

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Ms. Judy Holbrook

Official School Name: Kenneth J. Tice Elementary

School Mailing Address:  
14120 Wallisville  
Houston, TX 77049-4031

County: Harris State School Code Number\*: 101-910-111

Telephone: (832) 386-4050 Fax: (832) 386-4053

Web site/URL: www.galenaparkisd.com E-mail: jholbrook@galenaparkisd.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Mark Henry

District Name: Galena Park ISD Tel: (832) 386-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Wayne Oquin

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 15        | Elementary schools  |
| 5         | Middle schools      |
| 0         | Junior high schools |
| 2         | High schools        |
| 2         | Other               |
| <b>24</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 9596

Average State Per Pupil Expenditure: 10162

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 3 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	30	30	60	7	0	0	0
K	43	45	88	8	0	0	0
1	52	46	98	9	0	0	0
2	70	49	119	10	0	0	0
3	49	43	92	11	0	0	0
4	55	51	106	12	0	0	0
5	46	50	96	Other	3	2	5
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							664

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
35 % Black or African American  
61 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
3 % White  
0 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 26 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	90
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	77
(3)	Total of all transferred students [sum of rows (1) and (2)].	167
(4)	Total number of students in the school as of October 1.	650
(5)	Total transferred students in row (3) divided by total students in row (4).	0.257
(6)	Amount in row (5) multiplied by 100.	25.692

8. Limited English proficient students in the school: 24 %

Total number limited English proficient 161

Number of languages represented: 4

Specify languages:

- English
- Spanish
- Vietnamese
- Philipino

9. Students eligible for free/reduced-priced meals: 85 %

Total number students who qualify: 563

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 56

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>1</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>43</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>38</u>	<u>2</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>14</u>	<u>0</u>
Support staff	<u>11</u>	<u>0</u>
Total number	<u>74</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	98%	98%
Daily teacher attendance	99%	98%	97%	96%	94%
Teacher turnover rate	4%	11%	1%	2%	10%

Please provide all explanations below.

During the school year 2003-2004, daily teacher attendance was below 95% because four teachers went on maternity leave during the course of the school year.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## PART III - SUMMARY

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Tice Elementary teachers, staff, administrators, and parents create a nurturing learning environment with high academic standards for all students. Our mission statement, "We're all in this together" comes to mind when thinking of the success we have achieved. Our vision is to watch each child become responsible, productive citizens, and lifelong learners. We give students the tools to become well-rounded and confident individuals who respect themselves, their peers, and their community. We teach every child to become successful in whatever they attempt.

Tice has a tradition of high standards for being successful in the teaching of all children. We have reached many milestones throughout the years. A reputation for hiring and maintaining great teachers is one reason our pride and loyalty to our students, staff and community speaks for itself. We have received the Gold Performance acknowledgments for attendance, reading, writing, mathematics, and science: First TEE Program; 2006-2009 Governor's Education Excellence Award Program, Title 1 Distinguished Performance School by TEA since 1999; Texas Business and Education Coalition "Just for Kids" Honor Roll for the past 4 years; Exemplary, 9 consecutive years; Five Star School-Texas Monthly; Harris County Department of Education Safe and Secure School; Community Multicultural Festival Award winner, 5 years; Various PTA awards; Finalist in the National Title 1 Distinguished School Award for 2004-2005 and we have received the Texas Education Excellence Grant for the past 3 years. As a campus, we expect excellence and accept nothing but the best from students, as well as teachers.

Tice serves a low-socioeconomic community with a diverse population which is located in the outlying urban area of Houston. The majority of our students are African American and Hispanic. Students know that our school is a safe and secure learning environment. Many students are being raised by their grandparents, other family members, foster parents and single parent homes. Our population constantly changes due to the high mobility rate. We strive to meet the changing needs of our diverse population. A majority of our parents are non-English speakers and we accept the challenge to communicate and educate both the parents and children. Being an entire community of learners is the cornerstone of our educational process.

