Houston Independent School District

473 Hilliard Elementary School

2023-2024 Improvement Plan

Accountability Rating: B

Distinction Designations:
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

Through collaboration, mutual respect, and rigorous instruction, A. G. Hilliard Elementary educates all pre-kindergarten-5th grade students for college, career, and life.

Vision

A. G. Hilliard Elementary exists to produce:

Students that are role models for their peers
Students that take ownership of their learning
Students that have a choice of the middle school, high school, and college/university they desire to attend
Students that are productive citizens who are equipped to give back to their communities

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

i. Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily

High-quality instructional materials, aligned with instructional planning calendars and supported by interim and formative assessments, are pivotal for daily instruction. These materials offer a structured curriculum that ensures content is taught in accordance with educational goals. Teachers use them as the basis for daily lesson planning, while ongoing assessments provide real-time feedback on student progress. This data-driven approach allows educators to adapt instruction, support diverse learning needs, and make timely interventions. Professional development opportunities often accompany these materials, fostering teacher expertise. Moreover, their use promotes consistency across the institution and encourages parental involvement in students' education, ultimately enhancing the overall learning experience.

ii. Discuss what effective classroom routines and instructional strategies are used.

Effective classroom routines are essential for maintaining an organized and engaging learning environment. These include morning routines, transitions, classroom management, materials organization, and homework collection. Instructional strategies like differentiation, scaffolding, and active learning cater to diverse student needs and encourage interactive learning. Formative assessments provide real-time feedback, while cooperative learning and technology integration foster collaboration and engagement. Clear objectives, feedback, reflection, and assessment for learning ensure that students grasp lesson outcomes and progress effectively, promoting a positive and productive learning atmosphere.

iii. Provide examples of how data is used to drive instruction

Data-driven instruction is integral to effective teaching. In Professional Learning Communities (PLCs), educators collaboratively analyze assessment data to identify areas where students may be struggling and make informed instructional adjustments. This real-time monitoring ensures that learning goals are met. Scaffolding and differentiation are employed to adapt instruction to individual student needs based on data, offering additional support to those who require it and challenging those who excel. Through ongoing analysis of formative assessment results, teachers can refine their teaching strategies, reteach as necessary, and ultimately provide a tailored and responsive learning experience that maximizes student achievement.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Based on the data, here are some insights into the areas of strength and academic improvements:

Areas of Strength:

> **Reading:** In the 2021-2022 academic year, 67% of students at Hilliard EL approached the reading standards, which is a significant strength.
> **Math:** In the 2021-2022 academic year, 63% of students at Hilliard EL approached the math standards, which is also a strength.

Academic Improvements:

> **Reading:** In the 2022-2023 academic year, there was a plunge in the percentage of students meeting the reading standards. It decreased from 34% to 26%. This is a negative trend and represents academic decline.

Attribution for Improvement: Some possible factors contributing to academic improvements could include changes in teaching methods, curriculum, targeted interventions, or decreased student engagement and effort.

Areas where Students Excelled:

In the 2022-2023 academic year, Hilliard EL saw a notable improvement in the percentage of students who approached in Reading. The "Approached" category increased from 67% to 69%, which indicates that a few students achieved a high level of mastery in this subject.

It's essential for the school to continue to analyze the data, identify the specific strategies or interventions that led to improvements, and maintain or further develop those strategies. Additionally, identifying areas where students did not meet the standards and implementing targeted support can help ensure well-rounded academic growth and achievement.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Teachers participate in weekly planning/PLC cycles that are designed to connect content to instructional practice and delivery, yet inconsistently experience daily instructional "delivery" success within the totality of their block. **Root Cause:** 1. Dept of teacher TEK knowledge. 2. Lack of instructional pacing. 3. Misaligned "at bat" protocol.

Problem of Practice 2: The campus has identified a daily instructional block, within the reading and math learning cycles, that is designed to mitigate learning loss and emphasize student growth, yet BOY/MOY student data shows consistent deficits remain within student core content areas. **Root Cause:** "1. Lack of instructional fidelity to daily instructional block. 2. Lack of differentiated learning experiences within daily instructional block. 3. Inconsistency within small group instruction during daily instructional block."

Problem of Practice 3: While Hilliard is an open school community embedded within the North Forest neighborhood, on campus parent engagement is not a consistent component of campus based academic programming. **Root Cause:** 1. Inconsistent parent/teacher/campus communication. 2. Availability of parent community beyond scope of academic day.

School Culture and Climate

School Culture and Climate Summary

Students and parents have reported that the level of access (to teachers and administrators) they're receiving this year supports their positive perception of the campus. In addition to frequent phone conversations, parents are being invited on campus to partner with their students within their instructional learning environment. Students are also receiving proactive phone calls from the SPED Department and our counselors as we work to empower students with both academic and wraparound support. On average, our weekly campus student attendance rate is 93% and as of 10/24/23, we've processed 6 out-of-school suspensions. The daily decline in our student attendance is heavily attributed to:

1. Student illness

2. Consistent transportation

3. Parental apathy

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

The campus' culture and climate have improved compared to previous years. It's the administration's belief that a shared instructional vision (defined by our Action Plan) and a defined instructional framework (rooted in the LSAE model) are key factors is this shift in the positive direction. Administrator Access and Presence

Lesson Planning Support (Internalization Protocol)

Campus-wide Behavior Supports

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Misalignment in school vision, mission, and goals between campus and community. **Root Cause:** Lack of parental voice and feedback regarding campus vision, mission and goals.

Problem of Practice 2: A shared belief among students and parents that the campus instructional environment is not safe. **Root Cause:** Increased incidents of classroom and campus-based bullying.

