> Pair all new teachers with experienced STAAR teachers to model effective teaching practices.		
<b>Strategy's Expected Result/Impact:</b> Teacher participation and implementation of strategies, and student performance		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Instructional Coaches, Lead Mentor, Grade Level Chair, and classroom teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>May</b>

**Strategy 3:** Conduct weekly subject planning and curriculum review meetings for K-5 teachers.

<b>Strategy's Expected Result/Impact:</b> Teacher success and student performance	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Instructional Coaches and classroom teachers	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> Student Learning 1, 2 School Processes & Programs 2	<b>Oct</b>
<b>Funding Sources:</b> Substitutes for extended planning 199 - Local \$2,500 Substitutes for extended planning 211 - Title I, Part A \$996 Substitutes for extended planning 199 - Bilingual \$1,500	<b>Dec</b>
	<b>Feb</b>
	<b>Summative</b>
	<b>May</b>

**Strategy 4:** Conduct bi-weekly professional learning communities (PLC) to review campus performance data, student work samples, best practices, and current research.

<b>Strategy's Expected Result/Impact:</b> Teacher success and student performance results	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coaches, and classroom teachers	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Oct</b>
<b>Funding Sources:</b> None	<b>Dec</b>
<b>Comprehensive Support Strategy</b>	<b>Feb</b>
<b>Additional Targeted Support Strategy</b>	<b>Summative</b>
	<b>May</b>

**Strategy 5:** Train staff and practice with students to ensure that the campus has zero testing irregularities during state assessments.

<b>Strategy's Expected Result/Impact:</b> The campus will report zero testing irregularities to the district and state.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators, testing coordinators and test administrators	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Oct</b>
<b>Funding Sources:</b> None	<b>Dec</b>
	<b>Feb</b>
	<b>Summative</b>
	<b>May</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Student Learning**

**Problem Statement 1:** Tice ED populations in writing is below the state and district average **Root Cause:** Writing is not being taught to the level of rigor that is needed in the lower grades.

**Problem Statement 2:** Limited Bilingual resources and supplies. **Root Cause:** Campus was not prepared to meet the needs of the One-Way Dual Language Program





**School Processes & Programs**

**Problem Statement 2:** Support for at-risk students needs to be improved. **Root Cause:** Campus focus is intervention and not improved first line instruction.

**Performance Objective 3:** Build instructional capacity through coaching, professional development, and academies.

**Evaluation Data Sources:** All district and state assessments will be above district average.

**Summative Evaluation:** None

<b>Strategy 1:</b> Conduct weekly classroom observations and provide teachers with timely feedback.		
<b>Strategy's Expected Result/Impact:</b> Teacher success and student performance		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Instructional Coaches		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> Conduct bimonthly professional development sessions.		
<b>Strategy's Expected Result/Impact:</b> Teacher implementation of instructional strategies		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Instructional Coaches and Administrators		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Problem Statements:</b>	<b>Dec</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Student Learning 1, 2 School Processes & Programs 2	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
	Meeting supplies 199 - Local \$500	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		
<b>Student Learning</b>		
<b>Problem Statement 1:</b> Tice ED populations in writing is below the state and district average <b>Root Cause:</b> Writing is not being taught to the level of rigor that is needed in the lower grades.		
<b>Problem Statement 2:</b> Limited Bilingual resources and supplies. <b>Root Cause:</b> Campus was not prepared to meet the needs of the One-Way Dual Language Program		
<b>School Processes &amp; Programs</b>		
<b>Problem Statement 2:</b> Support for at-risk students needs to be improved. <b>Root Cause:</b> Campus focus is intervention and not improved first line instruction.		

