Galena Park Independent School District

Tice Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Public Presentation Date: September 20, 2018

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:

A. History of Campus and Important Changes

Kenneth J. Tice Elementary opened its doors to the community in 1979. There have been eight principals that have led Tice over the past thirty-six years starting with Gerald 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 has received the Title I Distinguished Schools Award for 12 consecutive years. This prestigious award recognizes schools that have consistently demonstrated strong academic performances over a three-year period. The Blue Ribbon Schools Program honored Tice Elementary in 2009 for high performance among disadvantaged students. The Texas Business & Education Coalition (TBEC) Honor Roll has recognized Tice Elementary for academic performance for 12 consecutive years. Again, The National Center for Educational Achievement (NCEA) selected Tice Elementary as a 2010-11 "Just for the Kids" higher Performing School. We are proud of our students and staff for their hard work, dedication, and accomplishments.

B. Attendance:

2012 – 2013: 96.8%

2013 – 2014: 96.5%

2014 - 2015: 96.6%

2015 - 2016: 97.1%

2016-2017: 97.3%

C. AYP

Tice's history of Adequate Yearly Progress/System Safeguards:

2012 – 2013: Met AYP

2013 - 2014: Met System Safeguards

2014 - 2015: Met System Safeguards

2015-2016: Met Standard

2016-2017: Met Standard

2017-2018: Met Standard

D. STAAR Demographic Data

	Reading	Math	Writing	Science
2014	83%	86%	81%	94%
2015	80%	NA	79%	90%
2016	78%	75%	77%	84%
2017	76 %	84%	64%	84%

WHERE WE ARE NOW:

Comprehensive Needs Assessment

School Profile:

Tice Elementary is one of 15 elementary campuses in Galena Park Independent School District. Tice Elementary opened its doors in year 1979 and serves predominantly economically disadvantaged families. Currently, Tice Elementary serves 700 students in grades Pre-Kindergarten to 5th grade. Five years ago, 644 students were served by the campus, which is an increase of 14%. 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 school year, Tice received

The campus is organized into grade level teams consisting of 5-6 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 student identified on the autism spectrum. All students are afforded the opportunities to experience science lab activities, physical education, computer literacy, music, library and art.

According to the 2016 – 2017 Texas Academic Performance Report:

The student population at Tice Elementary is:

24%	African-American	0.3%	Asian
4%	White	70%	Hispanic

The staff population at Tice Elementary is:

30%	African-American	7%	Asian
35%	White	28%	Hispanic

12.1 years: average years of experience

100% Highly Qualified teachers

100% Highly Qualified paraprofessionals

The overall mobility rate from 2015 – 2016 is approximately 12.2%. The average daily attendance rate for students is 97%. The average daily attendance rate for staff is 96%. Tice has had a total of 80 discipline referrals this year, which is an increase of 9% from last year.

Tice Elementary serves:

252 English Language Learner students (35%)

44 Gifted and Talented students (6%)

403 At Risk students (57%)

594 Economically Disadvantaged students (83%)

43 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 2018 – 2019 school year in the following areas:

*Classroom Management Strategies

*Balanced Literacy

Special Programs

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

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

Our Bilingual/ESL/Title III program is a transitional program that successfully transitions students by fifth grade. Each grade level consists of teachers who are certified to teach bilingual/ESL classes. Our program offers tutorials in math and reading, library books in both languages and classroom activities and resources for second language learners.

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Comprehensive Needs Assessment

Revised/Approved: June 01, 2018

Demographics

Demographics Summary

The population at Tice has slightly decreased in the last year. Enrollment went from 750 in 2015 to 713 in 2017. The population has remained steady with the Hispanic group while the African American population has slowly decreased. The demographics are: 70% Hispanic; 24% African American; 4% White; Two or More Races 2%. The mobility rate at Tice is approximately 12%.

Demographics Strengths

In 2015, Tice was selected as a Texas Association of Black School Educators (TASBE) Demonstration School. Our students' attendance is consistent.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELLs across all grade levels have a 61% pass rate on STAAR reading and scores have only increased 2% over the last three years. **Root Cause**: The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL certification and an understanding of the instructional strategies for ELLs.

Problem Statement 2: The number of student office referrals and discipline incidents have only decreased slightly over the last year. **Root Cause**: The transient student population is growing and in order to ensure that all students have an understanding of campus expectations we must respond in an uniform way.

Problem Statement 3: The number of family members volunteering on campus, participating in PTA has increased. **Root Cause**: The socioeconomic status and needs of families is changing quicker than the campus can create alternative methods for families to participate and train staff with an understanding of how to engage families of high needs students.

Problem Statement 4: Students receiving special education services in testing grades have only demonstrated little to no improvement on STAAR. **Root Cause**: The number of students receiving special education services is growing quicker than the district can train and/or teachers with SPED Certification

and an understanding of co-teach models and instructional strategies for students receiving SPED.

Student Achievement

Student Achievement Summary

Tice Elementary has provided successful student achievement results on STAAR with scores above the state average. Tice prides itself in the small group instruction that takes place in all grade levels to help all students make progress and reach success. This is done through both push in/pull out models. Campus Instructional Coaches took on more of a coaching method during the 2017-2018 school year, and this time will increase during the 2018-2019 school year. The Special Education teachers increased their time in the general education setting by utilizing the co-teach model, and this allowed the campus to increase the inclusion time for students receiving specialized services.

Student Achievement Strengths

- Math performance
- Response to Intervention
- Analyzing assessment data

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Third and fourth grade reading scores showed a decrease in numbers at the approaches and meets level. **Root Cause**: Lower rigor in the TEKS for classroom instruction.

Problem Statement 2: Writing scores showed a significant decline. **Root Cause**: New ELA teachers learning the curriculum and lack of student motivation.

School Culture and Climate

School Culture and Climate Summary

Tice Elementary survey results indicate that students and staff feel safe and respected at school.

School Culture and Climate Strengths

- Visibility of administrators
- Consistent training

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Tice students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

Problem Statement 2: Tice will provide more incentives to improve teacher attendance throughout the school year. **Root Cause**: Teacher attendance decreased from one year to the next due to a variety of reasons: illness, natural disasters, etc.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and paraprofessionals at Tice Elementary are highly qualified. The staff retention rate is good and when new teachers are needed, talented members are recruited with the help of the district. All new teachers are assigned a mentor on their grade level, as well as, a campus mentor. Staff attendance remains consistent and teachers are provided incentives to reward good attendance. A leadership team is in place to support administration, as well as, provide learning experiences for future leaders. This group often helps to provide needed staff development at the campus level.

