

HILL EL
Hill Elementary
2022/2023

Campus Motto: "Hill's the best from coast to coast. May that always be our boast!"

*Instructions for completing the CIP/TIP can be found on the BLEND course titled: AISD Campus Improvement Plans
CIP/TIP: http://tiny.cc/CIP_TIP*



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HILL EL

Mission

Our Purpose Statement is listed under Visioning.

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

Hill School's purpose is to encourage and support a diverse community of innovative problem solvers through fostering a safe, supportive, and inclusive environment. Our creative, curious, and engaged learners will utilize a growth mindset to meet the challenges of the 21st century.

Nondiscrimination Notice

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

Hill increased scores overall from 2019, especially at the meets and masters level for our various demographic groups. Our emergent bilingual population at all grade levels grew, including by at least 21% from 2019 at the "meets" level in all grades 3-5. Another highlight was our African-America population increasing scores at the "masters" level by 43%.

Demographics Weaknesses

On the campus scorecard for 2021-2022, subpopulations including economically disadvantaged students and special education students did not meet their targets for reading on the STAAR test at the 3rd grade level.

Demographics Needs

Longitudinal Discipline Data

- We had 14 total discipline incidents documented in 21-22. 14 of the 23 total referrals were for physical aggression to other students. The data was somewhat disproportionate. 6% of African American students (3 total students) received 1 or more disciplinary referrals. 4% of Hispanic students (5 total) received 1 or more disciplinary referrals. 1% of White students (7 students) received 1 or more referrals.

Demographics Summary

We work to be very thoughtful with our discipline plans at Hill School. In reflecting, we are ensuring that when students to visit with administrators for disciplinary concerns, we work from a restorative lens. Our counselor team now has a list of printed resources to work through for each situation a student may find themselves in the office for. As a faculty, we are working on a book together (part of our improvement plan) called "Connections over Compliance" to reflect on our own practices and have conversations on where we can improve. While our disciplinary data does not show glaring discrepancies among student groups, we do have growth to work further toward our data reflected our student population more tightly.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

Overall, we received a 95 (A) rating this year and grew on both Domain 2A and 2B from 2019, even during a pandemic year. On Domain 3, we are at a 98 with one missed target we will work on intensively this year. TELPAS indicators show we are growing our emergent bilingual students.

Student Achievement Weaknesses

We need to address discrepancies in performance with our student groups, specifically with our economically disadvantaged students, a population that has grown from 7% to 13% over the last 5 years. Our African American students in 4th grade also performed much lower than all other student groups at the same grade level in math and reading. We will be addressing these and other weaknesses in our Campus Improvement Plan.

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIlZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7

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 data shows that our African-American students are performing 30% lower overall in 3rd grade on math and reading compared to the school as a whole. That is concerning. 3rd grade African American students are the only population that reported with 7 students (4th and 5th were too small to report). It is consistent on math and reading as well, showing that the same students are struggling to show mastery in both subjects. Overall, math was about 10% lower across the board in each population.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?

I think the most glaring student group, outside of our now 4th grade African American students, would be our Economically disadvantaged students as a campus. Our 4th and 5th grade economically disadvantaged students at the meets level were both below 50%. While this was actually growth from 2019, it is still an outlier we want and will address. This is evident when looking at our AIP plans with HB4545.

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report

We see growth overall. Last year, it did not show to be a direct indicator of STAAR performance overall. I think we will learn more this year in a more typical year with attendance, etc.

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

The data shows that by the intermediate grades come, students are overwhelmingly at the Advanced/Advanced High level on composite. At the youngest grade levels, it is much more mixed. 4th grade was an outlier with 9% of students at the beginning level, so 5th grade scoring will be interesting to see growth on this year. We want to continue to meet our standard on Domain 3 and more importantly, grow our emergent bilingual students.