**Performance Objective 4:** Provide technology support to all tested areas.

<b>Strategy 1:</b> 21st Century Classrooms: Increase implementation Kurzweil, iReady, iStation, Reading A-Z and Studies Weekly software program in classrooms.	
<b>Strategy's Expected Result/Impact:</b> Increased STAAR pre-assessment results and student performance results, and in increased number of 3-5 students taking STAAR online.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Digital Learning & Assessment Specialist, Resource teachers and classroom teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> School Processes & Programs 3	<b>May</b>
<b>Funding Sources:</b> 199-23 - Special Education \$356	
<b>Strategy 2:</b> 21st Century Classrooms: Plan with teams at least once a month to incorporate curriculum lessons while students are in the lab.	
<b>Strategy's Expected Result/Impact:</b> Knowledgeable teachers and number of students utilizing software and student performance results	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Digital Learning & Assessment Specialist	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> School Processes & Programs 3	<b>May</b>
<b>Funding Sources:</b> None	

**Strategy 3:** 21st Century Classrooms: Schedule weekly computer lab visits for every class to focus on district provided software such as, Istation, iReady, Studies Weekly, etc.

<b>Strategy's Expected Result/Impact:</b> Student data will reflect increase in scores from software reports	<b>Formative</b>  <b>Oct</b>  <b>Dec</b>  <b>Feb</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Digital Learning & Assessment Specialist and classroom teachers	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> School Processes & Programs 3	
<b>Funding Sources:</b> None	

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**School Processes & Programs**

**Problem Statement 3:** Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. **Root Cause:** Outdated ipads/devices, budget for update devices/apps/licenses







**Goal 4:** Kenneth J. Tice Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

**Performance Objective 1:** Enhance the quality of fine arts programming.

**Evaluation Data Sources:** Students in every grade level will attend at least 1 Fine Arts field trip, campus-based performance, or have an opportunity to perform in a fine arts performance during the school year.





**Summative Evaluation:** None

<b>Strategy 1:</b> Showcase fine arts programs such as, a musical/play twice a year.		
<b>Strategy's Expected Result/Impact:</b> Increase number of students participating in fine arts		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Activity Teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> Demographics 2	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> Materials for productions 199 - Local \$500	<b>Feb</b>
<b>ESF Levers:</b> None		<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> Provide fine arts field trip experiences (ie: Main Street Theater, HMFA		
<b>Strategy's Expected Result/Impact:</b> Increased exposure to fine arts		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators, Activity Teachers, and classroom teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> buses,admission fees 199 - Local \$5,000	<b>Feb</b>
<b>ESF Levers:</b> None		<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		
<b>Demographics</b>		
<b>Problem Statement 2:</b> The economically disadvantaged population is increasing, as well as the number of families identified as homeless. <b>Root Cause:</b> The area has a large amount of rental homes as well as multiple family units in one home which has caused an increase in the mobility rate.		

**Performance Objective 2:** Offer multiple enrichment and extra-curricular opportunities for students.

**Evaluation Data Sources:** Tice will have at least 30% of students participating in some type of extracurricular activity throughout the 2020- 2021 school year.





**Summative Evaluation:** None

<b>Strategy 1:</b> Participate in Academic Decathlon events		
<b>Strategy's Expected Result/Impact:</b> Increased Problem Solving/Higher Level Thinking among students		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Classroom teachers, UIL Coaches		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	Sponsor extra duty pay 199 - Local \$3,000	<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> Offer opportunities for students to excel outside the classroom in district sponsored events including: Spelling Bee, Bilingual Spelling Bee, Geography Bee, Poetry and Prose, Rodeo Art, Choir, Fast on Facts, Dual Language Competition, etc.		
<b>Strategy's Expected Result/Impact:</b> Student participation in events held		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Classroom teachers and event chairperson/sponsor		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	medals, trophies, t-shirts, etc. 199 - Local \$500	<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 3:** Provide all elementary students with PE, Music, and Art weekly.

**Evaluation Data Sources:** 100% of PK-5 students will attend weekly fine arts instruction.





**Summative Evaluation:** None

<b>Strategy 1:</b> Provide students with weekly fine arts instruction in music, art, and physical education.	
<b>Strategy's Expected Result/Impact:</b> All students will participate in weekly fine arts in music, art, and physical education.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Activity Teachers and classroom teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 4:** Offer a wide variety of extracurricular student clubs

