

OAK HILL EL
Oak Hill Elementary
2022/2023

Every Child, Every Day!



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OAK HILL EL

Mission

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.

Vision

Campus Vision

Vision Continued

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

Visión

La escuela primaria Oak Hill proporcionará una comunidad de aprendizaje centrada en la equidad, en la que todos los estudiantes alcanzarán el éxito académico y personal.

Campus Values/Valores

High Expectations Altas Expectativas

Respect & Positivity Respeto y Positividad

Inclusivity & Equity Inclusión y Equidad

Integrity Integridad

Student Growth Crecimiento de los Estudiantes

Nondiscrimination Notice

OAK HILL EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Data not available

Demographics Weaknesses

Data not available

Demographics Summary

Data not available at this time.

Student Achievement

Student Achievement Strengths

Overall reading scores improved from the previous year.

Student Achievement Weaknesses

Close the gap between Hispanic students and White students in Reading and Math. Increase % of students at meets in the Hispanic category for Reading and Math. Increase TELPAS scores to show one year of growth and meet the state target.

Student Achievement Summary

Comprehensive Needs Assessment

Reflection Questions:

- 1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts) The students in underserved groups scored lower than their counterparts.
- 2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)? Hispanic, Special Education
- 3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Our Emergent Bilingual students tend to score lower than their English counterparts.
- 4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Students in 1st, 2nd and 4th grade dropped significantly in their progress of one years growth.

School Culture and Climate

School Culture and Climate Strengths

Many areas increased as compared to SY 20-21. Our highest scores were in Food Services and Physical Education/Physical Activity.

School Culture and Climate Weaknesses

Increase our Overall Average, Health Education, Physical Environment, Family & Community Engagement areas of the Coordinated School Health.

School Culture and Climate Summary

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

- 1.) In 2021-22, using the CSH list, 5 of the 11 areas did not reach 70% implementation.
- 2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? Community Engagement, Family Engagement and Health Education.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- 100% of staff would highly recommend our school to a colleague.**
- 82% of staff feel respected by their colleagues at school.**
- 90% of staff feel they are trusted to work in the way they think best.**

Staff Quality, Recruitment and Retention Weaknesses

How positive are the attitudes of your colleagues- 36% responded favorably. Covid took a huge toll on teachers and it is a priority this year to improve in this area.

Staff Quality, Recruitment and Retention Summary

- Staff Climate Survey
- Cultural Awareness and Action (Adult Focus)

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year? School Climate

2.) Why did you select this/these area(s)? We want to make sure the school climate is positive after the covid years took a toll on teachers and students.

Campus Communication Goals & Practices

- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance.

Curriculum, Instruction and Assessment Weaknesses

We would like to make sure we have intentional community arts partner experiences during school time, on and off campus (every

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

grade level participating in at least two community arts partnerships twice/school year)

Curriculum, Instruction and Assessment Summary

Advanced Academics Areas of Compliance

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

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly? Through cluster grouping.

2.) How are you communicating with all families about GT and/or advanced learning opportunities? School newsletter, GT parent meeting, teacher newsletters and GT report cards.

3.) How do you support a culture that provides advanced learning opportunities to all students? We encourage teachers to use the advanced academics site to access lessons for students.

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/#/>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs? Along with our content objectives,

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

we address language objectives in the classroom also.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? We provide opportunities at various grade levels to provide support and with our dyslexia interventionists to help students to learn the language.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

4.) How does the campus welcome families and students that are new to the country?

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

Family and Community Involvement

Family and Community Involvement Strengths

Our scores in these areas increased from the year prior.

Family and Community Involvement Weaknesses

We would still like to increase our % in these areas by sharing more information about health related topics with families through our school newsletter.

Comprehensive Needs Assessment

Family and Community Involvement Summary

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

- 1.) Which area(s) will you focus on strengthening this school year (22-23)? Family and Community Engagement
- 2.) Why did you select this/these area(s)? Scores are below the recommended score.

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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. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Target Group: All)	CATCH Team	By end of 1st 9 weeks		Criteria: Meeting agendas and minutes
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Target Group: All)	CATCH Team	Ongoing		Criteria: Newsletters, Meeting agendas, Website postings
3. Provide an administrative schedule for monitoring of recess. (Target Group: All)	Administrators	Ongoing		Criteria: Schedule

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Objective 2. (Social and Emotional School Climate) By the end of SY 22-23, the campus will participate in the implementation of the 3 signature SEL practices to ensure inclusivity and equity to all students, especially our marginalized groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage our campus community in No Place for Hate activities annually. Condition #5,6 (Target Group: All)	Administrators, Counselor	Ongoing		Criteria: Submit the NP4H application on time and complete all activities.
2. Promote SEL and CP&I via all methods of communication: Newsletters, bulletin boards, announcements, and the marquee (Target Group: All)	Administrators, Counselor	Ongoing		Criteria: Evidence of SEL and CP&I promotion
3. Provide training for staff on how to engage and communicate with families. (Target Group: All)	Administrators, Counselor	Ongoing		Criteria: Training agendas or information