Tice's strengths and accomplishments are meeting the educational needs of our children by individualizing a program to meet those needs. We are very successful utilizing academics and student growth in identifying any weaknesses and strengths. Our dedicated teachers strive to make every child's school experience positive. By doing this, the teachers receive the help needed to provide a positive learning experience on every child's level. We are fortunate to have an outstanding drama and music program complimenting each other and bringing out students' talents. Intramural sports program and dance teams are other opportunities for students to participate in extracurricular activities. Many students develop self esteem, become aware of their own abilities and learn the benefit of working as a team. This provides students with a means of social interaction and personal growth development. As a result, our students become well rounded, educated, lifelong learners.

Tice is definitely a Blue Ribbon School! We are unique; we not only say we can teach each child to learn, we have proven it by our dedication to our school, students and community. Our record speaks for itself. We can share our belief, teaching styles, and all our ideas, yet we have a faculty that is hard to replicate. It is difficult to imitate the care and concern for students that our teachers possess. We truly want what is best for each child. Expect the best of everyone who enters our campus. Tice is evidence that hard work pays off.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Academic Excellence Indicator System (AEIS) pulls together a wide range of information on the performance of students in each school and district in Texas annually. Results of Texas Assessment of Knowledge and Skills (TAKS) are shown by grade, by subject, by subgroup, and by special populations. TAKS measures a student's mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). At the elementary school level, TAKS is administered for grades 3–5 reading, grades 3–5 mathematics, grade 4 writing and grade 5 science.

The AEIS data indicate that Tice Elementary School is truly a place where no child is left behind. Tice has systems in place to ensure all children are successfully learning on grade level. Achievement on all tests has increased to the highest level, reflecting the motto that all children can learn and be successful.

Beginning in 2003-2004, Tice had 97% of 3rd-5th graders master the TAKS in reading, and was awarded the highest Texas Education Agency rating given to schools. The next year the reading level came up to 98%. Every year since 2005-2006, we scored a 99% mastery level for all students. For the last five years Tice has had 99% of all students master the math and writing portion of the test. The scores remain the same for all subpopulations as in the general population with the exception of a one point percentage drop for the economically disadvantaged population during the 2005 testing session. This one percentage point is so small as to not be statistically significant. It is also important to note that our school has met the AYP (Adequate Yearly Progress) as defined by the federal mandates in NCLB (No Child Left Behind). This has allowed our campus to receive the Exemplary rating for the last nine years.

It is important to compare Tice's 99% passing in all grades to the state averages. Third grade state passing rates are 89% for reading and 85% for math. The state averages for fourth grade are reading 85%, math 87%, and writing is 93%. Lastly, fifth grade state averages are 85% for reading and 86% for math. In addition, teachers not only strive for significant student passing rates, but also for superior achievement. Evidence of that is found in the commended performance scores for all students. In 2008, 33% in reading, 53% in math, 61% in writing, and 33% science achieved commended status.

The data also reflect a steady increase in the percentage of students classified as economically disadvantaged on our campus. Our population rarely owns homes and tends to be mobile. Despite the fact that the student population is steadily increasing in this area, Tice has continued to maintain the highest level of student achievement.

For the faculty, there are no excuses for not teaching children to read, write, and perform math on grade level. When disaster struck Louisiana, our school welcomed children displaced by Hurricane Rita. Galena Park Independent School District and the surrounding communities united to make our new students feel at home. Our staff pulled together, and immediately identified the academic needs of these children. Intervention was required for the vast majority, but within a few short months, the children had achieved at the same levels as our original students. This is a true testament to our faculty and our willingness to ensure that no child is left behind.

### 2. Using Assessment Results:

A variety of standardized and teacher-made tests assess our students' understanding of the curriculum. The children's grasp of the lessons are measured weekly. This enables the teacher to provide alternate methods of instruction as needed. By continuing to monitor the progress of all students, teachers are able to be confident

about moving on to new and more challenging activities. Our curriculum allows every classroom to be flexible in instruction by adapting to meet the needs of the children.

