

# Galena Park Independent School District

## Tice Elementary School

### 2019-2020 Campus Improvement Plan

Accountability Rating: B



Public Presentation Date: September 19, 2019

# 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 forty years starting with Earl Cobb, Arthur Culver, Jackie Smith, Steve Kinney, Judy Holbrook, Amy Cole, Aronda Green, and Toshia Gourd.

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 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

#### 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 690 students in grades Pre-Kindergarten to 5<sup>th</sup> grade. Five years ago, 739 students were served by the campus, which is an decrease of 7%. 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 and 2018-2019 school years, Tice did not receive any distinctions.

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 two special education programs including a PASS program for students with emotional disturbances as well as FOCUS program for students 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 2017 – 2018 Texas Academic Performance Report:**

The student population at Tice Elementary is:

- 22% African-American
- 72% Hispanic
- 3% White
- <1% American Indian
- <1% Asian
- <1% Pacific Islander
- 2% Two or More Races

The overall mobility rate from 2016 – 2017 is approximately 12%. The average daily attendance rate for students is 97.4%. 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:

280 English Learners (41%)

36 Gifted and Talented students (5%)

446 At Risk students (57%)

600 Economically Disadvantaged students (65%)

45 Special Education students (7%)

## **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 2019 – 2020 school year in the following areas:

-Differentiated Instructional Strategies

-Accommodation Strategies

-Stress Management Strategies

-Foundations School Wide Discipline

-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 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 20, 2019

## Demographics

### Demographics Summary

Tice Elementary demographics is 72% Hispanic; 22% African American; 3% White; Two or More Races 2%. There are 690 students enrolled. 87% of the student population is economically disadvantaged and 65% are At-Risk. English Learners (EL) are 41% of the student population and 7% of the total students are served by special education programs. Three overall mobility rate is 12%. The attendance rate is 97%.

### Demographics Strengths

- Extracurricular Activities/Programs (ACE, Boys Club, Girls Run Club, Honor Choir, Robotics, UIL Academic Meet)
- Free breakfast and lunch for all students
- Interventions with Instructional Coaches for RTI
- Multiple forms of communication. (Flyers, Call-outs, Remind, Class Dojo, Twitter, Facebook and School Status)
- Programs to help families in need. (Brighter Bites, Milk and Cereal Mobile and Backpack Buddies)

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Parent involvement in events at the school is low. **Root Cause:** Notification is sent the week before an event and does not give parents the time they need to plan to attend.

**Problem Statement 2:** The ED population is increasing as well as the number of families identified as homeless. **Root Cause:** The area has a large amount of rental homes as well as multiple family units in one home which has caused an increase in the mobility rate.

**Problem Statement 3:** Attendance is negatively affected by having 3 PreK classes on campus in 6 (am/pm) sections. **Root Cause:** Parents do not take the PreK age seriously.

**Problem Statement 4:** Parents become reluctant to send their students to school. **Root Cause:** Students tend to miss more days as the weather changes and illnesses increase.

**Problem Statement 5:** Absences increase during and around holidays. **Root Cause:** Families take extended days off during the holidays.



# Student Academic Achievement

## Student Academic Achievement Summary

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 "Approaches Grade Level Standard" or above.

## Student Academic Achievement Strengths

- Math Performance
- Teachers provide guided reading and math small group interventions
- Technology integration through Istation, Stemsco, and etc.
- Coaching and planning with content teachers
- Analyzing assessment data
- RtI Meetings

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Tice ED populations in writing is below the state and district average **Root Cause:** Writing is not being taught to the rigor that is needed in the lower grades. New teachers and discipline problems.

**Problem Statement 2:** Limited Bilingual resources and supplies. **Root Cause:** Campus was not prepared to meet the needs of the One-Way Dual Language Program

# School Processes & Programs

## School Processes & Programs Summary

At Tice Elementary, classroom schedules were created to maximize instructional time according to each grade level and their needs. 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

- ICU and Specialist Support
- Perfect attendance incentives
- Safety patrol and Student Council
- Mentor/Buddy Program
- PASS/FOCUS Programs
- Two computer labs

## Problem Statements Identifying School Processes & Programs 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:** Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

**Problem Statement 2:** Support for At-Risk students needs to be improved. **Root Cause:** Campus focus is intervention and not improved first line instruction.

**Problem Statement 3:** Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. **Root Cause:** Outdated ipads/devices, budget for update devices/apps/licenses

# 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 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 welcomed and trust the adults on campus. Teachers have requested additional training on behavior management strategies and schoolwide Foundations/CHAMPS discipline training.

## Perceptions Strengths

- PTA Programs highlighting various grade levels
- Award Ceremonies
- Community in Schools (ACE) parent programs
- Utilizing Parent Friendly Communication Apps (Remind, Class Dojo)
- Kid-friendly school atmosphere
- Teacher Morale

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Tice lacks a strong and consistent discipline plan. **Root Cause:** Foundations is not being implemented effectively.

**Problem Statement 2:** There is a lack of timely communication between parents and classroom teachers regarding academic progress. **Root Cause:** Grades not updated in skyward in a timely manner.

**Problem Statement 3:** Notification of events need to be communicated in a timely manner. **Root Cause:** Information is not planned ahead of time.

# Priority Problem Statements

**Problem Statement 1:** Support for At-Risk students needs to be improved.

**Root Cause 1:** Campus focus is intervention and not improved first line instruction.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** 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 2:** Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Limited Bilingual resources and supplies.

**Root Cause 3:** Campus was not prepared to meet the needs of the One-Way Dual Language Program

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** Tice ED populations in writing is below the state and district average

**Root Cause 4:** Writing is not being taught to the rigor that is needed in the lower grades. New teachers and discipline problems.

**Problem Statement 4 Areas:** Student Academic Achievement

**Problem Statement 5:** Technology is constantly evolving which causes devices to become outdated, not allowing apps to update.

**Root Cause 5:** Outdated ipads/devices, budget for update devices/apps/licenses

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Parent involvement in events at the school is low.

**Root Cause 6:** Notification is sent the week before an event and does not give parents the time they need to plan to attend.

**Problem Statement 6 Areas:** Demographics

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

**Root Cause 7:** Foundations is not being implemented effectively.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** There is a lack of timely communication between parents and classroom teachers regarding academic progress.

**Root Cause 8:** Grades not updated in skyward in a timely manner.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** The ED population is increasing as well as the number of families identified as homeless.

**Root Cause 9:** The area has a large amount of rental homes as well as multiple family units in one home which has caused an increase in the mobility rate.

**Problem Statement 9 Areas:** Demographics

**Problem Statement 10:** Attendance is negatively affected by having 3 PreK classes on campus in 6 (am/pm) sections.

**Root Cause 10:** Parents do not take the PreK age seriously.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** Parents become reluctant to send their students to school.

