HILL EL

Hill Elementary School Campus Improvement Plan
2021/2022

"Doing our Dillo Best for over 50 years!"

Hill Elementary

8601 Tallwood

5124142369

jack.drummond@austinisd.org

Date Reviewed: Date Approved:

Campus Mission

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 EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coordinate and facilitate a Hill Health Fair in the Spring of 2021. (7.5) (Target Group: All)	Administrators, Staff Wellness Champion	Spring 2021	(L)Campus BTO, (O)Other	Criteria: We will hold this event, as we have in year's past in some context, assuming that we are allowed to with COVID Protocols. 10/25/21 - On Track
2. Coordinate and facilitate the Dillo Dash Fun Run (7.5) (Target Group: All)	Administrators, PTA	Spring 2022		Criteria: Advertising and promotion of event 10/25/21 - On Track
3. Organize and facilitate staff wellness activities like challenges, fitness activities, and goal-setting. (7.5) (Strategic Priorities: 1)	CATCH Team	Year-Long		Criteria: Meeting notes and promotion 10/25/21 - Some Progress

HILL EL

Goal 1.   (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 2.   (Social and Emotional School Climate) During SY 21-22, Hill will implement 3 TBRI Correcting Strategies as we grow our trauma-informed practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional learning with staff, then follow-up coaching and reinforcement for implementation of the "Check Engine" strategy. (7.1) (Target Group: All) (Strategic Priorities: 1)	Administrators, Counselor	Year-Long		Criteria: Professional Learning Agendas and Coachable Observations 10/25/21 - On Track
2. Provide professional learning with staff, then follow-up coaching and reinforcement for implementation of the "Giving Choices" strategy. (7.1) (Target Group: All) (Strategic Priorities: 1)	Administrators, Counselor	Year-Long		Criteria: Professional Learning Agendas and Coachable Observations 10/25/21 - On Track
3. Provide professional learning with staff, then follow-up coaching and reinforcement for implementation of the "Offer a Redo or Compromise" strategy. (7.1) (Target Group: All)	Administrators, Counselor	Year-Long		Criteria: Professional Learning Agendas and Coachable Observations 10/25/21 - On Track

HILL EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (Community Engagement) By October 2021, the Hill Culture Committee will be established and begin monthly meetings to ensure growth in equitable practices in curriculum/instruction, disciplinary procedures, and celebrations of diverse cultures on campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a Hill Culture Committee that includes a diverse group of campus staff and parents/guardians, establish group protocols for committee, and ensure team members attend foundational training. (Note: This group will meet monthly to address multiple campus initiatives including climate, events, and curriculum. (7.1, 7.3, 7.5, 7.6) (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6,3.1) (Target Group: H,AA,ESL,Migrant,LEP,AtRisk) (Strategic Priorities: 4)	Administrators, Campus Committees	Year-Long		Criteria: Monthly Meeting Minutes will be available to show impact on school as we use the assessment cycle to see how this group can best impact our community. 10/25/21 - On Track
2. Collaborate with parent liaisons to produce the Hill Heritage Fashion Show as an annual celebration of Hill's diversity. (7.3, 7.5, 7.6) (Target Group: All)	Principal, PTA	Spring 2022		Criteria: Event planning documentation and event feedback 10/25/21 - On Track
3. Collaborate with neighborhood community to hold a meeting each semester to discuss concerns and ways they can be involved. (7.4) (Target Group: All)	Administrators	Fall and Spring meeting		Criteria: Meeting notes and agenda 10/25/21 - On Track