Problem of Practice 3: A lack of curriculum-aligned campus engagement opportunities that empower parents to support their students within their home communities. **Root Cause:** Increased incidents of classroom and campus-based bullying.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

What does evaluation and student growth and achievement data reflect regarding teacher quality on campus?

The evaluation and student growth and achievement data from Hilliard EL for the academic years 2021-2022 and 2022-2023 provides insight into teacher quality on campus. In the 2021-2022 academic year, in the subject of Math, 63% of students approached the expected level, and 26% met the standards, suggesting a relatively positive impact of teaching. However, in Reading, 67% of students approached the standards, with 34% meeting them, indicating a slightly better performance in Reading compared to Math. In Science, the performance was relatively lower, with 64% of students approaching the standards, and 29% meeting them. In the following academic year 2022-2023, there was a decline in student achievement across all subjects. In Math, the percentage of students meeting the standards dropped to 21%, indicating a decline in teacher effectiveness. Similarly, in Reading, the percentage of students meeting the standards decreased to 26%. The Science scores were particularly concerning, with only 4% of students meeting the standards, showcasing a significant decline in teacher quality in this subject. These results highlight the need for targeted support and professional development for teachers, especially in Science, to improve student outcomes and enhance overall teacher quality on campus.

What are staff attendance rates, retention rates, turnover rates? How are you recruiting highly effective staff?

At Hilliard ES, there were 27 teachers as of June 1, 2023. Nine teachers left the campus by October 25, 2023, resulting in a turnover rate of 33%. The staff attendance rate was 95%, indicating a strong commitment from our staff. To recruit highly effective staff, we actively facilitate teacher apprenticeships and participate in job fairs, showcasing our proactive approach in attracting exceptionally skilled educators to our school.

How are you using data to inform the selection and development of targeted professional development for staff?

We leverage data from multiple sources including staff surveys, student achievement metrics, and classroom observations to identify areas for professional development. This data-driven approach ensures that the training is directly aligned with the district's mission and the specific needs of our educators. This enables us to offer targeted, high-impact professional development sessions that contribute to improved teaching and learning outcomes.

What types of professional development have staff attended, how is implementation of learned strategies monitored, what impact has it had on performance, and what follow-up is provided?

Staff have attended professional development in a variety of areas including Teacher Evaluation Systems, NES Implementation, the LSAE Model, HISD Instructional Characteristics, Multiple Response Strategies, the Science of Literacy, Coaching and Instructional Feedback,

Annotations and Short Constructive Responses, SPED for General Education, NWEA, and Curriculum Training. The implementation of learned strategies is systematically monitored through 10 observations per week on campus. These observations involve on-the-spot feedback as well

as 1-1 sessions for more detailed feedback. Additionally, Professional Learning Communities (PLCs) are leveraged to ensure consistent implementation of strategies.

Follow-up is provided through a specialized after-school Professional Development session on Thursdays called "Demo Day," where teachers demonstrate a lesson incorporating learned strategies for the following week.

The impact on performance has been significant, showing improved instructional quality and increased engagement in both staff and students.

What systems are in place to build capacity and support?

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for diverse student needs further enhance the capacity and support for campus educators.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

The data for Hilliard Elementary School suggests several strengths in the school's current recruitment, retention, and professional development practices:

- **Gender Diversity**: The school has a balanced gender distribution among its staff, with 24 females and no male staff members. This reflects a commitment to promoting gender diversity in the workplace.
- **Experience Level**: The school has a well-distributed mix of teaching experience levels. With 12 staff members having less than or equal to 5 years of experience, 5 staff members having 6-10 years of experience, and 7 staff members having more than 11 years of experience, the school benefits from a diverse range of experience levels, which can enhance the learning environment.

These strengths suggest that the school has effective recruitment strategies to ensure gender diversity and maintain a mix of experienced and newer teachers. However, the absence of male staff members may also be an area for consideration to promote gender balance. The specific professional development practices that led to these strengths are mentorship programs, ongoing training, and recruitment strategies aimed at diversity and experience. The data for Hilliard Elementary School suggests that the school has effective professional development practices in place. These practices have led to a well balanced mix of teaching experience levels, which is crucial for creating a supportive learning environment. The school's commitment to gender diversity among its staff members is also a positive sign of inclusive recruitment and professional development efforts.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: The evaluation and student growth and achievement data from Hilliard Elementary indicate a significant decline in student achievement in Math, Reading,

and Science in the 2022-2023 academic year, reflecting a decrease in teacher quality in these subjects. **Root Cause:** The root causes for this decline in student achievement may include a need for targeted support and professional development for teachers, especially in Science, to improve student outcomes and enhance overall teacher quality in these subjects.

Problem of Practice 2: Hilliard Elementary experienced a turnover rate of 33% from June 1, 2023, to October 25, 2023, while maintaining a staff attendance rate of 95%. The challenge is to retain experienced staff and ensure a stable teaching team. **Root Cause:** The root causes for this turnover may include factors such as job dissatisfaction or the need for more comprehensive strategies to retain teachers, such as creating a supportive work environment.

Problem of Practice 3: Hilliard Elementary effectively uses data to inform the selection and development of targeted professional development for staff, leading to high-impact sessions, improved teaching and learning outcomes, and increased staff and student engagement. **Root Cause:** he root causes for the effectiveness of data-driven professional development may involve well-structured systems for monitoring and evaluation, regular feedback, and a strong culture of continuous improvement, leading to positive performance outcomes.

Parent and Community Engagement

Parent and Community Engagement Summary

At Hilliard ES, parental support and engagement typically increases for campus events that are social in nature (fairs, festivals, etc.).

