

# Oak Hill Elementary School

## Campus Improvement Plan

### 2020/2021

*Every Child! Every Day!*



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### **Campus Mission**

Our mission is to provide high-quality instruction and promote responsibility, inclusion and respect for all. In a positive and nurturing school culture, we will support the needs of the whole child through personalized and differentiated learning experiences. We will prepare our students to be lifelong, confident learners that contribute to the global community.

### **Campus Vision**

Oak Hill Elementary will provide an equity-centered learning community where all students will achieve academic and personal success.

### **Texas Public Education Mission Statement**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

### **Austin Independent School District Mission**

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Oak Hill Elementary is a large elementary school with a small school feeling. Proudly serving the South Austin community since 1923, the school was named after the town of Oak Hill. With strong academic programming provided by a committed staff of educators, Oak Hill offers excellent educational opportunities for approximately 730 students. From PK4 through fifth grade, Oak Hill offers multiple hands on programs that prepare students for middle school and beyond. The school has an active PTA and many opportunities for parent involvement.

### Demographics Weaknesses

Oak Hill Elementary did not earn any of the distinction designations for STAAR ELA/Reading, Mathematics, Science, Comparative Academic Growth, Comparative Closing the Gaps and Post-Secondary Readiness. Enrollment has decreased this year. Attendance rate is consistently below the recommended 97%.

### Demographics Needs

Increase enrollment and attendance rate

### Demographics Summary

There are 36% white students, 5% of two or more races, 51% Hispanic, 3% African American, and 5% Asian students. 38% of the student population are English Learners.

## School Culture and Climate

### School Culture and Climate Strengths

# Comprehensive Needs Assessment

## School Culture and Climate Strengths (Continued)

The purpose of the AISD TELL Survey is to measure aspects of school climate such as general climate, campus vision, leadership, teacher data use, instructional practice, professional development opportunities, and student conduct. The survey is administered annually to all campus-based staff employed half-time or more. In total, 75 staff members responded to the survey.

For the family survey, 27% of families responded to the survey. The student survey is given to students in grades 3, 4 and 5. In total, 332 students responded to the survey.

Below are the strongest responses from the surveys:

Staff:

Overall, my school is a good place to work and learn. - 100%

My principal clearly defines expectations for our school -100%

The faculty and leadership have a shared vision.- 100%

Teachers are encouraged to participate in school leadership roles.- 100%

Parents:

My child Attends school in a safe learning environment- 96%

Our local community supports our school- 96%

I feel comfortable contacting my child's school- 95%

Students:

Teachers at this school care about their students.- 95%

## School Culture and Climate Weaknesses

The lowest responses from the surveys were:

Staff:

My school receives instructional resources commensurate with other schools in the district.- 67%

How often does your department/team:Discuss assessment data for individual students.-76%

Parents:

My child's school provides me with adequate information about GT- 71%

My child's school provides me with adequate information about academic programs and services- 84%

# Comprehensive Needs Assessment

## School Culture and Climate Weaknesses (Continued)

Students:

I will go to college after high school.- 71%

## School Culture and Climate Needs

Based on the lowest rate questions from the surveys, the following needs to be addressed with the campus leadership team:

Inventory instructional resources needed on campus to be commensurate with other schools.

Increase college knowledge and culture on campus.

Increase communication about GT services.

Increase customer service rating.

## School Culture and Climate Summary

Overall high percentages in all three categories reflect a positive climate and culture at Oak Hill Elementary. During the 2020-2021SY, the SEL Committee will assist the principal with monitoring the campus climate and culture. The principal will continue with grade level/team check-ins to ensure staff is able to discuss concerns and share feedback.

## Family and Community Involvement

### Family and Community Involvement Strengths

Oak Hill Elementary has strong parental involvement. Our PTA is a national PTA School of Excellence. National PTA's School of Excellence program supports and celebrates partnerships between PTAs and schools to enrich the educational experience and overall well-being for all students. The path to excellence starts with a joint commitment of PTA and school leaders to work together to achieve PTA's National Standards for Family-School Partnerships.

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

Through the School of Excellence program, your PTA and school will gain new ways to engage families in school decision-making, such as improvements to programs, practices, and policies related to education, health, safety or the arts.

## Family and Community Involvement Weaknesses

An area of continued improvement lies in communication with our Spanish speaking families. Most communications are presented in both Spanish and English, but parents do not always seem to be reading or accessing the information.