Kindergarten, first, and second grade children are measured primarily through the MRT (Metropolitan Readiness Test) and the TPRI (Texas Primary Reading Inventory) both of which reflect academic reading achievement. The students are retested periodically throughout the academic year to determine if appropriate levels are achieved.

Beginning in second grade, Tice administers district-wide benchmarks to evaluate where each child is in relation to the curriculum and grade level. The tests are a direct reflection of the required materials covered during the grading period. We use these assessments to provide feedback for the teacher, student, parents, and administration. Individual tests show which students struggle to master certain objectives. These tests provide teachers with detailed information on each child. Remediation is always provided for students who fail to meet a minimum standard.

Teacher-made tests cover specific skill sets that have been taught most recently in the classroom. Objectives such as spelling, reading comprehension, grammar skills, important people, places, and dates, science objectives, and mathematical skills are tested. The teacher then uses the results to determine any classroom adjustments. Adjustments may be made to include small group instruction and tutorials when necessary. Lessons are often re-taught with a focus on reinforcing areas that demonstrate a student's lack of understanding. A teacher may also have the opportunity to instruct based on the preferred learning style of individual students. When all of the testing data is compiled, a teacher is able to plan instructional time wisely, keeping the clear goal of student achievement on going and absolute.

### **3. Communicating Assessment Results:**

Tice Elementary provides access to academic success to students, parents and community in a variety of ways. We offer technology with online access to student's grades. Students' performance is communicated when we send home graded papers; assignments, dates of special events, and scores that have been achieved. Parents can determine daily if a conference is necessary. Parents can view students' work and can become involved with their child's academics, and understand what we teach daily. Progress reports go home every fourth week to keep the parents abreast of the progress made. Report cards go home every ninth week. Parents are encouraged to contact the school with any questions and/or concerns. We definitely have an open records policy. Student performance/ testing results are routinely sent home on standardized test, results of TPRI, (a test which examines a child's reading fluency and comprehension) and for upper grades the TAKS test - where "grades" of not passing, passing or commended are given. State test results are published in the local community papers (The Sentinel), in the Houston Chronicle, and can be found on the district webpage. Scores are compared not only to area schools, but schools throughout Texas. Special Education Assessment data is reported at ARD (Admission, Review and Dismissal) meetings. Teachers use formative assessment reviews to monitor weekly with each individual child. Areas of concern as well as positive progress are discussed daily through tutoring, small group instruction and conferencing with students. Communication is an on going process where the students, parents and the teachers look forward to discussing the whole child's progress. Parents receive a monthly calendar with upcoming events. Our PTA (Parent Teacher Association) is supported by our music and drama departments which perform at meetings. Stepping onto our campus, visitors will immediately be immersed in a world of rich visual displays brought to life through student products, which are always displayed throughout the school.

### **4. Sharing Success:**

Since the year 2000, Tice Elementary has achieved the highest academic rating given by the state of Texas, Exemplary. Our staff has been asked by other schools to share, collaborate, and teach other instructors from our district. We also volunteer to provide in-services within the district. This time is spent explaining the

theory behind our teaching strategies and then providing hands on demonstrations of the instructional strategies. We get the other teachers excited by the successes of our campus and hope they get a glimpse of how “we’re all in this together mentally” that we feel here on campus. Members of the faculty have presented some of our best practices at CAMT (Conference for the Advancement of Mathematics Teaching) and CAST (Council for the Advancement of Science Teaching).

Tice has hosted teachers from over 100 campuses across the state of Texas. Visitors observe lessons and spend time with the faculty reflecting on the processes through debriefing and sharing. Teachers often stay in contact with our visitors through technology, providing an on-line community educational practitioners. As new teachers are added to the faculty, instructional leaders provide strong mentoring through regular peer observations and conferences. Tice teachers have also acted as mentors to other schools in the district, giving demonstrations and reflective meetings. All of these master teachers participate with the local university which brings student teachers to our campus as well.