**Root Cause 11:** Students tend to miss more days as the weather changes and illnesses increase.

**Problem Statement 11 Areas:** Demographics

**Problem Statement 12:** Absences increase during and around holidays.

**Root Cause 12:** Families take extended days off during the holidays.

**Problem Statement 12 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

## **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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- TTESS data

## **Parent/Community Data**

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

## **Support Systems and Other Data**

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



# 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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Publish a monthly Family/Community and a weekly Staff Newsletter	3.1, 3.2	Administrators, Counselor, Campus Instructional Coaches, and grade level teams	Regular communication with all stakeholders				
<b>Funding Sources:</b> 285 - Title IV - 560.00							
2) Attendance: Provide grading period celebrations that recognize student academic achievement, attendance, behavior, social skills, character traits, etc.	3.1, 3.2	Administrators, Counselor, PEIMS Clerk, and Campus Instructional Coaches	Regular student recognition				
<b>Problem Statements:</b> Demographics 1							
<b>Funding Sources:</b> 199 - Local - 4000.00							
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Parent involvement in events at the school is low. <b>Root Cause 1:</b> Notification is sent the week before an event and does not give parents the time they need to plan to attend.

**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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Foundations: Develop Emergency Operations Team		Administrators and Foundations Team	Trained faculty in emergency situations				
<b>Problem Statements:</b> Perceptions 1							
2) Foundations: 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				
<b>Problem Statements:</b> Perceptions 1							
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Tice lacks a strong and consistent discipline plan. <b>Root Cause 1:</b> Foundations is not being implemented effectively.

**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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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.	2.5, 3.1, 3.2	Counselor, School Nurse, and Physical Education Teacher	Participant survey results				
	<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 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				
	<b>Problem Statements:</b> School Processes & Programs 2						
3) 21st Century Classroom: Implement structured grade level recess and provide grade levels with recess equipment.	2.5	Physical Education Teacher and Grade Level Chairs	Students participating in daily recess				
	<b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> 199 - Local - 500.00						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
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<b>Problem Statement 1:</b> Parent involvement in events at the school is low. <b>Root Cause 1:</b> Notification is sent the week before an event and does not give parents the time they need to plan to attend.
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<b>School Processes &amp; Programs</b>
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<b>Problem Statement 2:</b> Support for At-Risk students needs to be improved. <b>Root Cause 2:</b> Campus focus is intervention and not improved first line instruction.
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**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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Foundations: Provide Texas Behavior Support Initiative (TBSI) training for the campus core team so that restraints are done properly when needed.		Administrators	Fewer restraints				
	<b>Problem Statements:</b> Perceptions 1						
2) Foundations: Educate students on bullying, motivation, interpersonal skills, goal setting, cross cultures and career awareness.		Counselor	Increased student awareness				
	<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 199-24 - SCE - 500.00						
3) Foundations: 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				
	<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 199-24 - SCE - 250.00						
4) Foundations: Conduct online trainings (REACH, Sexual Harassment, CPS, etc) to educate staff		Administrators	increased staff awareness and knowledge				
	<b>Problem Statements:</b> Perceptions 1						
5) Foundations: Survey students and teachers once a year through a formal Foundations survey to indicate areas of concern.		Foundations Team	Area of concern targeted				
	<b>Problem Statements:</b> Perceptions 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
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				
<b>Problem Statements:</b> School Processes & Programs 2							
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 4 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Support for At-Risk students needs to be improved. <b>Root Cause 2:</b> Campus focus is intervention and not improved first line instruction.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Tice lacks a strong and consistent discipline plan. <b>Root Cause 1:</b> Foundations is not being implemented effectively.

**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 classrooms, 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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) 21st Century Classroom: Share Code of Conduct, Acceptable Use and other district forms with parents		Teachers	Increased guardian and student awareness and knowledge				
<b>Problem Statements:</b> School Processes & Programs 3							
2) 21st Century Classroom: Student participation in the District Multimedia Festival	2.5	Campus Technology Integration Specialist and classroom teachers	Increased number of student participation in the festival				
<b>Problem Statements:</b> School Processes & Programs 3							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 5 Problem Statements:**

School Processes & Programs
<b>Problem Statement 3:</b> Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. <b>Root Cause 3:</b> Outdated ipads/devices, budget for update devices/apps/licenses

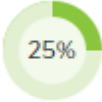



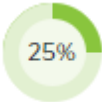

















## Goal 2: Kenneth J. Tice Elementary will provide information and opportunities to assist students in preparing for college and careers.

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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide college information on announcements to expose all students to different colleges and universities.	2.5, 2.6	Counselor	More background knowledge of higher education institutions				
<b>Problem Statements:</b> School Processes & Programs 2							
2) Showcase a variety of colleges with flags displayed from colleges and universities around the nation.	2.5	Counselor	Students are aware of different higher education opportunities				
<b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> 199 - Local - 500.00							
3) Provide a career day to expose PreK-fifth grade students to different career choices.	2.5, 2.6	Counselor and classroom teachers	Awareness of career choices				
<b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> 199 - Local - 250.00							
4) Allow teachers to wear a college or career shirt once a week to promote college and career awareness.	2.5	Administrators	Increase exposure to a variety of colleges and universities				
<b>Problem Statements:</b> School Processes & Programs 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Performance Objective 1 Problem Statements:

**School Processes & Programs**

**Problem Statement 2:** Support for At-Risk students needs to be improved. **Root Cause 2:** Campus focus is intervention and not improved first line instruction.

**Goal 2:** Kenneth J. Tice Elementary will provide information and opportunities 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:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) 21st Century Classroom: Increase teachers knowledge and the connection between the rigor of the TEKS and the STAAR assessment staff development, modeling, and shared learning.	2.4, 2.5, 2.6	Administrators, Campus Instructional Coaches and classroom teachers	Increase in students scoring meets and masters levels on DAs and STAAR				
				<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1, 2 <b>Funding Sources:</b> 199-24 - SCE - 2500.00			
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 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.	2.4, 2.5, 2.6	Administrators, CIC	Increase in students scoring meets and masters levels on DAs and STAAR				
				<b>Problem Statements:</b> Student Academic Achievement 1, 2 - School Processes & Programs 1, 2			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 3) 21st Century Classroom: Conduct weekly Technology lessons with all students and monthly lessons with staff	2.4, 2.5, 2.6	Campus Technology Integration Specialist	Increased use of instructional technology among staff and students				
				<b>Problem Statements:</b> Student Academic Achievement 2 - School Processes & Programs 1, 2, 3			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Tice ED populations in writing is below the state and district average <b>Root Cause 1:</b> Writing is not being taught to the rigor that is needed in the lower grades. New teachers and discipline problems.
<b>Problem Statement 2:</b> Limited Bilingual resources and supplies. <b>Root Cause 2:</b> Campus was not prepared to meet the needs of the One-Way Dual Language Program
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> 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. <b>Root Cause 1:</b> Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning
<b>Problem Statement 2:</b> Support for At-Risk students needs to be improved. <b>Root Cause 2:</b> Campus focus is intervention and not improved first line instruction.
<b>Problem Statement 3:</b> Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. <b>Root Cause 3:</b> Outdated ipads/devices, budget for update devices/apps/licenses

**Goal 2:** Kenneth J. Tice Elementary will provide information and opportunities 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:** Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Foundations: Educate students on bullying, motivation, interpersonal skills, goal setting, cross cultures, and career awareness.		Counselor	Increased student self esteem and educational potential				
<b>Problem Statements:</b> Perceptions 1							
2) Foundations: 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.				
<b>Problem Statements:</b> Perceptions 1							
<b>Funding Sources:</b> 199-24 - SCE - 250.00							
3) Foundations: Conduct assemblies with classes/grade levels		Counselor	Improved awareness of character trait, and personal, social, emotional, and career development.				
<b>Problem Statements:</b> Perceptions 1							
<b>Funding Sources:</b> 199-24 - SCE - 500.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Tice lacks a strong and consistent discipline plan. <b>Root Cause 1:</b> Foundations is not being implemented effectively.