## Family and Community Involvement Needs

The Oak Hill Elementary campus will conduct a communication survey to determine best ways to communicate with and reach our Spanish speaking families. The information gained from the survey will determine what the campus must do to further engage and best support our families in the school community.

## Family and Community Involvement Summary

The community involvement in our school is one of the strongest assets of Oak Hill Elementary. Continuing to reflect and adjust will be a priority, especially as our campus navigates remote and in person learning.

# Oak Hill Elementary School

**Goal 1.** (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

**Objective 1.** (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer staff created survey with questions pertaining to general school climate, Principal Leadership, and School Leadership three times a year. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Instructional Leadership Team, Principal	October 2020-June 2021		Criteria: Criteria: Survey Results from November, February, & April  12/16/20 - Some Progress 10/29/20 - No Progress
2. Conduct weekly Admin Meetings to review observation data, grade level meeting debriefs, CST students, update data notebook with current data and perform data analysis on any new data. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Principal	August 2020-June 2020		Criteria: Criteria: Meeting Agendas/Minutes  12/16/20 - Significant Progress 10/23/20 - Some Progress

# Oak Hill Elementary School

- Goal 1.** (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.
- Objective 2.** (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze 2020 data from multiple sources and inform staff of progress (MapGrowth, MOY, staff survey, TX-KEA) during grade level, planning days, team leader, and faculty meetings. (Target Group: All)	Assistant Principal, Grade Level Team, Principal	October 2020-June 2021		Criteria: Criteria: Grade level meeting minutes, Instructional Leadership team minutes, faculty meeting agendas  12/16/20 - Some Progress 10/29/20 - No Progress
2. Conduct bi-monthly CST meetings with teachers to ensure students who are struggling are provided the proper interventions and to review student progress. (Target Group: All) (Strategic Priorities: 2)	CST Chair, Teachers	October 2020-May 2021		Criteria: Criteria: CST Meeting Minutes  10/29/20 - Some Progress



# Oak Hill Elementary School

**Goal 2.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 1.** (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Revisit Mission, Vision and Values during meetings. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Principal	September 2020-June 2021		Criteria: Criteria: Survey Results 10/29/20 - Some Progress 10/29/20 - No Progress
2. Administer staff created survey with questions pertaining to general school climate, Principal Leadership, and School Leadership three times per year. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Campus Leadership Team, Principal	October 2020-June 2021		Criteria: Criteria: Survey Results 10/29/20 - No Progress
3. Students will engage in campus wide college and career readiness activities twice a semester to promote college and career readiness and postsecondary success. (Target Group: All)	Administrators, Counselor, PTA, Teachers	November 2020-June 2021		Criteria: Criteria: Evidence of college & career activities 10/30/20 - No Progress

# Oak Hill Elementary School

**Goal 2.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 2.** (ESF Essential Action 3.3) Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improve access to information for middle school choices and magnet school programming through coordinating with middle schools, staff, and families to compile user-friendly resources, deadlines, reminders and application support. (Target Group: 5th) (Strategic Priorities: 3)	Counselor, Grade Level Team	October 2020 - March 2021		Criteria: Assess the number of applicants and acceptances in comparison to previous year. Set goals for improvement.  12/16/20 - Significant Progress 10/29/20 - Some Progress

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- Goal 3.** (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.
- Objective 1.** (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each team will implement common assessments aligned to state standards in Math four times per year. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Grade Level Team, Principal, Teachers	October 2020-May 2021		Criteria: STAAR 2021 Results  12/16/20 - Some Progress 10/29/20 - No Progress
2. Establish and share instructional expectations for Reading, Writing, Math, and Science. (Target Group: All) (Strategic Priorities: 2)	Instructional Leadership Team, Principal	September 2020-June 2021		Criteria: Instructional Expectations  10/29/20 - Some Progress
3. The administrative team will compose a staff survey to determine resources needed at each grade level to ensure high quality curriculum and materials for all students. (Target Group: All) (Strategic Priorities: 1)	Administrators, Teachers	November 2020-June 2021		Criteria: Survey and survey results  01/07/21 - On Track 12/16/20 - Some Progress 10/30/20 - No Progress

# Oak Hill Elementary School

**Goal 4.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 1.** (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop expectations for Reading and Math blocks to include expectations for guided reading and guided math (Target Group: All)	Instructional Leadership Team, Principal, Teachers	November 2020		Criteria: Reading and Math Block Expectations  12/16/20 - Some Progress 10/29/20 - Some Progress