Staff Quality, Recruitment, and Retention Strengths

- 100% Highly Qualified
- Instructional Coaches
- ESL Certified Teachers on every grade level
- Gifted and Talented Certified Teachers on every grade level

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Tice teachers will receive staff development in areas of need. **Root Cause**: Teachers need strategies to develop a constructive and productive learning environment which will help with teacher retention rate.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers' instruction is aligned with the district curriculum and state standards. Teachers align instruction to match the rigor of state assessments with the assistance of district personnel. District made assessments and released tests from the state are used to measure student progress throughout the year. Data from the assessments help to guide instruction in the classroom. Guided reading and math groups are used in all classrooms as a way to meet the learning needs of all students. This allows for differentiation as well as higher students to be challenged. Intervention groups are identified using assessment data, teacher observation and classroom work samples.

Curriculum, Instruction, and Assessment Strengths

- Instructional Coaches for content areas/grade levels
- Data Disaggregation
- Hands-On Instruction
- Support sessions
- Grade level meetings with administrators
- Professional Learning Communities
- Research regarding instructional practices provided by administrators and instructional coaches

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Instruction needs to be aligned across grade levels and increased rigor is needed to improve student achievement. **Root Cause**: Misconceptions about learning standards and lack of rigor in the instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Tice Elementary prides itself in making all family members feel welcomed. Family members are invited to campus events and attend morning, afternoon, and evening programs. The school communicates with parents through the campus website, Facebook, monthly digital family newsletters and school letters that are provided in English and Spanish.

Parent and Community Engagement Strengths

- Monthly Newsletters from the Principal
- Student Performances
- Campus Events
    - Fine Arts Expo
    - Book Fair
    - Career Day
    - Field & Fun Day
    - Literacy & Math Night
    - Literacy Parade
    - Family Lunch Days-Thanksgiving and Go Texan Day
    - Prek to Kindergarten Family Transition Meetings
    - Gifted and Talented Expo
    - Coffee Chats with the Counselor

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: More opportunities for family and community involvement on the campus and in the classrooms. **Root Cause**: Time needed to coordinate family and community involvement.

School Context and Organization

School Context and Organization Summary

Instruction time at Tice Elementary is sacred to our students, teachers, and families. Classroom schedules are created to maximize amount of time spent on instruction. Learning time is protected. Learning time assigned is based on district minutes per subject, however, if students require more time, accommodations are made. Campus goals are aligned to district goals for continuity.

School Context and Organization Strengths

- Instructional Coaches for all content areas/grade levels
- Incentives awarded for progress
- Team meetings with administrators

Problem Statements Identifying School Context and Organization Needs

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**: Behavior concerns or unexpected situations, procrastination, lack of communication, lack of organization/planning.

Technology

Technology Summary

Tice Elementary continues to work on improving our usage of technology. Two computer labs are available in the school. More iPads were added during the 2016-2017 school year for classroom use and additional student devices will continue to be added. Teachers are shown how to integrate technology into the curriculum using these devices. Each classroom has a projector and document camera. Each year, teachers create technology goals and work with the campus technology integration specialist to meet these goals.

Technology Strengths

- 2 Computer Labs
- Technology Instructional Specialist
- Additional student devices added
- Clear Touch Panel added to 7 teacher classrooms

Problem Statements Identifying Technology Needs

Problem Statement 1: More availability to computer lab usage by teachers. **Root Cause**: A more flexible and monitored schedule needed to ensure teacher/student use.

Problem Statement 2: Instructional technology integration is essential to developing 21st century learners. Teachers will continue to develop their technology skills to integrate various programs in their lessons for increased student achievement. **Root Cause**: Fear of technology, lack of time to learn and implement, funds for apps/licenses.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data

- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional 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 Source(s) 1: Information contained in Monthly Family/Community Newsletters and Staff Newsletters.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Publish a monthly Family/Community and a weekly Staff Newsletter	Administrators, Counselor, Campus Instructional Coaches, and grade level teams	Regular communication with all stakeholders				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1						
Funding Sources: 211 - ESEA Title I, Part A - 560.00						
Critical Success Factors CSF 1 CSF 5 CSF 6 2) Provide grading period celebrations that recognize student academic achievement, attendance, behavior, social skills, character traits, etc.	Administrators, Counselor, PEIMS Clerk, and Campus Instructional Coaches	Regular student recognition				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1						
Funding Sources: 199 - Local - 4000.00						
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◕ = Some Progress ◯ = No Progress ✖ = Discontinue						

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Tice students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.
Parent and Community Engagement

Problem Statement 1: More opportunities for family and community involvement on the campus and in the classrooms. **Root Cause 1**: Time needed to coordinate family and community involvement.

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

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

Evaluation Data Source(s) 2: Conduct 100% of all drills.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 6	Administrators and Foundations Team	Trained faculty in emergency situations	◔			
1) Develop Emergency Operations Team	Problem Statements: School Culture and Climate 1					
2) Provide monthly practice/review of emergency response procedures (fire drills, bad weather, shelter in place, lock down)	Administrators and Foundations Team	Timely, efficient, and successful campus drills and positive survey results	◔			
	Problem Statements: School Culture and Climate 1					
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Tice students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

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

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

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Host family/community Healthy Lifestyle Events in partnership with community organizations: Bringing Schools and Families together for the health of our kids.	Counselor, School Nurse, and Physical Education Teacher	Participant survey results	◓			
Problem Statements: Parent and Community Engagement 1						
Funding Sources: 199 - Local - 500.00						
2) 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.	Health and Wellness Committee (Counselor, School Nurse, Physical Education Teacher and Administrators)	Staff implementation of Brighter Bites program, parent/community reception to the initiative and distribution of information from the health and wellness committee	◓			
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1						
3) Implement structured grade level recess and provide grade levels with recess equipment.	Physical Education Teacher and Grade Level Chairs	Students participating in daily recess	◓			
Problem Statements: School Culture and Climate 1						
Funding Sources: 199 - Local - 250.00						
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◓ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Tice students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.
Parent and Community Engagement
Problem Statement 1: More opportunities for family and community involvement on the campus and in the classrooms. **Root Cause 1**: Time needed to coordinate family and community involvement.

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

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

Evaluation Data Source(s) 4: Staff survey results, staff attendance, student attendance and discipline data.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide Texas Behavior Support Initiative (TBSI) training for the campus core team so that restraints are done properly when needed.	Administrators	Fewer restraints	✔	✔	✔	✔
		Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1				
Critical Success Factors CSF 6 2) Educate students on bullying, motivation, interpersonal skills, goal setting, cross cultures and career awareness.	Counselor	Increased student awareness	◔			
		Problem Statements: School Culture and Climate 1				
		Funding Sources: 199-24 - SCE - 500.00				
3) Provide staff development during the year to review CHAMPS/Discipline techniques; expectations for common areas within school: cafeteria, hallway, restroom, playgrounds	Administrators, Counselor, & Foundations Team	Fewer office referrals and students following common area expectations	◔			
		Problem Statements: Staff Quality, Recruitment, and Retention 1				
		Funding Sources: 199-24 - SCE - 250.00				
4) Conduct online trainings (REACH, Sexual Harassment, CPS, etc) to educate staff	Administrators	increased staff awareness and knowledge	✔	✔	✔	✔
		Problem Statements: Staff Quality, Recruitment, and Retention 1				
Critical Success Factors CSF 6 5) Survey students and teachers once a year through a formal Foundations survey to indicate areas of concern.	Foundations Team	Area of concern targeted	○			
6) Provide information to students, staff and families regarding district services for students that qualify under the McKinney-Vento Act.	Counselor, PEIMS Clerk , Administrators and classroom teachers	All students identified as homeless will be reported to the district liaison and receive	◔			
		Problem Statements: Parent and Community Engagement 1				
✔ = Accomplished → = Continue/Modify ◔ = Considerable ◔ = Some Progress ○ = No Progress ✖ = Discontinue						

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Tice students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Tice teachers will receive staff development in areas of need. **Root Cause 1**: Teachers need strategies to develop a constructive and productive learning environment which will help with teacher retention rate.

Parent and Community Engagement
Problem Statement 1: More opportunities for family and community involvement on the campus and in the classrooms. **Root Cause 1**: Time needed to coordinate family and community involvement.

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

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

Evaluation Data Source(s) 5: Increased utilization of technology on campus among students and staff.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Share Code of Conduct, Acceptable Use and other district forms with parents	Teachers	Increased guardian and student awareness and knowledge	✔	✔	✔	
	Problem Statements: School Culture and Climate 1					
2) Student participation in the District Multimedia Festival	Campus Technology Integration Specialist and classroom teachers	Increased number of student participation in the festival	⚪			
	Problem Statements: Parent and Community Engagement 1					
✔ = Accomplished ➡ = Continue/Modify ◓ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Performance Objective 5 Problem Statements:

School Culture and Climate
Problem Statement 1: Tice students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.
Parent and Community Engagement
Problem Statement 1: More opportunities for family and community involvement on the campus and in the classrooms. **Root Cause 1**: Time needed to coordinate family and community involvement.

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide college information on announcements to expose students to different colleges and universities.	Counselor	More background knowledge of higher education institutions	◑			
Problem Statements: School Culture and Climate 1, 2						
2) Showcase a variety of colleges with flags displayed from colleges and universities around the nation.	Counselor	Students are aware of different higher education opportunities	◑			
Problem Statements: School Culture and Climate 1 Funding Sources: 199 - Local - 500.00						
3) Provide a career day to expose PreK-fifth grade students to different career choices.	Counselor and classroom teachers	Awareness of career choices	○			
Problem Statements: Demographics 2 - Student Achievement 1 - School Culture and Climate 1 Funding Sources: 199 - Local - 250.00						
4) Allow teachers to wear a college or career shirt once a week to promote college and career awareness.	Administrators	Increase exposure to a variety of colleges and universities	◑			
Problem Statements: Staff Quality, Recruitment, and Retention 1						
✔ = Accomplished　➡ = Continue/Modify　◕ = Considerable　◑ = Some Progress　○ = No Progress　✖ = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The number of student office referrals and discipline incidents have only decreased slightly over the last year. **Root Cause 2**: The transient student population is growing and in order to ensure that all students have an understanding of campus expectations we must respond in an uniform way.
Student Achievement
Problem Statement 1: Third and fourth grade reading scores showed a decrease in numbers at the approaches and meets level. **Root Cause 1**: Lower rigor in the TEKS for classroom instruction.

School Culture and Climate

Problem Statement 1: Tice students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

Problem Statement 2: Tice will provide more incentives to improve teacher attendance throughout the school year. **Root Cause 2**: Teacher attendance decreased from one year to the next due to a variety of reasons: illness, natural disasters, etc.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Tice teachers will receive staff development in areas of need. **Root Cause 1**: Teachers need strategies to develop a constructive and productive learning environment which will help with teacher retention rate.

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

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

Evaluation Data Source(s) 2: Strive to have an increased number of students reaching meets and masters on STAAR.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 1 1) Increase teachers knowledge and the connection between the rigor of the TEKS and the STAAR assessment staff development, modeling, and shared learning.	Administrators, Campus Instructional Coaches and classroom teachers	Increase in students scoring meets and masters levels on DAs and STAAR	◔			
	Problem Statements: Technology 2					
	Funding Sources: 199-24 - SCE - 500.00					
Critical Success Factors CSF 1 2) 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.	Administrators, CIC	Increase in students scoring meets and masters levels on DAs and STAAR	◔			
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1					
3) Conduct weekly Technology lessons with students and monthly lessons with staff	Campus Technology Integration Specialist	Increased use of instructional technology among staff and students	◔			
	Problem Statements: Technology 1, 2					

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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Third and fourth grade reading scores showed a decrease in numbers at the approaches and meets level. **Root Cause 1**: Lower rigor in the TEKS for classroom instruction.

Curriculum, Instruction, and Assessment
Problem Statement 1: Instruction needs to be aligned across grade levels and increased rigor is needed to improve student achievement. **Root Cause 1**: Misconceptions about learning standards and lack of rigor in the instruction.

Technology
Problem Statement 1: More availability to computer lab usage by teachers. **Root Cause 1**: A more flexible and monitored schedule needed to ensure teacher/student use.
Problem Statement 2: Instructional technology integration is essential to developing 21st century learners. Teachers will continue to develop their technology skills to integrate various programs in their lessons for increased student achievement. **Root Cause 2**: Fear of technology, lack of time to learn and implement, funds for apps/licenses.

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

Performance Objective 3: Provide comprehensive counseling to students.

