

Galena Park Independent School District

Tice Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: August 8, 2022

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 the community to meet students’ needs.

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

Where We Are Now:

Comprehensive Needs Assessment

Tice Elementary is one of 15 elementary campuses in Galena Park Independent School District. Tice Elementary opened its doors in the year 1979 and serves predominantly economically disadvantaged families. Currently, Tice Elementary serves 695 students in grades Pre-Kindergarten to 5th grade. Five years ago, 714 students were served by the campus, which is a decrease of 2.7%. During the 2015 school year, Tice was recognized as a Demonstration School by 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 Designation. For the 2017-2018 and 2018-2019 school years, Tice did not receive any distinctions and was not rated during the 2019-2020 and 2020-2021 school years.

The campus is organized into grade-level teams consisting of 4-6 teachers per team. Teachers have a team-teaching schedule giving students reading and math instruction daily. Tice Elementary houses three special education programs including Lifeskills, a PASS program for students with emotional disturbances as well a 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 2020–2021 Texas Academic Performance Report:

The student population at Tice Elementary is:

- 25% African-American**
- 72% Hispanic
- 2% White
- <1% American Indian
- <1% Asian
- <1% Pacific Islander
- 1% Two or More Races

The overall mobility rate from 2019–2020 is approximately 9.7%. The average daily attendance rate for students is 99%. The average daily attendance rate for staff is 96%. Tice has had a total of 70 discipline referrals this year, which is a decrease of 15% from last year.

Tice Elementary serves:

- 260 English Bilingual (36%)
- 44 Gifted and Talented students (6%)
- 403 At-Risk students (56%)
- 594 Economically Disadvantaged students (83%)
- 44 Special Education students (6%)

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 2022–2023 school year in the following areas:

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

Special Programs

Our School-wide Title I program consists of parent involvement activities, extended day tutorials for math and reading, professional development, 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

Revised/Approved: May 23, 2022

Demographics

Demographics Summary

Tice Elementary's demographics are 68% Hispanic; 28% African American; 2% White; Two or More Races 1%. There are 695 students enrolled. 91% of the student population is economically disadvantaged and 79% are At-Risk. English Bilingual (EB) students are 40% of the student population and 12% of the total students are served by special education programs. The overall mobility rate is 10%. The attendance rate is 94%.

Demographics Strengths

- Diverse teachers for our diverse learners
- Incentives to motivate students to come to school
- PTA has involved parents by having more events
- Free breakfast and lunch for all students
- Multiple forms of communication in the language that parents understand. (Flyers, Call-outs, Twitter, Facebook and School Status)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Parent/family engagement in events at the school is low. **Root Cause:** Parents are not receiving the notifications that are sent out.

Problem Statement 2 (Prioritized): Parents do not communicate with teachers when there are concerns. **Root Cause:** Perceived language barrier because the classroom teacher does not speak their language.

Student Learning

Student Learning Summary

Due to COVID, Tice Elementary was not rated for the 2019-2020 and 2020-2021 school years. 2018-2019 STAAR results show that Tice Elementary achieved "**Met Standard**" on state assessments. 75% of our students met "Approaches Grade Level Standard" or above in reading. For mathematics, 85% of students met "Approaches Grade Level Standard" or above. In writing, 53% met "Approaches Grade Level Standard" or above. In science, 86% met the "Approaches Grade Level Standard" or above.

Student Learning Strengths

Based on 2020-2021 data:

- Math Performance
- Teachers provide guided reading and math small group interventions
- Technology integration through Istation, Stemscores, iReady, Summit K-12, etc.
- Coaching and planning with content teachers
- Analyzing assessment data
- Rtl Meetings

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2 (Prioritized): The high number of students in special education performing below the state and district average. **Root Cause:** Due to the number of special education students more in-class support is needed to hold all parties accountable for student engagement and success.

Problem Statement 3 (Prioritized): The number of students referred to the assistant principal due to misbehavior needs to decrease. **Root Cause:** Increasing student absences and minimal parent involvement affect students' learning creating constant misbehavior in class.

Problem Statement 4 (Prioritized): Students are not consistent when they are assessed. **Root Cause:** Students lack motivation and teachers need to set expectations and be consistent.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

- CIC and interventionist support
- Planning and/or PLCs are made available by campus curriculum staff

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Support for at-risk students needs to be improved. **Root Cause:** Campus focus is intervention and not improved first-line instruction.

