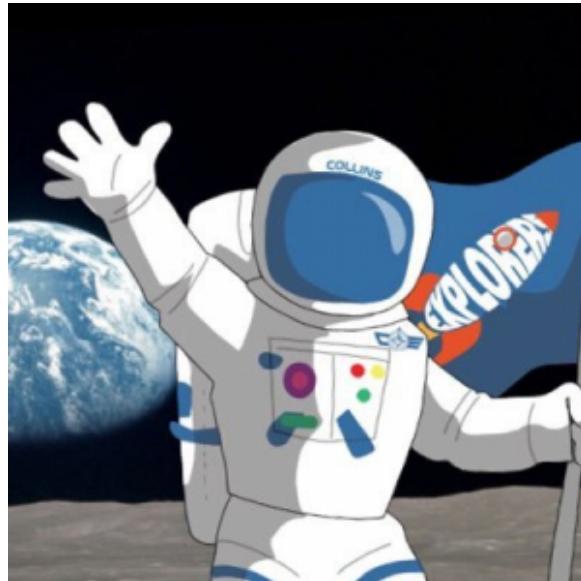


Alief Independent School District

Collins Elementary School

2024-2025 Comprehensive Needs Assessment



Mission Statement

The Collins Community celebrates the exploration of learning by challenging its members to be life-long learners of unlimited potential.

Vision

The vision of Collins Elementary is to become a premier school that fosters creativity, promotes inclusive practices and provides an academic rich environment for students to become productive citizens.

Value Statement

The Collins Core Values are: Equity, Open and Honest Communication (Integrity, Transparency), School and Community Collaboration (Shared Responsibility, Community Minded), Celebrating Differences (Inclusion, Diversity)

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Collins Elementary

Comprehensive Needs Assessment Overview

Completed 03/21/2023 for the

Upcoming 2023-2024 School Year

The committee met for their 1st meeting on **02-21-2023**, at **3:45pm** and had the following members present: **Principal: Dr. Mytra Cunningham, Assistant Principal: Eddie Castillo, SDC Facilitator: Amanda Coray, Other School Leader/ILT: Triona Marlatt, Special Ed Teacher: Robyn Harris, Teacher (PK): Lissette Sanchez, Teacher (KN): Alisa Walker, Teacher (1st Grade): Miguel Laracuente, Teacher (2nd Grade): Ramona Acklin, Teacher (3rd Grade): Maria Rodriguez Farris, Teacher (4th Grade): Elizabeth Munoz, Teacher (Block): Damon Barrett, Paraprofessional: Julia Loper, Paraprofessional: Graciela Rodriguez, Admin/District Representative: Roxanna Barnes, Parent: Mandy Loyd, and Business Representative: Jennifer Villafranco.** The other remaining member(s): **Assistant Principal: Aisha Morrison Johnson, Admin/District Representative: Courtney Marshall, Parent: Dianna Malloy, Parent: Day Shi, Parent: Pascaline Kameni Wakoue, Community Representative: Sarwa Numan** were absent from the meeting. The absent members were provided the minutes from the meeting and Google links to the data and documents so they could add in comments.

The meeting was held **in person**. The meeting started with the SDC committee discussing Field Trip Updates and End-of-the Year Transition Activities. Then, the SDC Facilitator shared with the committee the purpose of a comprehensive needs assessment (CNA) and a Campus Improvement Plan (CIP), and described the process the committee would use. After the discussion, the committee reviewed the following pieces of data from this current school year: **demographic data, entry and withdrawal data, HR staffing data, discipline data, attendance data, 2022 School Report Card, 2021-2022 Texas Academic Performance Report (TAPR), 2022 Accountability Ratings Overall Summary, and 2022 TELPAS**. The purpose of this process was to identify campus needs, root causes, and determine the strategies that will be used to increase student achievement. This data will help the campus identify strengths, problems, root causes, and the actions steps that will be implemented in the upcoming school year to increase student achievement.

The campus held their 2nd meeting on **3/20/2023**, at **3:45pm** and had the following members present: **Principal: Dr. Mytra Cunningham, Assistant Principal: Eddie Castillo, Assistant Principal: Aisha Morrison Johnson, SDC Facilitator: Amanda Coray, Other School Leader/ILT: Trameshia Greer, Special Ed Teacher: Robyn Harris, Teacher (PK): Claudia Rodriguez, Teacher (KN): Alisa Walker, Teacher (1st Grade): Miguel Laracuente, Teacher (2nd Grade): Ramona Acklin, Teacher (3rd Grade): Daphne Gonzalez, Teacher (4th Grade): Elizabeth Munoz, Teacher (Block): Damon Barrett, Paraprofessional: Julia Loper, Paraprofessional: Graciela Rodriguez, Admin/District Representative: Roxanna Barnes, Parent: Mandy Loyd, and Business Representative: Jennifer Villafranco.** The other remaining member(s) **Admin/District Representative: Courtney Marshall, Parent: Dianna Malloy, Parent: Day Shi, Parent: Pascaline Kameni Wakoue, Community Representative: Sarwa Numan** were absent from the meeting. The absent member(s) was/were provided the minutes from the meeting and Google links to the data and documents so they could add in comments.