The barriers to parental involvement include:

Parent/Guardian work schedules: Many parents face challenges participating in school activities due to their work schedules, which may conflict with school events and meetings.

Parent/Guardian transportation: Limited access to transportation can hinder parents' ability to attend school-related functions, as they may struggle to reach the school campus.

Clear, calendared campus communication: Insufficient or unclear communication from the school regarding events and schedules can make it difficult for parents to plan and participate in school-related activities.

Various services and community partnerships are in place to support families, community members, and students. These include:

21st Century Program

Catch Healthy Smiles

Fresh Fruit and Vegetable Program

Hazel Health

See to Succeed

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:
 After -school childcare
 Vision screening and eyeglasses
 Improved oral health
 Fruit and vegetable exposure

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: The campus utilizes insufficient communication channels and ineffective methods of reaching out to families. **Root Cause:** The campus is negligent in providing parents with a Month-At-A-Glance resource that outlines campus/district events and deadlines.

Problem of Practice 2: The campus is not equipped with consistent mechanisms to address community language barriers and cultural differences. **Root Cause:** The campus' ratio of bilingual to non-bilingual staff members limits the availability of frequently requested translation supports.

Problem of Practice 3: There is a lack in community resources, such as transportation, internet, or finance that impedes parents from consistently bridging the school to home divide. **Root Cause:** The campus currently lacks a Wraparound Resource Specialist who can serve as advocate for non-instructional parental resources and supports.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

Campus goals

Accountability Data

Student Achievement Domain
Student Progress Domain
Closing the Gaps Domain

Student Data: Assessments

Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

Discipline records

Employee Data

Teacher/Student Ratio
State certified and high quality staff data
Campus leadership data

Parent/Community Data

Parent surveys and/or other feedback
Community surveys and/or other feedback

Key Actions

Revised/Approved: October 24, 2023

Key Action 1: Improve the quality of reading instruction in grades PreK-5th.
Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By December 2023, a significant portion of students and teachers at the school will demonstrate notable advancements, with 80% of students showing at least 40% growth on key assessments, and 70% of teachers achieving proficiency in curriculum delivery, both metrics projected to see substantial increases by May 2024.

Indicator 1: By December 2023, 70% of teachers will be rated proficient or higher in their delivery of the Three Cheers or Amplify curriculums as measured by administrator data and feedback collected during campus spot observations. The percentage of proficient or higher teachers will increase by at least 15% by May 2024.

Indicator 2: By December 2023, 70% of teachers will be rated proficient or higher in their delivery of the Three Cheers or Amplify curriculums as measured by administrator data and feedback collected during campus spot observations. The percentage of proficient or higher teachers will increase by at least 15% by May 2024.

Specific Action 1: Administrators and teachers will engage in continuous, comprehensive training and coaching on the Three Cheers and Amplify curriculums, involving various forms of professional development, including administrative training, weekly coaching, Demo Days, and pre-service and ongoing curriculum trainings, to enhance the delivery and implementation of high-quality, daily instructional blocks grounded in key curriculum components.

School Leaders' Actions

Attend administrator training on the Three Cheers and Amplify curriculums.

Coach teachers on the Three Cheers and Amplify curriculums during weekly planning and PLC sessions with an emphasis on the Story Time, Phonological Awareness, and Literacy Circle components of Three Cheers and the Knowledge and Skills components of Amplify.

Facilitate weekly Demo Days that enable teachers to internalize key Three Cheers and Amplify curriculum components within a PLC framework prior to their intentional delivery within the classroom.

Specific Action 1 Details Reviews

Provide teachers with routine, on-the-spot, coaching and aligned bite-sized feedback.

Staff Actions

Attend and receive pre-service training on the effective implementation of the Three Cheers and Amplify curriculums faciliated by Sweat and Carter-Woods.

Actively participate in ongoing district and campus level Three Cheers and Amplify curriculum trainings.

Prepare and implement a daily high quality instructional block grounded in the key components of the Three Cheers and Amplify curriculums.

Implement instructional strategies outlined in spot observation feedback and teacher moves identified in coaching moves to enhance the instructional delivery of lessons.

Formative Summative Feb Mar Apr June

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Key Action 2: Utilize Eureka Math to build K-5th grade math teachers' instructional capacity.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By December 2023, a concerted effort will be made to ensure at least 70% of teachers excel in Eureka Math delivery, and at least 80% of students will exhibit significant academic growth--aiming for a 40% improvement in MAP and CIRCLE assessments--with continual progress expected through May 2024.

Indicator 1: By December 2023, at least 70% of the teachers evaluated via spot observations will be procifient or higher in the instructional delivery of Eureka Math. This percentage will increase by at least 15% by May 2024.

Indicator 2: By December 2023/January 2024, at least 80% of students will show at least 40% growth, when compared to their BOY performance on the Measures of Academic Progress (MAP) and CIRCLE assessments. The growth of all PK-5th grade students will increase by 1.8 years growth on the EOY MAP and Circle assessments

Indicator 3: By December 2023/January 2024, at least 80% of students will show at least 40% growth, when compared to their BOY performance on the Measures of Academic Progress (MAP) and CIRCLE assessments. The growth of all PK-5th grade students will increase by 1.8 years growth on the EOY MAP and Circle assessments

Specific Action 1: Teachers will receive extensive training and ongoing support on Eureka Math implementation, engaging in purposeful weekly PLC sessions and routine coaching, with a commitment to demonstrating and applying a thorough understanding of Eureka Math modules and framework to deliver high-quality, objective-driven, and engaging math lessons daily.

