

Galena Park Independent School District
Tice Elementary School
2023-2024 Comprehensive Needs Assessment



Board Approval Date: August 1, 2023

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 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, 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 the Galena Park Independent School District. Tice Elementary opened its doors in 1979 and serves predominantly economically disadvantaged families. Currently, Tice Elementary serves 668 students in grades Pre-Kindergarten to 5th grade. Five years ago, 690 students were served by the campus, which is a decrease of 3.2%. During the 2015 school year, the Texas Alliance of Black School Educators recognized Tice as a Demonstration School. 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, 2020-2021, and 2021-2022 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, and a FOCUS program for students identified on the autism spectrum. All students can experience science lab activities, physical education, computer literacy, music, library, and art.

According to the 2021–2022 Texas Academic Performance Report:

The student population at Tice Elementary is:

28%	African-American
68%	Hispanic
2%	White
0%	American Indian
<1%	Asian
0%	Pacific Islander
1%	Two or More Races

The overall mobility rate from 2020–2021 was approximately 10%. The average daily attendance rate for students is 96%. The average daily attendance rate for staff is 94%. Tice has had 80 discipline referrals this year, an increase of 14% from last year.

Tice Elementary serves:

- 264 Emergent Bilingual (40%)
- 28 Gifted and Talented students (4%)
- 493 At-Risk students (56%)
- 605 Economically Disadvantaged students (91%)
- 485 Special Education students (13%)

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 2023–2024 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 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, and 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, classroom activities, and resources for second-language learners.

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Comprehensive Needs Assessment

Revised/Approved: June 26, 2023

Demographics

Demographics Summary

Tice Elementary's demographics are 72% Hispanic; 25% African American; 2% White; 1% Two or More Races; <1% Asian. There are 668 students enrolled. 91% of the student population is economically disadvantaged and 74% are At-Risk. Emergent Bilingual (EB) students are 40% of the student population and 13% of the total students are served by special education programs. The overall mobility rate is 10%. The attendance rate is 96%.

Demographics Strengths

- Diverse teachers for our diverse learners
- Incentives such as themed dress-up days to motivate students to come to school
- PTA has involved parents by having more events
- Free breakfast and lunch for all students
- Tiger store that 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: Parent volunteering is low. **Root Cause:** Teachers not providing adequate notification of opportunities to volunteer.

Problem Statement 2: Parents do not communicate 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 3: The retention rate in first grade is higher than the state average **Root Cause:** The higher student-teacher ratio for first grade (22) compared to the state ratio (18). This can result in some students struggling to keep up with the pace of instruction, leading to lower academic achievement and a higher risk of retention in the first grade.

Student Learning

Student Learning Summary

Tice Elementary was rated as a B campus for the 2021-2022 school year. The results are in the table below.

	Approaches	Meets	Masters
ELA/Reading	77%	48%	25%
Math	75%	41%	21%
Science	70%	38%	13%

Preliminary STAAR Data for the 2022-2023 school year (likely to pass):

	3rd	4th	5th
Reading/Language Arts	65%	70%	73%
Math	35%	73%	70%
Science	N/A	N/A	53%

The campus received an academic growth score of 84 in ELA/Reading and a 78 in Math. Due to COVID 19 Tice 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 2021-2022 data:

- ELA/Reading and Math Performance
- Teachers provide guided reading and math small-group interventions

- Technology integration through Stemscores, iReady, and Summit K-12, etc.
- Coaching and planning with content teachers during weekly DDI meetings
- Analyzing assessment data
- RtI 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:** The high number of special education students require in-class support so that all parties are accountable for student engagement and success.

Problem Statement 3: Students are not consistent when they are assessed. **Root Cause:** Students lack motivation, and teachers must set expectations, involve the parents, and be consistent.

Problem Statement 4: 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 classroom misbehavior.

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

- Sending information in English and Spanish
- Professional Development is focussed on continuous improvement
- Weekly DDI Meetings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: RtI needs a more structured process for supporting teachers with student growth. **Root Cause:** Teachers need additional coaching on interventions/strategies.

Problem Statement 2: Teachers and parents of students with disabilities need awareness and education to ensure the effectiveness of instruction. **Root Cause:** Lack of special education awareness from teachers and parents about the realities of their disabilities.

Problem Statement 3: 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. 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 behavior management strategies and schoolwide Foundations/CHAMPS discipline training.

Perceptions Strengths

- Parents feel welcome at the school.
- The school has a clear vision and high expectations are set.
- 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: Tice lacks a strong and consistent discipline plan. **Root Cause:** Foundations is not being implemented effectively and teachers have inconsistent discipline plans.

Problem Statement 2: Parents are concerned about the Dual Language program preparing 5th-grade students for Middle School. **Root Cause:** Parents need to be informed about the Dual Language Program and how it transitions the students so that they are ready for all English classes in Middle School.

Problem Statement 3: 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.