The meeting was held **in person**. A quick review of the purpose and process was provided. The minutes from the first CNA meeting were reviewed and approved. The committee reviewed the following pieces of data: **state and local assessment data, climate survey data from parents, students, and staff, and a narrative of the school's process and procedures (add in the data pieces you reviewed here)**.

During this meeting, the following items were discussed: campus strengths, problem statements, and root causes. Some of the campus strengths are: **Collins provides several**

programs such as Refugee & Newcomer services and Language Lab to meet the needs of the 83% of Emergent Bilingual students at Collins. For the 9.5% of Spec Ed students, Collins provides Dyslexia services, Life Skills, REACH I, ECSE4 and ECSE 5. Consistent collaboration between teachers, specialists, interventionists and administrators with increased vertical alignment of instruction all set a strong foundation for our students to learn. Additional support such as EGT time, after school tutorials, and Saturday Learning Camps have helped in the academic growth of our students. Extracurricular activities and special student organizations such as GAP, Young Men in Action, Art Club, and team sports encourage student leadership, build self-esteem and promote good citizenship skills, which all has resulted in a positive change in students' interactions and attitudes decreasing the number of office referrals. Collins has seen a rise in Parental Involvement with activities in our Family Center along with school events, such as Fall Festival, Multi-cultural Fair, Donuts for Dad, Muffins with Mom, etc. The overall perceptions of Collins from the climate survey have been positive.

Some of the identified problem statements are: **decrease in campus student enrollment, Collins' Science STAAR fell below the district's score, decrease in student enrollment for campus' 21st Century Program, and parents' perception that dress code violations are excessive.**

A discussion of root causes was also held during which it was determined that some of the root causes are: **High mobility of students may be due to several apartments near the school along with several charter schools in the vicinity. 99.9% of Collins families are considered economically disadvantaged which may be a reason for dress code violation. Science instruction occurs only three times per week, which may have affected the STAAR Science scores. The 21st Century Program requires a 45-day minimum attendance which may have led to decrease in enrollment numbers.**

After completing the CNA process, the campus will focus on the following 3 areas in the upcoming school year: **science instruction , student attendance & enrollment , and providing families with resources and support .**

The action steps to address the identified problems and root causes were created in a 3rd meeting that focused on the creation of performance objectives and strategies for the Campus Improvement Plan.

Demographics

Demographics Summary

Of the 30 largest school districts in the State of Texas with over 41,000 students in Alief Independent School District, Collins Elementary proudly boasted an enrollment of 809 students (1/23/2024 PEIMS Report) from PK-5 Grades. Collins Elementary is an open enrollment campus and out of the total student population, 94.4% were Economically Disadvantaged and 83.44% were Emergent Bilingual Learners, 15.7% were served by Special Education.

Additionally, Collins had 16.07% African American, 74.29% Hispanic, 1.36% White, 0.25% American Indian, 8.03% Asian, 0.0% Pacific Islander, and 0.0% of Two or More Races students. The Class Size Averages by Grade were as follow: 13.35% Pre-K, 16.07% Kindergarten, 16.19% Grade 1, 15.95% Grade 2, 16.32% Grade 3, 14.96% Grade 4, and 5.81% Grade 5.

The Attendance Rate as of 2-2-2024 was 94.2% (ADA Summary thru 2-8-2024).

As of 2-17-2024, Collins has a total of only 28 incidents. 39.3% took place in the classroom, 17.9% in the Hallway, 14.3% on the Playground, 10.7% in the cafeteria, and 7.1% in the Gym. Of the 28 incidents, 57.1% are categorized as physical aggression towards students.

Collins has excellent Special Education programs to meet the needs of our students. There are 11 students in Life Skills, 9 students in Reach I, 15 students in ECSE4 and 16 students in ESCE3. We also offer in-class support to service students.

Fourteen students were identified and participated in the Gifted and Talented program. They meet with our GT Coordinator regularly for enrichment activities. 24 students were identified with Dyslexia and meet with our REID Specialist for additional services.

Being one of the elementary campuses with a large number of Emergent Bilingual (EB) students, the EB population of our campus is 83% (2-13-2024 LPAC Report), of those, 0% is Transitional Bilingual, 80% are Dual Language, and 20% are ESL. We also have 4% classified as Refugee and 0% as SPED only. Alief implements the Early Exit Model and once an EB student meets specific exit criteria then they are monitored for two years.

In 2022-2023, Collins employed 97 staff members. The Total Number of Teachers Only was 65, and the Number of Teacher Resignations was 10 giving us a 15.4% Teacher Turnover Rate. At Collins 100% teachers are Texas-state certified and only 2 teachers are not ESL certified. We have 26 Bilingual certified teachers and 15 ESL certified teachers to service our Emergent Bilingual students and ESL students.

