

MILLS EL

**Joe Dan Mills Jr., Elementary School
2021/2022**



MILLS
ELEMENTARY SCHOOL
AUSTIN Independent School District

Joe Dan Mills, Jr. Elementary
6201 Davis Lane
512-841-2400

Date Reviewed:

DMAC Solutions ®

Date Approved:

Campus Mission

The Mills community will educate the whole child, encouraging them to achieve their highest potential.

Campus Values

Mills Mountain Lions aspire to be Kind, Responsible and Always the Best They Can Be

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.

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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. (Employee Wellness) Campus employee wellness will increase from 74% to 85% by May 2022 as measured on the School Health Coordinated Dashboard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Include an employee wellness spotlight in the weekly staff newsletter to ensure that staff are aware of Austin ISD Staff Wellness website, activities, and benefit resources. (Target Group: All) (Strategic Priorities: 1)	Principal	Weekly, Sept '21-Apr'22		Criteria: Record of staff newsletters. 10/29/21 - On Track
2. The Fitness Champion and CATCH Team will work together to inform and motivate students and staff to participate in healthy choices for mind and body. Weekly: Workout Wednesday - campus wide commitment to keeping our bodies healthy Fall: School Health Week Spring: Family Fitness Challenge (Target Group: All) (Strategic Priorities: 1)	CATCH Team, Coaches	Every Wednesday		Criteria: Record of events and announcements. 10/29/21 - On Track
3. Identify employee health and wellness issues and collaborate with the CATCH committee to create health and wellness programs tailored towards employee needs. (Target Group: All)	CATCH Team	October 2021-April 2022		Criteria: Meeting log notes. 10/29/21 - On Track

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Objective 2. (Social and Emotional School Climate) Our campus will engage all students in at least one intentional opportunity per day to develop, practice, and reflect upon social and emotional competencies. As a result, the percentage of students who report using self-regulation skills, 'I Use Ways to Calm Myself Down' will increase from 80% in SY 20-21 to 83% in SY 21-22 on the Student Climate Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SEL Steering Committee will meet monthly to review the status and needs of students and staff. They will design and orchestrate campaigns and events to address the needs of the Whole Child and Staff physical and mental health, while teaching and learning in a pandemic. (7 Conditions #5) (Target Group: All) (Strategic Priorities: 1)	Administrators, SEL Campus Coordinator, SEL Committee	Monthly - April 2022		Criteria: Criteria: SEL Minutes and record of school events, such as SELebration Week, No Place for Hate events, SEL Assemblies, Staff Check-Ins.
2. Promote and implement Culturally Proficient and Inclusive (CP&I) activities through teaching and counseling lessons for Kindergarten through 5th grade students, utilizing resources from the Austin ISD CP&I department. (7 Conditions #4; 7 Conditions #6) (Target Group: All)	Counselor	October 2021-May 2022		Criteria: Meeting log notes with CP&I/SEL Specialist, meeting agenda with academic leadership team and counselors.
3. Incorporate Culturally Inclusive and Responsive pedagogy and courageous conversations through the PTA, newsletters, in faculty meetings and professional learning communities (PLCs). (7 Conditions #6) (Target Group: All)	Administrators, Counselor, Teachers	October 2021-April 2022		Criteria: Meeting log notes, agendas, meeting minutes.

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Objective 3. (Family Engagement) Make Family Engagement an agenda item in 100% of Team and PTA meetings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CATCH Team will plan, advertise and execute a Family Fitness Challenge to coincide with Heart Health Month in February. (Target Group: All)	CATCH Team	February 2021		Criteria: CATCH sign up log of participants.
2. Make Family Engagement an agenda item in all PTA meetings. (Target Group: All)	Principal, PTA	October 2021- April 2022		Criteria: PTA meeting minutes.
3. Incorporate Culturally Inclusive and Responsive pedagogy and Academic Focus of PK through 5th grade curriculum during PTA meetings and Principal newsletters. (Target Group: All) (Strategic Priorities: 2)	Principal	Monthly- April 2022		Criteria: PTA meeting notes; Principal Newsletters

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Objective 4. (Coordinated School Health Implementation) 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. An active CATCH Team will monitor and support a focus on health choices and physical and mental wellness for students and staff members. CATCH Team will prepare education campaign for one week in November 2021 and one week in March 2022. (Target Group: All)	CATCH Team	November 2021-April 2022		Criteria: Criteria: Records of CATCH education campaign.
2. Add CSH Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Target Group: All)	CATCH Team	October 2021-April 2022		Criteria: Meeting Agenda Logs
3. CATCH Team will plan, advertise and execute a Family Fitness Challenge (in person and/or virtual) to coincide with Heart Health Month in February. (Target Group: All)	CATCH Team	February 2022		Criteria: Record of Family Fitness Challenge

