

Galena Park Independent School District
Tice Elementary School
2024-2025 Campus Improvement Plan



Board Approval Date: August 12, 2024

Mission Statement

Tice Elementary will strive to ensure that all students can and will reach their full potential.

Vision

Tice Elementary's vision is to create a school that is highly regarded for its academic excellence and for its contribution in actively serving and improving the community in which it operates.

Campus Profile

Where We Have Been:

Kenneth J. Tice Elementary opened its doors to the community in 1979. Eight principals have led Tice over the past forty-five years, starting with Earl Cobb, Arthur Culver, Jackie Smith, Steve Kinney, Judy Holbrook, Amy Cole, Aronda Green, and Toshia Gouard.

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

Tice Elementary received the Title I Distinguished Schools Award for 12 consecutive years. This prestigious award recognizes schools that have consistently demonstrated strong academic 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. During the 2015 school year, the Texas Alliance of Black School Educators recognized Tice as a Demonstration School. We are proud of our students and staff for their hard work, dedication, and accomplishments.

Where We Are Now:

Comprehensive Needs Assessment

Tice Elementary is one of 15 elementary campuses in the Galena Park Independent School District. Tice Elementary opened its doors in 1979 and serves predominantly economically disadvantaged families. Currently, Tice Elementary serves 679 students in grades Pre-Kindergarten to 5th grade. Five years ago, 680 students were served by the campus, which is a decrease of 0.2%. Tice was rated as a "B" campus and did not receive any distinctions for the 2018-2019 school year. Due to the COVID-19 pandemic, Tice was declared a state of disaster and was not rated during the 2019-2020 and 2020-2021 school years. During the 2021-2022 school year, Tice received a "B" rating with no distinctions. Ratings were not released for the 2022-2023 school year.

The campus is organized into grade-level teams consisting of 4-5 teachers per team. Teachers have a team-teaching schedule giving students reading and math instruction daily. Tice Elementary houses three special education programs, including Lifeskills and the B.E.S.T. program for students with emotional disturbances or identified on the autism spectrum. All students can experience science lab activities, physical education, computer literacy, music, library, and art.

According to the 2023-2024 PEIMS Report:

The student population at Tice Elementary is:

Race	Total Students	Percentage
African American	174	26%
Hispanic	476	71%
White	12	2%
American Indian	1	<1%
Asian	4	<1%
Pacific Islander	0	0%
Two or More Races	12	2%

The overall mobility rate from 2021-2022 was approximately 19%. The 2023-2024 average daily attendance rate for students was 95%, and the average daily attendance rate for staff was 96%. Tice had 99 office referrals this year, an increase of 24% from last year.

Tice Elementary serves:

Population	Total Students	Percentage
Emergent Bilingual	280	41%
Gifted and Talented	38	6%
At-Risk	501	74%
Economically Disadvantaged	628	92%
Special Education	98	14%

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 2024-2025 school year in the following areas:

- Special Education
- Second Language Learners
- Classroom Management/Student Behavior
- TIER I Teaching Strategies-Preparing for STAAR

Special Programs

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

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

Our Bilingual/ESL/Title III program is a one-way dual language program from pre-kindergarten through fifth grade. Each grade level has teachers who are certified to teach bilingual/ESL classes. Our program offers tutorials in math and reading, library books in both languages, classroom activities, and resources for second-language learners.

Table of Contents

Comprehensive Needs Assessment	6
Demographics	6
Student Learning	8
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Tice Elementary will provide mental, physical, and emotional safety and health for all students and staff.	15
Goal 2: Tice Elementary will ensure student achievement and post-secondary readiness.	20
Goal 3: Tice Elementary will provide a wide range of student opportunities.	27
Goal 4: Tice Elementary will ensure high-quality staff is employed.	31
Goal 5: Tice Elementary will provide excellent operational and fiscal support and responsibility.	37
Title I	40
1.1: Comprehensive Needs Assessment	40
2.1: Campus Improvement Plan developed with appropriate stakeholders	41
2.2: Regular monitoring and revision	42
2.3: Available to parents and community in an understandable format and language	42
2.4: Opportunities for all children to meet State standards	42
2.5: Increased learning time and well-rounded education	42
2.6: Address needs of all students, particularly at-risk	42
3.1: Annually evaluate the schoolwide plan	43
4.1: Develop and distribute Parent and Family Engagement Policy	43
4.2: Offer flexible number of parent involvement meetings	44
Campus Funding Summary	45