Demographics Strengths

With 83% (2-13-2024 LPAC Report) of Emergent Bilingual students, Collins boasts a wide variety of languages spoken, such as Spanish, Burmese, Chinese, Vietnamese, French, Yoruba, Kerenyi, Urdu, Arabic, and Ibo/Igbo. Strengths and supports in place for our students include teachers trained in SIOP Components, students receiving intervention services with our campus Interventionists, Special Education and GT services, Language Lab for 3rd-5th grade students, services for Refugees and additional services by our Content Specialists. Our Family Center offers the Jump Start program for 3-year-olds and we also have Life Skills, REACH I, ESCE3 and ECSE4 programs to service students with special needs.

Collins also offers the Gifted and Talented Program for students identified as GT. Students are tested in the Fall and Spring; Kindergarten students are tested in December. A GT certified teacher provides services 9 hours during each of the 9 Week Grading Period.

With only 28 incident reports, Collins is proud of the positive environment that we provide for our students, families, and staff. The Collins Five Step Discipline Process along with school-wide implementation of CHAMPS and Character Strong have nurtured students in making safe and responsible choices.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Collins Elementary student enrollment decreased from 817 (2022 School Report Card) to 809 (1/23/2024 PEIMS Report). **Root Cause:** A root cause may be that there are several apartments near the school that contribute to families moving in and out of the school zone. Additionally, with the recent building of charter schools in the area, parents have other school options.

Student Learning

Student Learning Summary

The following report details the State Accountability Standards for STAAR Summary 2022 vs 2023 by Overall AMM and by Grade Level for Collins Elementary:

STATE ACCOUNTABILITY STANDARDS																	
AMM Score Cut Points for Letter Grades																	
Elem and HS	0-34	F	35-40	D	41-52	C	53-59	B	60-100								
Inter and MS	0-31	F	32-37	D	38-48	C	49-59	B	60-100								
Elementary RLA																	
	Diff	2023	2022		Diff	2023	2022		Diff	2023	2022		Diff	2023	2022		
		AMM	AMM			Gr 3	Gr 3			Gr 4	Gr 4			Gr 5	Gr 5		
State	-4%	48%	52%		-4%	48%	52%		-4%	48%	52%		-4%	48%	53%		
Region 4	-5%	48%	53%		-4%	48%	52%		-5%	48%	53%		-7%	37%	44%		
ALIEF ISD	-5%	37%	42%		-3%	38%	41%		-17%	30%	47%		-2%	26%	28%		
ALEXANDER	-8%	34%	42%		2%	37%	35%		-12%	29%	41%		-5%	35%	40%		
BEST	-1%	24%	25%		1%	22%	21%		2%	32%	30%		3%	42%	39%		
BOONE	-8%	30%	38%		-4%	32%	36%		-1%	36%	37%		-1%	36%	37%		
BUSH	0%	38%	38%		4%	40%	36%		-1%	36%	37%		1%	56%	55%		
CHAMBERS	1%	35%	34%		0%	38%	38%		-1%	36%	37%		14%	56%	42%		
CHANCELLOR	0%	45%	45%		-6%	40%	46%		Grade 5 excluded from overall AMM								
COLLINS	-1%	39%	40%		-7%	36%	43%										
CUMMINGS	-7%	32%	39%		-13%	29%	42%										
Elementary Math																	
	Diff	2023	2022		Diff	2023	2022		Diff	2023	2022		Diff	2023	2022		
		AMM	AMM			Gr 3	Gr 3			Gr 4	Gr 4			Gr 5	Gr 5		
State	1%	45%	44%		0%	44%	44%		1%	45%	44%		1%	46%	44%		
Region 4	2%	46%	44%		1%	45%	44%		2%	37%	35%		5%	39%	34%		
ALIEF ISD	2%	35%	33%		0%	33%	32%		-3%	18%	21%		-1%	29%	30%		
ALEXANDER	3%	34%	31%		3%	30%	27%		1%	44%	44%		14%	40%	26%		
BEST	-3%	16%	19%		-5%	13%	18%		-1%	37%	38%		-1%	37%	38%		
BOONE	-4%	25%	29%		-7%	21%	28%		5%	44%	44%		5%	44%	39%		
BUSH	0%	39%	39%		-1%	33%	34%		7%	37%	30%		7%	37%	30%		
CHAMBERS	9%	37%	28%		1%	33%	32%		5%	35%	30%		5%	35%	30%		
CHANCELLOR	9%	45%	36%		10%	41%	31%										
COLLINS	4%	43%	39%		1%	42%	41%										
CUMMINGS	6%	34%	28%		6%	31%	25%										
HEARNE	1%	34%	33%		-2%	33%	35%										
Elementary Science																	
	Diff	2023	2022		Diff	2023	2022		Diff	2023	2022		Diff	2023	2022		
		AMM	AMM			Gr 3	Gr 3			Gr 4	Gr 4			Gr 5	Gr 5		
State	-2%	38%	40%		0%	44%	44%		1%	45%	44%		15%	58%	43%		
Region 4	-3%	37%	40%		1%	45%	44%		2%	37%	35%		9%	41%	32%		
Alief ISD	3%	26%	23%		0%	33%	32%		3%	39%	34%						
CHANCELLOR	3%	36%	33%		10%	41%	31%		5%	44%	39%						
COLLINS	7%	31%	24%		1%	42%	41%		7%	37%	30%						

YOUENS	20%	42%	22%
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For ELA, the report indicates that the overall AMM for Collins in 2022 is 40% and in 2023 is 39%, which is a -1% decrease. Third Grade received 41% in 2022 and 42% in 2023, which is a 1% increase. Fourth Grade received 37% in 2022 and 36% in 2023, which is a -1% decrease. Fifth Grade are excluded in overall AMM.