**Evaluation Data Sources:** Flyers and sign-in sheets





**Summative Evaluation:** None

<b>Strategy 1:</b> Offer after-school activities for students (Girl's Run Club, Robotics Team, Boys' Club, Student Council, Safety Patrol, etc)		
<b>Strategy's Expected Result/Impact:</b> Increased academic and social achievement	<b>Formative</b>  <b>Oct</b>  <b>Dec</b>  <b>Feb</b>  <b>Summative</b>  <b>May</b>	
<b>Staff Responsible for Monitoring:</b> Classroom teachers and club sponsors		
<b>Title I Schoolwide Elements:</b> 2.5, 2.6		<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None		<b>Funding Sources:</b> 199 - Local \$1,000
<b>ESF Levers:</b> None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 5:** Introduce students to fitness and life activities through physical education courses and programs

**Evaluation Data Sources:** Flyers, sign-in sheets and schedules





**Summative Evaluation:** None

<b>Strategy 1:</b> Host family fitness events on campus.		
<b>Strategy's Expected Result/Impact:</b> Increase parent and student knowledge of healthy life choices		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Physical Education Teacher, Campus Nurse, Counselor, and committee members		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5, 3.2	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	199 - Local \$500	<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> Implement the campus wellness plan into our daily decision making and classroom routines (student snacks, refreshments, incentives/rewards, etc.)		
<b>Strategy's Expected Result/Impact:</b> Increase parent and student knowledge of healthy life choices		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Physical Education Teacher, Campus Nurse, and all campus staff		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 6:** Continue to produce, support and recognize high-quality athletic achievements by teams and individuals

**Evaluation Data Sources:** Student participation

**Summative Evaluation:** None





<b>Strategy 1:</b> Students in 3rd-5th grades will be recognized for achievement in the FitnessGram.		
<b>Strategy's Expected Result/Impact:</b> Positive student test results		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> PE Teacher		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	199 - Local \$250	<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> Provide opportunities for students to participate in organized, team-oriented physical events: field day, Olympiad, First Tee Golf		
<b>Strategy's Expected Result/Impact:</b> Student participation in events held		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Physical Education Teacher		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Goal 5:** Kenneth J. Tice Elementary will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

**Performance Objective 1:** Ensure students and parents understand the importance of attending school regularly and completing high school.

**Evaluation Data Sources:** Tice will have a 96.5 % or higher student attendance rate.

**Summative Evaluation:** None

<b>Strategy 1: Attendance:</b> Communicate district and campus attendance expectations to parents and students.	
<b>Strategy's Expected Result/Impact:</b> Increased student attendance	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> PEIMS and classroom teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> Demographics 3, 4, 5	<b>May</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
<b>Demographics</b>	
<b>Problem Statement 3:</b> Attendance is negatively affected by having 3 PreK classes on campus in 6 (am/pm) sections. <b>Root Cause:</b> Parents do not take the PreK age seriously.	
<b>Problem Statement 4:</b> Parents become reluctant to send their students to school. <b>Root Cause:</b> Students tend to miss more days as the weather changes and illnesses increase.	
<b>Problem Statement 5:</b> Absences increase during and around holidays. <b>Root Cause:</b> Families take extended days off during the holidays.	

**Performance Objective 2:** Develop intervention strategies and provide support to campuses to improve attendance, graduation, retention and drop-out rates

**Evaluation Data Sources:** Increased student attendance rates




**Summative Evaluation:** None

**Strategy 1:** Attendance: Utilize Raawee, School Status, and other district attendance software to track student attendance and provide appropriate interventions.

<b>Strategy's Expected Result/Impact:</b> Frequent, timely, and accurate student attendance information communicated to parents.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> PEIMS Clerk, Counselor, Foundation Team, and Attendance Committee	
<b>Title I Schoolwide Elements:</b> 2.5	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> Demographics 3, 4, 5	<b>Oct</b>
<b>Funding Sources:</b> None	<b>Dec</b>
	<b>Feb</b>
	<b>Summative</b>
	<b>May</b>

**Strategy 2:** 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.

<b>Strategy's Expected Result/Impact:</b> Increased student attendance rates	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators, classroom teachers	
<b>Title I Schoolwide Elements:</b> 2.5	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> Demographics 3, 4, 5	<b>Oct</b>
<b>Funding Sources:</b> Attendance incentives 199 - Local \$3,000	<b>Dec</b>
	<b>Feb</b>
	<b>Summative</b>
	<b>May</b>

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

### Demographics

**Problem Statement 3:** Attendance is negatively affected by having 3 PreK classes on campus in 6 (am/pm) sections. **Root Cause:** Parents do not take the PreK age seriously.