**Goal 2:** Kenneth J. Tice Elementary will provide information and opportunities 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:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Offer orientation for students transitioning to Cobb 6th grade campus.		Counselor	Students and parents have easy transition				
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>2) 21st Century Classrooms: Increase the number of students identified in the Gifted and Talented cohort.</p>	2.5	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				
<b>Problem Statements:</b> School Processes & Programs 1, 2, 3							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> 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. <b>Root Cause 1:</b> Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning
<b>Problem Statement 2:</b> Support for At-Risk students needs to be improved. <b>Root Cause 2:</b> Campus focus is intervention and not improved first line instruction.
<b>Problem Statement 3:</b> Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. <b>Root Cause 3:</b> Outdated ipads/devices, budget for update devices/apps/licenses

**Goal 2:** Kenneth J. Tice Elementary will provide information and opportunities 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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Offer and provide parent and student programs to inform about Career and Technical Education programs and requirements.	3.1, 3.2	Counselor	Parent attendance and evaluation				
<b>Problem Statements:</b> Demographics 1							
2) Offer Career and Technology spotlights during the morning announcements.		Counselor	Parent and student evaluation				
<b>Problem Statements:</b> School Processes & Programs 1							
3) 21st Century Classrooms: Implement a Robotics Team on campus.	2.5	Science Lab Teacher, Math and Science Campus Instructional Coaches	Increased STEM and Career and Technology Education awareness among parents and students				
<b>Problem Statements:</b> School Processes & Programs 3							
<b>Funding Sources:</b> 285 - Title IV - 600.00							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 5 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Parent involvement in events at the school is low. <b>Root Cause 1:</b> Notification is sent the week before an event and does not give parents the time they need to plan to attend.

## School Processes & Programs

**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:** Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

**Problem Statement 3:** Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. **Root Cause 3:** Outdated ipads/devices, budget for update devices/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:** Significant progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

**Next Year's Recommendation 1:** Interventions will start earlier.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Assess students and monitor progress in each subject with district assessments based on the district testing calendar.	2.4, 2.5, 2.6	All classroom teachers, interventionist, and Instructional Coaches	Passing rate of 90% or higher				
				<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 2			
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Implement STAAR procedures and strategies in 2-5 across all content areas.	2.4, 2.5, 2.6	Campus Instructional Coaches, Interventionist, and second through fifth grade teachers	Student performance results				
				<b>Problem Statements:</b> Student Academic Achievement 1, 2 - School Processes & Programs 2			
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) Provide enrichment and STAAR tutorials (before school or Saturdays) for 1st - 5th grade students.	2.4, 2.5, 2.6	Administrators, Teachers and Campus Instructional Coaches	Increased student performance results and exiting from tutorials				
				<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 2 <b>Funding Sources:</b> 199 - Bilingual - 2000.00, 285 - Title IV - 5000.00, 199-24 - SCE - 5000.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 4) Assess students and monitor progress in each subject with benchmarks, district assessments and STAAR.	2.4, 2.5, 2.6	Administrators, Campus Instructional Coaches and classroom teachers	Student performance results on benchmarks, district assessments and STAAR				
				<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1, 2			
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 5) Implement Response to Intervention (RtI) for students not performing on grade level in reading, writing, and math.	2.4, 2.5, 2.6	RtI Team	Student performance results				
				<b>Problem Statements:</b> Student Academic Achievement 1, 2 - School Processes & Programs 1, 2			
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 6) 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.	2.4, 2.5, 2.6	Classroom teachers, Interventionist, and Campus Instructional Coaches	Istation data and DRA levels				
				<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1, 2 <b>Funding Sources:</b> 199-24 - SCE - 3000.00			
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 7) Provide tutorials for students who failed STAAR the previous year.	2.4, 2.6	Administrators, Instructional Coaches, Teachers	Students reading on level				
				<b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> 285 - Title IV - 2000.00, 199-24 - SCE - 2000.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 8) Incorporate Fundamental 5 (high-yield instructional strategies) in all classrooms	2.4, 2.5, 2.6	Administrators, Campus Instructional Coaches and classroom teachers	Increase levels of student engagement and achievement				
				<b>Problem Statements:</b> School Processes & Programs 1, 2			
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 9) Provide intensive interventions using LLI Kits (reading), iStation (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.	2.4, 2.5, 2.6	Resource Teachers and Classroom Teachers	Show student growth on district and state assessments; meet system safeguard in the area of SPED.				
				<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 2 <b>Funding Sources:</b> 224 - IDEA B, Sped - 3000.00			
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 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.	2.4, 2.5, 2.6	Classroom Teachers, Special Education Teachers and Instructional Coaches	Show student growth on district and state assessments; meet system safeguard in the area of writing.				
				<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1, 2 <b>Funding Sources:</b> 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.				
				<b>Problem Statements:</b> School Processes & Programs 1			
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 1 Problem Statements:**

### Student Academic Achievement

**Problem Statement 1:** Tice ED populations in writing is below the state and district average **Root Cause 1:** Writing is not being taught to the rigor that is needed in the lower grades. New teachers and discipline problems.

**Problem Statement 2:** Limited Bilingual resources and supplies. **Root Cause 2:** Campus was not prepared to meet the needs of the One-Way Dual Language Program

### School Processes & Programs

**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:** Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

**Problem Statement 2:** Support for At-Risk students needs to be improved. **Root Cause 2:** Campus focus is intervention and not improved first line instruction.

**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:** Met Performance Objective

**Next Year's Recommendation 2:** Teachers take on more of a leadership role during the planning sessions

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Conduct weekly subject planning and curriculum review meetings for K-5 teachers.	2.4, 2.5, 2.6	Campus Instructional Coaches and classroom teachers	Teacher success and student performance				
				<b>Problem Statements:</b> School Processes & Programs 1, 2			
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Conduct bi-weekly professional learning communities (PLC) to review campus performance data, student work samples, best practices, and current research.	2.4, 2.5, 2.6	Administrators, Campus Instructional Coaches, and classroom teachers	Teacher success and student performance results				
				<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 2			
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Tice ED populations in writing is below the state and district average <b>Root Cause 1:</b> Writing is not being taught to the rigor that is needed in the lower grades. New teachers and discipline problems.