For Math, the report indicates that the overall AMM for Collins in 2022 is 39% and in 2023 is 43%, which is a 4% increase. Third Grade received 41% in 2022 and 42% in 2023, which is a 1% increase. Fourth Grade received 39% in 2022 and 44% in 2023, which is a 5% increase. Fifth Grade are excluded in overall AMM.

For 5th Grade Science, the report indicates that the overall AMM for Collins in 2022 is 24% and in 2023 is 31%, which is a 7% increase.

Below is a Summary for BOY iReady for 2022-2023 and 2023-2024.

School	2023 % Students Early On or Mid Grade Level	2024 % Students Early On or Mid Grade Level	% Difference Between 2022-2023 and 2023-2024 Early On or Mid Grade Level	2023 % Students One Grade Level Below	2024 % Students One Grade Level Below	% Difference Between 2022-2023 and 2023-2024 Students One Grade Level Below	2023 % Students Two Grade Levels Below	2024 % Students Two Grade Levels Below	% Difference Between 2022-2023 and 2023-2024 Students Two Grade Levels Below	2023 % Students Three or More Grade Levels Below	2024 % Students Three or More Grade Levels Below	% Difference Between 2022-2023 and 2023-2024 One Students Three or More Grade Levels Below
District	13%	12%	-1%	48%	46%	-2%	20%	21%	1%	19%	21%	2%
A J MARTIN ELEMENTARY SCHOOL	10%	10%	0%	63%	64%	1%	25%	22%	-3%	2%	4%	2%
ALEXANDER ELEMENTARY SCHOOL	9%	9%	0%	60%	57%	-3%	24%	23%	0%	8%	11%	3%
BEST ELEMENTARY SCHOOL	2%	2%	0%	52%	49%	-3%	31%	35%	4%	15%	14%	-1%
BOONE ELEMENTARY SCHOOL	7%	7%	0%	59%	51%	-7%	27%	29%	2%	8%	13%	5%
BUSH ELEMENTARY SCHOOL	5%	6%	1%	56%	53%	-4%	31%	32%	1%	7%	9%	2%
CHAMBERS ELEMENTARY SCHOOL	8%	8%	1%	58%	53%	-5%	26%	29%	3%	8%	10%	1%
CHANCELLOR ELEMENTARY SCHOOL	13%	13%	1%	62%	57%	-5%	17%	21%	4%	8%	9%	1%
COLLINS ELEMENTARY SCHOOL	12%	7%	-5%	59%	61%	2%	22%	25%	3%	7%	7%	0%
CUMMINGS ELEMENTARY SCHOOL	8%	8%	1%	61%	64%	4%	25%	21%	-4%	7%	6%	0%
HEARNE ELEMENTARY SCHOOL	8%	9%	1%	60%	58%	-2%	25%	25%	0%	7%	8%	1%
HEFLIN ELEMENTARY SCHOOL	9%	7%	-2%	61%	63%	2%	24%	25%	1%	6%	5%	-1%

In 2023, 12% of Collins students scored Early On or Mid-Grade Level while 2024 had 7% students, which is a -5% decrease.

In 2023, 59% of Collins students scored One Grade Level Below while 2024 had 61% students, which is a 2% increase.

In 2023, 22% of Collins students scored Two Grade Levels Below while 2024 had 25% students, which is a 3% increase.

In 2023, 7% of Collins students scored Three or More Grade Levels Below while 2024 had 7% students, which is a 0% increase.

Below is a Summary for BOY iStation for 2022-2023 and 2023-2024.

english	2023	2024	diff	2023	2024	diff	2023	2024	diff	Overall LEVEL	Overall LEVEL	Overall LEVEL
	2-	2-	%	3	3	%	4+	4+	%			
District	67%	69%	2%	14%	13%	-1%	19%	18%	0%			
Albright	78%			6%			17%					
Alexander	69%	69%	0%	12%	11%	-1%	19%	20%	1%			
Alief Learning Center	88%	100%	13%	4%	0%	-4%	8%	0%	-8%			
Aliefems	85%	72%	-13%	7%	13%	7%	9%	15%	6%			
Best	85%	87%	2%	8%	7%	-1%	7%	6%	-1%			
Boone	75%	78%	4%	9%	10%	1%	17%	12%	-5%			
Budewig	58%	65%	7%	17%	12%	-5%	25%	23%	-2%			
Bush	78%	82%	4%	10%	9%	-1%	13%	10%	-3%			
Chambers	76%	79%	3%	11%	11%	0%	13%	10%	-3%			
Chancellor	63%	64%	1%	16%	13%	-3%	21%	23%	2%			
Collins	73%	74%	1%	11%	12%	1%	16%	14%	-2%			
Cummings	66%	68%	2%	16%	11%	-5%	18%	21%	3%			
Hearne	74%	75%	2%	11%	11%	-1%	15%	14%	-1%			
Heflin	64%	60%	-4%	17%	18%	1%	19%	22%	3%			