School Leaders' Actions

Provide teachers with training on Eureka Math implementation and delivery during district and campus-level pre-service professional development days, and weekly teacher planning and PLC sessions.

Conduct curriculum-based, weekly PLCs that focus on high quality instructional delivery as defined by the Eureka Math lesson cycle with an emphasis on purposeful instruction, student engagement, and fidelity to the LSAE framework (3rd-5th).

Specific Action 1 Details Reviews

Provide routine on-the-spot coaching and written feedback for all teachers using the Spot Observation form.

Staff Actions

All K-5th math teachers will attend and engage in weekly Eureka Math planning sessions facilitated by Ms. Brown and/or Ms. McCorkle.

All K-5th math teachers will demonstrate understanding of Eureka Math modules by bringing personalized lesson annotations to weekly PLC sessions.

All K-5th math teachers, on a daily basis, will utilize the Eureka Math framework to deliver objective driven lessons that are on grade level, rigours, and engaging.

Formative Summative Feb Mar Apr June

No Progress   Accomplished   Continue/Modify   Discontinue

Key Action 3: Utilize the LSAE framework to provide students with differentiated and personalized learning experiences that support grade-level objective mastery.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By August 2023, all 3rd-5th grade teachers will effectively administer daily, objective-aligned assessments to categorize students within the LSAE framework, aiming for Hilliard ES to achieve a proficient or higher score on the LSAE learning rubric by December 2023 and May 2024, as assessed by senior administration.

Indicator 1: By August 28, 2023, 100% of 3rd-5th grade teachers will administer and score a daily, objective-aligned, DOL that enables them to cohort students within the LSAE framework.

Indicator 2: By December 2023 and May 2024, Hilliard ES will score proficient or higher, as evaluated by senior administration, on the LSAE learning rubric.

Specific Action 1 Details Reviews

Specific Action 1: Teachers will be trained to implement the DOL and LSAE learning cycles, supported by a repository of scaffolded, objective-driven resources, with continuous monitoring, coaching, and feedback, ensuring that students receive daily grade-level instruction, differentiated learning experiences and that Teacher Apprentices and Learning Coaches are

effectively equipped through participation in planning, PLC, and Demo Day protocols.

School Leaders' Actions

Train teachers on the implementation of the DOL and aligned LSAE learning cycles.

Ensure teachers are equipped with a scaffolded, objective-driven, repository of LSAE resources that align to their student cohorts as evidenced by students' completed daily LSAE activities and assignments.

Monitor the daily LSAE cycle and provide on-the-spot coaching and aligned action-driven feedback via the Spot Observation Form.

Staff Actions

Ensure all students receive daily grade-level, direct instruction and an aligned DOL.

Cohort students based on the LSAE model and ensure differentiated learning experiences are assigned to each group.

Ensure assigned Teacher Apprentices/Learning Coaches regularly engage in planning, PLC, and Demo Day protocols that equip them with the instructional resources necessary to facilitate the LSAE model's differentiated learning activities.

No Progress Accomplished Continue/Modify Discontinue

Key Action 4: Strengthen the institutional support of the Special Education Resource/Co-Teacher to ensure special education students consistently experience high-quality instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By August 28, 2023, all Hilliard ES SPED Resource teachers will participate in essential pre-service training and grade-level planning, ensuring that, by December 2023/January 2024, at least 60% of identified SPED students demonstrate significant growth in reading and math, as compared to their beginning-of-year performance.

Indicator 1: By August 28, 2023 100% of Hilliard ES SPED Resource teachers will attend district and campus-sponsored Amplify and Eureka Math pre-service trainings.

Indicator 2: Effective August 28, 2023, 100% of SPED Resource teachers will attend at least one grade level planning and PLC sequence as driven by their grade level caseload.

Indicator 3: By December 2023/January 2024, 60% or higher of identified SPED students will demonstrate at least 1 band of growth on the district or campus-administered MOY in reading and math as compared to their BOY performance.

Specific Action 1: Ensure Special Education Teachers receive ongoing, specialized professional development, consistent coaching, and administrative support, focusing on high-quality instruction, compliance requirements, effective IEP implementation, and a structured daily instructional plan, all aimed at enhancing the educational growth and achievement of special education students within a general education setting.

School Leaders' Actions

Ensure Special Education Teachers are engaged in going district and campus-based professional development regarding high-quality instruction and aligned instructional materials (i.e. Amplify, Eureka Math).

Specific Action 1 Details Reviews

Provide Special Education Teachers with consistent on-the-spot coaching and action-driven feedback that aligns with their ability to instructionally support special education students within the general education setting.

Support Special Education Teachers with paperwork and compliance requirements that prevent consistent in-class instructional support of special education students.

Staff Actions

Draft and implement student IEPs that reflect on grade-level learning objectives and the use

of high-quality instructional materials and aligned best practices.

Create and adhere to a daily push-in/pull-out instructional plan of support that is driven by

student IEPs and ensures student growth and achievement.
Formative Summative Feb Mar Apr June

No Progress   Accomplished   Continue/Modify   Discontinue

State Compensatory

Budget for 473 Hilliard Elementary School

Total SCE Funds: $1,910.42
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Hilliard Elementary School will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students by reducing failures, and increase STAAR performance assessment. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, and Economically Disadvantaged.