## School Processes & Programs

**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:** Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

**Problem Statement 2:** Support for At-Risk students needs to be improved. **Root Cause 2:** Campus focus is intervention and not improved first line 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:** Met Performance Objective

**Next Year's Recommendation 3:** Continue to partner new teachers with experienced teachers.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Pair all new teachers with experienced STAAR teachers to model effective teaching practices.	2.6	Campus Instructional Coaches, Lead Mentor, Grade Level Chair, and classroom teachers	Teacher participation and implementation of strategies, and student performance				
	<b>Problem Statements:</b> School Processes & Programs 1, 2						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 2) Students will attend a co-taught science lab twice a week.	2.4, 2.5, 2.6	Science Lab teacher, 3rd, 4th, and 5th Grade Teachers	Student performance Results				
	<b>Problem Statements:</b> School Processes & Programs 2						
3) Conduct weekly subject planning meetings for K-5 teachers.	2.6	Campus Instructional Coaches and classroom teachers	Teacher success and student performance				
	<b>Problem Statements:</b> School Processes & Programs 1, 2						
4) Conduct weekly classroom observations and provide teachers with timely feedback.	2.6	Campus Instructional Coaches	Teacher success and student performance				
	<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1, 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 5) Conduct bimonthly professional development sessions.	2.6	Campus Instructional Coaches and Administrators	Teacher implementation of instructional strategies				
<b>Problem Statements:</b> Student Academic Achievement 1, 2 - School Processes & Programs 1, 2							
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 6) Students will attend a co-taught writing lab twice a week.	2.4, 2.5, 2.6	4-5 ELA CIC 4th Grade Teachers	Student performance Results				
<b>Problem Statements:</b> Student Academic Achievement 1, 2 - School Processes & Programs 2							
<b>Funding Sources:</b> 199 - Bilingual - 500.00, 199-24 - SCE - 500.00, 285 - Title IV - 500.00							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 3 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Tice ED populations in writing is below the state and district average <b>Root Cause 1:</b> Writing is not being taught to the rigor that is needed in the lower grades. New teachers and discipline problems.
<b>Problem Statement 2:</b> Limited Bilingual resources and supplies. <b>Root Cause 2:</b> Campus was not prepared to meet the needs of the One-Way Dual Language Program
School Processes & Programs
<b>Problem Statement 1:</b> 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. <b>Root Cause 1:</b> Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning
<b>Problem Statement 2:</b> Support for At-Risk students needs to be improved. <b>Root Cause 2:</b> Campus focus is intervention and not improved first line 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:** Met Performance Objective

**Next Year's Recommendation 4:** Increased virtual lessons

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) 21st Century Classrooms: Increase implementation Kurzweil, iReady, iStation, Reading A-Z and Studies Weekly software program in classrooms.	2.4, 2.5	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.				
<b>Problem Statements:</b> School Processes & Programs 1, 3							
2) 21st Century Classrooms: Add more computers and 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				
<b>Problem Statements:</b> School Processes & Programs 3							
<b>Funding Sources:</b> 285 - Title IV - 2500.00							
3) 21st Century Classrooms: 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				
<b>Problem Statements:</b> School Processes & Programs 3							
4) 21st Century Classrooms: Utilize teacher web-page, social media, Remind 101, Class Dojo and Newsletters for communicating with parents.		Administrators and classroom teachers	More exposure to web-page and increased parent communication				
<b>Problem Statements:</b> Perceptions 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) 21st Century Classrooms: Schedule weekly computer lab visits for every class to focus on district provided software such as, Istation, iReady, Studies Weekly, etc.		Technology Integration Specialist and classroom teachers	Student data will reflect increase in scores from software reports				
<b>Problem Statements:</b> School Processes & Programs 3							
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> 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. <b>Root Cause 1:</b> Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning
<b>Problem Statement 3:</b> Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. <b>Root Cause 3:</b> Outdated ipads/devices, budget for update devices/apps/licenses
Perceptions
<b>Problem Statement 2:</b> There is a lack of timely communication between parents and classroom teachers regarding academic progress. <b>Root Cause 2:</b> Grades not updated in skyward in a timely manner.

## 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:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Showcase fine arts programs such as, a musical/play twice a year.	2.5	Activity Teachers	Increase number of students participating in fine arts				
<b>Funding Sources:</b> 199 - Local - 500.00							
2) Provide fine arts field trip experiences (ie: Main Street Theater, HMFA)	2.5	Administrators, Activity Teachers, and classroom teachers	Increased exposure to fine arts				
<b>Funding Sources:</b> 199 - Local - 3000.00, 461 - Campus Activity Funds - 2000.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**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 2019 - 2020 school year.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Participate in Academic Decathlon events	2.5	Classroom teachers, UIL Coaches	Increased Problem Solving/Higher Level Thinking among students				
<b>Problem Statements:</b> School Processes & Programs 1, 2 <b>Funding Sources:</b> 199 - Local - 3000.00							
2) Offer after-school activities for students (Girl's Run Club, Robotics Team, Boys' Club, Student Council, Safety Patrol, etc)	2.5, 2.6	Classroom teachers and club sponsors	Increased academic and social achievement				
<b>Funding Sources:</b> 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	2.5	Physical Education Teacher	Student participation in events held				
<b>TEA Priorities</b> Improve low-performing schools 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.	2.5	Classroom teachers and event chairperson/sponsor	Student participation in events held				
<b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> 199 - Local - 500.00							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 2 Problem Statements:**

## School Processes & Programs

**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:** Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

**Problem Statement 2:** Support for At-Risk students needs to be improved. **Root Cause 2:** Campus focus is intervention and not improved first line instruction.

**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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide students with weekly fine arts instruction in music, art, and physical education.	2.5	Activity Teachers and classroom teachers	All students will participate in weekly fine arts in music, art, and physical education.				
2) Host family fitness events on campus.	2.5, 3.2	Physical Education Teacher, Campus Nurse, Counselor, and committee members	Increase parent and student knowledge of healthy life choices				
<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 461 - Campus Activity Funds - 500.00							
3) Implement the campus wellness plan into our daily decision making and classroom routines (student snacks, refreshments, incentives/rewards, etc.)	2.5	Physical Education Teacher, Campus Nurse, and all campus staff	Increase parent and student knowledge of healthy life choices				
4) The Physical Education Teacher will provide recess equipment for classrooms teachers to conduct daily structured recess with K-5 students.	2.5	Physical Education Teacher and classroom teachers.	Increase students' daily physical activity.				
<b>Funding Sources:</b> 199 - Local - 250.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 3 Problem Statements:**

## Demographics

**Problem Statement 1:** Parent involvement in events at the school is low. **Root Cause 1:** Notification is sent the week before an event and does not give parents the time they need to plan to attend.









## Goal 5: Kenneth J. Tice Elementary will have a staff attendance rate of 97% or better.

**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:** Met Performance Objective

**Next Year's Recommendation 1:** Continue to track tardies earlier and meet with parents.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Attendance: Communicate district and campus attendance expectations to parents and students.		PEIMS and classroom teachers	Increased student attendance				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							



**Goal 5:** Kenneth J. Tice Elementary will have a staff attendance rate of 97% of better.

**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:** Met Performance Objective

**Next Year's Recommendation 2:** Changes will be made due to COVID-19.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Attendance: 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.				
2) 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.							
<b>Funding Sources:</b> 461 - Campus Activity Funds - 3000.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 5:** Kenneth J. Tice Elementary will have a staff attendance rate of 97% or better.