Evaluation Data Source(s) 3: 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 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Educate students on bullying, motivation, interpersonal skills, goal setting, cross cultures, and career awareness.	Counselor	Increased student self esteem and educational potential	◖			
	Problem Statements: School Culture and Climate 1					
2) Provide educational programs such as Red Ribbon Week and bully prevention programs that increase drug awareness and promote safety to all students.	Counselor	Participation in Red Ribbon program. Decreased number of bullying incidents.	◖			
	Problem Statements: School Culture and Climate 1					
	Funding Sources: 199-24 - SCE - 250.00					
3) Conduct assemblies with classes/grade levels	Counselor	Improved awareness of character trait, and personal, social, emotional, and career development.	◖			
	Problem Statements: Demographics 3 - Parent and Community Engagement 1					
	Funding Sources: 199-24 - SCE - 500.00					
✔ = Accomplished ➡ = Continue/Modify ◖ = Considerable ◔ = Some Progress ◯ = No Progress ✘ = Discontinue						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: The number of family members volunteering on campus, participating in PTA has increased. **Root Cause 3**: The socioeconomic status and needs of families is changing quicker than the campus can create alternative methods for families to participate and train staff with an understanding of how to engage families of high needs students.
School Culture and Climate
Problem Statement 1: Tice students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.
Parent and Community Engagement
Problem Statement 1: More opportunities for family and community involvement on the campus and in the classrooms. **Root Cause 1**: Time needed to coordinate family and community involvement.

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

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

    Evaluation Data Source(s) 4: Transition opportunities will be continued in order to prepare students and parents for secondary opportunities.

    Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Offer orientation for students transitioning to Cobb 6th grade campus.	Counselor	Students and parents have easy transition	⚪			
		Problem Statements: Student Achievement 1				
Critical Success Factors CSF 1 2) Transition students from Bilingual/ESL to regular classes	LPAC	Decrease number of LEP students in upper grades	❌	❌	❌	
		Problem Statements: Demographics 1				
3) Increase the number of students identified in the Gifted and Talented cohort.	G/T Cadre Leader, G/T Teachers, Counselor, Classroom Teachers, and Campus Administrators	Increase the number of students that are prepared to take higher level classes upon entering 6th grade	🟠			
		Problem Statements: Student Achievement 1, 2				
✅ = Accomplished ➡️ = Continue/Modify 🟠 = Considerable ◔ = Some Progress ⚪ = No Progress ❌ = Discontinue						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: ELLs across all grade levels have a 61% pass rate on STAAR reading and scores have only increased 2% over the last three years. **Root Cause 1**: The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL certification and an understanding of the instructional strategies for ELLs.
Student Achievement
Problem Statement 1: Third and fourth grade reading scores showed a decrease in numbers at the approaches and meets level. **Root Cause 1**: Lower rigor in the TEKS for classroom instruction.
Problem Statement 2: Writing scores showed a significant decline. **Root Cause 2**: New ELA teachers learning the curriculum and lack of student motivation.

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

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

Evaluation Data Source(s) 5: Counselor's calendar will document the career education services offered each month.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 5	Counselor	Parent attendance and evaluation	�－			
1) Offer and provide parent and student programs to inform about Career and Technical Education programs and requirements.		Problem Statements: Student Achievement 1, 2 - Parent and Community Engagement 1				
Critical Success Factors CSF 5	Counselor	Parent and student evaluation	◕			
2) Offer Career and Technology spotlights during the morning announcements.		Problem Statements: Student Achievement 1, 2 - Parent and Community Engagement 1				
3) Implement a Robotics Team on campus.	Science Lab Teacher, Math and Science Campus Instructional Coaches	Increased STEM and Career and Technology Education awareness among parents and students	◕			
		Problem Statements: Student Achievement 1 - Parent and Community Engagement 1 - Technology 2				
		Funding Sources: 211 - ESEA Title I, Part A - 600.00				

✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◖ = Some Progress ◯ = No Progress ✖ = Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Third and fourth grade reading scores showed a decrease in numbers at the approaches and meets level. **Root Cause 1**: Lower rigor in the TEKS for classroom instruction.
Problem Statement 2: Writing scores showed a significant decline. **Root Cause 2**: New ELA teachers learning the curriculum and lack of student motivation.
Parent and Community Engagement

Problem Statement 1: More opportunities for family and community involvement on the campus and in the classrooms. **Root Cause 1**: Time needed to coordinate family and community involvement.

Technology

Problem Statement 2: Instructional technology integration is essential to developing 21st century learners. Teachers will continue to develop their technology skills to integrate various programs in their lessons for increased student achievement. **Root Cause 2**: Fear of technology, lack of time to learn and implement, funds for apps/licenses.

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.

Evaluation Data Source(s) 1: Increased scores on all district and state assessments.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Comprehensive Support Strategy **Critical Success Factors** CSF 1 1) Assess students and monitor progress in each subject with district assessments based on the district testing calendar.	All classroom teachers, interventionist, and Instructional Coaches	Passing rate of 90% or higher				
	Problem Statements: Demographics 1, 3 - Student Achievement 1, 2					
Critical Success Factors CSF 1 2) Implement STAAR procedures and strategies in 2-5 across all content areas.	Campus Instructional Coaches, Interventionist, and second through fifth grade teachers	Student performance results				
	Problem Statements: Student Achievement 1, 2					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 3) Provide enrichment and STAAR tutorials (before school or Saturdays) for 1st - 5th grade students.	Administrators, Teachers and Campus Instructional Coaches	Increased student performance results and exiting from tutorials				
	Problem Statements: Student Achievement 1, 2 Funding Sources: 199 - Bilingual - 2000.00, 211 - ESEA Title I, Part A - 3000.00, 199-24 - SCE - 5000.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 4) Assess students and monitor progress in each subject with benchmarks, district assessments and STAAR.	Administrators, Campus Instructional Coaches and classroom teachers	Student performance results on benchmarks, district assessments and STAAR				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 5) Implement Response to Intervention (RtI) for students not performing on grade level in reading, writing, and math.	RtI Team	Student performance results				
	Problem Statements: Curriculum, Instruction, and Assessment 1					

Critical Success Factors CSF 1 6) Increase early intervention for all students specifically targeting the white students who are reading and writing below grade level at the beginning of the year.	Classroom teachers, Interventionist, and Campus Instructional Coaches	Istation data and DRA levels				
	Problem Statements: Student Achievement 1, 2					
	Funding Sources: 199-24 - SCE - 3000.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 7) Provide tutorials for students who failed STAAR the previous year.	Administrators, Instructional Coaches, Teachers	Students reading on level				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1					
	Funding Sources: 211 - ESEA Title I, Part A - 2000.00, 199-24 - SCE - 2000.00					
Critical Success Factors CSF 1 8) Incorporate Fundamental 5 (high-yield instructional strategies) in all classrooms	Administrators, Campus Instructional Coaches and classroom teachers	Increase levels of student engagement and achievement				
	Problem Statements: Curriculum, Instruction, and Assessment 1					
Comprehensive Support Strategy 9) Provide intensive interventions using LLI Kits (reading), iStation (reading), ESTAR (math), Dreambox (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.	Resource Teachers and Classroom Teachers	Show student growth on district and state assessments; meet system safeguard in the area of SPED.				
	Problem Statements: Demographics 4 - Student Achievement 1, 2					
	Funding Sources: 224 - IDEA B, Sped - 3000.00					
Comprehensive Support Strategy 10) 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.	Classroom Teachers, Special Education Teachers and Instructional Coaches	Show student growth on district and state assessments; meet system safeguard in the area of writing.				
	Problem Statements: Curriculum, Instruction, and Assessment 1					
	Funding Sources: 000 - Grant Funds - 5000.00					
11) The campus will have zero testing irregularities during state assessments.	Administrators, testing coordinators and test administrators	The campus will report zero testing irregularities to the district and state.				
	Problem Statements: School Context and Organization 1					