Addendums

473 Hilliard Elementary School

Listening Speaking Writing

Reading Composite

TELPAS Rating

Student's Current Grade Level:
All Grades

0% 20% 40% 60% 80% 100% **% of Students by Rating**

- NA   - Beginning   - Intermediate   - Advanced   - Advanced High

Hilliard EL Campus Profile

NES
NES Status
A3 Unit
B
2022 Rating
Jacob Johnson Senior ED

Amy Poerschke ED
Tho Mei Support ED

SCHOOL LEADERSHIP

Principal

Years of Experience

Years on Campus

DEMOGRAPHICS

Hispanic 25.21%

American Indian 0.17%
African American 72.23%

2022 ACCOUNTABILITY INFO STAAR: Raw Score

STAAR: Scaled Score 36 62

QUICK COUNTS

70

Staff

Campus 01 02 03 04 05 K PE PK Hilliard ES 86 107 86 82 78 79 3 66

Econ. Disadv.
ELs

CCMR: Raw Score CCMR: Scaled Score N/A N/A

Grad Rate: Raw Score Grad Rate: Scaled Score

587

Students 54

23-24 Av. Staff Att.

No 3%

Yes 97%
Yes
10%

No 9…

N/A N/A

Action Plan URL

☐

Full-Time Teachers

7

Av. Years Tchr. Exp.

23-24 Av. Student Att.

22-23 Av. Student Att.

Yes 1%
GT

No 99%
Special Education Yes 9%

No 9…

Subject	Language	BOY			MOY			EOY		
		Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students
Literacy	English	38	15	39%	0	0		0	0	
Math	English	38	7	18%	0	0		0	0	
Literacy	Spanish	0	0		0	0		0	0	
Math	Spanish	0	0		0	0		0	0	

Houston ISD 18088 149.45 0 0% 3992 22.07% 3203 17.71% 3227 17.84% Hilliard EL (473) 162 143.67 0 0% 48 29.63% 44 27.16% 34 20.99%

Houston ISD 3546 19.6% 4120 22.78% 8553 146.02 1 0.01% 2056 24.04% Hilliard EL (473) 24 14.81% 12 7.41% 0 0 0 0% 0 0%

Houston ISD 1937 22.65% 1871 21.88% 1735 20.29% 953 11.14% 48022 189.45 Hilliard EL (473) 0 0% 0 0% 0 0% 0 0% 336 180.97

Houston ISD 0 0% 14254 29.68% 8706 18.13% 7778 16.2% 8842 18.41% Hilliard EL

(473) 0 0% 141 41.96% 93 27.68% 49 14.58% 40 11.9%

Houston ISD 8442 17.58% 434 178.52 0 0% 205 47.24% 78 17.97% Hilliard EL (473) 13 3.87% 1 198 0 0% 0 0% 0 0%

Houston ISD 66 15.21% 52 11.98% 33 7.6% 6627 178.81 0 0% Hilliard EL (473) 1 100% 0 0% 0 0% 1 172 0 0%

Houston ISD 1940 29.27% 1503 22.68% 1411 21.29% 1190 17.96% 583 8.8% Hilliard EL (473) 0 0% 0 0% 1 100% 0 0% 0 0%

Houston ISD 47 179.72 0 0% 11 23.4% 10 21.28% 15 31.91% Hilliard EL (473) 0 0 0 0% 0 0% 0 0% 0 0%

Houston ISD 9 19.15% 2 4.26% 52490 184.56 0 0% 17559 33.45% Hilliard EL (473) 0 0% 0 0% 336 177.8 0 0% 149 44.35%

Houston ISD 8129 15.49% 8348 15.9% 8811 16.79% 9643 18.37% 337 174.5 Hilliard EL (473) 59 17.56% 62 18.45% 46 13.69% 20 5.95% 1 179

Houston ISD 0 0% 146 43.32% 63 18.69% 45 13.35% 38 11.28% Hilliard EL (473) 0 0%

0 0% 1 100% 0 0% 0 0%

Houston ISD 45 13.35% 13471 181.33 0 0% 2552 18.94% 3013 22.37% Hilliard EL (473) 0 0% 1 176 0 0% 0 0% 0 0%

Houston ISD 2443 18.14% 2799 20.78% 2664 19.78% 94 183.56 0 0% Hilliard EL (473) 0 0% 1 100% 0 0% 0 0 0 0%

Houston ISD 20 21.28% 9 9.57% 13 13.83% 25 26.6% 27 28.72% Hilliard EL (473) 0 0% 0 0% 0 0% 0 0% 0 0%

Houston ISD 53079 186.91 2 0% 16005 30.15% 8752 16.49% 8388 15.8% Hilliard EL (473) 336 181.59 0 0% 133 39.58% 73 21.73% 58 17.26%

Houston ISD 9016 16.99% 10916 20.57% 449 177.45 0 0% 187 41.65% Hilliard EL (473) 49 14.58% 23 6.85% 0 0 0 0% 0 0%

Houston ISD 84 18.71% 60 13.36% 52 11.58% 66 14.7% 183130 1 Hilliard EL (473) 0 0% 0 0% 0 0% 0 0% 588 1

Kindergarten

Houston ISD 10787 303.52 0 0% 4612 42.76% 1711 15.86% 1638 15.18% Hilliard EL (473) 67 288.93 0 0% 43 64.18% 6 8.96% 8 11.94%

Houston ISD 2826 26.2% 53 10784 21.46 0 0% 4840 44.88% 1575 Hilliard EL (473) 10 14.93% 41 67 16.46 0 0% 45 67.16% 5

Houston ISD 14.6% 4369 40.51% 0 0% 51 10785 6.48 0 0% Hilliard EL (473) 7.46% 17 25.37% 0 0% 38 67 5.27 0 0%

Houston ISD 3690 34.21% 2504 23.22% 3003 27.84% 1587 14.71% 45 7173 Hilliard EL (473) 27 40.3% 16 23.88% 16 23.88% 8 11.94% 40 41