**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:** Met Performance Objective

**Next Year's Recommendation 3:** Changes will be made due to COVID-19.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Attendance: 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				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Attendance: 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				
<b>Funding Sources:</b> 461 - Campus Activity Funds - 2000.00							
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

## 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:** Met Performance Objective

**Next Year's Recommendation 1:** Reach out to more vendors to help provide incentives in the community to the students.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**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:** Met Performance Objective

**Next Year's Recommendation 2:** Continue strategies parent volunteers increased.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Recruit parent volunteers through parental involvement meetings	3.1, 3.2	Administrators, Counselor, and all staff members	Number of volunteer hours				
<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 285 - Title IV - 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.	3.1, 3.2	Administrators, Counselor, and all staff members	Participation and involvement of Bilingual (Spanish-speaking) population				
<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 263 - ESEA Title III, LEP - 1500.00							
3) Provide volunteers with on-campus training and a list of possible volunteer opportunities.	3.1, 3.2	Administrators, Counselor, and all staff members.	Increased number of volunteer hours				
<b>Problem Statements:</b> Demographics 1							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Parent involvement in events at the school is low. <b>Root Cause 1:</b> Notification is sent the week before an event and does not give parents the time they need to plan to attend.

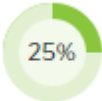



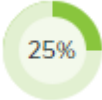















**Goal 6:** Kenneth J. Tice Elementary will provide opportunities for parental/community involvement and business partnership.

**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:** Met Performance Objective

**Next Year's Recommendation 3:** Encourage more parents to follow the school on Facebook and Twitter

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Inform the community of school dates and events by posting information on the marquee, Tice Facebook, and web-page.	3.1, 3.2	Assistant Principal, Technology Integration Specialist, and Counselor	Parent involvement in events				
	<b>Problem Statements:</b> Demographics 1						
2) Maintain communication by providing parents with graded papers in order to keep them abreast of their students' academic status once a week.	3.1, 3.2	All teachers	Parental awareness and intervention				
	<b>Problem Statements:</b> Demographics 1 - Perceptions 2 <b>Funding Sources:</b> 285 - Title IV - 1000.00						
3) Invite and welcome parents to special events.	3.1, 3.2	Administrators, Counselor, Teachers	Parental Involvement				
	<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 461 - Campus Activity Funds - 500.00						
4) Survey parents at least once a year for input.	3.1, 3.2	Administrators, Counselor	Returned surveys, results				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Performance Objective 3 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 1:</b> Parent involvement in events at the school is low. <b>Root Cause 1:</b> Notification is sent the week before an event and does not give parents the time they need to plan to attend.

<b>Perceptions</b>
<b>Problem Statement 2:</b> There is a lack of timely communication between parents and classroom teachers regarding academic progress. <b>Root Cause 2:</b> Grades not updated in skyward in a timely manner.

**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:** Met Performance Objective

**Next Year's Recommendation 4:** Continue to provide new families with compact and other information as they enroll

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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.	3.1, 3.2	Administrators and Counselor	Parent Attendance				
<b>Problem Statements:</b> Demographics 1							
2) Distribute school and federal report cards according to TEA time line.	3.1	Administrators	Parents receive information				
3) Conduct at least three parent conferences for all students so that parents are aware of student progress.	3.1, 3.2	Classroom Teachers	Parent attendance at conferences				
<b>Problem Statements:</b> Demographics 1 - Perceptions 2							
4) Provide and discuss School Compact with students and parents	3.1	Counselor and Classroom Teachers	Student and Parent Awareness of Expectations				
5) Provide parents with Parent Involvement Policy	3.1	Administrators and Counselor	Parents receive information				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 4 Problem Statements:**

### Demographics

**Problem Statement 1:** Parent involvement in events at the school is low. **Root Cause 1:** Notification is sent the week before an event and does not give parents the time they need to plan to attend.

### Perceptions

**Problem Statement 2:** There is a lack of timely communication between parents and classroom teachers regarding academic progress. **Root Cause 2:** Grades not updated in skyward in a timely manner.



## 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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) 21st Century Classrooms: Allow teachers to attend workshops/in service during the day to increase expertise in all content area TEKS.	2.6	Administrators	Teacher implementation of newly acquired skills, strategies, etc.				
	<b>Funding Sources:</b> 199 - Bilingual - 1000.00, 285 - Title IV - 1000.00, 199-23 - Special Education - 500.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Provide more in-service training on campus	2.6	Principal, Campus Instructional Coaches	Teacher implementation of newly acquired skills, strategies, etc.				
	<b>Problem Statements:</b> School Processes & Programs 1						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) Meet with teams regularly to plan lessons according to district scope and sequence	2.5, 2.6	Campus Instructional Coaches	Effective lesson planning				
	<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1, 2						
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

### Performance Objective 1 Problem Statements:

**Student Academic Achievement**

**Problem Statement 1:** Tice ED populations in writing is below the state and district average **Root Cause 1:** Writing is not being taught to the rigor that is needed in the lower grades. New teachers and discipline problems.

**School Processes & Programs**

**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:** Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

**Problem Statement 2:** Support for At-Risk students needs to be improved. **Root Cause 2:** Campus focus is intervention and not improved first line 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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 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				
	<b>Problem Statements:</b> School Processes & Programs 1						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Host a new teacher event (breakfast, lunch, etc.) in the fall and the spring		Administrators	100% of new teachers attend events				
	<b>Funding Sources:</b> 425 - Teacher Induction/Mentor - 200.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 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					
	<b>Funding Sources:</b> 425 - Teacher Induction/Mentor - 100.00						
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> 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. <b>Root Cause 1:</b> Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

**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:** Met Performance Objective

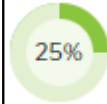

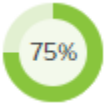

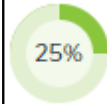

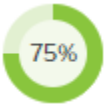





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Establish a committee to plan weekly/monthly activities for staff participation.		Principal, grade level chairs and Social/Hospitality Committee	High teacher attendance and continued positive campus climate.				
<b>Funding Sources:</b> 199 - Local - 3700.00							
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Dedicate time on staff development days for team building activities		Administrators	High teacher attendance and continued positive campus climate.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 3) Meet with teams monthly to celebrate and discuss student progress, concerns, and grade level needs.	2.6	Administrators	Survey results indicating teachers' needs are met				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 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				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

## 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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Review budget at every CPAC meeting with all stakeholders		Administrators	Awareness of school budgets				
<b>Problem Statements:</b> School Processes & Programs 1							
2) 21st Century Classrooms: Update campus capital outlay plan at the end of each school year and buy items designated		Administrators	Maintain condition of campus equipment				
<b>Problem Statements:</b> School Processes & Programs 3							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> 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. <b>Root Cause 1:</b> Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning
<b>Problem Statement 3:</b> Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. <b>Root Cause 3:</b> Outdated ipads/devices, budget for update devices/apps/licenses

**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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 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				
<b>Problem Statements:</b> Demographics 1							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Parent involvement in events at the school is low. <b>Root Cause 1:</b> Notification is sent the week before an event and does not give parents the time they need to plan to attend.