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Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) The campus will increase the implementation of Professional Learning Communities from 0 to 2x per month by December 2021 to close academic achievement gaps amongst student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Analyze student performance data using weekly and/or district short cycle assessments in bi-weekly grade level Professional Learning Communities (PLCs) and after district Short Cycle Assessments, to measure student progress and identify plans for additional targeted intervention. (7 Conditions #1) (Target Group: All,AA,ECD,SPED,Dys) (Strategic Priorities: 2)</p>	<p>Assistant Principal, PLCs - Grade-level, Principal, Teachers</p>	<p>Biweekly PLC meetings</p>		<p>Criteria: Agendas; Intervention Plans; Walkthrough Feedback Checklist of Strategy Implementation; Follow up Assessment Reports</p> <p>10/29/21 - Significant Progress</p>
<p>2. Teachers will utilize the Leverage Leadership Protocol for analyzing student work, individually and in PLCs to identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach and/or extend student learning. (7 Conditions #3) (Target Group: All,AA,ECD,SPED,Dys) (Strategic Priorities: 1,2)</p>	<p>Assistant Principal, PLCs - Grade-level, Principal</p>	<p>September 2021- April 2022</p>		<p>Criteria: Teacher reteach and extension plans, PLC notes, Lesson plans</p> <p>10/29/21 - Some Progress</p>
<p>3. All teachers on a grade level will work collaboratively to align and create lesson plans with differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students and student groups within their grade level and classrooms. (7 Conditions #2) (Target Group: All,AA,ECD,ESL,AtRisk,Dys) (Strategic Priorities: 1,2)</p>	<p>Teachers</p>	<p>September 2021- April 2022</p>		<p>Criteria: Lesson Plans; PLC meeting record logs</p> <p>10/29/21 - Significant Progress</p>

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

Objective 1. Campus enrollment will increase from 779 to 788 by December 15, 2021 (refer to 21-22 projection).85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Highlight campus programming (including but not limited to school diversity, signature programs, teaching highlights) utilizing Social Media outlets and Principal Newsletters and School Messenger. (7 Conditions #5) (Target Group: All)	Assistant Principal, Principal	September 2021-April 2022		Criteria: Campus Social Media Feeds; Newsletters 10/29/21 - On Track
2. Monitor enrollment numbers by grade level, by week, and by student groups. (Target Group: All)	Principal, Registrar	September 2021-April 2022		Criteria: Weekly Office Meeting Logs. 10/29/21 - On Track
3. Utilize and update social media and website weekly to provide regular communication to campus communities. (Target Group: All)	Administrators	September 2021-May 2022		Criteria: Social Media logs; meeting log with campus technology specialist. 10/29/21 - On Track

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

Objective 1. By the end of SY 21-22, the campus will move from Meets to Exceeds Expectations on the Campus Communication Goals and Practices section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Let's Talk System as an active communication platform (in addition to the various communication systems already in place) to create a comprehensive and positive network of communication for parents and community. (Target Group: All) (Strategic Priorities: 1)	Administrators, Office Staff	September 2021-April 2022		Criteria: Let's Talk Communication Logs 10/29/21 - On Track
2. Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a campus culture of respect, supporting cultural identities and safety. (7 Conditions #7) (Target Group: All)	Administrators, Counselor, Office Staff, Teachers	September 2021-May 2022		Criteria: Meeting notes in Office Meetings, PLCs, and Faculty meetings. 10/29/21 - On Track
3. Promote CARES customer service professional learning opportunities with all staff, including substitutes. (Target Group: All)	Administrators	September 2021-May 2022		Criteria: Meeting logs. 10/29/21 - Some Progress

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

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

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

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

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

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

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

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

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

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

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

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

MILLS EL Site Base

Name	Position
Frageman, Angela	Principal
Norris, Anita	Teacher
Whatley, Linda	Counselor
Alvarez, Mary	Elementary Executive Director
Knight, Sharon	CAC Co-Chair (staff)
Schneider, Christy	CAC Co-chair (non-staff)
Kern, Kristina	Counselor

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

Instructions for the Austin ISD ESF Campus Self-Assessment:

1. Review the [Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework](#).
2. Determine your campus's level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