As a Blue Ribbon School, we are hoping that we will be allowed to share our successes with even more campuses and districts. Making sure that every child has a chance to achieve exemplary status is very important to us. It is our mission to spread the ideas we have fine-tuned at Tice. Showing other educators the importance of consistent quality teaching is rejuvenating for us. We do not rely on workbooks and worksheets. Our campus is driven by the concept that there is no substitute for good teaching.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Tice's curriculum for all areas is closely monitored by our school and district administration. The curriculum is a strong reflection of teaching the TEKS- Texas Essential Knowledge and Skills. The curriculum was developed to offer challenges to all children and is vertically aligned across all grades. It is also divided into benchmark periods, which groups the TEKS into a logical scope and sequence for use by the entire school district. Our administrative office provides a generous amount of guidance, personnel, and research so the children are being taught in all disciplines using the most comprehensive version of best practices. Teachers meet regularly within their specialty area to ensure there is continuity among the grades levels and all teachers are comfortable with what is going on in their classrooms. A unique feature at Tice is the personalized curriculum. No one standardized, published curriculum is applicable to all children. The faculty uses researched-based strategies to address the individual needs of each student.

Our youngest students receive a balanced program consisting of the four core subject areas. We use a variety of grouping techniques to ensure that all of the children are mastering all of the areas. Teachers work closely together at this grade level so that all children receive a multi sensory approach to the curriculum.

Grade levels 2-5 are block scheduled so that the teachers teach in pairs. One teacher generally teaches math and science and the other teaches language arts and social studies. Teachers work closely with their partner so that the majority of lessons and units are interdisciplinary and skills are not taught in isolation. Partners trust each other and become the experts in their field. The interdisciplinary approach is actively embraced by all instructors.

Our expectation for each student is to use reading as a springboard to advance in all subject areas. An intensive approach to vocabulary acquisition raises the students' comprehension and fluency. This also helps for students who are limited in English proficiency. The students reading abilities are assessed through the TPRI. Any child not meeting grade level standards will be tutored through small group or individualized instruction.

The social studies curriculum contains components of geography, history, and character education. Students are encouraged to make connections about how their life is shaped by history. The children are afforded a myriad of opportunities to be exposed to economics, the democratic process, current events, global trends, and the importance of the individual in the modern world. Students are also encouraged to be good stewards of the world through giving of their own unique talents.

The math curriculum is based on building a strong foundation and confidence in every student. It is about making math relevant and meaningful to all students. Teachers model the use of appropriate math terminology and consistently use it throughout the teaching day. Students are encouraged to work in groups to enhance their problem solving skills. Every child expands and masters the skills necessary to problem solve with the future goal of being able to independently analyze and solve problems.

Science enables a student at Tice to answer the "how's, why's, and what if's" of the world. A specialist in that field leads our science department. The science specialist plans frequent hands-on experiences for our children in the science lab. Our classroom teachers reinforce the scientific method continually in an effort to get children energized about science. It is this enthusiasm from both the teachers and the students that encourages the child's ability to think critically and make logical deductions.

Our faculty understands that the visual and performing arts are extracurricular. The students are given art, choral, drama, music, and technology education in their weekly class rotation. Even more exciting is when the

local University sponsors a traveling troupe of actors to perform novels. Tice teachers investigate which literary works will be performed and then develop a unit that encompasses the reading of the novel and the strategies and techniques that will enable the children to master the required essential elements of our reading curriculum. These field trips are a necessary component of making our children well rounded individuals. Tice provides dance groups for the student body. Children are able to learn tap and ballroom techniques as well as perform as the Tigerettes at sporting and other area events. We have a computer club and some of our higher achieving children participate in the gifted and talented program.

### **2a. (Elementary Schools) Reading:**

At Tice Elementary the reading curriculum is designed to maximize the most comprehensive reading programs currently available. All teachers are encouraged to provide a literacy rich learning environment. A wide variety of materials, whole group instruction, and on going test feedback allows flexibility to meet the needs of all our students. After assessing the needs of the students, teachers develop units using appropriate literature genres and formats that support Tice's goal of producing students who read critically and can logically interpret a wide array of texts. Reading and writing are integrated and used as tools to support learning in all curricular content areas.