spanish	2023	2024	diff	2023	2024	diff	2023	2024	diff	Overall LEVEL	Overall LEVEL	Overall LEVEL
	2-	2-	%	3	3	%	4+	4+	%			
District	57%	54%	-4%	17%	17%	0%	26%	29%	3%			
Albright												
Alexander	64%	60%	-5%	14%	15%	1%	21%	25%	4%			
Alief Learning Center												
Aliefems												
Best	69%	63%	-6%	17%	15%	-1%	15%	22%	7%			
Boone	57%	55%	-2%	20%	21%	1%	23%	24%	1%			
Budewig	43%	48%	5%	7%	13%	5%	50%	40%	-10%			
Bush	59%	55%	-4%	16%	16%	0%	25%	29%	4%			
Chambers	43%	52%	9%	21%	16%	-5%	36%	32%	-4%			
Chancellor	94%	85%	-10%	0%	8%	8%	6%	8%	2%			
Collins	46%	46%	-1%	20%	19%	-1%	34%	35%	1%			
Cummings	100%	86%	-14%	0%	14%	14%	0%	0%	0%			
Hearne	66%	60%	-5%	15%	17%	2%	20%	23%	3%			
Heflin	100%	100%	0%	0%	0%	0%	0%	0%	0%			

In 2023 for English iStation, 73% of Collins students scored Level -2 while 2024 had 74% students, which is a 1% increase.

In 2023 for English iStation , 11% of Collins students scored Level 3 while 2024 had 12% students, which is a 1% increase.

In 2023 for English iStation, 16% of Collins students scored Level 4+ while 2024 had 14% students, which is a -2% decrease.

In 2023 for Spanish iStation, 46% of Collins students scored Level -2 while 2024 had 46% students, which is a 0% increase.

In 2023 for Spanish iStation , 20% of Collins students scored Level 3 while 2024 had 19% students, which is a -1% increase.

In 2023 for Spanish iStation, 34% of Collins students scored Level 4+ while 2024 had 35% students, which is a 1% decrease.

Below is a snapshot of the student data for Fall 2022 and Fall 2023 Interim Assessments. The overall AMM for Collins is 35 in 2022-2023 and 35 in 2023-2024, which is a 0% growth.

STATE ACCOUNTABILITY STANDARDS											
AMM Score Cut Points for Letter Grades											
Elem and HS		0-34	F	35-40	D	41-52	C	53-59	B	60-100	A
Inter and MS		0-31	F	32-37	D	38-48	C	49-59	B	60-100	A
Elementary RLA											
Diff		2023	2022	Diff	2023	2022	Diff	2023	2022	Diff	2023
AMM		AMM	AMM	Gr 3		Gr 3	Gr 4		Gr 4	Gr 5	
State	-4%	48%	52%	-4%	48%	52%	-4%	48%	52%	-4%	48%
Region 4	-5%	48%	53%	-4%	48%	52%	-5%	48%	53%	-5%	48%
ALUFF ISD	-5%	37%	47%	-3%	38%	41%	-7%	37%	44%	-7%	37%
ALEXANDER	-8%	34%	42%	2%	37%	35%	-17%	30%	47%	-17%	30%
BEST	-1%	24%	25%	1%	22%	21%	-2%	26%	28%	-2%	26%
BOONE	-8%	30%	38%	-6%	32%	36%	-12%	29%	41%	-12%	29%
BUSH	0%	38%	35%	4%	40%	36%	-5%	35%	40%	-5%	35%
CHAMBERS	1%	35%	34%	0%	38%	38%	2%	32%	30%	2%	32%
CHANCELLOR	0%	45%	45%	-6%	40%	46%	3%	47%	39%	3%	47%
COLLINS	-1%	39%	40%	-7%	36%	43%	-1%	36%	37%	-1%	36%
CUMMINGSS	-7%	32%	39%	-13%	29%	42%	-1%	36%	37%	-1%	36%
Grade 5 excluded from overall AMM											
1% 56% 55%											
14% 56% 42%											

ELA Concerns

- #1 Teachers do not include enough interactive activities
- #2 Problem solving strategies are not consistent
- #3 Small group time is being used

Math Concerns

- #1 Small group & Independent Reading
- #2 ESL Support
- #3 Strengthen foundational skills across grade levels

The Content Specialists then identified action steps to implement in order to improve student achievement before IA and STAAR in the spring.