Comprehensive Needs Assessment

Revised/Approved: June 6, 2024

Demographics

Demographics Summary

Tice Elementary's demographics are 71% Hispanic, 26% African American, 2% White, 2% Two or More Races, <1% American Indian and Asian. There are 679 students enrolled. 92% of the student population is economically disadvantaged, and 74% are At-Risk. Emergent Bilingual (EB) students are 41% of the student population and 14% of the total students are served by special education programs. The overall mobility rate is 19%. The attendance rate is 95%.

Demographics Strengths

Based on 2023-2024 data:

- Tice has diverse teachers for our diverse learners.
- Parents feel very welcome at Tice.
- Incentives such as themed dress-up days motivate students to come to school.
- PTA has involved parents by having more events.
- Free breakfast and lunch are provided for all students.
- The Tiger store promotes good character traits.
- Multiple forms of communication in the language that parents understand. (Flyers, Call-outs, Twitter, Facebook, and School Status)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student enrollment fluctuates, which disrupts academic continuity, strains resources, and impacts their overall educational achievement. **Root Cause:** Since the district started open enrollment, the mobility rate has increased by 90%.

Problem Statement 2 (Prioritized): The retention rate in first grade is higher than the state average. **Root Cause:** The curriculum is designed to meet the needs of students who begin first-grade reading at BAS level E. Most students make a year's growth in reading, but when they start as non-readers, they are still behind and not able to keep up with the curriculum.

Problem Statement 3 (Prioritized): Parents are not communicating with teachers when there are concerns about grades or behavior. **Root Cause:** Busy work schedules, childcare commitments, or other responsibilities outside school can make it challenging for parents to find time to monitor their child's academic progress regularly.

Problem Statement 4 (Prioritized): Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. **Root Cause:** Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.

Student Learning

Student Learning Summary

Tice earned an unofficial accountability rating of "A" during the 2022-2023 school year. Teachers, along with the support of campus instructional coaches, district interventionists, retired teachers, and college tutors, provided the students with a variety of learning opportunities through targeted Tier 1 instruction, small group interventions, and enrichment activities. Preliminary scores for 2023-2024, along with historical data, are in the tables below.

2023-2024				2022-2023				2021-2022			
Rating: Pending	Approaches	Meets	Masters	Rating: Unofficial A	Approaches	Meets	Masters	Rating: B	Approaches	Meets	Masters
ELA/Reading	83%	49%	23%	ELA/Reading	77%	48%	17%	ELA/Reading	77%	48%	25%
Math	79%	50%	6%	Math	79%	52%	19%	Math	75%	41%	21%
Science	67%	23%	6%	Science	71%	42%	9%	Science	70%	38%	13%

Student Learning Strengths

Based on 2023-2024 data:

- ELA/Reading, Math, and Science performance either stayed the same or increased
- Teachers, campus instructional specialists, district specialists, retired teachers, and college tutors provide guided reading and math instruction and small-group interventions
- Technology integration through Stemscopes, iReady, and Summit K-12, etc.
- Coaching and planning with content teachers during weekly DDI meeting
- Analyzing assessment data during DDI meetings
- Monthly MTSS/RtI meetings to review student progress and plan for interventions

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The high number of students in special education performing below the state and district average. **Root Cause:** All special education students who are pulled for resource instruction are not being held accountable in the general education classroom.

Problem Statement 2 (Prioritized): The retention rate in first grade is higher than the state average. **Root Cause:** The curriculum is designed to meet the needs of students who begin first-grade reading at BAS level E. Most students make a year's growth in reading, but when they start as non-readers, they are still behind and not able to keep up with the curriculum.

Problem Statement 3 (Prioritized): Student enrollment fluctuates, which disrupts academic continuity, strains resources, and impacts their overall educational achievement. **Root Cause:** Since the district started open enrollment, the mobility rate has increased by 90%.