**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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Review of monthly budget and information shared with CPAC committee.		Administrators and CPAC members	Correct and current budget reports				
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				
<b>Problem Statements:</b> School Processes & Programs 1							
3) The campus will continue to implement the district breakfast 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.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> 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.</p> <p><b>Root Cause 1:</b> Unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning</p>





**Goal 9: Kenneth J. Tice Elementary will achieve the district goal of 96.5% or higher student attendance rate, utilizing the \$2,543.00 Attendance Incentive Plan allotment. (Plus additional \$250.00 2018 District Improvement Bonus= \$2,793.00)**

**Performance Objective 1:** Increase student attendance percentage to 97.5% or higher for the 2nd 6 Weeks Period from 97.44 in 2018-19.





**Evaluation Data Source(s) 1:** Increased student attendance on PEIMS Report. 100% Door Tags, Raa Wee, School Status and Skyward

**Summative Evaluation 1:** Met Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>1) Target students/families who accumulated absences that took them beyond the campus attendance goal.</p> <p>-Monitor students who ended previous year on attendance contracts.</p> <p>-Monitor students who begin accumulating increased number of absences.</p>	2.4, 2.5	Assistant Principal, Principal Secretary, Counselor and PEIMS Clerk.	Relationship building will result in an increase in attendance with students who have struggled early in the year.				
<b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 175.00							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p>2) Attendance Information and Celebration for Families at Open House</p> <p>PreK Teachers will increase communication with parents through Remind to encourage perfect attendance.</p> <p>When a PreK class has perfect attendance, the students will receive an incentive on the same day- fruit chews, popsicles, Dum-Dum suckers, etc.</p> <p>Monitor weekly attendance among grade levels and reward the grade level with the highest attendance for the week on Friday</p> <p>Monitor Raa Wee and School Status for students with the most absences and contact parents, with the goal of encouraging attendance and building a relationship.</p> <p>Utilize ASAP to conduct Home visits as needed.</p> <p>Every Wednesday is 100% Day! Students are encouraged to have 100% Attendance every Wednesday on the morning announcements to receive a special reward. (Sno-cones)</p> <p>At the end of the 6-week period, contact parents of students who have made progress vs last school year.</p> <p>The grade level with the highest attendance at the end of each month will receive a pizza and sno-cone party.</p> <p>At the end of the 9-weeks period all students with 100% Attendance will be invited to a Sno-cone Party outside.</p> <p>Share Attendance information and its importance with families and students during Report Card</p>							

Award Ceremonies.



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 9:** Kenneth J. Tice Elementary will achieve the district goal of 96.5% or higher student attendance rate, utilizing the \$2,543.00 Attendance Incentive Plan allotment. (Plus additional \$250.00 2018 District Improvement Bonus= \$2,793.00)





**Performance Objective 2:** Increase student attendance percentage to 97.5% or higher for the 3rd 6 Weeks Period from 97.32 in 2018-19.

**Evaluation Data Source(s) 2:** Increased student attendance on PEIMS Report. 100% Door Tags, Raa Wee, School Status and Skyward

**Summative Evaluation 2:** Met Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p><b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 3: Positive School Culture  1) PreK Teachers will maintain regular communication with parents through Remind to encourage perfect attendance.</p> <p>Students present the day before/after a holiday will receive an incentive. (Chips, Jean Pass, Sucker)</p> <p>When a PreK class has perfect attendance, the students will receive an incentive on the same day- fruit chews, popsicles, Dum-Dum suckers, etc.</p> <p>Monitor weekly attendance among grade levels and reward the grade level with the highest attendance for the week on Friday</p> <p>Monitor Raa Wee and School Status for students with the most absences and contact parents with the goal of encouraging attendance and building a relationship and also assigning attendance contracts.</p> <p>Every Wednesday is 100% Day! Students are encouraged to have 100% Attendance every Wednesday on the morning announcements to receive a special reward. (Sno-cones or Chips)</p> <p>End of the 2nd 9-weeks Attendance Party: Pajama Day with a movie and hot chocolate for students exceeding the campus goal of 97.5%</p> <p>The grade level with the highest attendance at the end of November will receive a pizza party.</p> <p>All students with no more than 1 absence in the months of November and December will be eligible to be entered in Tice Elementary's \$1000 Giveaway on December 20th, 2019.</p>	2.4, 2.5	<p>Utilize Raa Wee to identify students with a high number of absences and establish an attendance contract.</p> <p>Utilize School Status to look for trends in absences. Identify the day with the highest absences and</p>	<p>Root Cause: Students tend to miss more days as the weather changes and illnesses increase. Parents also become reluctant to send their children to school.</p> <p>Also, families take extended days off during the holidays.</p> <p>We will see increased attendance around the holidays and before/after breaks.</p> <p>We will outperform our previous attendance rate for December.</p> <p>Meet or exceed the 6-week attendance goal of 97.5%.</p> <p>Assistant Principal, Principal Secretary, Counselor and PEIMS Clerk</p>				

At the end of the 6-week period, contact parents of students who have made progress vs last school year.

**Problem Statements:** Demographics 5

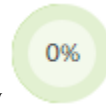
**Funding Sources:** 199 - Attendance Incentive Allocation - 750.00



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Performance Objective 2 Problem Statements:

#### Demographics

**Problem Statement 5:** Absences increase during and around holidays. **Root Cause 5:** Families take extended days off during the holidays.

**Goal 9:** Kenneth J. Tice Elementary will achieve the district goal of 96.5% or higher student attendance rate, utilizing the \$2,543.00 Attendance Incentive Plan allotment. (Plus additional \$250.00 2018 District Improvement Bonus= \$2,793.00)

**Performance Objective 3:** Increase student attendance percentage to 97% or higher for the 4th 6 Weeks Period from 96.6 in 2018-19.