Houston ISD 21.76 0 0% 5590 77.93% 1263 17.61% 2135 29.76% 1796 Hilliard EL (473) 28.56 0 0% 35 85.37% 10 24.39% 14 34.15% 8

Houston ISD 25.04% 56 7173 1.95 0 0% 0 0% 8951 124.79% Hilliard EL (473) 19.51% 59 41 1.29 0 0% 0 0% 52 126.83%

Houston ISD 1833 25.55% 0 0% 23 7161 5.6 0 0% 0 Hilliard EL (473) 15 36.59% 0 0% 32 39 2.56 0 0% 0

Houston ISD 0% 7780 108.64% 3004 41.95% 0 0% 36 372 13.21 Hilliard EL (473) 0% 50 128.21% 17 43.59% 0 0% 35 0 0

Houston ISD 155 41.67% 78 20.97% 139 37.37% 312 97.91 67 21.47% Hilliard EL (473) 0 0% 0 0% 0 0% 0 0 0 0%

Houston ISD 33 10.58% 212 67.95% 10787 298 33 11.07% 265 88.93% Hilliard EL (473) 0 0% 0 0% 67 0 0 0% 0 0% **Grade**

1

Houston ISD 11895 332.39 0 0% 5389 45.3% 1664 13.99% 2549 21.43% Hilliard EL (473) 76 314 0 0% 61 80.26% 5 6.58% 9 11.84%

Houston ISD 2296 19.3% 45 11896 33.19 0 0% 5599 47.07% 1861 Hilliard EL (473) 1 1.32% 24 76 23.67 0 0% 50 65.79% 19

Houston ISD 15.64% 4438 37.31% 0 0% 42 11897 18.51 0 0% Hilliard EL (473) 25% 7 9.21% 0 0% 27 76 14.61 0 0%

Houston ISD 6376 53.59% 2793 23.48% 2246 18.88% 483 4.06% 35 11895 Hilliard EL (473) 50 65.79% 12 15.79% 13 17.11% 1 1.32% 29 76

Houston ISD 29.91 0 0% 6314 53.08% 1007 8.47% 2430 20.43% 2147 Hilliard EL (473) 11.93 0 0% 64 84.21% 7 9.21% 5 6.58% 0

Houston ISD 18.05% 43 11895 6.16 0 0% 5362 45.08% 2028 17.05% Hilliard EL (473) 0% 21 76 1.78 0 0% 47 61.84% 16 21.05%

Houston ISD 2882 24.23% 1626 13.67% 36 11896 14.75 0 0% 5338 Hilliard EL (473) 13 17.11% 0 0% 19 76 6.41 0 0% 52

Houston ISD 44.87% 1370 11.52% 2251 18.92% 2939 24.71% 47 10326 52.54 Hilliard EL (473) 68.42% 10 13.16% 11 14.47% 3 3.95% 30 61 33.26

Houston ISD 0 0% 5782 55.99% 1545

14.96% 4246 41.12% 325 3.15% Hilliard EL (473) 0 0% 54 88.52% 10 16.39% 12 19.67% 0 0%

Houston ISD 50 10326 23.15 0 0% 5331 51.63% 1351 13.08% 2727 Hilliard EL (473) 33 61 6.36 0 0% 51 83.61% 14 22.95% 9

Houston ISD 26.41% 2489 24.1% 48 10326 7.02 1001 17.18 433 43.26% Hilliard EL (473) 14.75% 2 3.28% 29 61 7.03 0 0 0 0%

Houston ISD 165 16.48% 403 40.26% 773 67.23 238 30.79% 129 16.69% Hilliard EL (473) 0 0% 0 0% 0 0 0 0% 0 0%

Houston ISD 406 52.52% 11898 906 25.6 407 44.92% 91 10.04% 408 Hilliard EL (473) 0 0% 76 0 0 0 0% 0 0% 0

Houston ISD 45.03% 846 287 33.92% 559 66.08% Hilliard EL (473) 0% 0 0 0% 0 0%

Grade 2

Houston ISD 2760 318.43 0 0% Hilliard EL (473) 74 314.91 0 0%

Houston ISD 1486 53.84% 418 15.14% 565 20.47% 291 10.54% 37 2549 Hilliard EL (473) 46 62.16% 8 10.81% 15 20.27% 5 6.76% 33 69

Houston ISD 21.29 0 0% 1778 69.75% 245 9.61% 570 22.36% 167 Hilliard EL (473) 0 0 0% 49 71.01% 6 8.7% 18 26.09% 1

Houston ISD **6.55% 32 2549 9.12 0 0% 1569 61.55% 409 16.05%** Hilliard EL (473) 1.45% 31 69 8.99 0 0% 38 55.07% 13 18.84%

Houston ISD **587 23.03% 195 7.65% 35 2549 19.48 0 0% 1337** Hilliard EL (473) 20 28.99% 3 4.35% 37 69 16.67 0 0% 41

Houston ISD **52.45% 344 13.5% 931 36.52% 148 5.81% 40 2760 72.13** Hilliard EL (473) 59.42% 9 13.04% 23 33.33% 1 1.45% 36 74 76.55

Houston ISD 0 0% 1569 56.85% 287

10.4% 843 30.54% 61 2.21% Hilliard EL (473) 0 0% 49 66.22% 6 8.11% 18 24.32% 1 1.35%

Houston ISD 41 2760 36.8 0 0% 1373 49.75% 457 16.56% 708 Hilliard EL (473) 46 74 32.45 0 0% 43 58.11% 10 13.51% 16

Houston ISD 25.65% 222 8.04% 39 2760 5.54 2760 3.43 0 0% Hilliard EL (473) 21.62% 5 6.76% 36 74 3.72 74 2.62 0 0%