Problem Statement 4 (Prioritized): Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. **Root Cause:** Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

Based on 2023-2024 data:

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The social skills curriculum is not student-centered enough to promote personal responsibility, consistent expectations, respect for self and others, and respect for personal or public property. **Root Cause:** Expectations of behavior and rules are not consistent enough throughout the cafeteria, hallways, bathrooms, and other social areas where many students gather.

Problem Statement 2 (Prioritized): There is a high number of students in special education performing below the state and district average. **Root Cause:** All special education students who are pulled for resource instruction are not being held accountable in the general education classroom.

Problem Statement 3: The special education referral process takes too long. **Root Cause:** It takes a long time to complete the paperwork, and there is not enough personnel.

Problem Statement 4 (Prioritized): Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. **Root Cause:** Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.

Perceptions

Perceptions Summary

At Tice Elementary, a large number of parents, guardians, and family members attend events such as Muffins for Moms, Donuts for Dads, Grandparents' Day luncheon, and many PTA meetings that highlight various student groups. The school communicates with parents through the website, school letters/calendar of events, the marquee, and the call-out system. Based on surveys, students describe Tice as a safe and friendly school. Parents feel welcome and trust the adults on campus. Teachers have requested additional training on classroom management, Tier I teaching strategies, and working with second language learners and students identified with learning disabilities.

Perceptions Strengths

Based on 2023-2024 data:

- Parents feel welcome at the school
- The school has a clear vision and high expectations are set
- Teachers are being provided with the resources they need
- Good administrative support for teachers, students, and parents

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. **Root Cause:** Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.

Problem Statement 2: Car rider line for morning drop-off and dismissal is long and a safety concern when there are two lanes of traffic. **Root Cause:** Due to open enrollment, students no longer live in the neighborhoods zoned to Tice, so they cannot access the school buses.

Priority Problem Statements

Problem Statement 1: Parents are not communicating with teachers when there are concerns about grades or behavior.

Root Cause 1: Busy work schedules, childcare commitments, or other responsibilities outside school can make it challenging for parents to find time to monitor their child's academic progress regularly.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The social skills curriculum is not student-centered enough to promote personal responsibility, consistent expectations, respect for self and others, and respect for personal or public property.

Root Cause 2: Expectations of behavior and rules are not consistent enough throughout the cafeteria, hallways, bathrooms, and other social areas where many students gather.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The high number of students in special education performing below the state and district average.

Root Cause 3: All special education students who are pulled for resource instruction are not being held accountable in the general education classroom.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a high number of students in special education performing below the state and district average.

Root Cause 4: All special education students who are pulled for resource instruction are not being held accountable in the general education classroom.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year.

Root Cause 5: Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: The retention rate in first grade is higher than the state average.

Root Cause 6: The curriculum is designed to meet the needs of students who begin first-grade reading at BAS level E. Most students make a year's growth in reading, but when they start as non-readers, they are still behind and not able to keep up with the curriculum.

Problem Statement 6 Areas: Demographics - Student Learning

Problem Statement 7: Student enrollment fluctuates, which disrupts academic continuity, strains resources, and impacts their overall educational achievement.

Root Cause 7: Since the district started open enrollment, the mobility rate has increased by 90%.

Problem Statement 7 Areas: Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Revised/Approved: June 6, 2024

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

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

Strategy 1 Details		Reviews			
Strategy 1: Foundations: Provide monthly practice/review of emergency response procedures (fire drills, bad weather, shelter in place, lockdown) Strategy's Expected Result/Impact: Timely, efficient, and successful campus drills and positive survey results Staff Responsible for Monitoring: Administrators and Foundations Team Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: Food and materials - 199 - Local - \$1,000		Formative			Summative
		Sept	Dec	Feb	May

0%

No Progress

100%

Accomplished

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



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Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The social skills curriculum is not student-centered enough to promote personal responsibility, consistent expectations, respect for self and others, and respect for personal or public property. Root Cause: Expectations of behavior and rules are not consistent enough throughout the cafeteria, hallways, bathrooms, and other social areas where many students gather.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Foundations: Provide staff development during the year to review REACH; Sexual Harassment; CPS; CHAMPS/Discipline techniques and Expectations for common areas within the school: cafeteria, hallway, restroom, playgrounds Strategy's Expected Result/Impact: Fewer office referrals and students following common area expectations Staff Responsible for Monitoring: Administrators, Counselor, & Foundations Team Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 4 - Perceptions 1	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Foundations: Provide Texas Behavior Support Initiative (TBSI) training for the campus core team so that restraints are done properly when needed. Strategy's Expected Result/Impact: Fewer restraints Staff Responsible for Monitoring: Administrators Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 4 - Perceptions 1	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 4: Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. **Root Cause:** Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.