Problem Statement 2 (Prioritized): The lasting effects of COVID and low attendance cause students to have gaps in their learning. **Root Cause:** Parents do not understand the importance of regular school attendance and working as a team with the school to begin education at the home and continue in the school.

Perceptions

Perceptions Summary

At Tice Elementary a large number of parents, guardians, and family members attend events such as Muffins for Moms, Donuts for Dads, Grandparents' day luncheon, and many PTA meetings that highlight various student groups before COVID. 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

- Community in Schools (ACE) afterschool program
- Student-friendly culture
- Good administrative support for teachers, students, and parents

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Specialists need to offer instructional technology PD's to teachers. **Root Cause:** The specialist is on campus daily but the job description has changed and teachers are not supported.

Problem Statement 2 (Prioritized): Tice lacks a strong and consistent discipline plan. **Root Cause:** Foundations is not being implemented effectively and teachers have inconsistent discipline plans.

Problem Statement 3 (Prioritized): Self-preservation has taken precedence over collaborative efforts in servicing students. **Root Cause:** COVID and teacher burnout.

Priority Problem Statements

Problem Statement 1: Parent/family engagement in events at the school is low.

Root Cause 1: Parents are not receiving the notifications that are sent out.

Problem Statement 1 Areas: Demographics

Problem Statement 3: There is no mastery of the Texas Knowledge and Skills.

Root Cause 3: Teachers feel the scope and sequence moves too fast, and is not enough time to teach students the required curriculum and to fill in the learning gaps they may have.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Support for at-risk students needs to be improved.

Root Cause 4: Campus focus is intervention and not improved first-line instruction.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: Specialists need to offer instructional technology PD's to teachers.

Root Cause 6: The specialist is on campus daily but the job description has changed and teachers are not supported.

Problem Statement 6 Areas: Perceptions

Problem Statement 2: Parents do not communicate with teachers when there are concerns.

Root Cause 2: Perceived language barrier because the classroom teacher does not speak their language.

Problem Statement 2 Areas: Demographics

Problem Statement 8: The high number of students in special education performing below the state and district average.

Root Cause 8: Due to the number of special education students more in-class support is needed to hold all parties accountable for student engagement and success.

Problem Statement 8 Areas: Student Learning

Problem Statement 5: The lasting effects of COVID and low attendance cause students to have gaps in their learning.

Root Cause 5: Parents do not understand the importance of regular school attendance and working as a team with the school to begin education at the home and continue in the school.

Problem Statement 5 Areas: School Processes & Programs

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

Root Cause 7: Foundations is not being implemented effectively and teachers have inconsistent discipline plans.

Problem Statement 7 Areas: Perceptions

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

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

Problem Statement 9 Areas: Student Learning

Problem Statement 11: Self-preservation has taken precedence over collaborative efforts in servicing students.

Root Cause 11: COVID and teacher burnout.

Problem Statement 11 Areas: Perceptions

Problem Statement 10: Students are not consistent when they are assessed.

Root Cause 10: Students lack motivation and teachers need to set expectations and be consistent.

Problem Statement 10 Areas: Student Learning

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

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

Student Data: Student Groups

- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio


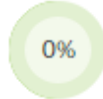





Parent/Community Data

- Parent surveys and/or other feedback

Goals







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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Foundations: Provide monthly practice/review of emergency response procedures (fire drills, bad weather, shelter in place, lockdown)</p> <p>Strategy's Expected Result/Impact: Timely, efficient, and successful campus drills and positive survey results</p> <p>Staff Responsible for Monitoring: Administrators and Foundations Team</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Sept	Dec	Feb	May
				
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Goal 1: Tice Elementary will provide mental, physical, and emotional safety and health for all students and staff.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Foundations: Provide staff development during the year to review REACH; Sexual Harassment; CPS; CHAMPS/Discipline techniques and Expectations for common areas within the school: cafeteria, hallway, restroom, playgrounds</p> <p>Strategy's Expected Result/Impact: Fewer office referrals and students following common area expectations</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, & Foundations Team</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Foundations: Provide Texas Behavior Support Initiative (TBSI) training for the campus core team so that restraints are done properly when needed.</p> <p>Strategy's Expected Result/Impact: Fewer restraints</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
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Goal 1: Tice Elementary will provide mental, physical, and emotional safety and health for all students and staff.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Host family/community Healthy Lifestyle Events in partnership with community organizations: Bringing Schools and Families together for the health of our kids.</p> <p>Strategy's Expected Result/Impact: Participant survey results</p> <p>Staff Responsible for Monitoring: Counselor, School Nurse, and Physical Education Teacher</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
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Goal 1: Tice Elementary will provide mental, physical, and emotional safety and health for all students and staff.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: We will integrate social and emotional lessons/activities into our daily schedule to ensure teacher's provide student's weekly support.</p> <p>Strategy's Expected Result/Impact: Provide students with tools to build and maintain positive relationships. Provide resources to students/parents throughout the school year.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
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Goal 2: Tice Elementary will ensure student achievement and post-secondary readiness.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a career day to expose PreK-fifth grade students to different career choices.</p> <p>Strategy's Expected Result/Impact: Awareness of career choices</p> <p>Staff Responsible for Monitoring: Counselor and classroom teachers</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in students scoring meets and masters levels on DAs and STAAR</p> <p>Staff Responsible for Monitoring: Administrators, CIC and teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
				
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Goal 2: Tice Elementary will ensure student achievement and post-secondary readiness.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 21st Century Classrooms: Increase the number of students identified in the Gifted and Talented cohort</p> <p>Strategy's Expected Result/Impact: Increase the number of students that are prepared to take higher level classes upon entering 6th grade</p> <p>Staff Responsible for Monitoring: G/T Cadre Leader, G/T Teachers, Counselor, Classroom Teachers, and Campus Administrators</p>	Formative			Summative
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Goal 2: Tice Elementary will ensure student achievement and post-secondary readiness.

Performance Objective 3: Improve state test scores in all categories

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide enrichment and STAAR tutorials for Kindergarten - 5th-grade students. Strategy's Expected Result/Impact: Increased student performance results and exiting from tutorials Staff Responsible for Monitoring: Administrators, Teachers and Campus Instructional Coaches</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase early intervention for all students specifically targeting the white students and students receiving special education services who are reading and writing below grade level at the beginning of the year. Strategy's Expected Result/Impact: mClass data and BAS/Sistema levels Staff Responsible for Monitoring: Classroom teachers, Interventionist, and Campus Instructional Coaches</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide RtI intensive interventions using LLI Kits (reading), BAS/Sistema, mClass (reading), iReady (math) and tutorials for students receiving SPED Services that are performing below grade level in grades K-3 and/or failed STAAR in grades 4-5. Strategy's Expected Result/Impact: Show student growth on district and state assessments; meet system safeguard in the area of SPED. Staff Responsible for Monitoring: Resource Teachers and Classroom Teachers</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
				
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Goal 2: Tice Elementary will ensure student achievement and post-secondary readiness.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer and provide parent and student programs to inform about Career and Technical Education programs and requirements.</p> <p>Strategy's Expected Result/Impact: Parent attendance and evaluation</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






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

Performance Objective 5: Increase promotion and graduation rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance: Provide attendance incentives to individual students with perfect attendance at the end of each grading period and the entire school year, and grade levels with the highest weekly and monthly attendance.</p> <p>Strategy's Expected Result/Impact: Increased student attendance rates and achievement</p> <p>Staff Responsible for Monitoring: Administrators, classroom teachers</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Dec	Feb	May
				
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Goal 3: Tice Elementary will provide a wide range of student opportunities.

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

Strategy 1 Details	Reviews			
Strategy 1: Offer after-school activities for students (Girl's Run Club, Robotics Team, Boys' Club, Student Council, Safety Patrol, etc) Strategy's Expected Result/Impact: Increased academic and social achievement Staff Responsible for Monitoring: Classroom teachers and club sponsors	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

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

Strategy 1 Details	Reviews			
Strategy 1: Showcase fine arts programs such as, a musical/play twice a year. Strategy's Expected Result/Impact: Increase number of students participating in fine arts Staff Responsible for Monitoring: Activity Teachers	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide fine arts field trip experiences (ie: Main Street Theater, HMFA) Strategy's Expected Result/Impact: Increased exposure to fine arts Staff Responsible for Monitoring: Administrators, Activity Teachers, and classroom teachers	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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






Strategy 1 Details	Reviews			
<p>Strategy 1: Establish and provide opportunities for parents to participate in school activities and special events (Meet the Teacher, Parent activities, informational parent meetings).</p> <p>Strategy's Expected Result/Impact: To increase parent involvement and student opportunities on campus.</p> <p>Staff Responsible for Monitoring: Counselor, Administrators, Teachers</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Sept	Dec	Feb	May
				
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Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Parent/family engagement in events at the school is low. Root Cause: Parents are not receiving the notifications that are sent out.</p>






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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet with new teachers at least once a month to ensure that they are transitioning well</p> <p>Strategy's Expected Result/Impact: 100% of new teachers attend monthly events</p> <p>Staff Responsible for Monitoring: Administrators and Campus Lead Mentor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Dedicate time on staff development days for team building activities</p> <p>Strategy's Expected Result/Impact: High teacher attendance and continued positive campus climate.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for teachers to take on leadership responsibilities. Strategy's Expected Result/Impact: Team members exhibiting leadership Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






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

Performance Objective 4: Survey staff annually on professional development needs

Strategy 1 Details	Reviews			
<p>Strategy 1: Foundations: Survey students and teachers once a year through a formal Foundations survey to indicate areas of concern and staff development needs.</p> <p>Strategy's Expected Result/Impact: Area of concern targeted</p> <p>Staff Responsible for Monitoring: Foundations Team</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to use district receipt books, teacher summary sheets, and correct procedures to account for all resources.</p> <p>Strategy's Expected Result/Impact: All procedures and policies followed</p> <p>Staff Responsible for Monitoring: Administrators, Financial/Budget Clerk, and all staff members</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






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

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

Strategy 1 Details	Reviews			
Strategy 1: Review of monthly budget and information shared with CPAC committee. Strategy's Expected Result/Impact: Correct and current budget reports Staff Responsible for Monitoring: Administrators and CPAC members	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Strategy 1 Details	Reviews			
Strategy 1: 21st Century Classrooms: Update campus capital outlay plan at the end of each school year and buy items designated Strategy's Expected Result/Impact: Maintain condition of campus equipment Staff Responsible for Monitoring: Administrators	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

CPAC met on **January 31, 2022**, to gather data for each group and initiate the CNA conversations. Four teams were established and met on **March 28, 2022**. Each team reviewed the data (parent, student, and teacher surveys, STAAR results, attendance data, discipline data, and schedules). Each team listed strengths and concerns/weaknesses. These were presented to the staff on May 23, 2022. As a staff, we discussed each concern/weakness and deleted any items that were out of campus control, and focused on one or two that we could make our goal for 2022-2023. Based on our CNA, our 3 areas of focus will be:

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

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

Name	Committee	Position	Role
Toshia Gouard	Student Academic Achievement	Principal	Administrator
Steven Gonzales	Demographics	Assistant Principal	Administrator
Korina Scott	Processes & Programs	Counselor	Counselor
Araceli Ruiz	Demographics	Pre-Kindergarten Teacher	Classroom Teacher
Jasmine Thomas	Demographics	Kindergarten Teacher	Classroom Teacher
Muza Millan	Processes & Programs	First Grade Teacher	Classroom Teacher
Geradina Torres	Processes & Programs	First Grade Teacher	Classroom Teacher
Ronesha Johnson	Perceptions	Second Grade Teacher	Classroom Teacher
LaJohnia Bradberry	Student Learning	Third Grade Teacher	Classroom Teacher
Kathia Martinez	Student Learning	Fourth Grade Teacher	Classroom Teacher
Yajaira Algaheim	Student Learning	Fifth Grade Teacher	Classroom Teacher
Cheri Medrano-Lopez	Student Learning	SPED Resource Teacher	Classroom Teacher
Nykki Bailey	Student Learning	FOCUS Teacher	Classroom Teacher
Jamie Coburn	Processes & Programs	Art Teacher	Classroom Teacher
Teresa Harries	Perceptions	Interventionist	Non-classroom Professional
Cynthia Profit	Demographics	Principal Secretary	Paraprofessional

Name	Committee	Position	Role
Jamie Hoard	Perceptions	Campus Instructional Coach	Non-classroom Professional
Verna Porter Pichon	Perceptions	Campus Instructional Coach	Non-classroom Professional
Tracey Beasley	Perceptions	Campus Instructional Coach	Non-classroom Professional
Karyssa McCarthy	Demographics	Parent	Parent Representative
David Rodriguez	Perceptions	Community Member	Community Representative
Alicia Miranda	Perceptions	Business Member	Business Representative

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Name	Committee	Position	Role
Toshia Gouard	Student Academic Achievement	Principal	Administrator
Steven Gonzales	Demographics	Assistant Principal	Administrator
Korina Scott	Processes & Programs	Counselor	Counselor
Araceli Ruiz	Demographics	Pre-Kindergarten Teacher	Classroom Teacher
Jasmine Thomas	Demographics	Kindergarten Teacher	Classroom Teacher
Muza Millan	Processes & Programs	First Grade Teacher	Classroom Teacher
Geradina Torres	Processes & Programs	First Grade Teacher	Classroom Teacher
Ronesha Johnson	Perceptions	Second Grade Teacher	Classroom Teacher
LaJohnia Bradberry	Student Learning	Third Grade Teacher	Classroom Teacher
Kathia Martinez	Student Learning	Fourth Grade Teacher	Classroom Teacher
Yajaira Algaheim	Student Learning	Fifth Grade Teacher	Classroom Teacher
Cheri Medrano-Lopez	Student Learning	SPED Resource Teacher	Classroom Teacher
Nykki Bailey	Student Learning	FOCUS Teacher	Classroom Teacher
Jamie Coburn	Processes & Programs	Art Teacher	Classroom Teacher
Teresa Harries	Perceptions	Interventionist	Non-classroom Professional
Cynthia Profit	Demographics	Principal Secretary	Paraprofessional

Name	Committee	Position	Role
Jamie Hoard	Perceptions	Campus Instructional Coach	Non-classroom Professional
Verna Porter Pichon	Perceptions	Campus Instructional Coach	Non-classroom Professional
Tracey Beasley	Perceptions	Campus Instructional Coach	Non-classroom Professional
Karyssa McCarthy	Demographics	Parent	Parent Representative
David Rodriguez	Perceptions	Community Member	Community Representative
Alicia Miranda	Perceptions	Business Member	Business Representative

2.2: Regular monitoring and revision

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

1. September 23, 2022
2. November 28, 2022
3. January 30, 2023
4. March 27, 2023
5. May 22, 2023

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

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

A Master schedule will be created to ensure "Every Minute Counts" and that at least the minimum required minutes for all content areas are allotted for each class. Teachers will ensure all lessons are planned and prepared to maximize instructional time. Students will attend Music, Art, PE, and Library to ensure a well-rounded education to hone and develop their other talents. Extra-curricular activities will be available for students including, but not limited to: boys club, girls club, art club, honor choir, robotics, coding club, book club, safety patrol, student council, UIL Elementary Academic Meet, and national elementary honor society. After-school and Saturday tutorials will be offered to students in need of assistance.

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

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

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

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

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

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

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

1. September 27, 2021
2. November 29, 2021
3. January 31, 2022
4. March 28, 2022
5. May 23, 2022

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was reviewed and revised on **May 16, 2022**, by the following members:

Name	Position	Role
Toshia Gouard	Principal	Administrator
Steven Gonzales	Assistant Principal	Administrator
Korina Scott	Counselor	Counselor
Araceli Ruiz	Pre-Kindergarten Teacher	Classroom Teacher
Jasmine Thomas	Kindergarten Teacher	Classroom Teacher
Muza Millan	First Grade Teacher	Classroom Teacher
Geradina Torres	First Grade Teacher	Classroom Teacher
Ronesha Johnson	Second Grade Teacher	Classroom Teacher
LaJohnia Bradberry	Third Grade Teacher	Classroom Teacher
Kathia Martinez	Fourth Grade Teacher	Classroom Teacher
Yajaira Algaheim	Fifth Grade Teacher	Classroom Teacher
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Jamie Coburn	Art Teacher	Classroom Teacher
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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
Karyssa McCarthy	Parent	Parent Representative
David Rodriguez	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.

4.2: Offer flexible number of parent involvement meetings

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

- Meet the Teacher and Title I Annual Meeting: August 9, 2022
- STAAR Parent Info: October 23, 2022 (Virtual)
- School-Parent Compact: Discussed at parent conferences throughout the year
- Volunteer Meeting (morning/afternoon)
- Parent conferences (Varies)
- 21st Century Monthly Parent Meetings (after school)
- PTA Meetings (after school)
- Coffee with the Principals: September 30, 2022, and January 13, 2023
- Coffee with the Counselor (mornings)

5. Targeted Assistance Schools Only