School Culture and Climate

School Culture and Climate Strengths

We feel like our school culture and climate are strengths at Hill. We have been a Neuro-Sequential Model of Education pilot school for 5 years now, with continued implementation of strategies and best practices. Our Coordinated School Health team is strong, including annual events like our Dillo Dash Color Run and Health Fair. We also have yearly Sports Days to support all students with health. With PE every day, this will only strengthen this year. Our school focuses on mental wellness for students, staff, and the community as a priority.

School Culture and Climate Weaknesses

With a more typical year following the last three, we hope to return to some of our annual family engagement practices, such as our Sock Hop, which get families on campus. We hope to strengthen our committees with more collaboration with our Coordinated School Health team this year. We have strong systems. We want to get back to the basics with our implementation.

School Culture and Climate Needs

Coordinated School Health

- CSH Implementation
- Health Education
- Physical Education/Physical Activity

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

- Food Services
- Employee Wellness
- SEL
- Physical Environment
- Family Engagement
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

1.) In 2021-22, using the bulleted list, 0 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%?

- We are confident in our practices and look forward to again ensuring we are fully implemented in each area.

School Culture and Climate Summary

Reflection Questions:

- Why do you think families are transferring to other AISD schools?

We do not see a trend of families transferring to other AISD schools unless they move fairly far out of our boundaries. We have many students who transfer in to come to Hill and continue for years.

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

We have seen a decrease in enrollment of about 120 students in the last 5 years. COVID and the issues associated were clearly the initial cause. While we have recovered about 50 students from the initial drop, we seem to be following the trend of all of Austin with many families leaving to surrounding suburbs like Leander and Round Rock. We still have a healthy population as one of the 5 biggest elementary schools in AISD. We will continue to use strategies and outreach to recover students.

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Hill prides itself on strong customer service and supporting our students. The most recent family survey showed strengths in safety at 91% of families feeling their students are safe at school, which is very high for the survey looking at the curve. The areas of "Climate" and "Barriers to Engagement" are also strengths, which was a priority last year as we looked to reconnect following a very disjointed pandemic year. Overall staff climate and "Belonging" were high in terms of survey results as well, in the higher percentiles in those areas. On the qualitative side, all of our staff members who left Hill this past year either retired, moved, or left the profession overall.

Staff Quality, Recruitment and Retention Weaknesses

We want to focus on our Coaching and Feedback Cycle this year with our staff. The survey results show that as a clear need (stated in the summary). For our families, we are updating our safety practices, which from all metrics, is the most important thing going into this school year. Our survey results for safety were good last year. We know we can improve, though.

Staff Quality, Recruitment and Retention Summary

Staff Climate Reflection Questions:

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

We are focusing on feedback and coaching as our main area for the Hill Campus Improvement Plan. We made it a goal last year to improve practices but clearly have room to grow in terms of instructional coaching. We were 14% above the district average but not where we want to be. We have strategies to address this.

2.) Why did you select this/these area(s)?

It was our lowest strand in the Panorama survey and a clear need to address.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?
We are focusing on safety and security for this year. It is part of our Customer Cares rubric and for obvious reasons a focus as our number one priority.

2.) What are your customer service celebrations/strengths?

We are proud of our exemplary rating throughout Customer Cares, especially when it comes to parent satisfaction with our front office communication. In the past, that has grown by over 5% year to year.

3.) What are your areas of growth?

Again, safety practices and strategic implementation are our priority.

4.) What will be your priority for customer service this year?

Ensuring that our many volunteers are properly trained and equipped with up to date information to best meet our school and student needs. That is just one area.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Hill has been exemplary in 5 of 5 areas for the last 3 years on advanced academics and the Gifted and Talented program. We have a strong CLI culture with arts implementation on campus.

Curriculum, Instruction and Assessment Weaknesses

This year, instructionally, Hill is focused on further implementation of Professional Learning Community best practices. We feel good about our progress last year and are taking next steps with teams to further our communication and data-analysis together. Goals and strategies will reflect this on our chosen ESF Lever 4 to address these needs for our Campus Improvement Plan.