ELA Action Steps

- #1 Model & planning interactives and making sure they are happening; collaborate with SLE department
- #2 Vertical alignment, modeling, lesson rehearsal
- #3 Planning, resources aligned to TEKS; inspect and give feedback more frequently

Math Action Steps

- #1 Reset expectations, frequent walkthrough, accountability, increase use in Schoology
- #2 PLC to revisit and reset expectations, walkthroughs

#3 Resetting expectations of efficiency of time and routines

Student Learning Strengths

At Collins, we go above and beyond to support our students by providing additional support such as tutorials after school, EGT time, as well as Saturday Learning Camps. All students work on iStation and IReady to help target interventions. Struggling students receive extra support from interventionists during the day as well as meeting with the teacher for small group instruction. To facilitate student growth on the Reading STAAR test the campus works diligently to implement Literacy across all content areas. This includes reading, writing, math, science, social studies and in non-content areas such as Art, P.E, and music.

Students and teachers in grades K-5 continue to use the Math in Focus program. Through this program, students are evaluated at the end of each chapter, and scores were made available to teachers and administrators. Teachers and interventionists used the data and information to guide instruction and create small groups. In addition to analyzing data from chapter tests, students completed two Interim Assessments that provided student data to create small groups for reteaching. Interventionists assisted the teachers in working with students in the classrooms. Students and teachers have access to on-line math resources, such as Think Central Math/iReady Teacher Toolbox which can be used for student interaction/ tutorials, as teachers use resources to help students who need to be challenged, or to help those who have learning gaps.

Teachers provide Science instruction 3 days each week for 45 minutes in grades K-4 and at least 40 minutes in 5th grade. Teachers attend planning sessions with science specialist to target grade level TEKS. This created improvement and increased focus on vertical alignment between 4th and 5th grade, adherence and fidelity to the 5E Model of teaching in planning and teaching science concepts, and increased use of formative assessment in the science classrooms.

In Social Studies, teachers utilize multiple resources, such as Pearson's My World Adoption, as well as other on-line resources. Teachers use the Alief ISD pacing guide, which follows the TEKS that give many thorough lesson plans, examples of thinking maps, and links to corresponding videos (Discovery Education). Third and Fifth grade students take Social Studies assessments to track progress. Each grade level has its own Social Studies lead teacher that plans and helps to facilitate professional learning communities.

Strengths and supports in place for our EB (Emergent Bilingual) population include Students receiving interventions through our ELD interventionists and ESL paras. Teachers attended training on the following SIOP components: Lesson Preparation, Lesson Delivery, and Interactions strategies. Teachers are trained on the ELPS/TELPAS connection and how to use the ELPS and PLD to assess TELPAS in the Spring semester. Teachers receive professional development on PLDs in all four domains: listening, speaking, reading, and writing. Detailed LEP rosters are provided for each teacher with historical data (TELPAS score by domain, Years in the US, LEP Status, etc.). ESL Specialists explain how to read and utilize the roster to provide quality instruction. Teachers target instruction with linguistic accommodations. Language Lab was provided for students in grades 3-5 that are still identified as beginners and intermediates. ESL specialists conducted PLC sessions in TELPAS for Reading and Writing. In all content areas throughout each day, teachers focus on the four language domains to increase the overall English language proficiency of all Emergent Bilingual students.

Another great program that Collins offered students is through the Advancement via Individual Determination (AVID) program with the mission "To close the achievement gap by preparing all students in a global society." Technology integration is a very important factor in fostering academic growth. All staff and students were assigned a laptop or iPad to utilize during the school year, enhancing students' instruction. Teachers received training for Clear Touch, Cambium and Schoology, which informed teachers about other ways to present instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: According to the State Accountability Standards for STAAR Summary 2022 vs 2023, the AMM in RLA for 3rd Grade showed a -7% decrease from 2022 (43%) to 2023 (36%). **Root Cause:** A root cause may be that the third grade team had three new teachers and our ELA Content Specialist was out on maternity leave but we did have a district representative come meet, plan and support the teachers.

School Processes & Programs

School Processes & Programs Summary

Staff members new to Collins Elementary and Alief ISD are required to participate in Alief U for three consecutive years. The expectation is that each new teacher obtains 35 hours of professional development. In addition to Alief U, Collins Elementary also has a staff development plan that new teachers must follow called Collins U. Collins U provides new staff members a mentor, support with instructional practices, observations, and other areas of development deemed necessary by the campus. Participants in Collins U meet on a monthly basis. The staff members that are not new to teaching, but new to Collins receive a buddy. The buddy checks-in with the teacher to provide assistance as needed. The new teachers receive observations from their mentors, content specialists and administrators. After the observations, the teacher is given feedback and an opportunity to work on areas of concern. Teachers are also provided professional development opportunities on and off campus that's specific to their needs.

Teachers at Collins Elementary are certified by the State of Texas. Staff members are trained in the areas of focus for the campus, which include Sheltered Instruction Observation Protocol (SIOP). SIOP instructional focuses are sentence stems, building vocabulary, content, and language objectives. The protocol provides a framework for teachers as they design and deliver lessons that are content comprehensible.

At Collins Elementary continuous Campus Learning Communities also known as Professional Learning Community (PLC) are provided for teachers. The PLC is facilitated by Content Specialists and focuses on areas such as student data, content-related information, technology, etc. Each week, teachers attend the PLC sessions to acquire and collaborate on best practices to meet students' needs.