✔ = Accomplished → = Continue/Modify ◕ = Considerable ◕ = Some Progress ⬤ = No Progress ✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: ELLs across all grade levels have a 61% pass rate on STAAR reading and scores have only increased 2% over the last three years. **Root Cause 1**: The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL certification and an understanding of the instructional strategies for ELLs.

Problem Statement 3: The number of family members volunteering on campus, participating in PTA has increased. **Root Cause 3**: The socioeconomic status and needs of families is changing quicker than the campus can create alternative methods for families to participate and train staff with an understanding of how to engage families of high needs students.
Problem Statement 4: Students receiving special education services in testing grades have only demonstrated little to no improvement on STAAR. **Root Cause 4**: The number of students receiving special education services is growing quicker than the district can train and/or teachers with SPED Certification and an understanding of co-teach models and instructional strategies for students receiving SPED.

Student Achievement

Problem Statement 1: Third and fourth grade reading scores showed a decrease in numbers at the approaches and meets level. **Root Cause 1**: Lower rigor in the TEKS for classroom instruction.
Problem Statement 2: Writing scores showed a significant decline. **Root Cause 2**: New ELA teachers learning the curriculum and lack of student motivation.

Curriculum, Instruction, and Assessment

Problem Statement 1: Instruction needs to be aligned across grade levels and increased rigor is needed to improve student achievement. **Root Cause 1**: Misconceptions about learning standards and lack of rigor in the instruction.

School Context and Organization

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 1**: Behavior concerns or unexpected situations, procrastination, lack of communication, lack of organization/planning.

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

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

Evaluation Data Source(s) 2: All district and state assessments will be above district average.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 1 CSF 7 1) Conduct weekly subject planning and curriculum review meetings for K-5 teachers.	Campus Instructional Coaches and classroom teachers	Teacher success and student performance	◓			
		Problem Statements: Curriculum, Instruction, and Assessment 1				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 2) Conduct bi-weekly professional learning communities (PLC) to review campus performance data, student work samples, best practices, and current research.	Administrators, Campus Instructional Coaches, and classroom teachers	Teacher success and student performance results	◔			
		Problem Statements: Curriculum, Instruction, and Assessment 1				
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Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Instruction needs to be aligned across grade levels and increased rigor is needed to improve student achievement. **Root Cause 1**: Misconceptions about learning standards and lack of rigor in the instruction.

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

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

Evaluation Data Source(s) 3: All district and state assessments will be above district average.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 1 CSF 7 1) Pair all new teachers with experienced STAAR teachers to model effective teaching practices.	Campus Instructional Coaches, Lead Mentor, Grade Level Chair, and classroom teachers	Teacher participation and implementation of strategies, and student performance	◔			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 2) Students will attend a co-taught science lab twice a week.	Science Lab teacher, 3rd, 4th, and 5th Grade Teachers	Student performance Results	◔			
	Problem Statements: Curriculum, Instruction, and Assessment 1					
3) Conduct weekly subject planning meetings for K-5 teachers.	Campus Instructional Coaches and classroom teachers	Teacher success and student performance	◔			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1					
4) Conduct weekly classroom observations and provide teachers with timely feedback.	Campus Instructional Coaches	Teacher success and student performance	◔			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1					
5) Conduct bimonthly professional development sessions.	Campus Instructional Coaches and Administrators	Teacher implementation of instructional strategies	◔			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1					
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Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Tice teachers will receive staff development in areas of need. **Root Cause 1**: Teachers need strategies to develop a constructive and productive learning environment which will help with teacher retention rate.

Curriculum, Instruction, and Assessment

Problem Statement 1: Instruction needs to be aligned across grade levels and increased rigor is needed to improve student achievement. **Root Cause 1**: Misconceptions about learning standards and lack of rigor in the instruction.

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

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

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
Critical Success Factors CSF 1 1) Increase implementation Kurzweil, Dreambox, iStation, Reading A-Z and Studies Weekly software program in classrooms.	Technology Integration Specialist , Resource teachers and classroom teachers	Increased STAAR pre-assessment results and student performance results, and in increased number of 3-5 students taking STAAR online.	◔			
	Problem Statements: Curriculum, Instruction, and Assessment 1					
2) Add more computers/technology to all classes over time (remove outdated/unused computers) based on Capital Outlay Plan.	Principal and Technology Integration Specialist	Improved computer skills, knowledge and student performance results	◔			
	Problem Statements: Technology 1					
	Funding Sources: 211 - ESEA Title I, Part A - 7500.00					
Critical Success Factors CSF 7 3) Plan with teams at least once a month to incorporate curriculum lessons while students are in the lab.	Technology Integration Specialist	Knowledgeable teachers and number of students utilizing software and student performance results	◔			
	Problem Statements: Technology 2					
Critical Success Factors CSF 5 4) Utilize teacher web-page, social media, Remind 101, and Smore newsletters for communicating with parents.	Administrators and classroom teachers	More exposure to web-page and increased parent communication	◔			
	Problem Statements: Technology 2					
5) Schedule weekly computer lab visits for every class to focus on district provided software such as, Istation, Dreambox, Studies Weekly, etc.	Technology Integration Specialist and classroom teachers	Student data will reflect increase in scores from software reports	◔			
	Problem Statements: Technology 1					
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Instruction needs to be aligned across grade levels and increased rigor is needed to improve student achievement. **Root Cause 1**: Misconceptions about learning standards and lack of rigor in the instruction.