Curriculum, Instruction and Assessment Summary

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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Hill continues to implement Creative Learning Initiative strategies. This year, our CLI Ambassador will share a strategy of the month with colleagues to encourage continued implementation and share as educators. The full CLI budget will be used to support enriching trips or reverse field trips for our students involving the arts.

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?

We plan to have ongoing discussions in our PLCs on how to best support our students. We have hired a bilingual reading support specialist for the first time, which we are excited for as well for our 1st year population.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

We intervene on behalf of all of our students who show the need. We ensure in our CST discussions that we highlight where academic concerns are that may not just be related to language acquisition.

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

This has been an area of improvement on our campus as we have worked hard to have more Spanish-speakers available in our office to support our families. We have also been trained on and understand the language line as of last year for meetings we have to make our families as comfortable as possible.

Family and Community Involvement

Family and Community Involvement Strengths

Hill is a true community school with strong parent involvement. We have multiple annual events that bring in our community members, including our Veteran's Day assembly, STEM/Fine Arts presentations, and spring tours for future families. Our PTA is thriving and very invested in our school with strong membership. Our teachers provide strong customer service, which we are proud of, for our very engaged community.

Family and Community Involvement Weaknesses

As stated in the summary, we intend to focus our family engagement efforts this year to once again get families engaging directly on campus. In recent years, Zoom meetings and protocols have left many families feeling disconnected. With planned events and strategies, we need to create the community school feel that makes Hill special. We feel we are off to a good start. Another growth area is re-engaging with our

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

families who are not as available due to work and other circumstances. We believe strengthening these connections will also lead to stronger academic outcomes as we connect school to home. We are planning for strategies through multiple pieces of our Campus Improvement Plan for this.

Family and Community Involvement Summary

Last year we focused on community engagement. This year we are putting our focus into family engagement as COVID restrictions have relaxed, and we once again can have families and events on campus more. While this is broad with many strategies, we especially want to look at multiple ways to engage with our families, especially those who have been more disconnected in recent years.

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. Hill's first outdoor Story Walk will be built and implemented. This was previously funded through a library grant but has sat idle for a year. The goal is for the walk to be built and regularly used by the end of the 2022-2023 school year. (#5, #6) (Title I SW Elements: 2.1,2.3,2.5,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,3.4,4,4.1,5,5.1)	Community Partner, Librarian, Principal	Spring 2023		Criteria: Completed and implemented (including staff training) by the end of spring 2023 with observable usage.
2. Hill will reintroduce the Marathon Kids program for all students K-5 with the goal of all students working consistently toward a completed marathon for the 2022-2023 school year. (#4,#5) (Title I SW Elements: 2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.1,3.3,5,5.1)	PE Teacher, Principal	Year-Long		Criteria: Student Formative and Summative progress toward completed marathons. Students will begin running in 10 minute intervals every 3rd day of school, moving to increased minutes based on observed need and ability.
3. With completely updated PE structure, Hill will have working and fully-staffed rotations moving each day for each grade level K-5 by the end of the fall semester. (#1, #7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1,3.1,3.2,3.4,4,4.1,5,5.1,5.2)	Administrators, PE Teacher	End of Fall Semester		Criteria: Fully staffed with working plan by the end of December

