

Hill Elementary School  
**Hill ES Campus Improvement Plan  
2020/2021**

*Doing our Dillo Best!*



**HILL**  
**ELEMENTARY SCHOOL**  
**AUSTIN** Independent School District

Jack Drummond  
8601 Tallwood Dr. Austin, TX.  
512-414-2369  
jack.drummond@austinisd.org

Date Reviewed:

DMAC Solutions ®

Page 1 of 20

Date Approved:

7/12/2021

### **Campus Mission**

Hill's mission is to inspire and empower students to rise to the challenges of the 21st century through:  
Encouraging individual potential within our diverse community of learners  
Fostering the development of problem solvers, information seekers, and creative thinkers for the 21st century  
Developing the whole child through collaboration among students, parents, staff and community.

### **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.

# Hill Elementary School

**Goal 1.** (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. Campus will engage in strategic update of mission and vision to better reflect current campus goals and values. This will be ongoing through continued professional development and staff collaboration. (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal, Principal, Teachers	January-May 2021		Criteria: Updated mission and vision plans for campus utilizing guiding documents created in the 2019-2020 school year.  06/02/21 - Discontinued (S) 12/15/20 - On Track

# Hill Elementary School

- Goal 1.** (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.** (Culturally Responsive Restorative Practices (CRRP)) Research indicates that exclusionary discipline practices disproportionately affect students of color and increase the likelihood of later developmental challenges, including academic disengagement, lower academic achievement, and increased involvement in the juvenile justice system. CRRP is intended to counteract these trends by providing schools with resources and a framework to cultivate a positive, affirming school climate for all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hill will plan for and implement a Cultural Proficiency Committee, built of different community stakeholders, to further our work on campus of inclusive practices. We will set the intentions and purpose of the group this year with it becoming fully functional beginning in the fall of 2021 (Target Group: H,AA,ECD,ESL,Migrant,LEP,AtRisk) (Strategic Priorities: 1,2)	Administrative Team, CAC Members, Parents	January-May 2021		Criteria: The committee should be active with membership moving into the summer 2021. It should also have a coherent mission  06/02/21 - On Track 12/15/20 - On Track 09/28/20 - Pending

# Hill Elementary School

**Goal 2.** (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. We will analyze data from our BOY and EOY MAP Growth Reading and Math results to identify students not on track. Tier 2 and 3 interventions will be collaboratively planned with teachers. (Target Group: AtRisk) (Strategic Priorities: 2,4)	Assistant Principal, Principal, Teachers, Team Leaders	May 2020-Quarterly	(L)Campus BTO	Criteria: -MAP Growth Results -planning/meeting minutes -observing interventions  06/02/21 - Completed (S) 12/15/20 - On Track
2. Data Dive with administrative team, then teacher teams, following the BOY MAP Growth Assessments to analyze growth and trends (Target Group: H,AA,ECD,ESL,LEP,SPED,AtRisk,Dys,504) (Strategic Priorities: 4)	Administrative Team	February 2021		Criteria: Action Plan Documentation following data dive  06/02/21 - Completed 12/16/20 - Some Progress 12/15/20 - Some Progress

# Hill Elementary School

**Goal 3.** (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 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Data Dive analysis with administrative team and 4th grade writing team following district MOY assessments. (Target Group: 4th) (Strategic Priorities: 1,4)	Principal, Teachers	February 2021		Criteria: Notes and data sheets from meetings  04/22/21 - Completed 12/15/20 - On Track

# Hill Elementary School

**Goal 3.** (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 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assistant Principal Individual Learning Plan and Performance Target is targeting the economically disadvantaged sub-population at the primary level. We will also be monitoring data for African American and Hispanic students to ensure we have a successful Rtl plan. (Target Group: H,AA,ECD) (Strategic Priorities: 2,4)	Assistant Principal	Fall 2020-May 2021	(L)Campus BTO	Criteria: She will use BOY and EOY data for her performance target with MAP Growth.  06/02/21 - Completed (S) 12/15/20 - On Track
2. With CLI fully implemented on campus, administration will continue to work to highlight and utilize best practice strategies through bi-monthly meetings and weekly communications. Our CLI ambassadors will also act as best practice models when appropriate to support newer staff. (Target Group: All) (Strategic Priorities: 1)	Administrative Team, CLI Team	Year Long		Criteria: Weekly staff communications will be available where we highlight "Dillo Best Instruction". Our faculty Zoom meetings will have similar models of best practices where we are strategic to highlight CLI strategies and integrate them.  06/02/21 - Completed (S) 12/15/20 - Some Progress
3. Strategic staffing with Special Education staff, paraprofessionals, and interventionists will be utilized with problem solving to meet the needs of learners that are staying virtual as well as those that are face to face. Materials for virtual instruction will be purchased to support our evidence-based reading interventions. Our 504 coordinator will provide professional development to staff as needed on best practices to meet accommodations for virtual learning. (Target Group: LEP,SPED,Dys,504) (Strategic Priorities: 2,4)	504 Coordinator, Administrative Team, Special Education Staff	Year Long	(L)Campus BTO	Criteria: Purchasing and support through the BTO and other funding will be evident of school Rtl program. Schedules available to show creative staffing model to support all students and those staff needs. Emails/meeting agendas to staff on best practices for students needing accommodations virtually.  06/02/21 - Completed (S) 12/15/20 - On Track
4. Staff will receive professional development on best practices related to PBL in the virtual setting. (Target Group: All) (Strategic Priorities: 1,2)	Administrative Team	Spring 2021		Criteria: Agenda from faculty meeting will be evident of the training to support staff on implementation best practices.