Technology
Problem Statement 1: More availability to computer lab usage by teachers. **Root Cause 1**: A more flexible and monitored schedule needed to ensure teacher/student use.
Problem Statement 2: Instructional technology integration is essential to developing 21st century learners. Teachers will continue to develop their technology skills to integrate various programs in their lessons for increased student achievement. **Root Cause 2**: Fear of technology, lack of time to learn and implement, funds for 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 Source(s) 1: 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 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Showcase fine arts programs such as, a musical/play twice a year.	Activity Teachers	Increase number of students participating in fine arts	(considerable)			
Problem Statements: School Culture and Climate 1						
Funding Sources: 199 - Local - 500.00						
2) Provide fine arts field trip experiences (ie: Main Street Theater, HMFA	Administrators, Activity Teachers, and classroom teachers	Increased exposure to fine arts	(considerable)			
Problem Statements: School Culture and Climate 1						
Funding Sources: 199 - Local - 3000.00, 461 - Campus Activity Funds - 2000.00						

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Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Tice students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

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

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

Evaluation Data Source(s) 2: Tice will have at least 30% of students participating in some type of extracurricular activity throughout the 2018 - 2019 school year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Participate in Academic Decathlon events	Classroom teachers, UIL Coaches	Increased Problem Solving/Higher Level Thinking among students	🟠			
Problem Statements: School Culture and Climate 1						
Funding Sources: 199 - Local - 500.00						
2) Offer after-school activities for students (Girl's Run Club, Robotics Team, Boys' Club, Student Council, Safety Patrol, etc)	Classroom teachers and club sponsors	Increased academic and social achievement	🟠			
Problem Statements: School Culture and Climate 1						
Funding Sources: 461 - Campus Activity Funds - 1000.00						
3) Provide opportunities for students to participate in organized, team-oriented physical events: field day, Olympiad, First Tee Golf	Physical Education Teacher	Student participation in events held	🟠			
Problem Statements: School Culture and Climate 1						
4) 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.	Classroom teachers and event chairperson/sponsor	Student participation in events held	🟠			
Problem Statements: School Culture and Climate 1						
Funding Sources: 199 - Local - 250.00						

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Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Tice students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

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

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

Evaluation Data Source(s) 3: 100% of K-5 students will attend weekly fine arts instruction.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Provide students with weekly fine arts instruction in music, art, and physical education.	Activity Teachers and classroom teachers	All students will participate in weekly fine arts in music, art, and physical education.	🟠			
Problem Statements: School Culture and Climate 1						
2) Provide K-5 students with an optional morning session of fine arts instruction, music, art, physical education, and computer one-two days a week.	Activity & Classroom Teachers	At least 40% of grade level students will attend optional morning fine arts sessions.	❌	❌	❌	
Problem Statements: School Culture and Climate 1						
Funding Sources: 211 - ESEA Title I, Part A - 500.00						
3) Host family fitness events on campus.	Physical Education Teacher, Campus Nurse, Counselor, and committee members	Increase parent and student knowledge of healthy life choices	🟠			
Problem Statements: Parent and Community Engagement 1						
Funding Sources: 461 - Campus Activity Funds - 500.00						
4) Implement the campus wellness plan into our daily decision making and classroom routines (student snacks, refreshments, incentives/rewards, etc.)	Physical Education Teacher, Campus Nurse, and all campus staff	Increase parent and student knowledge of healthy life choices	🟠			
Problem Statements: School Context and Organization 1						
5) The Physical Education Teacher will provide recess equipment for classrooms teachers to conduct daily structured recess with K-5 students.	Physical Education Teacher and classroom teachers.	Increase students' daily physical activity.	🟠			
Problem Statements: School Culture and Climate 1						
✔ = Accomplished ➡ = Continue/Modify 🟠 = Considerable 🟡 = Some Progress ⚪ = No Progress ❌ = Discontinue						

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 1: Tice students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

Parent and Community Engagement

Problem Statement 1: More opportunities for family and community involvement on the campus and in the classrooms. **Root Cause 1**: Time needed to coordinate family and community involvement.

School Context and Organization

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 1**: Behavior concerns or unexpected situations, procrastination, lack of communication, lack of organization/planning.

Goal 5: Tice 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 Source(s) 1: Tice will have a 96.5 % or higher student attendance rate.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Communicate district and campus attendance expectations to parents and students.	PEIMS and classroom teachers	Increased student attendance	🟠			
	Problem Statements: School Context and Organization 1					
✔ = Accomplished ➡ = Continue/Modify 🟠 = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Performance Objective 1 Problem Statements:

School Context and Organization
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 1**: Behavior concerns or unexpected situations, procrastination, lack of communication, lack of organization/planning.

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

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

    Evaluation Data Source(s) 2: Increased student attendance rates

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Utilize Raawee, School Status, and other district attendance software to track student attendance and provide appropriate interventions.	PEIMS Clerk, Counselor, Foundation Team, and Attendance Committee	Frequent, timely, and accurate student attendance information communicated to parents.	◔			
	Problem Statements: School Context and Organization 1					
2) 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.			◔			
	Problem Statements: School Context and Organization 1					
	Funding Sources: 461 - Campus Activity Funds - 3000.00					
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue						

Performance Objective 2 Problem Statements:

School Context and Organization
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 1**: Behavior concerns or unexpected situations, procrastination, lack of communication, lack of organization/planning.

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

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

    Evaluation Data Source(s) 3: Tice will have a 97% or higher staff attendance rate.

    Summative Evaluation 3:

Strategy Description	**Monitor**	**Strategy's Expected Result/Impact**	**Reviews**			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Utilize district staff attendance spreadsheet, School Status reports, and other data sources to meet with staff regularly regarding attendance.	Administrators and staff members	Increased staff attendance	🟠			
	Problem Statements: School Context and Organization 1					
2) 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.	Administrators	Increased staff attendance	🟠			
	Problem Statements: School Culture and Climate 1					
	Funding Sources: 461 - Campus Activity Funds - 2000.00					
✔ = Accomplished ➡ = Continue/Modify 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue						

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Tice students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.
School Context and Organization
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 1**: Behavior concerns or unexpected situations, procrastination, lack of communication, lack of organization/planning.

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

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

Evaluation Data Source(s) 1: Increase the number of campus business partners

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Establish campus business and community partnerships.	Administrators, counselor, Campus Instructional Coaches, and staff members	Increased number of school and community partnerships				
	Problem Statements: Parent and Community Engagement 1					
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: More opportunities for family and community involvement on the campus and in the classrooms. **Root Cause 1**: Time needed to coordinate family and community involvement.