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Objective 2. (Social and Emotional School Climate) Hill will implement 3 new Neuro-Sequential Model of Education strategies during the 2022-2023 school year that will support student and staff self-regulation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The Hill Brain Lab will be implemented as a place for students to report to with an adult in order to self-regulate with multiple strategies available. (#5) (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,3.2,3.3)</p>	<p>Administrators, Counselor, SEL Campus Coordinator, SEL Committee</p>	<p>Year-Long</p>	<p>(O)Other - \$1,200</p>	<p>Criteria: The Brain Lab should be opened to begin the year with explicit instruction given to teachers on appropriate use. The administrative and counseling teams will work with the SEL committee to monitor implementation and practices. These will be adjusted based on need and formative assessment of practices with the goal of a high-functioning area being in place by the spring semester.</p>
<p>2. Staff will jigsaw the book "Connections Over Compliance" by Desautels. Each team will take ownership of one chapter to present to the rest of the faculty on a monthly basis, beginning in the late fall. (#1, #4) (Title I SW Elements: 1.1,2.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,2.2.1,3,3.1,3.2,3.3,5,5.1,5.4)</p>	<p>Administrators, Grade Level Team</p>	<p>November-End of Year</p>		<p>Criteria: Monthly faculty meeting agendas; staff presentations monthly</p>
<p>3. Principal and Counselor will be trained in and complete NME Professional Learning Modules to ensure leadership team is up to date on best practices. (#1) (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.2,2.2.1,3,3.1,3.3,3.4,5,5.2)</p>	<p>Counselor, Principal</p>	<p>Year-Long</p>		<p>Criteria: Completion of Online, Asynchronous Modules by the end of the 2022-2023 school year</p>

HILL EL

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Objective 3. (Family Engagement) Hill will host 3 separate and updated family events focusing on SEL, STEM, and CP&I by the end of the 2022-2023 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hill administration and counselors will coordinate with NME team and PTA to host ongoing parent education sessions related to Social and Emotional Learning. (#5) (Title I SW Elements: 1.1,2.1,2.3,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.1,3.1,3.2,3.3,3.4)	Administrators, Counselor	Year-Long		Criteria: Agendas and evidence of implementation of strategies such as book clubs, parent engagement speakers, or other strategies.
2. Hill will transition from a traditional Science Fair to implement a school-wide PBL challenge where a campus focus is identified and solutions are implemented through project-based learning presentations. (#2, #3, #6) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,3.4,4.4.1,5.1)	Administrators, PTA, Team Leaders	By March 2023		Criteria: Completion of PBL projects with guidance set by administration and team leaders. Evidence of completed projects by students.
3. Hill will implement an updated Hill Cultural Fashion Show in spring of 2023 reflecting renewed family engagement for the event post-previous COVID restrictions. (#2) (Title I SW Elements: 1.1,2.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.1,3.1,3.4)	Administrators, PTA	Spring 2023		Criteria: The event will be planned and held in Spring of 2023 with renewed focus of involving caregivers.

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Goal 2. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 1. (ESF Essential Action 4.1 (2)) Students identified as economically disadvantaged demonstrating achievement on 3rd grade state assessment in reading at the "Meets" Level will increase from 27% in 2022 to 40% in spring 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. As a campus, we are have implemented a framework for the "Know and Show" strategy in our Professional Learning Communities to more tightly align our discussions on curriculum and instruction, as well as answering the 4 questions of PLCs. Best practices on readiness TEKS will take place weekly and will be documented using the campus template. (#3, #6) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3)</p>	<p>Administrators, PLCs - Grade-level</p>	<p>Year-Long</p>		<p>Criteria: Weekly templates will pair with the observation and feedback cycle to ensure implementation and updates as we learn from our practices.</p>
<p>2. Hill will implement support from two temporary reading tutors to support our accelerated instruction plans in multiple grade levels, including 3rd grade, for House Bill 4545. Tutors will train in Reading by Design to support explicit reading instruction and also support STAAR preparation during the spring semester. (#1) (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: H,AA,ECD,ESL,AtRisk,Dys,504) (Strategic Priorities: 1,2) (ESF: 1,1.2,2.2,1,3,3.3,4,4.1,5,5.1,5.3)</p>	<p>Administrators, Intervention Staff</p>	<p>Year-Long</p>		<p>Criteria: Staffing and retention of these positions will happen during the fall with the goal of having staff all in place by end of 1st 9 weeks. Implementation of interventions should take place the rest of the year, with a focus on STAAR leading up to the assessment.</p>
<p>3. Utilizing framework created by our Hill counseling team, we will work to decrease the number of economically disadvantaged students visiting the office for disciplinary reasons. Framework includes trauma-informed and TBRI strategies to target root causes and work towards restorative outcomes. (#1, #5) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: ECD) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,5,5.1,5.4)</p>	<p>Administrators, Counselor, Teachers</p>	<p>Year-Long</p>		<p>Criteria: Data targets met to decrease visits as described at end of year in comparison to 21-22.</p>