Student Learning

Problem Statement 4: Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. **Root Cause:** Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.

School Processes & Programs

Problem Statement 4: Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. **Root Cause:** Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.

Perceptions

Problem Statement 1: Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. **Root Cause:** Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Host family/community Healthy Lifestyle Events in partnership with community organizations: Bringing Schools and Families together for the health of our kids. Strategy's Expected Result/Impact: Participant survey results Staff Responsible for Monitoring: Counselor, School Nurse, and Physical Education Teacher Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Parents are not communicating with teachers when there are concerns about grades or behavior. Root Cause: Busy work schedules, childcare commitments, or other responsibilities outside school can make it challenging for parents to find time to monitor their child's academic progress regularly.

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

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

Strategy 1 Details	Reviews			
Strategy 1: We will integrate social and emotional lessons/activities into our daily schedule to ensure teacher's provide student's weekly support. Strategy's Expected Result/Impact: Provide students with tools to build and maintain positive relationships. Provide resources to students/parents throughout the school year. Staff Responsible for Monitoring: Counselor, Teachers Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: The social skills curriculum is not student-centered enough to promote personal responsibility, consistent expectations, respect for self and others, and respect for personal or public property. Root Cause: Expectations of behavior and rules are not consistent enough throughout the cafeteria, hallways, bathrooms, and other social areas where many students gather.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide a career day to expose PreK-fifth grade students to different career choices. Strategy's Expected Result/Impact: Awareness of career choices Staff Responsible for Monitoring: Counselor and classroom teachers Title I: 2.5, 4.2 Problem Statements: Demographics 2 - Student Learning 2	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: 21st Century Classroom: Provide an array of appropriately challenging learning experiences in each of the four core content areas for all students in grades K-5 that will allow students to accelerate in areas of strength. Strategy's Expected Result/Impact: Increase in students scoring meets and masters levels on DAs and STAAR Staff Responsible for Monitoring: Administrators, CIC and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The retention rate in first grade is higher than the state average. Root Cause: The curriculum is designed to meet the needs of students who begin first-grade reading at BAS level E. Most students make a year's growth in reading, but when they start as non-readers, they are still behind and not able to keep up with the curriculum.

Student Learning
Problem Statement 2: The retention rate in first grade is higher than the state average. Root Cause: The curriculum is designed to meet the needs of students who begin first-grade reading at BAS level E. Most students make a year's growth in reading, but when they start as non-readers, they are still behind and not able to keep up with the curriculum.
School Processes & Programs
Problem Statement 2: There is a high number of students in special education performing below the state and district average. Root Cause: All special education students who are pulled for resource instruction are not being held accountable in the general education classroom.

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

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

Strategy 1 Details	Reviews			
Strategy 1: 21st Century Classrooms: Increase the number of students identified in the Gifted and Talented cohort Strategy's Expected Result/Impact: Increase the number of students that are prepared to take higher level classes upon entering 6th grade Staff Responsible for Monitoring: G/T Cadre Leader, G/T Teachers, Counselor, Classroom Teachers, and Campus Administrators Title I: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 3	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:





Demographics
Problem Statement 1: Student enrollment fluctuates, which disrupts academic continuity, strains resources, and impacts their overall educational achievement. Root Cause: Since the district started open enrollment, the mobility rate has increased by 90%.
Student Learning
Problem Statement 3: Student enrollment fluctuates, which disrupts academic continuity, strains resources, and impacts their overall educational achievement. Root Cause: Since the district started open enrollment, the mobility rate has increased by 90%.

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

Performance Objective 3: Improve state test scores in all categories

Strategy 1 Details	Reviews			
Strategy 1: Provide enrichment and STAAR tutorials for Kindergarten - 5th-grade students. Strategy's Expected Result/Impact: Increased student performance results and exiting from tutorials Staff Responsible for Monitoring: Administrators, Teachers and Campus Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Increase early intervention for all students specifically targeting the white students and students receiving special education services who are reading and writing below grade level at the beginning of the year. Strategy's Expected Result/Impact: mClass data and BAS/Sistema levels Staff Responsible for Monitoring: Classroom teachers, Interventionist, and Campus Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2	Formative			Summative
	Sept	Dec	Feb	May

Strategy 3 Details		Reviews			
Strategy 3: Provide RtI intensive interventions using LLI Kits (reading), BAS/Sistema, mClass (reading), iReady (math) and tutorials for students receiving SPED Services that are performing below grade level in grades K-3 and/or failed STAAR in grades 4-5. Strategy's Expected Result/Impact: Show student growth on district and state assessments; meet system safeguard in the area of SPED. Staff Responsible for Monitoring: Resource Teachers and Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2		Formative			Summative
		Sept	Dec	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: The retention rate in first grade is higher than the state average. Root Cause: The curriculum is designed to meet the needs of students who begin first-grade reading at BAS level E. Most students make a year's growth in reading, but when they start as non-readers, they are still behind and not able to keep up with the curriculum.
Student Learning
Problem Statement 1: The high number of students in special education performing below the state and district average. Root Cause: All special education students who are pulled for resource instruction are not being held accountable in the general education classroom. Problem Statement 2: The retention rate in first grade is higher than the state average. Root Cause: The curriculum is designed to meet the needs of students who begin first-grade reading at BAS level E. Most students make a year's growth in reading, but when they start as non-readers, they are still behind and not able to keep up with the curriculum.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Offer and provide parent and student programs to inform about Career and Technical Education programs and requirements. Strategy's Expected Result/Impact: Parent attendance and evaluation Staff Responsible for Monitoring: Counselor Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Parents are not communicating with teachers when there are concerns about grades or behavior. Root Cause: Busy work schedules, childcare commitments, or other responsibilities outside school can make it challenging for parents to find time to monitor their child's academic progress regularly.

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

Performance Objective 5: Increase promotion and graduation rates

Strategy 1 Details	Reviews			
Strategy 1: Attendance: Provide attendance incentives to individual students with perfect attendance at the end of each grading period and the entire school year, and grade levels with the highest weekly and monthly attendance. Strategy's Expected Result/Impact: Increased student attendance rates and acheivement Staff Responsible for Monitoring: Administrators, classroom teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 3 Funding Sources: Paper, Medals, Trophies - 199 - Local - \$2,000	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Student enrollment fluctuates, which disrupts academic continuity, strains resources, and impacts their overall educational achievement. Root Cause: Since the district started open enrollment, the mobility rate has increased by 90%.
Student Learning
Problem Statement 3: Student enrollment fluctuates, which disrupts academic continuity, strains resources, and impacts their overall educational achievement. Root Cause: Since the district started open enrollment, the mobility rate has increased by 90%.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Offer after-school activities for students (Girl's Club, Robotics Team, Boys' Club, Student Council, Dance Team, etc) Strategy's Expected Result/Impact: Increased academic and social achievement Staff Responsible for Monitoring: Classroom teachers and club sponsors Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The social skills curriculum is not student-centered enough to promote personal responsibility, consistent expectations, respect for self and others, and respect for personal or public property. Root Cause: Expectations of behavior and rules are not consistent enough throughout the cafeteria, hallways, bathrooms, and other social areas where many students gather.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Showcase fine arts programs such as, a musical/play twice a year. Strategy's Expected Result/Impact: Increase number of students participating in fine arts Staff Responsible for Monitoring: Activity Teachers Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 3	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Provide fine arts field trip experiences (ie: Main Street Theater, HMFA) Strategy's Expected Result/Impact: Increased exposure to fine arts Staff Responsible for Monitoring: Administrators, Activity Teachers, and classroom teachers Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 3 Funding Sources: Classroom Fieldtrips & Transportation - 199 - Local - \$3,000	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student enrollment fluctuates, which disrupts academic continuity, strains resources, and impacts their overall educational achievement. Root Cause: Since the district started open enrollment, the mobility rate has increased by 90%.

Student Learning

Problem Statement 3: Student enrollment fluctuates, which disrupts academic continuity, strains resources, and impacts their overall educational achievement. **Root Cause:** Since the district started open enrollment, the mobility rate has increased by 90%.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Establish and provide opportunities for parents to participate in school activities and special events (Meet the Teacher, Parent activities, informational parent meetings). Strategy's Expected Result/Impact: To increase parent involvement and student opportunities on campus. Staff Responsible for Monitoring: Counselor, Administrators, Teachers Title I: 4.1, 4.2 Problem Statements: Demographics 3 Funding Sources: Materials - 199 - Local - \$500	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Parents are not communicating with teachers when there are concerns about grades or behavior. Root Cause: Busy work schedules, childcare commitments, or other responsibilities outside school can make it challenging for parents to find time to monitor their child's academic progress regularly.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Meet with new teachers at least once a month to ensure that they are transitioning well Strategy's Expected Result/Impact: 100% of new teachers attend monthly events Staff Responsible for Monitoring: Administrators and Campus Lead Mentor TEA Priorities: Recruit, support, retain teachers and principals - Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 4 - Perceptions 1 Funding Sources: Paper and Food - 199 - Local - \$200	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. Root Cause: Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.
Student Learning
Problem Statement 4: Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. Root Cause: Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.
School Processes & Programs
Problem Statement 4: Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. Root Cause: Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.

Perceptions

Problem Statement 1: Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. **Root Cause:** Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Dedicate time on staff development days for team building activities Strategy's Expected Result/Impact: High teacher attendance and continued positive campus climate. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Funding Sources: Paper - 199 - Local - \$500	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for teachers to take on leadership responsibilities. Strategy's Expected Result/Impact: Team members exhibiting leadership Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div></div>				

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

Performance Objective 4: Survey staff annually on professional development needs

Strategy 1 Details	Reviews			
Strategy 1: Foundations: Survey students and teachers once a year through a formal Foundations survey to indicate areas of concern and staff development needs. Strategy's Expected Result/Impact: Area of concern targeted Staff Responsible for Monitoring: Foundations Team Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 4 - Perceptions 1	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 4: Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. Root Cause: Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.
Student Learning
Problem Statement 4: Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. Root Cause: Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.
School Processes & Programs
Problem Statement 4: Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. Root Cause: Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.

Perceptions

Problem Statement 1: Tice lacks a strong and consistent discipline plan. The number of students referred to the assistant principal due to misbehavior has increased by 24% from last year. **Root Cause:** Foundations is not being implemented effectively, and teachers have inconsistent discipline plans. New students come in with academic deficits, which cause them to misbehave in class when they do not understand.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continue to use district receipt books, teacher summary sheets, and correct procedures to account for all resources. Strategy's Expected Result/Impact: All procedures and policies followed Staff Responsible for Monitoring: Administrators, Financial/Budget Clerk, and all staff members ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

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

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

Strategy 1 Details	Reviews			
Strategy 1: Review of monthly budget and information shared with CPAC committee. Strategy's Expected Result/Impact: Correct and current budget reports Staff Responsible for Monitoring: Administrators and CPAC members Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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

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

Strategy 1 Details	Reviews			
Strategy 1: 21st Century Classrooms: Update campus capital outlay plan at the end of each school year and buy items designated Strategy's Expected Result/Impact: Maintain condition of campus equipment Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Printers, Laminating Machine, Teacher Furniture - 199 - Local - \$6,139	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Title I

1.1: Comprehensive Needs Assessment

CPAC met on **March 25, 2024**, to gather data for each group and initiate the CNA conversations. Four teams were established and met on **April 26, 2024**. Each team reviewed the data (parent, student, and teacher surveys, STAAR results, attendance data, discipline data, and schedules). Each team listed strengths and concerns/weaknesses. These were shared with the staff on May 22, 2024. Staff shared any concerns about the strengths and weaknesses. Using their input, items that were out of the campus' control were deleted. We then focused on one or two to make our goals for the 2024-2025 school year. Based on our CNA, our 3 areas of focus will be:

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

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

Name	Committee	Position	Role
Toshia Gouard	Student Academic Achievement	Principal	Administrator
Steven Gonzales	Demographics	Assistant Principal	Administrator
Korina Scott	Processes & Programs	Counselor	Counselor
Shirley Ray	Demographics	Pre-Kindergarten Teacher	Classroom Teacher
Elizabeth Villegas	Perceptions	Kindergarten Teacher	Classroom Teacher
Katrina Boyles	Demographics	First Grade Teacher	Classroom Teacher
Iridiam Saucedo	Perceptions	Second Grade Teacher	Classroom Teacher
Brenda Canales	Student Learning	Third Grade Teacher	Classroom Teacher
Pamela Lopez	Student Learning	Fourth Grade Teacher	Classroom Teacher
Mariana Perez Molina	Student Learning	Fifth Grade Teacher	Classroom Teacher
Vanessa Winn	Processes & Programs	SPED Resource Teacher	Classroom Teacher
Nikkia Eagleton	Processes & Programs	Music Teacher	Classroom Teacher
Alma Guerra	Student Learning	Interventionist	Non-classroom Professional
Cynthia Profit	Demographics	Principal Secretary	Paraprofessional
Jamie Hoard	Student Learning	Campus Instructional Coach	Non-classroom Professional
Jacob Cerda	Student Learning	Campus Instructional Coach	Non-classroom Professional
Verna Porter Pichon	Student Learning	Campus Instructional Coach	Non-classroom Professional
Tracey Beasley	Student Learning	Campus Instructional Coach	Non-classroom Professional
Robin Jacobson	Processes & Programs	District Representative	Non-classroom Professional
Vanessa Squirrel	Processes & Programs	District Representative	Non-classroom Professional

Name	Committee	Position	Role
Jazmin Castillo	Demographics	Parent	Parent Representative
Debra Johnson	Perceptions	Community Member	Community Representative
Jamie Coburn	Perceptions	Business Member	Business Representative

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Name	Committee	Position	Role
Toshia Gouard	Student Academic Achievement	Principal	Administrator
Steven Gonzales	Demographics	Assistant Principal	Administrator
Korina Scott	Processes & Programs	Counselor	Counselor
Shirley Ray	Demographics	Pre-Kindergarten Teacher	Classroom Teacher
Elizabeth Villegas	Perceptions	Kindergarten Teacher	Classroom Teacher
Katrina Boyles	Demographics	First Grade Teacher	Classroom Teacher
Iridiam Saucedo	Perceptions	Second Grade Teacher	Classroom Teacher
LaJohnia Bradberry	Student Learning	Third Grade Teacher	Classroom Teacher
Pamela Lopez	Student Learning	Fourth Grade Teacher	Classroom Teacher
Mariana Perez Molina	Student Learning	Fifth Grade Teacher	Classroom Teacher
Vanessa Winn	Processes & Programs	SPED Resource Teacher	Classroom Teacher
Nikkia Eagleton	Processes & Programs	Music Teacher	Classroom Teacher
Alma Guerra	Student Learning	Interventionist	Non-classroom Professional
Cynthia Profit	Demographics	Principal Secretary	Paraprofessional
Jamie Hoard	Student Learning	Campus Instructional Coach	Non-classroom Professional
Jacob Cerda	Student Learning	Campus Instructional Coach	Non-classroom Professional
Verna Porter Pichon	Student Learning	Campus Instructional Coach	Non-classroom Professional
Tracey Beasley	Student Learning	Campus Instructional Coach	Non-classroom Professional
Robin Jacobson	Processes & Programs	District Representative	Non-classroom Professional
Vanessa Squirrell	Processes & Programs	District Representative	Non-classroom Professional
Jazmin Castillo	Demographics	Parent	Parent Representative
Debra Johnson	Perceptions	Community Member	Community Representative
Jamie Coburn	Perceptions	Business Member	Business Representative

2.2: Regular monitoring and revision

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

1. September 23, 2024
2. November 18, 2024
3. January 27, 2025
4. March 24, 2025
5. May 19, 2025

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

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

2.4: Opportunities for all children to meet State standards

All students will be able to meet state standards through whole-group instruction, small-group interventions, tutorials, differentiated instruction, and TEKS-focused high-quality instruction. We provide various opportunities for our students to meet state standards. The leadership team makes teacher recommendations as to who needs additional professional development to ensure quality student instruction is presented. Our teachers have extensively trained on guided reading, small groups, and data-driven instruction. We also provide tutorials for at-risk students; our interventionist provides dyslexic services for those identified in need. Our campus instructional coaches provide intervention support to teachers and students throughout the year. Our school counselor provides students with emotional support and guidance whenever needed. We have plans to increase our parent participation with nutrition and academic sessions. Our Boys and Girls Organization/Club and counselor also offer social and academic support to participating students.

2.5: Increased learning time and well-rounded education

Tice balances the learning schedule with academics and extracurricular opportunities. We have incorporated an uninterrupted 90-minute block for all students and literacy for K-1. Instruction time is respected at Tice. We try our best to restrict all interruptions during instructional time. We believe in the importance of building the "whole" child not only in academics but also in keeping kids emotionally, physically, and socially sound.

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

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

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

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

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

Counseling through our school counselor assists those students who 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 successful academic/extracurricular opportunities. We provide the following programs to assist at-risk learners:

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

3.1: Annually evaluate the schoolwide plan

This year, Tice focused on increasing student achievement in the areas of reading and writing. Title I funds were utilized to:

1. Purchase instructional materials
2. Provide teachers with staff development in reading/writing interventions
3. Provide students with additional afterschool or Saturday tutorials
4. Update technology

Title I funds used for weekly/Saturday tutorials helped increase scores from kindergarten through 5th grade. In the fall, teachers tutored students who were not performing on grade level one day a week starting in October and ending in December. All students showed growth in reading comprehension and math. During the spring semester, kindergarten through 5th grade teachers used testing data to identify students who would attend tutorials two times a week. We were also able to use Title I funds to provide four Saturday tutorials. The tutorials helped close students' ELAR, math, and science instructional gaps. We have seen great gains in student achievement, and Tice was a TEA "B" rated campus for the 2021-2022 school year. For the 2024-2025 school year, we will continue to use Title I funds to assist in providing tutorials for kindergarten through 5th-grade students.

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

1. September 23, 2024
2. November 18, 2024
3. January 27, 2025
4. March 24, 2025
5. May 19, 2025

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was reviewed and revised on **June 4, 2024**, by the following members:

Name	Position
Toshia Gouard	Principal
Korina Scott	Counselor
Chauntelle Crawford	Parent
Nuvia Diaz	Parent
Wendy Duran	Parent

Name	Position
Sheila Garcia	Parent
Michelle Garcia	Parent
Iliana Gutierrez	Parent
Dimas Hernandez	Parent
Noelia Hernandez	Parent
Elizabeth Phillips	Parent
Lupita Rodriguez	Parent

The policy was emailed to the CPAC committee on **June 5, 2024**. The Parent Engagement Policy is distributed electronically via email and a printed copy is distributed during parent conferences and at parent meetings. The policy can also be found in both English and Spanish in the front office and on the campus website. The policy will be reviewed and updated throughout the year.

4.2: Offer flexible number of parent involvement meetings

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

- Meet the Teacher and Title I Annual Meeting: August 5, 2024
- STAAR Parent Info: TBA (Virtual)
- School-Parent Compact: Discussed at parent conferences throughout the year
- Volunteer Meeting (morning/afternoon)
- Parent conferences (Varies)
- PTA Meetings (after school)
- Coffee with the Principals and Counselor: September 27, 2024, December 6, 2024, February 7, 2025, and May 2, 2025

Campus Funding Summary

199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Food and materials		\$1,000.00
2	5	1	Paper, Medals, Trophies		\$2,000.00
3	2	2	Classroom Fieldtrips & Transportation		\$3,000.00
3	3	1	Materials		\$500.00
4	1	1	Paper and Food		\$200.00
4	2	1	Paper		\$500.00
5	3	1	Printers, Laminating Machine, Teacher Furniture		\$6,139.00
Sub-Total					\$13,339.00
Budgeted Fund Source Amount					\$61,396.00
+/- Difference					\$48,057.00
Grand Total Budgeted					\$61,396.00
Grand Total Spent					\$13,339.00
+/- Difference					\$48,057.00