# Oak Hill Elementary School

**Goal 4.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 2.** (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each team to design progress monitoring sheets for each grade level based on skills and standards and analyze the data at least quarterly. (Target Group: All) (Strategic Priorities: 2)	Grade Level Team, Principal, Teachers	October 2020-May 2021		Criteria: Criteria: Progress Monitoring Sheets  12/16/20 - Significant Progress 10/29/20 - Some Progress
2. Implement a progress monitoring system to track student growth on MapGrowth in Reading and Math. (Target Group: All) (Strategic Priorities: 2)	Instructional Leadership Team, Principal, Teachers	November 2020-June 2021		Criteria: MapGrowth Progress Monitoring System, IXL/Dreambox/Imagine Learning Usage Reports  10/29/20 - Some Progress
3. Meet with ILT weekly to review student progress, such as: common assessments, MapGrowth, TX-KEA, CLI, benchmarks, attendance (Target Group: All) (Strategic Priorities: 2)	Instructional Leadership Team, Principal, Teachers	On-going through Q1		Criteria: Agenda and Action Steps  12/16/20 - Significant Progress 10/29/20 - Some Progress

# Oak Hill Elementary School

**Goal 4.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 3.** (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement Flexible Instruction Time (FIT) based on common assessment data to provide built in time for differentiation and intervention (Target Group: All) (Strategic Priorities: 2)	Instructional Leadership Team, Principal, Teachers	On-going		Criteria: Teacher schedules reflecting FIT times  12/16/20 - Some Progress 10/29/20 - No Progress
2. Implement a system to track usage in Imagine Learning/IXL/Dreambox monthly and meet with teachers to review student progress (Target Group: All) (Strategic Priorities: 2)	Instructional Leadership Team, Principal, Teachers	On-going		Criteria: Progress Monitoring Sheets, Monthly meeting notes  12/16/20 - Some Progress 10/29/20 - No Progress

# Oak Hill Elementary School

**Goal 5.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 1.** (Creative Learning Initiative) Creative Learning Initiative

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide on-going professional development on CLI strategies to implement in the classroom. (Target Group: All) (Strategic Priorities: 1)	CLI Team, Principal	On-going through Q1		Criteria: Agendas, Staff Newsletters  12/16/20 - Significant Progress 10/29/20 - No Progress

# Oak Hill Elementary School

**Goal 5.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 2.** (Family Involvement) Increased communication with families

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer survey to Spanish speaking families to determine best ways to communicate with parents to ensure an inclusive and welcoming environment that engages all families in student learning. (Target Group: H,LEP)	Administrators, Teachers	November 2020		Criteria: Criteria: Survey and survey results  12/16/20 - Some Progress 10/30/20 - No Progress



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**Goal 6.** (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

**Objective 1.** (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parents with information about GT services, application processes and academic programming at least three times per year. (Target Group: All,GT) (Strategic Priorities: 3)	Assistant Principal, GT Advocate	September - April		Criteria: Evidence of communication with parents- such as newsletter or other communication.  12/16/20 - Some Progress 10/30/20 - Some Progress

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**Goal 7.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 1.** (Attendance and Dropout Prevention) Attendance and Dropout Prevention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a weekly tracking system to address students that have not engaged in classroom activities or have extensive absences. (Target Group: All) (Strategic Priorities: 4)	Administrators, Attendance Clerk, Counselor, Teachers	October 2020-June 2021		Criteria: Criteria: Weekly tracking system & documentation of support provided to non-engaged or absent students.  12/16/20 - Significant Progress 10/30/20 - Some Progress

## SY 20-21 CIP Developers List

Name	Position
Komassa, Lori	Principal
Robson, Emily	PTA President
Saenz, Jessica	Campus Administrator
Maldonado, Maud	Assistant Principal
Hamelwright, Joan	Teacher
Rolon, Veronica	Teacher
Navarro, Marcela	Parent
Carter, Jennifer	Parent
Fyda, Kate	Parent
Thornton, Bethlyn	Teacher
Underwood, Stacey	Librarian
Decarli, Linnett	Speech Language Pathologist
Talbert, Alison	Parent
Cross, Rabecca	Parent
Jenkins, Betty	District User
Tarpley, Alexandra	Campus User
Wright, Gene	Community Member
Cook, Stacey	CAC Business Representative