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Goal 2. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 2. (ESF Essential Action 4.1) At the 4th grade level, student achievement will grow at the “Approaches” level on the Math STAAR assessment from 82% in spring 2022 to 87% in spring 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. As a campus, we are have implemented a framework for the "Know and Show" strategy in our Professional Learning Communities to more tightly align our discussions on curriculum and instruction, as well as answering the 4 questions of PLCs. Best practices on readiness TEKS will take place weekly and will be documented using the campus template. (#3, #6) (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,3.3,4.4.1,5,5.1,5.2,5.3)</p>	<p>Administrators, PLCs - Grade-level</p>	<p>Year-Long</p>		<p>Criteria: Weekly meeting templates will be organized and available for review as we look at implementation and evolve with the planning/feedback cycle.</p>
<p>2. 4th Grade Math Teachers and our part-time interventionist will work with the University of Texas through SPIRAL coaching implementation for small group interventions, focused on our students with an implemented accelerated instructional plan. (#1, #6) (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: ECD,AtRisk,4th) (Strategic Priorities: 1,2) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3)</p>	<p>Grade Level Team, Intervention Staff, PLCs - Instructional, Principal</p>	<p>Year-Long</p>		<p>Criteria: 4th grade math teachers and interventionist will complete professional development aligned to the program, as well as observations with program specialists. Surveys and feedback will be taken, as well as data monitored, throughout the program.</p>
<p>3. Hill plans to hire and implement a math intervention tutor to support HB4545 accelerated learning plans and any student who is showing a need for tier 3 support. This person will work through Spiral Coaching to align with our classrooms, as well as supplement materials to classroom teachers, as needed. (#1, #3) (Title I SW Elements: 1.1,2.1,2.3,2.4,2.5,2.6) (Target Group: ECD,AtRisk,Dys,504) (Strategic Priorities: 2) (ESF: 1,1.1,2,2.1,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Administrators</p>	<p>Year-Long</p>	<p>(O)Other - \$11,000</p>	<p>Criteria: Hiring and retaining candidate, along with training implemented through the stated UT Spiral Program.</p>

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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 830 to begin the year to the project 867 by May 2023. 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
<p>1. Continue to provide outreach, customer service, and support to Pre-K families navigating the qualifying and tuition process for the 2022-2023 school year. This includes advertising and supports for families to begin the enrollment process for the 2023-2024 school year once in the spring semester. (#5, #7) (Title I SW Elements: 2.1,2.3,2.6,3.1) (Target Group: ECD,SPED,PRES K) (Strategic Priorities: 2) (ESF: 2.2.1,3,3.3,3.4)</p>	<p>Administrators, Office Staff, Teachers</p>	<p>Year-Long</p>		<p>Criteria: Increased Pre-K enrollment from August 15, 2022 to December 2022.</p>
<p>2. Administrative cabinet team will hold bi-weekly discussions on attendance to implement tier 2 and 3 strategies as needed to support families. This will include a spreadsheet of students of concern, along with documented strategies in eCST aside from the document. (#3, #5) (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.3,3.4,5,5.4)</p>	<p>Administrators, Attendance Clerk</p>	<p>Year-Long</p>		<p>Criteria: Documented tier one and two strategies in eCST and other systems</p>
<p>3. Hill will hold an updated Pre-K and Kindergarten Roundup in spring of 2023 to ensure registration of our youngest students for the next school year, including clear action to ensure Tuition and Non-Tuition Pre-K students are fully registered going into the summer. (#5, #7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6) (Target Group: PRE K,K) (Strategic Priorities: 2) (ESF: 1,1.2,2,2.1,3,3.3,3.4)</p>	<p>Administrators, Office Staff, Teachers</p>	<p>Spring 2023</p>		<p>Criteria: Pre-K students will be processed fully by the end of the 22-23 school year going into the summer. Last summer the amount of students fully processed was 0%.</p>