<i>Effective Schools Framework</i>	<i>Lever 1: Strong School Leadership and Planning</i>	<i>Lever 2: Strategic Staffing</i>	<i>Lever 3: Positive School Culture</i>	<i>Lever 4: High-Quality Instructional Materials and Assessments</i>	<i>Lever 5 (5.1): Effective Instruction</i>	<i>Lever 5 (5.3): Data-Driven Instruction</i>
Essential Action	Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.	Recruit, select, assign, induct, and retain a full staff of highly qualified educators.	Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	Effective classroom routines and instructional strategies	Data-driven instruction
Essential Action Reflection Rating	4	4	4	3	4	3

3. Read the following guiding questions for each essential action:

1. Are the necessary underlying systems and structures in place to support the development of an essential action?	2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action?	3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement?
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4. Identify the specific 2 Essential Actions the campus will address in the CIP/TIP as the focus areas of improvement. Include the rationale for the selection of your essential actions.

Focus Area for Improvement	Rationale
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	5.3 Data Driven Instruction
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	5.1 Objective Driven Daily Lesson Plans with Formative Assessments

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

Instructions for the Comprehensive Needs Assessment (CNA):

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

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

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	70%	42%	60	81%	91	71	100	44	83	25	92	88
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

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

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

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	878	10					207					491					406				
2018-2019	886	9					216					502					410				
**2019-2020	879	11		1			219		1			479					416				
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018		472					61					97									
2018-2019		476					83					127									
**2019-2020		463		1	1		86					136		1	1						

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

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

What are the top 3 reasons students get referrals?

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

SY 20-21 MAP Growth BOY to EOY

Grd	English									Spanish								
	BOY				EOY				Change Above Average BOY- EOY	BOY				EOY				Change Above Average BOY- EOY
	# Tsts	Below Avg	Avera ge	Above Avg	# Tsts	Below Avg	Avera ge	Above Avg		# Tsts	Below Avg	Avera ge	Above Avg	# Tsts	Below Avg	Avera ge	Above Avg	
1	95	4%	5%	91%	93	11%	17%	71%	20									
2	124	12%	16%	71%	123	19%	20%	62%	9									
3	130	9%	12%	79%	116	5	23%	74%	5									
4	133	7%	8%	87%	*	*	*	*										
5	104	9%	10%	81%	*	*	*	*										
All																		

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

SY 20-21 TELPAS Progress

Grade	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020		2021		2020 to 2021 Chan ge	2021			
	# Matc hed Stdts	% Progr essed 1+ Prof Lvl	# Matc hed Stdts	% Progr essed 1+ Prof Lvl		% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K			0			63%	--	63%	50%
1			8			*	63%	*	*
2			2			0%	*	0%	0%
3			7			78%	0%	78%	54%
4			9			71%	78%	100%	43%
5			7			67%	71%	73%	49%
All			33			67%			

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?

Second grade did not have any students progress a proficiency level (due to the change from first to second being holistically scored vs. taken online). Fourth and fifth grade had about the same percentage overall of students raising proficiency levels. Fourth grade had 100% of students raise a reading proficiency level. Writing was the lowest percentage overall across grade levels of students raising a proficiency level (due to many of our students scoring at the top level, H, beginning in early grades).

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

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

	Test Grade	All Students					African American					Hispanic					White				
		# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters
2021 STAAR																					
Math	03	107	80	94	60	31						24	71	97	50	21	64	86	94	58	28
Math	04	104	77	76	48	37						20	67	60	25	10	60	81	75	45	23
Math	05	84	79	88	63	46	1	100				18	78	94	56	22	50	78	84	64	52
Math	All	295	79	86	57	34						62	71	82	44	18	174	81	84	55	33
Reading	03			99	83	56								99	83	48			98	83	58
Reading	04			83	61	35								80	55	20			81	56	34
Reading	05			90	77	57								99	89	61			90	73	55
Reading	All			91	73	48								93	75	43			90	71	49
Writing	04																				
Science	05																				

	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters
2021 STAAR																					
Math	03	8	80	88	38	25	5	63	99	40	40	10	50	70	40	20					
Math	04	7	70	29	14	0	13	76	85	54	23	12	63	25	17	11					
Math	05	8	89	75	38	13	6	84	99	83	67	11	69	64	18	9					
Math	All	23	79	82	30	13	24	75	92	58	38	33	60	52	24	12					
Reading	03			99	86	57			99	40	40			89	44	33					
Reading	04			57	43	14			77	54	23			67	42	25					
Reading	05			88	75	50			99	99	50			73	27	18					
Reading	All			82	68	41			88	63	33			75	38	25					
Writing	04																				
Science	05																				

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

The number of students at 'Meets' grade level in 4th and 5th grade Math are under 20% vs White students at 45% (4th) and 64% (5th).