# Hill Elementary School

**Goal 3.** (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 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				04/22/21 - Discontinued 12/15/20 - No Progress
5. Our LPAC Chair/Assistant Principal will monitor and has the target set through our administrative goal setting that the percentage of English Learners at Advanced High or made one year of composite progress will be at 36 or higher to end the school year. She will utilize professional development and best practices to support this. (Target Group: ESL,LEP) (Strategic Priorities: 4)	LPAC Coordinator	Year Long		Criteria: EOY data on growth for our EL population  06/03/21 - Pending 12/15/20 - On Track
6. Hill School will become a SEED Model campus this year with the goal of supporting parents with SEL best practices and ongoing support. Collaboration with our Neuro-sequential Model of Education team will continue throughout the year to stay up to date on practices. (Target Group: All) (Strategic Priorities: 4) (ESF: 5.2)	Counselor, Principal, Restorative Practice Associate, SEL Campus Coordinator, SEL Committee	September 2020-May 2021	(O)Other - \$1,300	Criteria: Application has been turned in with planning. Meeting notes and feedback will be gathered. Also evidence at the end of the year with EOY presentation.  12/15/20 - Completed



# Hill Elementary School

**Goal 4.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 1.** (Modernization Projects (2017 Bond)) Modernization Projects (2017 Bond)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CAT and staff planning for the Hill 2017 Bond Modernization Project will continue with problem solving and a focus on modernized instruction. Staff will participate in district supported staff development to prepare for the modernized spaces. (Target Group: All) (Strategic Priorities: 1)	Action Teams, Administrative Team	Year Long	(O)Other	Criteria: CAT meeting minutes and staff development agendas  06/02/21 - On Track (S) 12/15/20 - On Track

# 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.** (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Hill will work as a staff with the goal of raising our target on the Parent Survey that states "Students are treated with respect by other students." We went from 94% on the survey to 90% on the 2019-2020 survey. We will work with our counselors and student leaders to ensure we are making students feel supported as a No Place for Hate campus. (Target Group: All) (Strategic Priorities: 2)</p>	<p>Administrative Team, Counselor, Students, Teachers</p>	<p>All Year</p>		<p>Criteria: As stated, we want to grow by 4% on the "Students are treated with respect by other students" response section on the 2021 Parent Survey.</p> <p>06/02/21 - Completed (S) 12/15/20 - On Track</p>

# 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.** (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. As stated under lever 5, Hill has applied to be a SEED Model Campus (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor	Year Long		Criteria: Surveys for end of year and throughout for stakeholders; also final completion of this program  12/15/20 - Completed

# 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 3.** (Creative Learning Initiative) Creative Learning Initiative

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

MOY disaggregated by grade, subj., & stud. grp.  
Referral data disaggregated by student group  
Short Cycle Assessments disaggregated by stud. grp  
STAAR disaggregated by subj., grade, & stud. grp.  
TELPAS disaggregated by grade & prof. lvl.

### Demographics Strengths

Diversity is a strength at Hill with many languages and cultures represented. Last year, we had 18 different languages represented.

### Demographics Weaknesses

Closing the gaps is an ongoing focus on our campus, including primary reading goals and STAAR testing. While our Indicator D on the state report card shows us meeting 14 of 14 targets, we want to go beyond that.

### Demographics Needs

1. Once we have a baseline for MAP testing, we intend to identify where our targets need to be, with a focus on the historical gap between African American reading at the primary grade levels. We anticipate that has not changed over the last months with COVID based on past ISIP data.
2. Using MOY data, we will identify where our gaps are the most concerning as a school leading to the STAAR test. Grade levels will use common assessments prior to that to begin Rtl appropriately.

### Demographics Summary

We are proud of diversity on our campus and our focus to support diverse learners with an emphasis on closing the gaps. While we are meeting our targets, we have higher

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

goals which is an equitable experience for all students on campus.

## Student Achievement

### Student Achievement Strengths

Hill is an "A" rated school with high student achievement, including our sub-populations when looking at our STAAR data. For our closing the gap targets, we met 14 of 14 with many being 10% or more above the target. We have implemented more tightly aligned grade level courses this year and last year, resulting in more strengthened planning and PLC data analysis.

### Student Achievement Weaknesses

Our indicator C on the state accountability report shows room for growth as we were at a 79 on the relative achievement section for schools with similar demographics. We are strong at the "approaches" level but have made strides and continue to work for improvement at the "meets" level.

4th grade writing is a continued growth area. We are pleased that we grew by 4% at the meets level from the last STAAR test to the MOY test. Also, 3rd grade reading is an area we want to make gains in again after dropping by 3% on the most recent STAAR test at the "meets level". Our new target is 71% at the "meets" level.

### Student Achievement Needs

With our more tight alignment, the need for more consistent data analysis with common RtI planning is a need and will help us grow in these areas. Also, an awareness of achievement at the "meets" level as our standard will continue to be a mindset shift we began last year for higher achievement.

### Student Achievement Summary

Student academic performance on campus is strong overall, but we have areas of need we will continue to address. We also acknowledge that the challenges with COVID-19 from the spring to now will also affect student achievement as we are meeting all students where they are, which may not be in the same historical place we are used to.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

Based on TELL and Parent survey results, school climate at Hill is strong relative to other schools in Austin ISD. With a big change in leadership last year, TELL survey results for School Leadership stayed at 97% while the district average is 90%. Our school is also working to update our mission and vision (stalled last year) with an update to reflect the future of Hill as we are becoming a modernized facility. Our work as a Neuro-sequential Model of Education campus is so important and has created an awareness of the brain and regulating we feel many campuses may not see. We have certainly transformed here in recent years.

### School Culture and Climate Weaknesses

Parent survey results show a dip in the last few kids from 94% to 90% this past year on students feel respected by other students at school. As a No Place for Hate campus, we clearly have work to do there. We are also mindful on our work with equity on campus and will need to continue growing in this area this year. We began and have reviewed Speak Up, Speak Out with our staff, but it is not engrained in the culture yet as an observable practice.

### School Culture and Climate Needs

We need students to feel respected on campus and will work with our counselors and administrative team to plan for this. Most glaring this year, is ensuring we are taking care of our staff so they can take care of students. This year has already been so busy and unusual that stress levels are high. Our priority has to be ensuring emotional support and constancy for staff to best meet student needs.

### School Culture and Climate Summary

Culture and climate is an overall strength at Hill based on quantitative and qualitative data. In this very difficult year, staff culture and climate will directly tie to the emotional safety of our children. Our work with the Neurosequential Model of Education is more important than ever.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

# Comprehensive Needs Assessment

Staff retention at Hill is very high and this year we only had two teachers leave our school, one due to COVID-19 family concerns. This ties into our climate and culture which we agree is paramount to all other pieces of our school. We are mindful of tailoring all of our staff development last year and this year to CIP goals and staff needs based on survey results and observable data.

## **Staff Quality, Recruitment and Retention Weaknesses**

Professional development has room for growth based on quantitative and qualitative data we have gathered, in terms of execution and diversity of offerings. We had a lot of administrative fluctuation for paternity/maternity, and we recognize we need to keep growing in what we present to make more useful, timely learning.

## **Staff Quality, Recruitment and Retention Needs**

Time. This year we are so short on time with teachers needing all they can to plan and prep for virtual learning and in-person learning now. It is hard to find enough time for best practice professional development with all of the new programs we have implemented this year at the district level.

## **Staff Quality, Recruitment and Retention Summary**

Hill is very strong in this area overall. Administration will keep working hard to offer best practices for professional learning and building capacity amongst staff to share best practices. We are proud of that thus far this summer and fall.

# Curriculum, Instruction and Assessment

## **Curriculum, Instruction and Assessment Strengths**

Our teachers and community have high expectations for our students and hold us accountable. We are an "A" rated school which takes into account our hard work to support all students as a community. We retain talented and highly qualified staff that utilize best practices and keep growing to best support our learners. With modernization taking place on campus, we are ready to continue growing our 21st century learners for jobs that are not even created yet with a wide range of skills.

## **Curriculum, Instruction and Assessment Weaknesses**



# Comprehensive Needs Assessment

As stated in other areas, we are growing immensely this year as PLCs and implementing completely new programs within our curriculum as a district. We have gaps with some of our new technology. On a more traditional level, we are working to continue growth at the "meets" level of STAAR, with specific focuses at different grade levels, being intentional in our Rtl practices.

## Curriculum, Instruction and Assessment Needs

Time and practice. This keeps being stated but is really the currency we lack this year.

## Curriculum, Instruction and Assessment Summary

We are a high performing school strong in traditional practices. Like other campuses, we are working hard to implement a new online curriculum with new component programs to best support our students.

# Family and Community Involvement

## Family and Community Involvement Strengths

Hill has strong community involvement and is a true community school. We have multiple family nights, events, and performances throughout the year that are heavily attended. We have many ways that our families volunteer and mentor on campus, including a very vibrant PTA that supports our students and staff. Feedback from our community is welcomed with a collaborative relationship.

## Family and Community Involvement Weaknesses

We hope to continue to build on the diversity of our community support mirroring our population more. Our PTA, CAC and volunteers in general do not mirror the demographics of actual student population. We are mindful of this and need to keep being solutions oriented for more equitable outcomes.

## Family and Community Involvement Needs

# Comprehensive Needs Assessment

## Family and Community Involvement Needs (Continued)

As stated, we need to better strategize on how we are engaging all members of our school community.

## Family and Community Involvement Summary

Hill has amazing community support, and we hope to build on the diversity of it to best mirror our school community as a whole.

## School Context and Organization

### School Context and Organization Strengths

Hill is a TRIBES school with a focus on our Hill Agreements, creating a common language. We also pride ourselves on building leadership capacity on campus with an inclusiveness of staff on decision making. Staff and students take ownership of the campus, have pride based on survey data, and that shows. We have all grade levels and different groups included on our numerous committees that work to keep improving our campus.

### School Context and Organization Weaknesses

With a leadership change after having one principal for over a decade, there are updated processes and groups we are working toward to ensure we are maximizing the usefulness on campus. PLCs are still a growth area as well, while we are more aligned across grade levels right now than ever before in many ways. This has growing pains, and we are constantly evaluating what is working and what needs to be rethought.

### School Context and Organization Needs

Time and training. To establish the level of alignment we are currently needing, we have accelerated the process of tight PLC work to a rapid pace. This should be a years long process we have turned around in a few months. We will be catching up this year on best practices and ideas for how to support our PLCs as they don't have time to stop and evaluate needs yet.

### School Context and Organization Summary

# Comprehensive Needs Assessment

Hill is a true community school with a shared ownership by staff, leadership, and the community. We are proud of this and continue to build capacity. With the need for PLC alignment, we are constantly using the assessment cycle to see where we are struggling and what is needed to maximize our efficiency and productive work to best serve our students.

## Technology

### Technology Strengths

It goes without saying that we have grown exponentially this year in the use and capacity of our staff and students on technology. BLEND usage was limited to the 3rd-5th grade levels but now every staff member on campus is utilizing it in some capacity.

### Technology Weaknesses

AISD has implemented several new systems to our district including Accelify, Seesaw, Imagine Learning, MAP Growth and Fluency, IXL, and several others. The scope of newness has made it difficult to accommodate the learning we would like to provide for our staff and students on them so far. We will get there, but it is a process.

### Technology Needs

Time. We need time to implement all of the new technology, as well as providing proper training on them to best utilize all of the programs to their full capacity.

### Technology Summary

Teachers and students are using technology at a level never before seen in the history of education. It will take time to learn and develop best practices with so much new among other challenges we are currently facing.

# SY 20-21 CIP Developers List

Name	Position
Drummond, Jack	Campus Manager
Josey, Myra	Campus Administrator
Enloe, Karla	Campus Administrator
Williams, Jason	CAC Member
Perraud, Ashley	CAC Member
Adkinson, Marcie	CAC Member
Braun, Caroline	CAC Member
Webb, Erin	CAC Member
Tarun, Kelly	CAC Member
Rose, Debbie	CAC Member
Perry, Stephanie	CAC Member
Oden, Clayton	CAC Member
Warning, Beth	CAC Member
Higginbotham, Hayden	CAC Member
Williams, Steven	CAC Member
Goodwin, Amanda	CAC Member
Eckerman, Robyn	CAC Member
Kaul, Neetu	CAC Member
Waters, Melanie	CAC Member
Barner, Dionne	CAC Member
Winfrey, Stephanie	CAC Member
Holder, Alexis	CAC Member
Stover, Chelsea	CAC Member
Bettinger, Margaret	CAC Member
Mayer, Jacob	CAC Member
Carroll, Teresa	Administrative Assistant