Pre-kindergarten and Kindergarten focus on vocabulary and pre-reading skills such as letter and site word recognition. Attention to individual differences is made as the children's reading levels develop at different rates. Students are often moved up and down in reading levels in an effort to consistently challenge each child.

Each subsequent grade level follows a specific curriculum designed by the teachers to allow for continuity between all grades. Students have opportunities for sustained reading (oral and/or silent) daily in an effort to increase vocabulary and fluency. Every classroom has an extensive collection of reading materials with a wide range of high-interest fiction and non-fiction books at developmentally appropriate reading levels, which motivates and supports reading and writing. Students are given opportunities to apply comprehension strategies for constructing meaning. Some of the strategies include making and confirming predictions, visualizing, summarizing, drawing inferences, and making connections. Building on these, students are pushed to use cognitive strategies to synthesize, analyze, evaluate, and make applications to real life scenarios. Children are encouraged to be reflective in an effort to derive personal meaning from readings. Tice provides a family reading night in which families, the school, and community collaborate to support the literacy development of the students at home and school.

### **3. Additional Curriculum Area:**

Our goal at Tice is to give our students the necessary background to become life long learners who are able to think and reason in the real world. We equip our students with strategies and tools that can be used not only here at Tice but for the rest of their lives. Our math curriculum is focused on having every child experience success. We begin by using data to place children at a level that challenges them but does not overwhelm them. The math curriculum begins by using manipulatives to form a concrete concept for all new skills no matter what grade level. A visual example will be provided if necessary. Finally, some type of assessment will be administered to determine if re-teaching is needed. Students are always encouraged to go beyond what is asked and meet new challenges. Math teachers develop strong relationships with their students and leverage those relationships to push the children beyond the child's comfort zone.

Our math teachers have access to a variety of resources for their lesson plans. The district math department offers a multitude of strategy options for each essential skill. We begin in the primary grades teaching numbers and visual and spatial relations. The curriculum very quickly moves on to patterns and relationships, algebraic thinking, geometry, measurement, probability, statistics and problem solving.

Connecting math concepts to life and having children see the intrinsic value of a good mathematical background is vital for the teachers at Tice Elementary. We make sure the hallways are rich with visual representations and encourage the faculty to display interactive examples of lessons throughout the school. Tice sponsors math family night to get our community involved. Our close working relationship with our families guarantees a high turnout rate and success for all school sponsored activities. Math is encouraged in all core subject areas as well as fine arts so the children understand that math has a role in all areas of learning.

#### **4. Instructional Methods:**

Tice Elementary services a diverse population of students. More than 81 percent of our student population is considered economically disadvantaged. Very few of our students come from two parent homes and more than 96 percent have a minority ethnic background. A strong grasp of reality has encouraged the school's administration to ensure that every member of the faculty and staff have adequate and on-going training in meeting the needs of an emerging culturally rich population.

In order to differentiate for the students, teachers have access to an array of conventional and contemporary strategies that they are encouraged to use as the need arises. Teachers look at content, process, and product of each core area and determine what types of instructional strategies are necessary. Flexible grouping is utilized to ensure each student is receiving the necessary challenges. Children are allowed time to work cooperatively as well as independently. Students who work on or above grade level are encouraged to do independent studies which focus on product driven learning. These students are allowed individual choice and encouraged to produce professional quality results with real life applications.

The school as a whole has a wealth of instructional resources providing a multifaceted approach to learning. Most learning styles are addressed in some fashion with materials provided for teachers to adapt to their own teaching styles. Students have ample opportunities to use visual, auditory, kinesthetic, as well as tactile skills to master a lesson. Our campus is quick to target a student for intervention when necessary. Teachers provide individual tutoring before and after-school when deemed appropriate. An individual learning plan is mapped out for all students who fail to meet expected learning levels.