Houston ISD 1653 59.89% 424 15.36% 456 16.52% 227 8.22% 32 990 Hilliard EL (473) 45 60.81% 13 17.57% 12 16.22% 4 5.41% 29 0

Houston ISD 18.69 622 62.83% 94 9.49% 274 27.68% 542 30.94 304 Hilliard EL (473) 0 0 0% 0 0% 0 0% 0 0 0

Houston ISD 56.09% 71 13.1% 167 30.81% 532 59.53 232 43.61% 67 Hilliard EL (473) 0% 0 0% 0 0% 0 0 0 0% 0

Houston ISD 12.59% 233 43.8% 2760 2760 9.37 2760 17.95 541 283 Hilliard EL (473) 0% 0 0% 74 74 10.41 74 21.36 0 0

Houston ISD 52.31% 258 47.69% Hilliard EL (473) 0% 0 0% **Grade 3**

Houston ISD 3104 314.86 0 0% 1704 54.9% 525 Hilliard EL (473) 80 306.41 0 0% 55 68.75% 9

Houston ISD 16.91% 500 16.11% 375 12.08% 34 2776 28.82 0 0% Hilliard EL (473) 11.25% 13 16.25% 3 3.75% 26 77 29.48 0 0%

Houston ISD 1883 67.83% 383 13.8% 735 26.48% 103 3.71% 28 2776 Hilliard EL (473) 56 72.73% 10 12.99% 14 18.18% 0 0% 23 77

Houston ISD 12.59 0 0% 1991 71.72% 285 10.27% 665 23.96% 163 Hilliard EL (473) 9.82 0 0% 62 80.52% 6 7.79% 12 15.58% 0

Houston ISD 5.87% 30 2774 29.84 0 0% 1388 50.04% 508 18.31% Hilliard EL (473) 0% 24 77 26.94 0 0% 45 58.44% 10 12.99%

Houston ISD 997 35.94% 211 7.61% 38 3104 82.05 0 0% 1566 Hilliard EL (473) 21 27.27% 4 5.19% 33 80 79.58 0 0% 52

Houston ISD 50.45% 409 13.18% 1091 35.15% 38 1.22% 40 3104 55.06 Hilliard EL (473) 65% 8 10% 20 25% 0 0% 32 80 46.94

Houston ISD 0 0% 1620 52.19% 442

14.24% 707 22.78% 335 10.79% Hilliard EL (473) 0 0% 48 60% 14 17.5% 15 18.75% 3 3.75%

Houston ISD 36 3104 5.07 3103 5.22 0 0% 1798 57.94% 493 Hilliard EL (473) 30 80 6.11 80 4.41 0 0% 51 63.75% 9

Houston ISD 15.89% 599 19.3% 214 6.9% 31 1153 23.44 579 50.22% Hilliard EL (473) 11.25% 18 22.5% 2 2.5% 29 17 24.35 7 41.18%

Houston ISD 143 12.4% 431 37.38% 834 73.02 339 40.65% 84 10.07% Hilliard EL (473) 4 23.53% 6 35.29% 17 62.29 9 52.94% 1 5.88%

Houston ISD 411 49.28% 726 49.13 319 43.94% 119 16.39% 288 39.67% Hilliard EL (473) 7 41.18% 16 45.13 6 37.5% 2 12.5% 8 50%

Houston ISD 3104 3104 9.83 3104 11.88 827 373 45.1% 454 54.9% Hilliard EL (473) 80 80 9.29 80 11.41 16 11 68.75% 5 31.25%

Grade 4

Houston ISD 3147 317.12 0 0% 1225 38.93% 797 25.33% 954 30.31% Hilliard EL (473) 73 318.52 0 0% 29 39.73% 21 28.77% 19 26.03%

Houston ISD 171 5.43% 36 3147 57.13 0 0% 1015 32.25% 546 Hilliard EL (473) 4 5.48% 36 73 62.29 0 0% 18 24.66% 15

Houston ISD 17.35% 1586 50.4% 0 0% 36 3147 71.7 0 0% Hilliard EL (473) 20.55% 40 54.79% 0 0% 39 73 73.33 0 0%

Houston ISD 1194 37.94% 762 24.21% 1017 32.32% 174 5.53% 36 3147 Hilliard EL (473) 28 38.36% 20 27.4% 21 28.77% 4 5.48% 36 73

Houston ISD 4.63 3147 8.37 0 0% 2212 70.29% 336 10.68% 351 Hilliard EL (473) 3.66 73 8.69 0 0% 44 60.27% 15 20.55% 11

Houston ISD 11.15% 248 7.88% 29 3147 12.24 3147 9.52 Hilliard EL (473) 15.07% 3 4.11% 32 73 12.59 73 8.78

Grade 5

Houston ISD 396 316.48 Hilliard EL (473) 75 310.52

Houston ISD 0 0% 194 48.99% 76 19.19%

98 24.75% 28 7.07% Hilliard EL (473) 0 0% 43 57.33% 14 18.67% 17 22.67% 1 1.33%

Houston ISD 37 396 58.9 0 0% 70 17.68% 69 17.42% 257 Hilliard EL (473) 32 75 76.56 0 0% 15 20% 17 22.67% 43

Houston ISD 64.9% 0 0% 44 396 84.73 0 0% 196 49.49% Hilliard EL (473) 57.33% 0 0% 35 75 78.57 0 0% 44 58.67%

Houston ISD 71 17.93% 96 24.24% 33 8.33% 36 396 3.18 396 Hilliard EL (473) 13 17.33% 16 21.33% 2 2.67% 31 75 4.07 75