**Problem Statement 4:** Parents become reluctant to send their students to school. **Root Cause:** Students tend to miss more days as the weather changes and illnesses increase.





**Problem Statement 5:** Absences increase during and around holidays. **Root Cause:** Families take extended days off during the holidays.



**Performance Objective 3:** Implement strategies to monitor and increase staff attendance

**Evaluation Data Sources:** Tice will have a 97% or higher staff attendance rate.

**Summative Evaluation:** None





<b>Strategy 1:</b> Attendance: Utilize district staff attendance spreadsheet, School Status reports, and other data sources to meet with staff regularly regarding attendance.	
<b>Strategy's Expected Result/Impact:</b> Increased staff attendance	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators and staff members	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Attendance: Provide attendance incentives to staff members with perfect attendance at the end of each grading period, the entire school year and the team with the highest monthly attendance.	
<b>Strategy's Expected Result/Impact:</b> Increased staff attendance	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> Perfect attendance awards 199 - Local \$1,500	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Goal 6:** Kenneth J. Tice Elementary will provide opportunities for parental/community involvement and business partnership.

**Performance Objective 1:** Enhance the relationship between the campus and its partners.

**Evaluation Data Sources:** Increase the number of campus business partners

**Summative Evaluation:** None





<b>Strategy 1:</b> Offer Open House and Meet-the-Teacher events to share information about classroom expectations.	
<b>Strategy's Expected Result/Impact:</b> Parent Attendance	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Counselor and Office staff	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.2	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> Demographics 1 Perceptions 2	<b>May</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Conduct SSI meeting with 5th grade parents to provide them with STAAR testing requirements.	
<b>Strategy's Expected Result/Impact:</b> Increased support with student success	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators and 5th Grade teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 3.2	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> Demographics 1 Perceptions 2	<b>May</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
<b>Demographics</b>	
<b>Problem Statement 1:</b> Parent/family engagement in events at the school is low. <b>Root Cause:</b> Notification is sent the week before an event and does not give parents the time they need to plan to attend.	
<b>Perceptions</b>	
<b>Problem Statement 2:</b> There is a lack of timely communication between parents and classroom teachers regarding academic progress. <b>Root Cause:</b> Grades not updated in skyward in a timely manner.	



**Performance Objective 2:** Provide parent involvement and volunteer opportunities

**Evaluation Data Sources:** For 2020-21, the percent of parents and community members volunteering time will be at or above 10%.





**Summative Evaluation:** None

<b>Strategy 1:</b> Recruit and provide volunteers with on-campus training and a list of possible volunteer opportunities.		
<b>Strategy's Expected Result/Impact:</b> Increased number of volunteer hours		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators, Counselor, and all staff members.		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Problem Statements:</b> Demographics 1	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None		<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> Provide a Spanish speaking liaison at all meetings in order to translate, recruit and maintain Bilingual volunteers and active parent involvement, and send home all written communication in Spanish.		
<b>Strategy's Expected Result/Impact:</b> Participation and involvement of Bilingual (Spanish-speaking) population		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators, Counselor, and all staff members		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Problem Statements:</b> Demographics 1	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> Extra duty pay for campus translator 199 - Bilingual \$500	<b>Feb</b>
<b>ESF Levers:</b> None		<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		
<b>Demographics</b>		
<b>Problem Statement 1:</b> Parent/family engagement in events at the school is low. <b>Root Cause:</b> Notification is sent the week before an event and does not give parents the time they need to plan to attend.		

**Performance Objective 3:** Provide multiple communication channels with parents, students and the community

**Evaluation Data Sources:** Parents, students and the community will continue to be informed through a variety of networks and encouraged to participate.