Challenge and choice are our go to words for differentiation. We want students to become the leaders of their own education. Whenever possible, students are allowed to select a method to demonstrate learning. Some students are definitely showing leadership in their classrooms.

#### **5. Professional Development:**

Professional development at Tice is considered to be an ongoing activity. The administration is committed to continued educational support for our staff and community. All of our school-wide inservices are developed with the children in mind. We want to find each and every way our students can be successful and feel confident in taking risks. We find that as our campus evolves into a community of learners with a low teacher turn over, the staff is very open to attending new and intensive trainings. One very important concept of our professional development is needs driven. Our administration understands that time is precious, and we do not have it to waste. We must determine what our children and staff need to meet the high standards we have set.

Periodically the staff will meet to do a needs assessment. This can be anything from obstacles in the teaching day, paperwork, or how to encourage more from our gifted students. Our range of recent professional development has included best practices, research based methodology, poverty by Ruby Payne, Paul Slocomb, and Rita Pierson, diverse cultures, changing demographics, gender issues, 504 and special education, and even underachievement of advanced students. Tice teachers continue to be some of the most well rounded educators in the nation and never accept an excuse for not succeeding.

We then look to our campus to see if we have a resident expert. Next we consult with district specialist to see what events are coming up, or who could come share some new or innovative twist on a teaching style or concept. Tice teachers are provided the opportunity to attend area trainings through Region IV Training Center, Harris County Department of Education, ESC, and other nationally recognized sponsors. This provides the opportunity for our teachers to hear renowned speakers and motivators with limited out of pocket expense. Our educators are in a cycle of professional development that is a venue for constant and consistent self-improvement.

## **6. School Leadership:**

Our school would not be the success it is today without the focus on achievement from our principal, assistant principal, counselor, and instructional leaders. All of our leaders are involved and aware of the daily operations of their school. They provide positive leadership by being open to suggestions, demonstrating good listening skills to both students and teachers, and being flexible with preconceived notions and ideas. Our administration knows the strengths and weaknesses of all faculty members. They have the professional knowledge that allows them to best utilize the entire Tice team. All teachers understand that frequent classroom visits benefit the entire school. The administration treats the teachers like professional equals and that is why our campus is so eager to please. No one wants to be the weak link that cannot perform to the expected standards.

The administration also knows our students. They are actively involved in the children's home life. We are a family that celebrates the birth of a new family member and empathizes with a family loss, be it financial or emotional. Our principals are willing to make changes at any time during the school year if it will benefit a child. Both of our administrators work with small groups of children in an ongoing basis. They are not afraid to roll up their sleeves and jump into a teaching situation.

Our administrators are also a good judge of character and are able to delegate. They have selected outstanding educators to be our instructional leaders. Our instructional specialists constantly amaze everyone with their stamina and knowledge on any educational matter. The core area specialists are always seeking out new ideas for their disciplines. Each teacher knows someone on campus has the answer to any question and the remedy to any problem.

The campus leadership has empowered each teacher to be a leader in his or her field. This type of trust bestowed upon a teacher has self-fulfilling benefits of self-confidence and the desire to maximize the educational experience for the children. The children will want to mirror the confident and successful behavior of their teachers. This is truly a goal for all educators.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TAKS

Edition/Publication Year: 2003-2008

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Met Standard	99	99	99	98	99
Commended	45	36	47	29	36
Number of students tested	93	87	98	110	114
Percent of total students tested	99	94	99	96	99
Number of students alternatively assessed	0	3		4	2
Percent of students alternatively assessed	0	3		4	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Met Standard	97	97	99	99	96
Commended	49	42	40	40	39
Number of students tested	76	67	73	96	93
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Met Standard	97	89	100	93	98
Commended	28	19	42	24	53
Number of students tested	30	36	36	58	54
<b>3. (specify subgroup): Hispanic</b>					
Met Standard	97	98	98	100	100
Commended	56	48	48	50	53
Number of students tested	60	50	56	54	53
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3