HILL EL

Goal 2. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.2) During SY 21-22, Hill ES 3rd-5th grade teachers will collaborate as PLCs to hold 4 specific data-driven meetings using aligned strategies from Leveraging Leadership to create intervention plans for students following the MAP Growth BOY and short cycle assessments during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During SY 21-22, Hill ES will coordinate and collaborate as PLCs to hold 4 specific data-driven meetings using aligned strategies from Leveraging Leadership across our intermediate grades. Strategies will utilize the 4 questions of PLCs from Learning by Doing. (7.1, 7.2, 7.3, 7.6) (Target Group: All) (Strategic Priorities: 1,2)	Principal, Teachers	Year Long	(L)Campus BTO	Criteria: Meeting agendas, notes, intervention plans 10/25/21 - On Track
2. Hill Professional Learning communities will collaborate using Leveraging Leadership strategies of unpacking the standards and focusing on the "know and show" students should demonstrate to narrow the focus of curriculum planning meetings and ensure teams are aligned on success criteria for students. (7.1, 7.2, 7.3, 7.6) (Target Group: All) (Strategic Priorities: 1,2)	PLCs - Grade-level, Principal	Implementation in Fall		Criteria: PLC agenda and organizer evidence of growth and implementation 10/25/21 - On Track
3. Staff will participate in professional learning and utilize best practices to consistently post appropriate success criteria in visible spaces in the classroom for students to better know their learning objective and be able to state what they need to know to be successful. (7.1, 7.2, 7.3, 7.6) (Target Group: All) (Strategic Priorities: 1,2)	Principal, Teachers	1st 9 Weeks		Criteria: Visible classroom evidence as well as professional learning agenda/strategies 10/25/21 - On Track
4. For SY 21-22, Hill teachers will utilize the Yearly Planning Guides and Blueprints 2.0 to appropriately pace as aligned teams to ensure quarantining students, virtual students, and teams can best be supported and ensure implementation of accelerated learning plans. (7.1, 7.2, 7.3, 7.6) (Target Group: All) (Strategic Priorities: 2)	PLCs - Grade-level, Principal	Year Long		Criteria: SCA data, PLC agendas, Know/Show documents 10/25/21 - On Track

HILL EL

Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 898 to 932 by December 15, 2021 (refer to 21-22 projection).SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will continue with weekly principal communications to the community through School Messenger, including safety updates and events to ensure everyone has an understanding and feels like part of the school community. We will continue with bi-monthly or monthly Principal Check-Ins (in-person with a virtual option) to ensure parents/guardians are welcomed back in to see rebuild the bridge after a virtual year. (7.5, 7.7) (Target Group: All)	Administrators	Year-Long		Criteria: We should be able to assess our growing enrollment for both of these benchmarks. 10/25/21 - On Track
2. Collaborate with Hill Garden Committee to ensure front grounds to school are revamped and attractive to the community, include the native garden area. (7.7) (Target Group: All)	Administrators, Beautification Committee	Year Long		Criteria: Meeting Agendas and Regular Work Days 10/25/21 - Significant Progress
3. As our new spaces open, we will provide tours for our community (when able) of our new modernized areas, including the playground and outdoor learning classrooms, that will open throughout the fall. (7.7) (Target Group: All)	Principal, PTA	November through Year-End		Criteria: Tours offered through newsletter from principal and PTA; also on PTA website 10/25/21 - On Track

HILL EL

Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) By the end of SY 21-22, Hill ES will move from developing to meets expectations on implementing the Language Line for Preferred Language on this section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement training with front office staff on the Language Line Program (7.1) (Target Group: H,ESL,Migrant,LEP) (Strategic Priorities: 2)	Administrators, Office Staff	Year-Long		Criteria: We will use the rubric to self-assess at the end of the year. 10/25/21 - Some Progress
2. Implement program during ARD and Accelerated Instruction meetings as needed with our community who would benefit from this option for these important collaborations. (7.1) (Target Group: H,ESL,Migrant,LEP) (Strategic Priorities: 2)	Administrators, Special Education Staff	Year-Long		Criteria: ARD meeting notes; eCST notes 10/25/21 - No Progress
3. Promote and implement Language Line as a routine option for customer service during the enrollment process. (7.1) (Target Group: H,ESL,Migrant,LEP)	Administrators, Office Staff	Spring 2022		Criteria: Customer Service Feedback from Stakeholders 10/25/21 - No Progress

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.
Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).
Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.
Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.
Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.
Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.
_____

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.
Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).
Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.
Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.
Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.
Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.
_____

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.
Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).
Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.
Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.
Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.
Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.
_____

4th 9 weeks report - due June 3
Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.
Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).
Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

HILL EL Site Base

Name	Position
Drummond, Jack	Campus Manager
Winfrey, Stephanie	Counselor
Kelton, Sarah	Counselor
Josey, Myra	Assistant Principal
Martinez, Nancy	Assistant Principal

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates
August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals
Aug 9-Sept 3: CIP/TIP Development
Aug 24-26: Group TIP Development Workshop
Aug 31-Sept 1: TEA Training
Aug 17-Sept 17: Public Meeting/ CAC feedback
Sept 3: CIPs/TIPs first drafts due in BLEND
Sept 7-10: DCSI/EDs review of first drafts
Sept 13-17: Revise plan based on DCSI/EDs feedback
Sept 13-24: (SEP) Recommended monitoring visit window
Sept 17: CIP/TIP final drafts due in BLEND
Sept 20-24: DCSI/EDs review of final drafts
Sept 27: CIP/TIPs to Supe
Sept 27-30: TIL Lesson Alignment
Oct 4-6: TIL Observation and Feedback
Oct 4-8: (OCT) Recommended monitoring visit window
Oct 18-Nov 20: ESF Diagnostic Survey Window
Oct 18-22: SCA 1 data analysis and Cycle 1 reports
Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND
Oct 25-29: DCSI/EDs review of Cycle 1 submissions
Oct 25-27: TIL DDI
Nov 8-12: (NOV) Recommended monitoring visit window
Nov 16-19: TIL Formative Assessment
Nov 30: TIL Cohort: Lesson Alignment
Dec 6-10: (DEC) Recommended monitoring visit window
Dec 18: Schedule ESF Diagnostic for Spring
Jan 4-7: SCA 2 data analysis and Cycle 2 reports
Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND
Jan 10-14: DCSI/EDs review of Cycle 2 submissions
Jan 12: TIL DDI
Jan 18: TIL Observation and Feedback
Jan 24-28: (JAN) Recommended monitoring visit window
Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF
Feb 7-11: (FEB) Recommended monitoring visit window
Feb 22: TIL Lesson Alignment and Formative Assessment
Feb 28- March 4: (MAR) Recommended monitoring visit window
March 21-25: SCA 3 data analysis and Cycle 3 reports
March 22: TIL Observation and Feedback
March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND
March 28-April 1: DCSI/EDs review of Cycle 3 submissions
March 30: TIL DDI
April 25-29: (APR) Recommended monitoring visit window
May 31-June 3: MAP Growth data analysis and EOY reports
June 3: EOY reports submitted to BLEND
June 6-9: DCSI/EDs review of EOY submissions

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the "Coordinated School Health Reporting, 2021" dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	84%	33%	100%	87%	100%	79%	100%	76%	83%	75%	100%	94%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and "business as usual." In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family <u>or</u> Community Engagement.)

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group

School Year	All Students	African American Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Hispanic Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	White Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Female Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	1003	35					167		5	8	1	658		2	6		464			1	
2018-2019	1038	39					173			1		688		5	2		487			2	
**2019-2020	1027	37					179					678			2		510			1	

School Year	All Students	Male Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Economically Disadvantaged Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Special Education Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	1003	539		7	14	1	99			1		81		7	7	1
2018-2019	1038	551		5	2		121		1	3		98		5	1	
**2019-2020	1027	517			1		138			1		112			1	

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from historically underserved student groups?

I am proud to have 3 straight years with no African American disciplinary actions. Following last year with much different data than a typical year, we are hoping to continue our positive momentum.

What are the top 3 reasons students get referrals?

Physical Aggression to Student, Physical Aggression to Staff, Rude to Student

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Hill Elementary

SY 20-21 MAP Growth BOY to EOY

	English								Change	Spanish								Change
	BOY				**EOY**					**BOY**				**EOY**				
Grd	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY
1																		
2																		
3																		
4																		
5																		
All																		

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages?

SY 20-21 TELPAS Progress

	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020		2021		2020 to 2021	2021			
Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K		-				-	-	-	-
1			10			0%	0%	0%	0%
2			9			78%	11%	22%	29%
3			5			80%	40%	80%	-
4			8			38%	38%	50%	38%
5			7			0	0	-	-
All			39			56%	36%	50%	41%

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?
Our students are growing as listeners but not as quickly as speakers. We are proud of the reading progress, which we also see reflected in Reporting Category 3. Working with our new AP for staff refreshers on best practices to get our EL students verbally engaging more with stemming is clearly something for us to work on.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Hill Elementary

SY 20-21 STAAR Results (Reading, Math, Writing, and Science).

2021 STAAR	Test Grade	All Students					African American					Hispanic					White					Econ Disadvantaged				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	03	110	92	86	50	32	2	50				20	100	65	25	15	75	94	88	52	35	13	87	62	15	15
Math	04	138	88	78	54	38	4	67				21	81	76	48	29	96	91	78	57	41	18	75	44	22	11
Math	05	120	80	87	66	54	0	0				22	79	77	41	18	79	80	86	70	58	12	92	67	17	17
Math	All	368	87	83	57	41	4	55				63	85	73	38	21	250	88	84	60	44	43	83	56	19	14
Reading	03	110	92	93	68	39	2	50				20	100	85	55	20	75	94	92	69	43	13	87	77	38	8
Reading	04	138	89	89	67	43	4	80				21	81	81	62	52	96	91	93	71	44	18	75	50	22	11
Reading	05	123	82	88	75	60	0	0				23	82	78	52	39	80	81	88	78	60	12	92	50	25	25
Reading	All	371	88	90	70	47	6	60				64	86	81	56	38	251	88	91	73	49	43	83	58	28	14
Science	05	122	82	86	62	41						23	85	74	48	35	79	81	87	63	41	13	93	54	31	23
Writing	04	131	83	82	57	27	6	86	33	33	0	22	85	73	55	27	88	84	85	60	26	19	79	42	26	5

2021 STAAR	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	03						10	100	70	50	21	7	88	29	29	0	14	100	71	7	0
Math	04						15	88	67	33	20	13	87	46	23	8	16	89	38	13	6
Math	05						12	75	83	33	25	4	44				11	79	91	45	18
Math	All						37	86	73	38	22	24	75	58	38	17	41	89	63	20	7

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Hill Elementary

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Hill Elementary

Subject	Grade																			
Reading	03						10	100	80	50	0	7	88	71	43	14	14	100	71	50	7
Reading	04						15	88	67	40	13	13	87	54	31	8	16	89	69	19	6
Reading	05						13	81	77	46	38	4	44				11	79	82	64	45
Reading	All						38	83	74	45	18	24	75	58	38	17	41	89	73	41	17
Science	04						14	81	54	38	31	3	38				12	86	67	42	33
Writing	05						16	94	69	31	13	13	87	38	31	8	14	78	36	7	0

STAAR/EOC reflection question: What trends do you observe in mastery for your students from historically underserved student groups?

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs²	Forecast 5	20%	10.34%	8.7%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	8.97%	8%	13.16%

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?
We use a class composer application that shows us counts in real time as we schedule.

How are you communicating with all families about GT and/or advanced learning opportunities?
Our GT parent night is always within the first 3 weeks or so of school where we answer common questions but also discuss ways our teachers extend for all of our learners who need the challenge and deserve it.

How do you support a culture that provides advanced learning opportunities to all students?
We have met our goals each year in identifying students and want to ensure that continues. We do this intentionally through conversations with our teachers about students who are gifted but may not show it due to social factors, etc.

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT	SERVICE DESIGN	CURRICULUM & INSTRUCTION	PROFESSIONAL LEARNING	FAMILY & COMMUNITY

	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	E	E	E		E	E	E		E	E	E		E	E	E		E	E	E	

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance
If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			

Special Populations reflection:

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	102	0	19	70	0	7	0	6	7	12	2	<25	95	7			
Growth Score	83%			85%									84%				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y			Y									Y				

Math #PM Tests	100	0	18	70	0	7	0	5	7	11	2	<25	93	7			

Growth Score	75%			76%									76%			
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Met Target	Y			Y									Y			
Total																

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from <u>historically underserved student groups</u>?

We notice that, while meeting our progress goals in this section, it is not to the level we were pre-pandemic. My bigger noticing was on the rest of Domain 3, where we clearly see that our SpEd and Eco Dis students struggled this past year on closing the gaps compared to past years where those groups met their targets. We hope to get back on track with these students all back on campus learning in-person, especially with our accelerated learning plans and ARD committees.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	975	1001	994	870
	Students in enrollment area	75	80	62	65
Transfers	Transfers to other AISD schools	0	3	0	0
TELL Survey	General School Climate	97	97	96	93
	Managing Student Conduct	95	98	92	94
	Principal Leadership	100	99	98	98

Reflection Questions: Why do you think families are transferring to other AISD schools?

That is pretty rare for our school. It happens for house moves or to seek services like SBS if appropriate. We typically have students who move also seek transfers to stay at Hill.

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

COVID is what impacted us completely. We are a large school. Our parents have the means to seek smaller teacher:student ratios at private schools, etc. We had many home school due to COVID last year. Before that, we have held steady 980 or higher each year. This year, we are proud to have about 30

more students than last year enroll. WIth a Pre-K pipeline again (51 students compared to about 25 last year), we are confident in our numbers getting back to where we want them.

Self-assess your current level of customer service using the AISD CARES Customer Service Rubric. Place an X to indicate the campus's current level.

	1-Support Needed	2-Developing	3- Meets Expectations	4-Exceeds Expectations
Campus Communication Goals & Practices				
Campus Communication Strategies			X	
Campus Website				X
Phone/Voicemail/Email Practices			X	
Language Line for Preferred Language		X		
Campus Culture of Respect Goals				
Campus culture of respect practices and goals				X
Customer service prioritization			X	
Facility & Operations				
Grounds			X	
Safety Protocols				X
Signage				X
Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the underlined additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement <u>or</u> Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDed Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.

Goal: 90% Approaches | 60% Meets | 30% Masters across each grade level and content area.

Grade/Content	18-19 STAAR Results	20-21 STAAR Results	Win(s) and Next Steps	Progress Toward Goal			21-22 STAAR Results	Win(s) and Next Steps
				Oct. 2021 SCA	Dec. 2021 SCA	Mar. 2022 SCA		
3 Reading	90|70|51	92|67|38						
4 Reading	93|71|47	89|67|43						
5 Reading	97|80|58	88|75|59						
6 Reading	NA	NA						
4 Writing	88|66|22	82|57|27						
3 Math	90|67|44	85|49|32						
4 Math	87|59|43	78|54|38						
5 Math	96|87|71	87|66|53						
6 Math	NA	NA						
5 Science	93|78|52	86|62|41						
Overall	92|72|49							
TEA Rating	95 - A							
Distinctions	None							

Campus: Hill Elementary School_2020-2021/2021-2022

Goal	Progress Toward Goal		Next Steps/Follow Up
	19-20 EOY	20-21 EOY	
Attendance: 97.5% Cumulative ADA	97.0%		
Enrollment: 90% Building Capacity	1,001		
Student Retention: 96%			
Staff Retention: 85%	89.3%	96.0%	
Gifted and Talented: ≥ 8% ● African American ● Hispanic ● White	15% 9% 18%	19% 13% 17%	

Home Suspensions:			
Functional Building Capacity:			

Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS:
Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns J, M, and P.

2019 or 2021 Results (column F):
2021 STAAR Reports can be found here: https://drive.google.com/drive/folders/1bjf1I7AIllUThSiVMVvMUSVH4m33E6sV
Use 2019 results if participation rate in 2021 was lower than 80%.
2019 STAAR Reports can be found here: https://drive.google.com/drive/folders/10Y54E7JbZ8t8TtJCOwRRGvINUBC2nbHN?usp=sharing
Emergent Bilingual Performance can be found on the Domain 3 Report in the ELP Section.
Student group performance for the Strategic Plan Scorecard Elements can be found on the Domain 3 Report in the Student Success section.
2019 Domain 3 Reports can be found here: https://drive.google.com/drive/folders/1FB0cZKWlAE4RD5XPZsmSECgYu091gY0T

2022 Summative Goals (column R):
Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.
Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):
For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

Campus Name:

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks Assessment Type	1st 9 weeks Formative Goal	1st 9 weeks Actual Result	2nd 9 weeks Assessment Type	2nd 9 weeks Formative Goal	2nd 9 weeks Actual Result	3rd 9 weeks Assessment Type	3rd 9 weeks Formative Goal	3rd 9 weeks Actual Result	2022 STAAR/EOC Assessment Type	2022 STAAR/EOC Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	90%	SCA 1	90%	82%	SCA 2			SCA 3			STAAR	
	All	All	Reading	Meets	70%	SCA 1	70%	55%	SCA 2			SCA 3			STAAR	
	All	All	Reading	Masters	47%	SCA 1	47%	39%	SCA 2			SCA 3			STAAR	
	All	All	Math	App.	83%	SCA 1	83%	90%	SCA 2			SCA 3			STAAR	
	All	All	Math	Meets	57%	SCA 1	57%	76%	SCA 2			SCA 3			STAAR	
	All	All	Math	Masters	41%	SCA 1	50%	62%	SCA 2			SCA 3			STAAR	
	All	All	Science	App.	86%	SCA 1	86%	85%	SCA 2			SCA 3			STAAR	
	All	All	Science	Meets	62%	SCA 1	62%	61%	SCA 2			SCA 3			STAAR	
	All	All	Science	Masters	41%	SCA 1	50%	41%	SCA 2			SCA 3			STAAR	
	All	Emer. Bilingual	Reading	Meets	45%	SCA 1	50%	48%	SCA 2			SCA 3			TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets		SCA 1	50%	37%	SCA 2		0%	SCA 3		0%	STAAR	36%
	All	Hispanic	All	Meets	50%	SCA 1	50%	57%	SCA 2		0%	SCA 3		0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	40%	SCA 1	40%	59%	SCA 2		0%	SCA 3		0%	STAAR	37%
	All	Special Education	All	Meets	30%	SCA 1	30%	27%	SCA 2		0%	SCA 3		0%	STAAR	29%
	3rd	All	Reading	Meets	68%	SCA 1	68%	33%	SCA 2			SCA 3			STAAR	
	3rd	All	Math	Meets	50%	SCA 1	50%	75%	SCA 2			SCA 3			STAAR	

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
#DIV/0!	#DIV/0		