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Advanced Academics

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	14.29%	20%	0%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	6.12%	8.25%	7.02%

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?
 Reports are run at the end of the year and also before school starts in the fall. These reports are analyzed to ensure that

How are you communicating with all families about GT and/or advanced learning opportunities?
 Mills Messenger, Teacher Emails, Parent Info Session each semester.

How do you support a culture that provides advanced learning opportunities to all students?
 Communicated to staff at BOY PD, restated during conferences, share Adv. Academics website with lessons for ease of access.

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

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	E	O	E		E	R	E		E	E	E		E	E	E		E	E	E	

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

Supporting Special Populations

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% of campus enrollment identified as 504	504 Dept.			12.26
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.	100	100	100
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			
Special Populations reflection:				

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	76	1	18	44	2	9		2	7	8	10	<25	70				
Growth Score	76%			75%									77%				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y			Y									Y				

Math #PM Tests	77	1	18	45	2	9	0	2	7	8	10	<25	71	6			
Growth Score	68%			69%									68%				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N			N									N				

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Total			50%
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*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	852	850	550	785
	Students in enrollment area				
Transfers	Transfers to other AISD schools		5	4	3
TELL Survey	General School Climate	93	97	94	98
	Managing Student Conduct	96	98	94	98%
	Principal Leadership	97	93	94	96%

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

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

Enrollment has decreased slightly, but our enrollment numbers are still high and we believe we can meet or exceed enrollment numbers compared to years past. We have a very high list of students waiting to transfer into Mills.

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

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies			X	
Campus Website			X	

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Phone/Voicemail/Email Practices			X	
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			X	
Customer service prioritization			X	
Facility & Operations				
Grounds			X	
Safety Protocols			X	
Signage			X	
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? We will be focusing on Campus culture of respect practices and goals as well as campus communication strategies.</p>				

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

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

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

Increased Enrollment

Exemplary Customer Service

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ADDITIONAL Framework Components:

Coordinated School Health

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

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

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

Support for Special Populations

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

PreK-12+ College, Career, and Life Readiness

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

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

Austin ISD Data Tracker - SY 21-22

Campus Name: Mills

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	91	SCA 1	92	88	SCA 2	92		SCA 3	92		STAAR	92%
	All	All	Reading	Meets	73	SCA 1	74	67	SCA 2	74		SCA 3	74		STAAR	74%
	All	All	Reading	Masters	48	SCA 1	50	51	SCA 2	50		SCA 3	50		STAAR	50%
	All	All	Math	App.	86	SCA 1	86	94	SCA 2	86		SCA 3	86		STAAR	86%
	All	All	Math	Meets	57	SCA 1	60	80	SCA 2	80		SCA 3	80		STAAR	80%
	All	All	Math	Masters	34	SCA 1	45	68	SCA 2	70		SCA 3	70		STAAR	70%
	All	All	Science	App.	92	SCA 1	92	89	SCA 2	90		SCA 3	90		STAAR	90%
	All	All	Science	Meets	67	SCA 1	67	52%	SCA 2	60		SCA 3	60		STAAR	60%
	All	All	Science	Masters	42	SCA 1	42	26%	SCA 2	30		SCA 3	30		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	63	SCA 1	63	33%	SCA 2	50		SCA 3	50		TELPAS	50%
Strategic Plan Scorecard Elements	All	African American	All	Meets	*	SCA 1	*	0%	SCA 2	0	0%	SCA 3	0	0%	STAAR	*
	All	Hispanic	All	Meets	59	SCA 1	59	63%	SCA 2	60	0%	SCA 3	60	0%	STAAR	60%
	All	Emer. Bilingual	All	Meets	60	SCA 1	60	57	SCA 2	60	0%	SCA 3	60	0%	STAAR	60%
	All	Special Education	All	Meets	30	SCA 1	30	46%	SCA 2	30	0%	SCA 3	30	0%	STAAR	30%
	3rd	All	Reading	Meets	83	SCA 1	83	63%	SCA 2	70		SCA 3	70		STAAR	70%
3rd	All	Math	Meets	57	SCA 1	57	93	SCA 2	93		SCA 3	93		STAAR	93%	

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
73	93	A	