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

Performance Objective 2: Increase parent involvement and volunteer opportunities

Evaluation Data Source(s) 2: For 2018-19, the percent of parents and community members volunteering time will be at or above 10%.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	Dec	Feb	May
1) Recruit parent volunteers through parental involvement meetings	Administrators, Counselor, and all staff members	Number of volunteer hours	◔			
	Problem Statements: Parent and Community Engagement 1					
	Funding Sources: 211 - ESEA Title I, Part A - 200.00					
2) 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.	Administrators, Counselor, and all staff members	Participation and involvement of Bilingual (Spanish-speaking) population	◔			
	Problem Statements: Parent and Community Engagement 1					
	Funding Sources: 263 - ESEA Title III, LEP - 1500.00					
3) Provide volunteers with on-campus training and a list of possible volunteer opportunities.	Administrators, Counselor, and all staff members.	Increased number of volunteer hours	◔			
	Problem Statements: Parent and Community Engagement 1					
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: More opportunities for family and community involvement on the campus and in the classrooms. **Root Cause 1**: Time needed to coordinate family and community involvement.

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

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

Evaluation Data Source(s) 3: Parents will continue to be informed through a variety of networks and encouraged to participate.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Inform the community of school dates and events by posting information on the marquee, Tice Facebook, and web-page.	Assistant Principal, Technology Integration Specialist, and Counselor	Parent involvement in events	(considerable)			
Problem Statements: Parent and Community Engagement 1						
2) Maintain communication by providing parents with graded papers in order to keep them abreast of their students' academic status once a week.	All teachers	Parental awareness and intervention	(some progress)			
Problem Statements: Parent and Community Engagement 1						
Funding Sources: 211 - ESEA Title I, Part A - 1000.00						
3) Invite and welcome parents to special events (ie: Book Fair, Donuts for Dads, Muffins for Moms)	Administrators, Counselor, Teachers	Parental Involvement	(some progress)			
Problem Statements: Parent and Community Engagement 1						
Funding Sources: 461 - Campus Activity Funds - 500.00						
4) Survey parents at least once a year for input.	Administrators, Counselor	Returned surveys, results	(no progress)			
Problem Statements: Parent and Community Engagement 1						
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: More opportunities for family and community involvement on the campus and in the classrooms. **Root Cause 1**: Time needed to coordinate family and community involvement.

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

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

Evaluation Data Source(s) 4: Tice will continue to document Title I requirements through minutes and sign in sheets from all meetings.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Conduct annual Title I meeting to inform parents of rights they have being the parent of a child in a Title I school.	Administrators and Counselor	Parent Attendance	✓	✓	✓	
Problem Statements: Parent and Community Engagement 1						
2) Distribute school and federal report cards according to TEA time line.	Administrators	Parents receive information	⬤			
Problem Statements: Parent and Community Engagement 1						
3) Conduct at least three parent conferences for all students so that parents are aware of student progress.	Classroom Teachers	Parent attendance at conferences	◕			
Problem Statements: Parent and Community Engagement 1						
4) Provide and discuss School Compact with students and parents	Counselor and Classroom Teachers	Student and Parent Awareness of Expectations	✓	✓	✓	
Problem Statements: Parent and Community Engagement 1						
5) Provide parents with Parent Involvement Policy	Administrators and Counselor	Parents receive information	✓	✓	✓	
Problem Statements: Parent and Community Engagement 1						
✓ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◕ = Some Progress ⬤ = No Progress ✗ = Discontinue						

Performance Objective 4 Problem Statements:

Parent and Community Engagement
Problem Statement 1: More opportunities for family and community involvement on the campus and in the classrooms. **Root Cause 1**: Time needed to coordinate family and community involvement.

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

Performance Objective 1: Provide professional development to increase student achievement and support job performance and staff retention.

Evaluation Data Source(s) 1: Tice teachers will continue to attend professional development and maintain their required professional development hours.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Allow teachers to attend workshops/in service during the day to increase expertise in all content area TEKS.	Administrators	Teacher implementation of newly acquired skills, strategies, etc.	◔			
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
	Funding Sources: 199 - Bilingual - 800.00, 211 - ESEA Title I, Part A - 1000.00, 199-23 - Special Education - 500.00					
2) Provide more in-service training on campus	Principal, Campus Instructional Coaches	Teacher implementation of newly acquired skills, strategies, etc.	◔			
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
3) Meet with teams regularly to plan lessons according to district scope and sequence	Campus Instructional Coaches	Effective lesson planning	◔			
	Problem Statements: Curriculum, Instruction, and Assessment 1					
✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Tice teachers will receive staff development in areas of need. **Root Cause 1**: Teachers need strategies to develop a constructive and productive learning environment which will help with teacher retention rate.
Curriculum, Instruction, and Assessment
Problem Statement 1: Instruction needs to be aligned across grade levels and increased rigor is needed to improve student achievement. **Root Cause 1**: Misconceptions about learning standards and lack of rigor in the instruction.

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

Performance Objective 2: Create an on-boarding process to introduce new staff to campus culture, goals, and programs.

Evaluation Data Source(s) 2: 100% of new teachers will participate in campus new teacher events.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews Formative Sept	Dec	Feb	Reviews Summative May
1) Meet with new teachers at least once a month to ensure that they are transitioning well	Administrators and Campus Lead Mentor	100% of new teachers attend monthly events	(considerable)			
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
2) Host a new teacher event (breakfast, lunch, etc.) in the fall and the spring	Administrators	100% of new teachers attend events	(some progress)			
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
	Funding Sources: 425 - Teacher Induction/Mentor - 200.00					
3) Take all new teachers on a tour of the Galena Park community and provide background information about the district and campus	Administrators and Campus Lead Mentor		✓	✓	✓	
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
	Funding Sources: 425 - Teacher Induction/Mentor - 100.00					
✓ = Accomplished ➡ = Continue/Modify ◖ = Considerable ◕ = Some Progress ● = No Progress ✗ = Discontinue						

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Tice teachers will receive staff development in areas of need. **Root Cause 1**: Teachers need strategies to develop a constructive and productive learning environment which will help with teacher retention rate.

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

Performance Objective 3: Recruit and retain highly qualified staff.

> **Evaluation Data Source(s) 3:** Tice will continue to maintain 95% of our teachers.

> **Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Establish a committee to plan weekly/monthly activities for staff participation.	Principal, grade level chairs and Social/Hospitality Committee	High teacher attendance and continued positive campus climate.	◔			
	Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1					
	Funding Sources: 199 - Local - 7000.00					
2) Dedicate time on staff development days for team building activities	Administrators	High teacher attendance and continued positive campus climate.	◔			
	Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1					
3) Meet with teams monthly to celebrate and discuss student progress, concerns, and grade level needs.	Administrators	Survey results indicating teachers' needs are met	◔			
	Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1					
4) Partner all rookie teachers and teachers new to GPISD with a veteran teacher.	Administrators and Campus Lead Mentor	Increased knowledge of the district and building a sense of community	◔			
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◑ = Some Progress ◯ = No Progress ✖ = Discontinue						

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 2: Tice will provide more incentives to improve teacher attendance throughout the school year. **Root Cause 2**: Teacher attendance decreased from one year to the next due to a variety of reasons: illness, natural disasters, etc.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Tice teachers will receive staff development in areas of need. **Root Cause 1**: Teachers need strategies to develop a constructive and productive learning environment which will help with teacher retention rate.