**Evaluation Data Source(s) 3:** Increased student attendance on PEIMS Report.  
100% Door Tags, Raa Wee, School Status and Skyward

**Summative Evaluation 3:** Met Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p>1) PreK Teachers will maintain regular communication with parents through Remind to encourage perfect attendance.</p> <p>Students present the day before/after a holiday will receive an incentive. (Chips, Jean Pass, Sucker)</p> <p>When a PreK class has perfect attendance, the students will receive an incentive on the same day- fruit chews, popsicles, Dum-Dum suckers, etc.</p> <p>Monitor weekly attendance among grade levels and reward the grade level with the highest attendance for the week on Friday</p> <p>Monitor Raa Wee and School Status for students with the most absences and contact parents with the goal of encouraging attendance and building a relationship and also assigning attendance contracts.</p> <p>Utilize ASAP to conduct Home visits as needed.</p> <p>Share Attendance information and its importance with families and students during Report Card Award Ceremonies.</p> <p>Every Wednesday is 100% Day! Students are encouraged to have 100% Attendance every Wednesday on the morning announcements to receive a special reward. (Sno-cones or chips)</p> <p>The grade level with the highest attendance at the end of each month will receive a pizza party.</p> <p>At the end of the 6-week period, contact parents of students on contracts who have made progress vs last school year.</p>	2.4, 2.5	<p>Students returning from holiday break.</p> <p>Monitor students on behavior contracts.</p> <p>Monitor students with a high number of absences, not yet on attendance contracts.</p>	<p>Root Cause: Families take extended time off during the holidays.</p> <p>Illnesses and colds increase. And with weather changes, parents become reluctant to send their children.</p> <p>PreK and KG students become more susceptible to illness.</p> <p>Meet or exceed the 6-week attendance goal of 97%.</p> <p>To have students return on time from holiday break.</p> <p>To get student back in a regular routine after a long holiday break.</p> <p>Assistant Principal, Counselor, PEIMS Clerk</p>				
<p><b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 175.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May



**Goal 9:** Kenneth J. Tice Elementary will achieve the district goal of 96.5% or higher student attendance rate, utilizing the \$2,543.00 Attendance Incentive Plan allotment. (Plus additional \$250.00 2018 District Improvement Bonus= \$2,793.00)





**Performance Objective 4:** Increase student attendance percentage to 96.5% or higher for the 5th 6 Weeks Period. from 95.7 in 2018-19.

**Evaluation Data Source(s) 4:** Increased student attendance on PEIMS Report. 100% Door Tags, Raa Wee, School Status and Skyward

**Summative Evaluation 4:** Met Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p>1) PreK Teachers will maintain regular communication with parents through Remind to encourage perfect attendance.</p> <p>Students present the day before/after a holiday will receive an incentive. (Chips, Jean Pass, Sucker)</p> <p>When a PreK class has perfect attendance, the students will receive an incentive on the same day- fruit chews, popsicles, Dum-Dum suckers, etc.</p> <p>Monitor weekly attendance among grade levels and reward the grade level with the highest attendance for the week on Friday</p> <p>Monitor Raa Wee and School Status for students with the most absences and contact parents with the goal of encouraging attendance and building a relationship and also assigning attendance contracts.</p> <p>Students who are present on the day before/after a break will receive an incentive.</p> <p>The grade level with the highest attendance at the end of each month will receive a pizza and snow-cone party.</p> <p>Every Wednesday is 100% Day! Students are encouraged to have 100% Attendance every Wednesday on the morning announcements to receive a special reward. (Sno-cones)</p> <p>End of the 3rd 9-weeks Attendance Party: Slime Party for students exceeding the campus goal of 97.5%</p> <p>During the months of Jan 7 -April 9th, students with 0 absences will receive 2 treats and attend the "Spring Bash." Students with 1 absence will</p>	2.4, 2.5	<p>Monitor all students and nurse visits.</p> <p>Monitor Raa Wee and School Status.</p>	<p>Improve on our lowest attendance period from last school year.</p> <p>Meet or exceed the 6-week attendance goal of 97%.</p> <p>Assistant Principal, Principal Secretary, Counselor and PEIMS Clerk</p>				

receive 1 treat and attend the "Spring Bash."  
Students with 2 absences will attend the "Spring Bash."

"Spring Bash"- moonwalk, climbing wall, train, dunking booth.

At the end of the 6-week period, contact parents of students on contracts who have made progress vs last school year.

**Funding Sources:** 199 - Attendance Incentive Allocation - 1200.00



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 9:** Kenneth J. Tice Elementary will achieve the district goal of 96.5% or higher student attendance rate, utilizing the \$2,543.00 Attendance Incentive Plan allotment. (Plus additional \$250.00 2018 District Improvement Bonus= \$2,793.00)





**Performance Objective 5:** Increase student attendance percentage to 97% or higher for the 6th 6 Weeks Period from 96.69 in 2018-19.

**Evaluation Data Source(s) 5:** Increased student attendance on PEIMS Report.

**Summative Evaluation 5:** Met Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p>1) PreK Teachers will maintain regular communication with parents through Remind to encourage perfect attendance.</p> <p>Students present the day before/after a holiday will receive an incentive. (Chips, Jean Pass, Sucker)</p> <p>When a PreK class has perfect attendance, the students will receive an incentive on the same day- fruit chews, popsicles, Dum-Dum suckers, etc.</p> <p>Monitor weekly attendance among grade levels and reward the grade level with the highest attendance for the week on Friday</p> <p>Monitor Raa Wee and School Status for students with the most absences and contact parents with the goal of encouraging attendance and building a relationship and also assigning attendance contracts.</p> <p>Utilize ASAP to conduct Home visits as needed.</p> <p>Share Attendance information and its importance with families and students during Report Card Award Ceremonies.</p> <p>Students who are present on the day before/after a break will receive an incentive.</p> <p>The grade level with the highest attendance at the end of March and April will receive a pizza and sno-cone party.</p> <p>Every Wednesday is 100% Day! Students are encouraged to have 100% Attendance every Wednesday on the morning announcements to receive a special reward. (Sno-cones)</p> <p>At the end of the 6-week period, contact parents</p>	2.4, 2.5	<p>Monitor students on the borderline of dropping below the district goal of 90%.</p> <p>Monitor students on the borderline of dropping below the campus goal of 97.5%</p>	<p>Root Cause: Families begin to take more days off since the end of the school year is close.</p> <p>Absences increase as testing is completed.</p> <p>Maintain attendance rates at the district/campus goals.</p> <p>Meet or exceed the 6-week attendance goal of 97.5%.</p> <p>Assistant Principal, Counselor, PEIMS Clerk</p>				

of students on contracts who have made progress vs last school year.

Students present with Perfect Attendance in this 6-week period will be eligible for "Tice's Great Gift Card Giveaway!" -Held on May 28th.

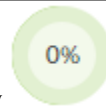
**Funding Sources:** 199 - Attendance Incentive Allocation - 493.00



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	2	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.
3	1	1	Assess students and monitor progress in each subject with district assessments based on the district testing calendar.
3	1	2	Implement STAAR procedures and strategies in 2-5 across all content areas.
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	6	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.
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), 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.
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.
3	3	6	Students will attend a co-taught writing lab twice a week.
7	1	1	21st Century Classrooms: Allow teachers to attend workshops/in service during the day to increase expertise in all content area TEKS.
7	1	3	Meet with teams regularly to plan lessons according to district scope and sequence

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

CPAC met on **February 25, 2019**, to gather data for each group and initiate the CNA conversations. Four teams were established and met on **May 20, 2019**. Each team reviewed the data (parent, student, and teacher surveys, STAAR results, attendance data, discipline data and schedules). Each team listed strengths and concerns/weaknesses. These were presented to the staff on May 31, 2019. 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 2019-2020. Based on our CNA, our 3 areas of focus will be:

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

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

Toshia Gouard	Principal	Administrator
Steven Gonzales	Assistant Principal	Administrator
Jacqueline Hernandez	Kindergarten Teacher	Classroom Teacher
Ashley Garcia	First Grade Teacher	Classroom Teacher
Cynthia Martinez	Second Grade Teacher	Classroom Teacher
Melody Timpani	Second Grade Teacher	Classroom Teacher
Pamela Lopez-Martinez	Third Grade Teacher	Classroom Teacher
Christina Barrios	Fourth Grade Teacher	Classroom Teacher
Kwame Anderson	Fifth Grade Teacher	Classroom Teacher
Lawrence Etienne	Fifth Grade Teacher	Classroom Teacher
Leslie Creekmur	SPED Resource Teacher	Classroom Teacher
Toby Brewer	SPED Resource Teacher	Classroom Teacher



Toshia Gouard	Principal	Administrator
Jamie Coburn	Activity Teacher	Classroom Teacher
Teresa Harries	Interventionist	Non-classroom Professional
Cynthia Profit	Principal Secretary	Paraprofessional
Cassie Reescano	Campus Instructional Coach	Non-classroom Professional
Jamie Hoard	Campus Instructional Coach	Non-classroom Professional
Verna Porter Pichon	Campus Instructional Coach	Non-classroom Professional
Tracey Beasley	Campus Instructional Coach	Non-classroom Professional
Timothy McCray	Parent	Parent Representative
Ruth Buffington	Retired Educator	Community Representative
Avis Reescano	Community Member	Community Representative
Alicia Miranda	Business Member	Business Representative

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Toshia Gouard	Principal	Administrator
Steven Gonzales	Assistant Principal	Administrator
Jacqueline Hernandez	Kindergarten Teacher	Classroom Teacher
Ashley Garcia	First Grade Teacher	Classroom Teacher
Cynthia Martinez	Second Grade Teacher	Classroom Teacher
Melody Timpani	Second Grade Teacher	Classroom Teacher
Pamela Lopez-Martinez	Third Grade Teacher	Classroom Teacher
Christina Barrios	Fourth Grade Teacher	Classroom Teacher
Kwame Anderson	Fifth Grade Teacher	Classroom Teacher
Lawrence Etienne	Fifth Grade Teacher	Classroom Teacher
Leslie Creekmur	SPED Resource Teacher	Classroom Teacher

Toshia Gouard	Principal	Administrator
Toby Brewer	SPED Resource Teacher	Classroom Teacher
Jamie Coburn	Activity Teacher	Classroom Teacher
Teresa Harries	Interventionist	Non-classroom Professional
Cynthia Profit	Principal Secretary	Paraprofessional
Cassie Reescano	Campus Instructional Coach	Non-classroom Professional
Jamie Hoard	Campus Instructional Coach	Non-classroom Professional
Verna Porter Pichon	Campus Instructional Coach	Non-classroom Professional
Tracey Beasley	Campus Instructional Coach	Non-classroom Professional
Timothy McCray	Parent	Parent Representative
Ruth Buffington	Retired Educator	Community Representative
Avis Reescano	Community Member	Community Representative
Alicia Miranda	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 9, 2019
2. November 18, 2019
3. January 27, 2020
4. March 23, 2020
5. May 18, 2020

### **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, campus website, GPISD Administration Building and our Business Partners. The goals of the CIP are available in English and Spanish. Parents were sent a mass communication via text and email of how to access the document.

### **2.4: Opportunities for all children to meet State standards**

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

### **2.5: Increased learning time and well-rounded education**

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

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

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

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

- Limited English proficient,
- Learning disabilities
- Family and health issues

- High mobility rate
- Previous Retention

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

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 Parent and Family Engagement Policy was reviewed and revised on **February 25, 2019**, by the following members:

Toshia Gouard	Principal	Administrator
Steven Gonzales	Assistant Principal	Administrator
Jacqueline Hernandez	Kindergarten Teacher	Classroom Teacher
Ashley Garcia	First Grade Teacher	Classroom Teacher
Cynthia Martinez	Second Grade Teacher	Classroom Teacher
Melody Timpani	Second Grade Teacher	Classroom Teacher
Pamela Lopez-Martinez	Third Grade Teacher	Classroom Teacher
Christina Barrios	Fourth Grade Teacher	Classroom Teacher
Kwame Anderson	Fifth Grade Teacher	Classroom Teacher
Lawrence Etienne	Fifth Grade Teacher	Classroom Teacher
Leslie Creekmur	SPED Resource Teacher	Classroom Teacher
Toby Brewer	SPED Resource Teacher	Classroom Teacher
Jamie Coburn	Activity Teacher	Classroom Teacher

Toshia Gouard	Principal	Administrator
Teresa Harries	Interventionist	Non-classroom Professional
Cynthia Profit	Principal Secretary	Paraprofessional
Cassie Reescano	Campus Instructional Coach	Non-classroom Professional
Jamie Hoard	Campus Instructional Coach	Non-classroom Professional
Verna Porter Pichon	Campus Instructional Coach	Non-classroom Professional
Tracey Beasley	Campus Instructional Coach	Non-classroom Professional
Timothy McCray	Parent	Parent Representative
Ruth Buffington	Retired Educator	Community Representative
Avis Reescano	Community Member	Community Representative
Alicia Miranda	Business Member	Business Representative

The Parent Engagement Policy is distributed electronically via email as well as a printed copy being distributed during parent conferences and at parent meetings. The policy can also be found in the front office and on the campus website in both English and Spanish. The policy will be reviewed and updated throughout the year.

### **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)
- ACE Monthly Parent Meetings (after school)

## 2019-2020 CPAC Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Toshia Gouard	Principal
Administrator	Steven Gonzales	Assistant Principal
Paraprofessional	Cynthia Profit	Principal Secretary
Non-classroom Professional	Jamie Hoard	Campus Instructional Coach
Non-classroom Professional	Cassie Reescano	Campus Instructional Coach
Non-classroom Professional	Tracey Beasley	Campus Instructional Coach
Non-classroom Professional	Verna Porter Pichon	Campus Instructional Coach
Non-classroom Professional	Teresa Harries	Interventionist
Classroom Teacher	Jacqueline Hernandez	Kindergarten Representative
Classroom Teacher	Toby Brewer	Resource Teacher
Classroom Teacher	Kwame Anderson	Third Grade Representative
Classroom Teacher	Melody Timpani	Second Grade Representative
Classroom Teacher	Nykki Bailey	FOCUS Teacher
Classroom Teacher	Esmeralda Tlaseca	Pre-Kindergarten Teacher
Classroom Teacher	Cecilia Monta	Third Grade Teacher
Classroom Teacher	Cynthia Martinez	Fourth Grade Teacher
Classroom Teacher	Nikkia Eagleton	Music Teacher
Classroom Teacher	Gerardina Torres	First Grade Teacher
Classroom Teacher	Marissa Rimbart	Fifth Grade Teacher
Parent	Karyssa McCarthy	Parent
Business Representative	Alicia Miranda	Everlasting Learning
Community Representative	David Rodriguez	Community Representative