**Summative Evaluation:** None

<b>Strategy 1:</b> Inform the community of school dates and events by posting information on the marquee, Tice Facebook, and web-page.		
<b>Strategy's Expected Result/Impact:</b> Parent involvement in events		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Principal, Technology Integration Specialist, and Counselor		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Problem Statements:</b> Demographics 1	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None		<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> Survey parents at least once a year for input.		
<b>Strategy's Expected Result/Impact:</b> Returned surveys, results		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators, Counselor		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None		<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		
<b>Demographics</b>		
<b>Problem Statement 1:</b> Parent/family engagement in events at the school is low. <b>Root Cause:</b> Notification is sent the week before an event and does not give parents the time they need to plan to attend.		

**Performance Objective 4:** Maintain compliance with all Title I parent involvement requirements.

**Evaluation Data Sources:** Tice will continue to document Title I requirements through minutes and sign in sheets from all meetings.

**Summative Evaluation:** None

<b>Strategy 1:</b> Conduct annual Title I meeting to inform parents of rights they have being the parent of a child in a Title I school.	
<b>Strategy's Expected Result/Impact:</b> Parent Attendance	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators and Counselor	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> Demographics 1	<b>May</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Distribute school and federal report cards according to TEA time line.	
<b>Strategy's Expected Result/Impact:</b> Parents receive information	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	


**Strategy 3:** Provide parents with Parent Involvement Policy and conduct at least three parent conferences for all students so that parents are aware of student progress.


<b>Strategy's Expected Result/Impact:</b> Parent attendance at conferences	<b>Formative</b> <b>Oct</b> <b>Dec</b> <b>Feb</b> <b>Summative</b> <b>May</b>
<b>Staff Responsible for Monitoring:</b> Classroom Teachers	
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	

**Strategy 4:** Provide and discuss School Compact with students and parents

<b>Strategy's Expected Result/Impact:</b> Student and Parent Awareness of Expectations	<b>Formative</b> <b>Oct</b> <b>Dec</b> <b>Feb</b> <b>Summative</b> <b>May</b>
<b>Staff Responsible for Monitoring:</b> Counselor and Classroom Teachers	
<b>Title I Schoolwide Elements:</b> 3.1	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





### Demographics

**Problem Statement 1:** Parent/family engagement in events at the school is low. **Root Cause:** Notification is sent the week before an event and does not give parents the time they need to plan to attend.

**Performance Objective 5:** Create a system to monitor our business partners.

**Evaluation Data Sources:** Increased support from business partners

**Summative Evaluation:** None

<b>Strategy 1:</b> Establish campus business and community partnerships.		
<b>Strategy's Expected Result/Impact:</b> Increased number of school and community partnerships		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators, counselor, Campus Instructional Coaches, and staff members		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		



**Goal 7:** Kenneth J. Tice Elementary will ensure high quality staff is employed.

**Performance Objective 1:** Ensure all employees are provided professional development to increase and support job performance and staff retention

**Evaluation Data Sources:** Tice teachers will continue to attend professional development and maintain their required professional development hours.

**Summative Evaluation:** None

**Strategy 1:** 21st Century Classrooms: Allow teachers to attend workshops/in service during the day to increase expertise in all content area TEKS and dyslexia instructional strategies.

<b>Strategy's Expected Result/Impact:</b> Teacher implementation of newly acquired skills, strategies, etc.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Dec</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Comprehensive Support Strategy</b>	<b>May</b>
<b>Additional Targeted Support Strategy</b>	
<b>Problem Statements:</b> Student Learning 2 School Processes & Programs 2	
<b>Funding Sources:</b> PD opportunities, Reading By Design and Esperanza 199 - Bilingual \$1,000 PD opportunities and materials 211 - Title I, Part A \$1,000 PD opportunities and materials 199-23 - Special Education \$500	

**Strategy 2:** Meet with teams regularly to plan lessons according to district scope and sequence

<b>Strategy's Expected Result/Impact:</b> Effective lesson planning	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Instructional Coaches	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Dec</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Comprehensive Support Strategy</b>	<b>May</b>
<b>Additional Targeted Support Strategy</b>	
<b>Problem Statements:</b> Student Learning 1 School Processes & Programs 2	
<b>Funding Sources:</b> None	



No Progress



Accomplished



Continue/Modify



Discontinue

### Student Learning

**Problem Statement 1:** Tice ED populations in writing is below the state and district average **Root Cause:** Writing is not being taught to the level of rigor that is needed in the lower grades.