Collins Staff participated in a book study using the book "Culturize" by Jimmy Casas to promote conversations among teachers and school staff that will lead to the application of new ideas in classrooms and improve school climate and culture. During staff meetings, staff reflected and discussed components of each chapter and took what they learned back to the classroom to apply.

The roles and responsibilities of each staff member is clear. The Administration team oversees all school operations, including daily school activities. They coordinate curriculums, manage staff, and provide a safe and productive learning environment for students. They work with parents, students, and staff. ILT and content specialists meet with teachers to plan and analyze student data. The Intervention team pulls students to help them grow academically. Classroom teachers are the first line of instruction for students, implementing appropriate learning activities and experiences to help them grow not only academically but also emotionally, physically, and socially. Paraprofessionals and other non-classroom teachers provide support and assistance, as needed.

To recognize the dedication of staff, Collins Elementary has a "Shout Out" section in the weekly newsletter that celebrates staff accomplishments. The weekly recognition helps to support the campus morale. The Admin Team also recognizes Staff Perfect Attendance each month and staff members are presented with a small prize. Throughout the year, various staff celebrations and recognition moments help nurture staff morale.

Collins provides Life Skills class, Reach I, PPCD and In-Class Support to service our students with special needs. Our GT students meet 9 hours during each of the 9 Week Grading Period with the GT coordinators and complete a Spring Project to showcase for parents. Our REID specialist work with students with Dyslexia and meet with the RTI team each month via Zoom to review student progress to determine services.

Another great program that Collins offer students is through the Advancement Via Individual Determination (AVID) program with the mission "To close the achievement gap by preparing all students in a global society." Staff completed the AVID training to implement the program with students to teach them various strategies to enhance their learning.

Technology integration is a very important factor in fostering academic growth. All staff and students were assigned a laptop, touch screen or iPad to utilize during the school year. Clear Touch boards with the Snowflake app were purchased for every classroom. Teachers received training for Clear Touch, SchoolCity, Cambium and Schoology which offer teachers about other ways to present instruction. Staff and students also log into Alief HUB to access other software and apps such as iReady, iStation, Brain Pop, etc to enhance their learning.

Our school's condition for learning includes the following:

Collins Elementary School
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Student Daily Schedule: Instructional time at Collins elementary begins promptly at 7:55 am and ends at 3:15 pm. Throughout the daily routine students will engage in periods of student self-directed and teacher facilitated, purposeful instruction balanced with brief teacher-directed small group balanced literacy and math focused on critical skills.

Teacher Planning Schedule: Teachers will have 60-minute planning time each day while students go to a Block class. Teachers will also have PLC time once a week with the content specialists that will focus on areas such as student data, content-related information, technology, etc. Each week, teachers attend the PLC sessions to acquire and collaborate on best practices to meet students' needs.

Tutorials: Tutorial services are offered to students three times during the school year. Each session consists of four days (Monday-Thursday) with two days reading (Monday, Tuesday) and math (Wednesday, Thursday). Tutorials begin promptly at 3:45pm and end at 4:45 pm each day

To assist with transitioning PK students to KN, Collins hosts Kinder Roundup in the Springtime. PK students have the opportunity to tour kindergarten classrooms and meet Kinder teachers. The PK students participate in a read aloud and get to know the KN teachers. Meanwhile, parents remain in the cafeteria receiving information about how the Kinder program looks like for the next school year.

School Processes & Programs Strengths

Collins Elementary has strength in the area of staff recruitment and retention. Overall, the staff retention rate has been excellent. Teachers and staff are choosing to stay at Collins. In the last several years, Collins has seen highly trained and qualified staff, promoted both within the campus and district. Collins Elementary is also able to retain and hire student teachers that come to complete their university coursework.

Collins strives to provide students with extracurricular activities, special programs, and organizations to help build students' academics, character, and citizenship. Every 4th and 5th grade student is encouraged to sign up for a school club, organization, or sport. Examples include GAP, which provides lessons in topics such as how to handle peer pressure, self-esteem, and choosing friends; Young Men in Action, with a goal of promoting youth organizing, empowerment, and authentic leadership; along with Collins Cheerleaders, where students learn to work together as a team. As a result, Collins has seen a positive change in students' interactions and attitudes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on the Spring 2023 Center Operations report for our campus' 21st Century Program, Collins Elementary had a Year Total of 145 for student enrollment. However, based on the Spring 2023 Center Operations report for our campus' 21st Century Program, Collins Elementary had a Year Total of 127 for student enrollment. **Root**

Cause: A root cause for the decrease in student enrollment may be that some of our students do not meet the 45-day minimum attendance requirement due to factors such as family housing, family moving, language barriers, inconsistent attendance, etc.

Perceptions

Perceptions Summary

At Collins Elementary, we strive to build meaningful, healthy relationships with all students. This is accomplished by several supports such as Restorative Behavior and Mood Meters to help students identify and communicate their feelings to become self-aware and proactive, various strategies and initiatives to promote a positive school culture. Our campus hosts a variety of activities to involve parents and students in the school community.