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 Source(s) 1: Tice will be accountable for all monies and campus resources.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Review budget at every CPAC meeting with all stakeholders	Administrators	Awareness of school budgets	⬤			
		Problem Statements: School Culture and Climate 2				
2) Update campus capital outlay plan at the end of each school year and buy items designated	Administrators	Maintain condition of campus equipment	◕			
		Problem Statements: School Context and Organization 1				
✓ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue						

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Tice will provide more incentives to improve teacher attendance throughout the school year. **Root Cause 2**: Teacher attendance decreased from one year to the next due to a variety of reasons: illness, natural disasters, etc.
School Context and Organization
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 1**: Behavior concerns or unexpected situations, procrastination, lack of communication, lack of organization/planning.

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

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

Evaluation Data Source(s) 2: Stakeholders will be highly satisfied with the service received from Tice Elementary.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide customer service and parent conference/communication training for all staff members that will be interacting with internal and external stakeholders	Administrators, Professional Development Office, and classroom teachers	All policies and procedures followed				
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✘ = Discontinue						

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Tice teachers will receive staff development in areas of need. **Root Cause 1**: Teachers need strategies to develop a constructive and productive learning environment which will help with teacher retention rate.

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

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

Evaluation Data Source(s) 3: All budgets at Tice will be spent according to district, state, and federal standards.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	Dec	Feb	May
1) Review of monthly budget and information shared with CPAC committee.	Administrators and CPAC members	Correct and current budget reports	⚪			
Problem Statements: School Context and Organization 1						
2) Continue to use district receipt books, teacher summary sheets, and correct procedures to account for all resources.	Administrators, Financial/Budget Clerk, and all staff members	All procedures and policies followed	◔			
Problem Statements: School Context and Organization 1						
3) The campus will continue to implement the district breakfast in the classroom initiative.	Administrators, Cafeteria manager, Nutrition department and classroom teachers	100% of staff/classrooms will participate in the initiative in order to ensure that students have adequate access to breakfast.	◔			
Problem Statements: School Culture and Climate 1						

✔ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Tice students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.
School Context and Organization
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 1**: Behavior concerns or unexpected situations, procrastination, lack of communication, lack of organization/planning.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	1	Assess students and monitor progress in each subject with district assessments based on the district testing calendar.
3	1	3	Provide enrichment and STAAR tutorials (before school or Saturdays) for 1st - 5th grade students.
3	1	4	Assess students and monitor progress in each subject with benchmarks, district assessments and STAAR.
3	1	5	Implement Response to Intervention (RtI) for students not performing on grade level in reading, writing, and math.
3	1	7	Provide tutorials for students who failed STAAR the previous year.
3	1	9	Provide intensive interventions using LLI Kits (reading), iStation (reading), ESTAR (math), Dreambox (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.
3	1	10	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.
3	2	2	Conduct bi-weekly professional learning communities (PLC) to review campus performance data, student work samples, best practices, and current research.
3	3	2	Students will attend a co-taught science lab twice a week.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CPAC met on March 27, 2018 to gather data for each group and initiate the CNA conversations. Eight teams were established and met on June 1, 2018. Each team reviewed the data (parent, student, and teacher surveys, STAAR results, attendance data, discipline data, schedules, etc.). Each team listed strengths and concerns/weaknesses. These were presented to the staff on June 1, 2018. 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 2018-2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CPAC and staff developed the Campus Improvement Plan.

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

Hard copies of the CIP will be available to parents and community members in the front office. The CIP will also be posted on our campus website. It will be available in English and Spanish upon Board Approval.

2.4: Opportunities for all children to meet State standards

All students will have the opportunity to meet state standards through whole/small group instruction, small group interventions, tutorials, differentiated instruction, and TEKS focused high-quality instruction.

2.5: Increased learning time and well-rounded education

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 that will help develop their other talents. Extra-curricular activities will be available for students including, but not limited to: boys club, art club, honor choir, robotics, book club, safety patrol, student council, UIL Elementary Academic Meet.

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
- Low mobility rate
- Retainees

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 counselor presents and sends out information concerning the Parent and Family Engagement Policy to the parents at the beginning of the school year and at PTA meetings. The Parent and Family Engagement Policy is approved by the CPAC.

3.2: Offer flexible number of parent involvement meetings
Parent involvement meetings will be offered throughout the year and include the following:

- PTA Meetings (after school)
- Coffee with the Counselor (mornings)
- Volunteer Training (morning/afternoon)
- Parent conferences (teacher conference times)

2018-2019 CPAC Committee

Committee Role	Name	Position
Administrator	Toshia Gouard	Principal
Administrator	Steven Gonzales	Assistant Principal
Counselor	Korina Scott	Counselor
Classroom Teacher	Melissa Leal	Pre-Kindergarten Representative
Classroom Teacher	Jacqueline Hernandez	Kindergarten Representative
Classroom Teacher	Ashley Garcia	First Grade Representative
Classroom Teacher	Cynthia Martinez	Second Grade Representative
Classroom Teacher	Melody Timpani	Second Grade Representative
Classroom Teacher	Pamela Lopez	Third Grade Representative
Classroom Teacher	Christina Barrios	Fourth Grade Representative
Classroom Teacher	Lawrence Etienne	5th Grade Representative
Classroom Teacher	Kwame Anderson	5th Grade Representative
Classroom Teacher	Jamie Coburn	Activity Team Representative
Classroom Teacher	Leslie Creekmur	Special Education Representative
Classroom Teacher	Toby Brewer	Special Education Representative
Paraprofessional	Cynthia Profit	Principal Secretary
Non-classroom Professional	Tracey Beasley	Campus Instructional Coach
Non-classroom Professional	Jamie Hoard	Campus Instructional Coach
Non-classroom Professional	Verna Pichon	Campus Instructional Coach
Non-classroom Professional	Cassie Reescano	Campus Instructional Coach
Non-classroom Professional	Teresa Harries	Interventionist
Business Representative	Alicia Miranda Alicia Miranda	Alicia Miranda
Community Representative	Ruth Buffington	Ruth Buffington
Community Representative	Avis Reescano Avis Reescano	Avis Reescano
Parent	Timothy McCray	Parent Represrntative