Houston ISD 7.55 0 0% 290 73.23% 44 11.11% 48 12.12% 14 Hilliard EL (473) 7.27 0 0% 58 77.33% 4 5.33% 12 16% 1

Houston ISD 3.54% 32 396 10.07 396 5.34 Hilliard EL (473) 1.33% 31 75 9.47 75 4.57

STAAR 2-Year Comparison
Performance Results by Subject
*Source: A4E (8/15/23)

School Name	School ID	Year	Subject	# of Students	Did Not Meet (% of Students)	Approaches (% of Students)	Meets (% of Students)	Masters (% of Students)
Hilliard EL	473	2021-2022	Math	223	37%	63%	26%	6%
Hilliard EL	473	2021-2022	Reading	223	33%	67%	34%	13%
Hilliard EL	473	2021-2022	Science	66	36%	64%	29%	5%
Hilliard EL	473	2022-2023	Math	225	39%	61%	21%	5%
Hilliard EL	473	2022-2023	Reading	225	31%	69%	26%	4%
Hilliard EL	473	2022-2023	Science	77	56%	44%	4%	1%

HILLIARD ELEMENTARY

MEET TEACHER

AUGUST 25, 2023 3:00PM - 4:30PM

PRIMARIA HILLIARD

CONOCE AL MAESTRO

25 DE AGOSTO DE 20233:00PM - 4:30PM

#spiritday

WEAR

ORANGE

COf Events ctober

Calendaober

Calenda HILLIARD ELEMENTARY

pumpkin design contest

OCT.

Halloween

Please Drop Off Pumpkins to 23-27 the front Office

Day

Story Book CHaracter dress up

OCT.3

1

1

halloween Bash

During School Hours

OCT.3

PRIMARIA HILLIARD

CaDe eventos

Calendario

Octubrlendario

Octubr

OCT.
23-27

Concurso de diseño de calabazas de Halloween

en la oficina principal.

Por favor deje las

calabazas

Día de disfraces de personajes del libro de cuentos

OCT.31

fiesta de halloween

OCT.31

Durante el horario escolar

HILLIARD ELEMENTARY

STORYBOOK

CHARACTER DRESS UP DAY

OCTOBER 31

WE'RE EXCITED TO ANNOUNCE OUR UPCOMING STORYBOOK CHARACTER DRESS-UP DAY! ON THIS SPECIAL DAY, STUDENTS ARE ENCOURAGED TO COME DRESSED AS THEIR FAVORITE STORYBOOK CHARACTERS. WE KINDLY ASK THAT COSTUMES DO NOT INCLUDE ANY TOY WEAPONS .
WE LOOK FORWARD TO SEEING OUR LITTLE STORY BOOK CHARACTERS COME TO LIFE!

DON'T FORGET TO BRING YOUR HALLOWEEN CANDY DONATIONS TO THE OFFICE BY OCTOBER 27TH, FOR THE HALLOWEEN BASH ON OCTOBER 31ST.

PRIMARIA HILLIARD

DÍA DE VESTIR AL PERSONAJE DEL LIBRO DE CUENTOS 31 DE OCTUBRE

¡ESTAMOS EMOCIONADOS DE ANUNCIAR NUESTRO PRÓXIMO DÍA DE DISFRACES DE PERSONAJES DE CUENTOS!

EN ESTE DÍA ESPECIAL, SE ANIMA A LOS ESTUDIANTES A VENIR VESTIDOS COMO SUS PERSONAJES DE CUENTOS FAVORITOS. LE ROGAMOS QUE LOS DISFRACES NO INCLUYAN ARMAS DE JUGUETE.

¡ESPERAMOS VER CÓMO NUESTROS PEQUEÑOS PERSONAJES DEL LIBRO STORY COBRAN VIDA!

NO OLVIDE TRAER SUS DONACIONES DE DULCES DE HALLOWEEN A LA OFICINA ANTES DEL 27 DE OCTUBRE, PARA LA FIESTA DE HALLOWEEN EL 31 DE OCTUBRE.

Campus Needs Analysis Minutes
Hilliard Elementary
October 26, 2023
8A

I. Introduction 5 minutes

Kimble

II. Campus SWOT Analysis 35 minutes

Strengths

Weaknesses

Opportunities

Threats

III. Questions 20 minutes

NA

IV. Minutes Section

Identified:

Strengths: Campus culture and climate, Teacher engagement with lesson plan internalization protocol, District response time/supports
Weaknesses: Amplify and Eureka Curriculums
Opportunities: Community partnerships, Nurse/Counselor resources, Special Education Resource Supports Threats: Student attendance, Student discipline, Parental responsiveness

Campus Needs Analysis Minutes
Hilliard Elementary
October 25, 2023
415P

I. Introduction 5 minutes

Kimble

II. Campus SWOT Analysis 35 minutes

Strengths

Weaknesses

Opportunities

Threats

III. Questions 20 minutes

IV. Minutes Section

Identified:

Strengths: Teacher tenure, Admin Curriculum Knowledge, Consistency of NES logistical structure Weaknesses: Curriculum resources, Novice teachers
Opportunities: Community partnerships, Parental involvement
Threats: Student Discipline, Lack of consistent community mental health resources

Campus Needs Analysis Agenda
Hilliard Elementary
October 26, 2023
8A

I. Introduction 5 minutes

II. Campus SWOT Analysis 35 minutes

Strengths

Weaknesses

Opportunities

Threats

III. Questions 20 minutes

IV. Notes Section

Campus Needs Analysis Agenda
Hilliard Elementary
October 25, 2023
415P

I. Introduction 5 minutes

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III. Questions 20 minutes

IV. Notes Section