Additionally, our school counselors meet with students throughout the year to foster healthy, meaningful relationships and guide students to make good choices. Our campus hosts activities such as Career Day and College Word of the Week to promote higher education. The Character Strong Committee highlights specific character traits each month to promote strong leaders in our students.

For the staff, Collins provides additional training and campus networking for new staff members. For new teachers, we have Collins U that enables new teachers to become accustomed to Collins. During the year they meet once per month to discuss various topics. Furthermore, new teachers are partnered with a veteran teacher who helps them along the year. We also strive to improve staff perceptions by having a strong Hospitality committee that helps keep a positive culture amongst staff with celebrations and activities.

Collins connects with parents through the Family Engagement Center and numerous events , such as Parent/Teacher/Conferences, Family Library Nights, Meet the Teacher Night, Open House, and other academic family events. Parents also have the opportunity to participate on our LPAC Committee and SDC Committee to provide insight and feedback. Communications from school to home are written in two languages, English and Spanish. Communications tools, such as kinvolved and Remind, help communicate with families by embedding translation tools for multiple languages.

Family activities are offered at various times throughout the school year to meet the needs of all our families. Families are oftentimes given the opportunity to win door prizes as ways to encourage attendance. The school also makes an effort to provide activities that are relevant and engaging for all. Families are notified of activities and events by flyers, weekly newsletters (emailed), Remind, Kinvolved, school marquee, school website and the automated call out system. Coordination, technical assistance, and support for family involvement are provided by the campus administration, family liaison, Community in Schools specialist and the school counselors. At Meet the Teacher Night, families and students have the opportunity to meet school personnel and have time to see the campus and visit with other Collins families. Parents are also provided with resources to use to reinforce skills and content at home. During Parent/Teacher Conferences, parents/guardians have the opportunity to meet with the classroom teacher and discuss the progress of the child, ways the parents can help the child at home and learn valuable ways they can become more involved in their child's education. At the Open House, families have the opportunity to see the work their children are completing in school and discover ways they can help their child be successful at school. In addition, families have the opportunity to participate and celebrate with their child by attending our annual Fall Festival, Library Nights, and Award's Ceremonies, as well as promotional ceremonies for Pre-K and 4th/5th grade.

Perceptions Strengths

According to the 22-23 Winter Climate Survey for Collins Elementary, amongst parents, Collins Elementary's ratings exceed district averages and in 75% of the areas, Collins saw growth over the standard deviation. The three strongest areas are "Academic preparation," "Parent Engagement," and "Student Support." In the survey, all three of these areas have a 93% positive perception. In breaking down the overall perceptions, Collins' parents perceive Collins teachers as equitable, respectful, and courteous to students. Additionally, Parents feel Collins does very well clearly communicating behavioral expectations to students. Overall, Collins' parents state they feel welcomed to the campus by all staff. 97% of parents felt strongly favorably toward this topic, and the other 3% expressed no opinion.

Our campus' Above and Beyond Committee along with our Administrators meet regularly to review school culture and climate, conduct surveys, and implement any necessary routines, procedures, or policies to promote a positive school culture and climate. Several strategies and initiatives have been implemented to address and influence student behaviors. These strategies include Student Leader of the Week; Red Ribbon Week in October; increased GT awareness; and identification of services provided for at-risk students by Communities in Schools. More focus is placed on modifying unwanted behavior and replacing it with wanted behavior by introducing behavior lessons while students that are in SAC, modifying behavior with Restorative Discipline, and providing hands on tools to help our students handle stress and manage their feelings appropriately. In addition, we are

implementing many incentives to motivate students to make the right choices. For example, students may have behavior contracts, are held accountable for their choices, and are rewarded for positive behavior with a behavior celebration. In addition, all staff is trained in the CHAMPS program, which is implemented across the district and campus. Collins has two school counselors on our campus that consult with employers, business leaders, philanthropic organizations/individuals with expertise in engaging parents and family members in education. They organize and schedule guest speakers for presentations such as, Youth Equipped to Succeed (YES). Our counselors also provide character building sessions for our students, as well as provide counseling services as needed. Collins offers a variety of extracurricular activities that serve as mentoring opportunities to aid students with conflict resolution, including GAP, which provides lessons in topics such as how to handle peer pressure, self-esteem, and choosing friends; Young Men in Action, with a goal of promoting youth organizing, empowerment, and authentic leadership; along with Collins Cheerleaders, where students learn to work together as a team. Numerous events are offered throughout the year to promote family and community involvement. Our campus is proud of the dynamic home-school partnership provided and frequently seeks opportunities to increase involvement for parents in their child's educational experience.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In the 2023-2024 Parent Winter Climate Survey, 20% Somewhat Disagree that that "My student(s) is/are treated respectfully by other students while on campus. **Root Cause:** A root cause may be that even though Collins implements school-wide discipline strategies, such as CHAMPS, Restorative Circles and Character Traits, we do still get occasional office referrals. According to the current Discipline Report, Collins had 28 Incidents, 16 of which involved Physical Aggression Towards other Students. This may contribute to parents' perception on the survey.