**Problem Statement 2:** Limited Bilingual resources and supplies. **Root Cause:** Campus was not prepared to meet the needs of the One-Way Dual Language Program





### School Processes & Programs

**Problem Statement 2:** Support for at-risk students needs to be improved. **Root Cause:** Campus focus is intervention and not improved first line instruction.

**Performance Objective 2:** Provide enhanced leadership development for employees

**Evaluation Data Sources:** Teachers will assume leadership roles.

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide opportunities for teachers to take on leadership responsibilities.		
<b>Strategy's Expected Result/Impact:</b> Team members exhibiting leadership		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 3:** Create an on-boarding process to introduce new staff to campus culture, goals, and programs.

**Evaluation Data Sources:** 100% of new teachers will participate in campus new teacher events.

**Summative Evaluation:** None

<b>Strategy 1:</b> Meet with new teachers at least once a month to ensure that they are transitioning well		
<b>Strategy's Expected Result/Impact:</b> 100% of new teachers attend monthly events		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators and Campus Lead Mentor		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	199 - Local \$500	<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> Host a new teacher event (breakfast, lunch, etc.) in the fall and the spring		
<b>Strategy's Expected Result/Impact:</b> 100% of new teachers attend events		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	Supplies for the event 199 - Local \$200	<b>Summative</b>
		<b>May</b>

**Strategy 3:** Take all new teachers on a tour of the Galena Park community and provide background information about the district and campus

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>  <b>Oct</b>  <b>Dec</b>  <b>Feb</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Administrators and Campus Lead Mentor	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> 199 - Local \$100	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 4:** Recruit and retain highly qualified staff.

**Evaluation Data Sources:** Tice will continue to maintain 95% of our teachers.

**Summative Evaluation:** None

<b>Strategy 1:</b> Establish a committee to plan weekly/monthly activities for staff participation.	
<b>Strategy's Expected Result/Impact:</b> High teacher attendance and continued positive campus climate.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, grade level chairs and Social/Hospitality Committee	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> incentives, weekly/monthly activities, etc. 199 - Local \$3,700	
<b>Strategy 2:</b> Dedicate time on staff development days for team building activities	
<b>Strategy's Expected Result/Impact:</b> High teacher attendance and continued positive campus climate.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	

**Strategy 3:** Meet with teams monthly to celebrate and discuss student progress, concerns, and grade level needs.

<b>Strategy's Expected Result/Impact:</b> Survey results indicating teachers' needs are met	<b>Formative</b>  <b>Oct</b>  <b>Dec</b>  <b>Feb</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Administrators	
<b>Title I Schoolwide Elements:</b> 2.6	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> School Processes & Programs 2	
<b>Funding Sources:</b> 199 - Local \$500	

**Strategy 4:** Partner all rookie teachers and teachers new to GPISD with a veteran teacher.

<b>Strategy's Expected Result/Impact:</b> Increased knowledge of the district and building a sense of community	<b>Formative</b>  <b>Oct</b>  <b>Dec</b>  <b>Feb</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Administrators and Campus Lead Mentor	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**School Processes & Programs**





**Problem Statement 2:** Support for at-risk students needs to be improved. **Root Cause:** Campus focus is intervention and not improved first line instruction.

**Goal 8:** Kenneth J. Tice Elementary will provide superior operational services to best support students and staff success.

**Performance Objective 1:** Evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner.

**Evaluation Data Sources:** Tice will be accountable for all monies and campus resources.

**Summative Evaluation:** None





<b>Strategy 1:</b> Review budget during CPAC meetings with all stakeholders		
<b>Strategy's Expected Result/Impact:</b> Awareness of school budgets		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> 21st Century Classrooms: Update campus capital outlay plan at the end of each school year and buy items designated		
<b>Strategy's Expected Result/Impact:</b> Maintain condition of campus equipment		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b>	<b>Dec</b>
<b>TEA Priorities:</b> None	School Processes & Programs 3	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
199 - Local Capital Outlay \$6,619		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		
<b>School Processes &amp; Programs</b>		
<b>Problem Statement 3:</b> Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. <b>Root Cause:</b> Outdated ipads/devices, budget for update devices/apps/licenses		



**Performance Objective 2:** Achieve high customer satisfaction by providing excellent customer service to both internal and external customers.

**Evaluation Data Sources:** Stakeholders will be highly satisfied with the service received from Tice Elementary.

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide customer service and parent conference/communication training for all staff members that will be interacting with internal and external stakeholders	
<b>Strategy's Expected Result/Impact:</b> All policies and procedures followed	<b>Formative</b>  <b>Oct</b>  <b>Dec</b>  <b>Feb</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Administrators, Professional Development Office, and classroom teachers	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 3:** Ensure an efficient and effective use of district resources, in order to best support students and staff.

**Evaluation Data Sources:** All budgets at Tice will be spent according to district, state, and federal standards.

**Summative Evaluation:** None

<b>Strategy 1:</b> Review of monthly budget and information shared with CPAC committee.	
<b>Strategy's Expected Result/Impact:</b> Correct and current budget reports	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators and CPAC members	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Continue to use district receipt books, teacher summary sheets, and correct procedures to account for all resources.	
<b>Strategy's Expected Result/Impact:</b> All procedures and policies followed	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators, Financial/Budget Clerk, and all staff members	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Dec</b>
<b>TEA Priorities:</b> None	<b>Feb</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	

**Strategy 3:** The campus will continue to implement the district breakfast initiative.

<p><b>Strategy's Expected Result/Impact:</b> 100% of staff/classrooms will participate in the initiative in order to ensure that students have adequate access to breakfast.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Cafeteria manager, Nutrition department and classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Oct</b>
	<b>Dec</b>
	<b>Feb</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>May</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

# State Compensatory

## Budget for Tice Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6118-00CA-111-30-163-0000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$7,232.00
<b>6100 Subtotal:</b>		<b>\$7,232.00</b>
6300 Supplies and Services		
199-11-6329-00CA-111-30-163-0000	6329 Reading Materials	\$2,000.00
199-11-6399-00CA-111-30-163-0000	6399 General Supplies	\$2,000.00
<b>6300 Subtotal:</b>		<b>\$4,000.00</b>

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

CPAC met on **January 27, 2020**, to gather data for each group and initiate the CNA conversations. Four teams were established and met on **May 26, 2020**. 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 29, 2020. As a staff, we discussed each concern/weakness and deleted any items that were out of campus control and focused on one or two that we could make our goal for 2020-2021. 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

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

<b>Toshia Gouard</b>	<b>Principal</b>	<b>Administrator</b>
Steven Gonzales	Assistant Principal	Administrator
Jacqueline Hernandez	Kindergarten Teacher	Classroom Teacher
Ashley Garcia	First Grade Teacher	Classroom Teacher
Cynthia Martinez	Second Grade Teacher	Classroom Teacher
Melody Timpani	Second Grade Teacher	Classroom Teacher
Pamela Lopez-Martinez	Third Grade Teacher	Classroom Teacher
Christina Barrios	Fourth Grade Teacher	Classroom Teacher
Kwame Anderson	Fifth Grade Teacher	Classroom Teacher
Lawrence Etienne	Fifth Grade Teacher	Classroom Teacher
Leslie Creekmur	SPED Resource Teacher	Classroom Teacher

<b>Toshia Gouard</b>	<b>Principal</b>	<b>Administrator</b>
Toby Brewer	SPED Resource Teacher	Classroom Teacher
Jamie Coburn	Activity Teacher	Classroom Teacher
Teresa Harries	Interventionist	Non-classroom Professional
Cynthia Profit	Principal Secretary	Paraprofessional
Cassie Reescano	Campus Instructional Coach	Non-classroom Professional
Jamie Hoard	Campus Instructional Coach	Non-classroom Professional
Verna Porter Pichon	Campus Instructional Coach	Non-classroom Professional
Tracey Beasley	Campus Instructional Coach	Non-classroom Professional
Timothy McCray	Parent	Parent Representative
Ruth Buffington	Retired Educator	Community Representative
Avis Reescano	Community Member	Community Representative
Alicia Miranda	Business Member	Business Representative