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

Objective 1. (Exemplary Customer Service) By the end of the 2022-2023 school year, Hill will achieve "Exceeds Expectations" on the "Safety Protocols" strand in the Facilities and Operating section of the Customer Cares rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hill administration and counseling team will conduct comprehensive exterior door checks for the entire campus once weekly for the 22-23 school year. (#7) (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,3,3.2)	Administrators, Counselor	Year-Long		Criteria: Weekly completion of the audit spreadsheet to ensure compliance.
2. Hill Safety Team will create a document to support substitutes and parent volunteers with campus safety best practices, procedures, and visuals to support understanding. (#7) (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,3.2)	Administrators, Campus Safety Committee	Fall Semester		Criteria: During early fall semester, safety team will monitor campus needs and update as needed. Document will be available by late fall semester to support all listed groups. Team will use assessment cycle to improve as needed, using feedback to grow practice and ensure safety.
3. Hill will implement further safety updates including the locking and closing of internal doors during classroom instruction, as well as obtaining and locking all exterior gates with a clear plan for a safe, functioning campus. (#7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.4)	Administrators, Office Staff, Teachers	Year-Long		Criteria: By January 2023, Hill will have an implemented plan for both stated objectives that has been through the assessment cycle, problem solved, and updated.

HILL EL Site Base

Name	Position
Membership List Attached, CAC	(Document at End)

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	93				94
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	91				93
STAAR Performance Meets	75				77
STAAR Performance Masters	52				54
STAAR Performance Raw Score	73				75
STAAR Performance Scaled Score	93				94

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: **Hill**
 Campus Number: **227901155**

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	93				94
Grade	A	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	87				89
Academic Growth Scaled Score	93				94
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	13.4	13.4	13.4	13.4	13.4
Economically Disadvantaged % Grouping	13.1 to 14	13.1 to 14	13.1 to 14	13.1 to 14	13.1 to 14
Relative Performance Raw Score	73				75
Relative Performance Scaled Score	83				85
Relative Performance Grade	B	--	--	--	B

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	95				96
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	98				100
Grade	A	--	--	--	A

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	19	out of 20	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:	20	out of 20	2023 Goals:	12	out of 12

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	11	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:	11	out of 11

Template by Campus & District Accountability

CAC MEMBERS 2022 – 2023

Jack Drummond – Principal

Teresa Carroll – Classified Staff

Marci Adkinson – PK Teacher (2nd year)

Caroline Braun – Kinder (2nd year)

Clayton Oden – 4th Grade, Co-Chair, (3rd year)

Steven Williams – Essential Area Teacher (3rd year)

Amanda Goodwin – Parent (3rd year)

Ashley Perrraud – Parent (3rd year; new term)

Robyn Eckermann – Parent (2nd year)

Neetu Kaul – Parent (2nd year)

Dionne Barner – Parent (2nd year)

Kelly Tarun – Parent (3rd year)

Stephanie Winfrey – Parent (3rd year)

Jason Williams – Business Representative (3rd year)

Jenny Burke – Special Ed (2nd year)

Michele Dare – 2nd Grade (2nd year)

Michelle Grona – 3rd Grade (1st year)

Tama Traudt – 1st Grade (2nd year)

Julie Neitzel – Parent (2nd year)

Sarah Kelton – Counselor (2nd year)

Alexis Holder – PTA Representative (1st year)

Ruth Dew – Parent (1st year)

Rachel Briles – 5th Grade (1st year)