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Objective 3. (Community Engagement) SMART Goal: By the end of the 22-23 SY, the campus will achieve at least a 70% (Acceptable) rating in Community Engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will hold at least 8 regular Campus Advisory Council Meetings each year. Ensure parent representation on the CAC. (Target Group: All)	Administrators, CAC Members	Ongoing		Criteria: Meeting Agendas and Minutes from meetings held, membership list
2. Keep Campus Advisory Council meeting minutes available and accessible upon request. (Target Group: All)	Administrators	Ongoing		Criteria: Meeting minutes are provided within 48 hours upon request.
3. Have a standing Campus Advisory Council agenda item for reports from District Advisory Council members or members from other district-wide committees. (Target Group: All)		Ongoing		Criteria: Meeting agendas

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Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient 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) By October 2022, administration will define clear roles and responsibilities for principal, assistant principal, counselors, and teacher leaders in order to develop campus instructional leaders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus leaders use consistent, written protocols and processes to lead their grade level teams. Condition # 3, 4 (Target Group: All) (ESF: 1,1.1)	Administrators	Ongoing		Criteria: Consistent written protocols and processes
2. Campus instructional leaders meet weekly in order to: Share progress from PLC's, identify trends from walkthroughs, analyze data from common assessments and benchmarks, and focus on student and teacher progress. Condition #1, 2, 3 (Target Group: All) (ESF: 1,1.2)	Administrators	Ongoing		Criteria: Leadership team agendas, PLC notes
3. Conduct weekly PLC Meetings with grade level teams to disaggregate data from multiple sources and plan for culturally proficient and rigorous lessons to ensure high expectations for teaching, learning and growth for all student populations. Condition #3,5, 6 (Target Group: All)	Administrators	Ongoing		Criteria: Notes from weekly PLC meetings, common assessment data, SCA data

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 652 to 660 by December 15, 2022. SMART Goal Semester 2: 75% of current students will be registered for SY 23-24 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Target Group: All)	Administrators, Parent Support Specialist, PTA, Registrar, Teachers	3rd 9 weeks		Criteria: Monthly goals and documentation of registration events
2. Monitor enrollment numbers by week and by student group. (Target Group: All)	Administrators, Registrar	Ongoing		Criteria: Weekly monitoring charts
3. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend if known. (Target Group: All)	Administrators, Registrar	Ongoing		Criteria: Tracking system

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

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Phone/Voicemail/Email section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members. Condition #7 (Target Group: All)	Administrators, Counselor, Office Staff, Parent Support Specialist, Teachers	Ongoing		Criteria: Parent newsletters, standards of communication for campus, Parent sessions
2. Strive to read and accurately respond to campus Let's Talk dialogues within 24 hours. (Target Group: All)	Administrators	Ongoing		Criteria: Responses to Let's Talk
3. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Target Group: All)		Ongoing		Criteria: Website

OAK HILL EL Site Base

Name	Position
Komassa, Lori	Principal
Hansen, Hannah	Special Education Teacher
Kelly, Natalie	PTA President
Edgeworth, Claudia	Teacher
Sylvia, Kaitlin	Teacher
Emanuelson, Matthew	Teacher
Cumings, Paul	Teacher
Cardenas, Celene	Classified Staff
Hamelwright, Joan	Teacher
Brown, Adam	Parent
Carter, Jennifer	Parent
Crosley, Steven	Parent
Cook, Stacey	Business Representative
Wright, Gene	Community Member
Trevis, Nicola	Parent
Landers, Benton	Parent
Bradley, Angela	Parent

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	77				83
Grade	C	--	--	--	B

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	90				94
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	76				90
Grade	C	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	71				76
STAAR Performance Meets	50				55
STAAR Performance Masters	28				33
STAAR Performance Raw Score	50				55
STAAR Performance Scaled Score	77				83

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	82				90
Academic Growth Scaled Score	90				94
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	42.5	42.5	42.5	42.5	42.5
Economically Disadvantaged % Grouping	42.1 to 43	42.1 to 43	42.1 to 43	42.1 to 43	42.1 to 43
Relative Performance Raw Score	50				55
Relative Performance Scaled Score	70				79
Relative Performance Grade	C	--	--	--	C

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	9	out of 16	2022 Values:	12	out of 12
SCA 1:		out of 0	SCA 1:	0	out of 0
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	14	out of 16	2023 Goals:	12	out of 12

Instructions:
 1.) Click on the campus name below to select your campus from the drop-down menu.
 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

Campus Name: **Oak Hill**
 Campus Number: **227901148**

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	86				93
Grade	B	--	--	--	A

English Language Proficiency			Student Success		
2022 Values:	0	out of 1	2022 Values:	5	out of 11
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	10	out of 11

Template by Campus & District Accountability