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

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

<b>Toshia Gouard</b>	<b>Principal</b>	<b>Administrator</b>
Steven Gonzales	Assistant Principal	Administrator
Jacqueline Hernandez	Kindergarten Teacher	Classroom Teacher
Ashley Garcia	First Grade Teacher	Classroom Teacher
Cynthia Martinez	Second Grade Teacher	Classroom Teacher
Melody Timpani	Second Grade Teacher	Classroom Teacher
Pamela Lopez-Martinez	Third Grade Teacher	Classroom Teacher
Christina Barrios	Fourth Grade Teacher	Classroom Teacher
Kwame Anderson	Fifth Grade Teacher	Classroom Teacher
Lawrence Etienne	Fifth Grade Teacher	Classroom Teacher

<b>Toshia Gouard</b>	<b>Principal</b>	<b>Administrator</b>
Leslie Creekmur	SPED Resource Teacher	Classroom Teacher
Toby Brewer	SPED Resource Teacher	Classroom Teacher
Jamie Coburn	Activity Teacher	Classroom Teacher
Teresa Harries	Interventionist	Non-classroom Professional
Cynthia Profit	Principal Secretary	Paraprofessional
Cassie Reescano	Campus Instructional Coach	Non-classroom Professional
Jamie Hoard	Campus Instructional Coach	Non-classroom Professional
Verna Porter Pichon	Campus Instructional Coach	Non-classroom Professional
Tracey Beasley	Campus Instructional Coach	Non-classroom Professional
Timothy McCray	Parent	Parent Representative
Ruth Buffington	Retired Educator	Community Representative
Avis Reescano	Community Member	Community Representative
Alicia Miranda	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 28, 2020
2. November 30, 2020
3. January 25, 2021
4. March 29, 2021

### **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, 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 of how to access the document.

### **2.4: Opportunities for all children to meet State standards**

All students will have the opportunity 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 been trained extensively on guided reading, small group instruction and data driven instruction. We also provide student tutorials for those identified at - risk; our interventionist provides dyslexic services for those identified in need. Our campus instructional coaches provide intervention support to teachers as well as to students throughout the year. Our school counselor provides students 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 students that participate.

### **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 emotional, 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

- Limited English proficient,
- Learning disabilities
- Family and health issues
- High mobility rate
- Previous Retention

Reading and writing are a focus for our At-risk, SPED, and EL 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 a 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 counselors provides guidance and counseling sessions.
- Parent meetings are held to discuss campus concerns.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Policy was reviewed and revised on **February 25, 2019**, by the following members:

<b>Toshia Gouard</b>	<b>Principal</b>	<b>Administrator</b>
Steven Gonzales	Assistant Principal	Administrator
Jacqueline Hernandez	Kindergarten Teacher	Classroom Teacher
Ashley Garcia	First Grade Teacher	Classroom Teacher
Cynthia Martinez	Second Grade Teacher	Classroom Teacher
Melody Timpani	Second Grade Teacher	Classroom Teacher
Pamela Lopez-Martinez	Third Grade Teacher	Classroom Teacher
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Tracey Beasley	Campus Instructional Coach	Non-classroom Professional
Timothy McCray	Parent	Parent Representative
Ruth Buffington	Retired Educator	Community Representative
Avis Reescano	Community Member	Community Representative
Alicia Miranda	Business Member	Business Representative

The Parent Engagement Policy is distributed electronically via email as well as a printed copy being distributed during parent conferences and at parent meetings. The policy can also be found in the front office and on the campus website in both English and Spanish. The policy will be reviewed and updated throughout the year.

### **3.2: Offer flexible number of parent involvement meetings**

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

- - Title I Annual Meeting:
  - STAAR Parent Info:
  - School Parent Compact: Discussed at parent conferences throughout the year.
  - Teacher Qualifications:
  - Curriculum Communication:
  - Fathers take your children to school (7:00 a.m. - 7:45 a.m.)
  - Volunteer Meeting (morning/afternoon)
  - Parent conferences (Varies)
  - 21st Century Monthly Parent Meetings (after school)
  - PTA Meetings (after school)
  - Coffee with the Counselor (mornings)