Test: TAKS

Edition/Publication Year: 2003-2008

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Mar	Apr
<b>SCHOOL SCORES</b>					
Met Standard	98	99	99	99	99
Commended	32	28	47	37	45
Number of students tested	90	88	103	110	125
Percent of total students tested	97	96	90	97	91
Number of students alternatively assessed	3	3	10	3	12
Percent of students alternatively assessed	3	3	9	3	9
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Met Standard	97	100	99	99	99
Commended	30	49	40	24	41
Number of students tested	73	70	78	75	93
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Met Standard	97	100	100	99	98
Commended	31	42	41	23	43
Number of students tested	29	36	37	42	54
<b>3. (specify subgroup): Hispanic</b>					
Met Standard	97	96	98	99	100
Commended	31	49	48	29	41
Number of students tested	58	51	60	52	53
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2003-2008

Grade: 4 Test: TAKS  
Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	99	99	99	99	99
Commended	46	17	47	36	37
Number of students tested	90	111	80	97	92
Percent of total students tested	97	99	99	97	98
Number of students alternatively assessed	3	2	3	5	2
Percent of students alternatively assessed	3	1	1	5	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Met Standard	99	99	98	94	100
Commended	24	41	47	26	34
Number of students tested	70	79	62	62	65
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Met Standard	97	97	97	88	98
Commended	22	32	38	26	37
Number of students tested	70	79	62	42	65
<b>3. (specify subgroup): Hispanic</b>					
Met Standard	96	99	98	98	100
Commended	32	49	49	44	36
Number of students tested	57	67	45	54	42
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2003-2008

Grade: 4 Test: TAKS  
Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	99	99	97	99	99
Commended	28	17	18	22	24
Number of students tested	90	108	81	95	89
Percent of total students tested	97	94	98	96	98
Number of students alternatively assessed	3	7	2	4	2
Percent of students alternatively assessed	3	6	2	4	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Met Standard	99	97	95	95	100
Commended	45	24	16	18	23
Number of students tested	70	75	61	60	62
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Met Standard	97	92	94	88	96
Commended	22	24	19	24	24
Number of students tested	32	38	32	42	45
<b>3. (specify subgroup): Hispanic</b>					
Met Standard	96	95	96	98	100
Commended	32	28	16	21	23
Number of students tested	57	64	45	52	40
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5

Test: TAKS

Edition/Publication Year: 2003-2008

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	99	99	99	97	99
Commended	59	54	54	45	51
Number of students tested	116	81	92	95	109
Percent of total students tested	100	95	89	97	96
Number of students alternatively assessed	0	4	11	3	4
Percent of students alternatively assessed	0	5	11	3	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Met Standard	98	98	99	95	97
Commended	57	52	60	44	51
Number of students tested	87	65	72	66	109
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Met Standard	97	94	92	93	94
Commended	50	42	50	36	45
Number of students tested	38	31	38	50	47
<b>3. (specify subgroup): Hispanic</b>					
Met Standard	97	100	98	100	100
Commended	64	62	58	56	55
Number of students tested	73	47	53	41	58
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5

Test: TAKS

Edition/Publication Year: 2003-2008

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Apr
<b>SCHOOL SCORES</b>					
Met Standard	99	99	99	92	99
Commended	35	34	24	17	41
Number of students tested	116	82	94	89	108
Percent of total students tested	99	91	87	92	95
Number of students alternatively assessed	1	8	12	7	4
Percent of students alternatively assessed	1	9	11	8	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Met Standard	100	97	97	90	95
Commended	30	31	24	20	35
Number of students tested	87	67	72	59	74
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Met Standard	100	91	85	92	93
Commended	37	29	22	16	48
Number of students tested	38	34	41	49	45
<b>3. (specify subgroup): Hispanic</b>					
Met Standard	99	100	98	96	96
Commended	36	36	27	16	35
Number of students tested	73	45	52	37	57
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: