

**Galena Park Independent School District**  
**Tice Elementary School**  
**2022-2023 Comprehensive Needs Assessment**



**Board Approval Date: August 8, 2022**

# Mission Statement

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

## Vision

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

## Campus Profile

### Where We Have Been:

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

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

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

### Where We Are Now:

#### Comprehensive Needs Assessment

Tice Elementary is one of 15 elementary campuses in Galena Park Independent School District. Tice Elementary opened its doors in the year 1979 and serves predominantly economically disadvantaged families. Currently, Tice Elementary serves 695 students in grades Pre-Kindergarten to 5<sup>th</sup> grade. Five years ago, 714 students were served by the campus, which is a decrease of 2.7%. During the 2015 school year, Tice was recognized as a Demonstration School by the Texas Alliance of Black School Educators. For the 2014 - 2015 school year, Tice received three out of five TEA Distinction Designations. For the 2016-2017 school year, Tice received one TEA Distinction Designation. For the 2017-2018 and 2018-2019 school years, Tice did not receive any distinctions and was not rated during the 2019-2020 and 2020-2021 school years.

The campus is organized into grade-level teams consisting of 4-6 teachers per team. Teachers have a team-teaching schedule giving students reading and math instruction daily. Tice Elementary houses three special education programs including Lifeskills, a PASS program for students with emotional disturbances as well a FOCUS program for students identified on the autism spectrum. All students are afforded opportunities to experience science lab activities, physical education, computer literacy, music, library, and art.

According to the 2020–2021 Texas Academic Performance Report:

**The student population at Tice Elementary is:**

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

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

**Tice Elementary serves:**

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

**Where We Are Going:**

Survey Data – Campus Needs Assessment areas of focus:

Based on our Needs Assessment survey, we will conduct staff development during the 2022–2023 school year in the following areas:

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

**Special Programs**

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

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

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

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# Comprehensive Needs Assessment

Revised/Approved: May 23, 2022

## Demographics

### Demographics Summary

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

### Demographics Strengths

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

### Problem Statements Identifying Demographics Needs

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

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

# Student Learning

## Student Learning Summary

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

## Student Learning Strengths

Based on 2020-2021 data:

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

## Problem Statements Identifying Student Learning Needs

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

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

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

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

# School Processes & Programs

## School Processes & Programs Summary

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

## School Processes & Programs Strengths

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

## Problem Statements Identifying School Processes & Programs Needs

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

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

# Perceptions

## Perceptions Summary

At Tice Elementary a large number of parents, guardians, and family members attend events such as Muffins for Moms, Donuts for Dads, Grandparents' day luncheon, and many PTA meetings that highlight various student groups before COVID. The school does a good job of communicating with parents through the website, school letters/calendar of events, the marquee, and the call-out system. Based on surveys, students describe Tice as a safe and friendly school. Parents feel welcome and trust the adults on campus. Teachers have requested additional training on behavior management strategies and schoolwide Foundations/CHAMPS discipline training.

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

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

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

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