

# MILLS EL

## **Joe Dan Mills, Jr. Elementary School 2022/2023**

*Our students strive daily to 'Be Kind, Be Responsible, and Be the Best' selves they can be every single day. Our staff focus on creating learner-centered, inclusive, and differentiated environments that help our students fulfill their potential to become college, career, and life ready.*



**MILLS  
ELEMENTARY SCHOOL**  
**AUSTIN** Independent School District

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# MILLS EL

## Mission

### *Texas Public Education Mission Statement*

*The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)*

### *Austin Independent School District Mission*

*Austin ISD educates more than 70,000 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.*

#### Nondiscrimination Notice

MILLS 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.

# MILLS EL

## **Vision**

*Our campus vision is to collaborate with all school stakeholders to support a culturally diverse, learner centered community in order to build a resilient child for success in college, career, and life.*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

**Mills Elementary is an academically high performing school in Southwest Austin. We received an A (96 of 100) on our Texas Education Agency School Report Card, with five out of six academic distinctions.**

**Mills students take on a variety of leadership roles on campus that support building a whole child education.**

**On campus, students enjoy hands on learning and all students (Pre-K through 5th) have the opportunity to learn Spanish through our Spanish program.**

### Demographics Weaknesses

**Closing gaps between students in special education and general education based on STAAR assessment and Map Growth Assessment scores.**

### Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

- 1.) In 2021-22, 0 % of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 0 % of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?

We will continue to support restorative practices for all students and use our SEL strategies to establish quality relationships. We know who our African American students are in each class and make sure to provide positive supports to ensure all students have equal access to learning and we eradicate the process of removing students for discipline issues (unless it is a safety issue).

- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services? We use the same practices for our

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

special education students as well and go to ARD if we feel there is a behavioral need that we should address. All classrooms will utilize Zones of Regulation and Peace areas to support student's ability to self regulate. Classroom teachers work with our school counselors as well as with district Special Education coordinators to ensure that all supports are made available to staff and students to support an equitable learning environment.

## Student Achievement

### Student Achievement Strengths

**87% At Meets Grade Level for All students (3rd-5th) in STAAR Reading. 75% at Meets Grade Level for All students (3rd-5th) in STAAR Math. 75% at Meets Grade Level for 5th graders on STAAR Science. 5 of 6 Academic Distinctions from TEA on STAAR Reading and Math.**

### Student Achievement Weaknesses

**Students served in Special Education, students considered Economically Disadvantaged and Students with Dyslexia are underperforming when compared to their peers in Map Growth and STAAR assessment data.**

### Student Achievement Needs

See summary.

### 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](https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIlZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7)

# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

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 percentage of Hispanic students at Meets grade level in Reading was at 83%. The percentage of Hispanic students at Meets grade level in Math was at 73%. We did not have any African American students test in Reading and Math STAAR.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)? Of the three students groups that we are being asked to analyze the data for, the two lowest were our Hispanic students at 83% (Reading) and our White students at 86% Reading. In Math, Hispanic students at Meets was at 73% and White students at 72%.

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. Reading MAP Mastery (at Meets): Hisp: 69% White 76% ECD 55% Sped 41% Dyslexia: 43%. Math MAP Mastery Hispanic: 63% White 70% ECD 45% Emergent Bilingual 59% Sped 21% Dyslexia 42%,  
White and Hispanic students continue to outperform students considered economically disadvantaged, students served in Special Education and students with Dyslexia.

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report. 57 students participated in TELPAS testing. Composite scores across grade levels: Beginning: 5% Intermediate: 14% Advanced 30% Advanced High 51% Overall in Listening and Writing Domains, students scored the highest at 86% Listening and 81% Writing. The lowest scoring domain was Speaking, with 76% of students scores overall in Advanced and Advanced High levels. More explicit practice and opportunities to use language throughout academic time needs to be embedded so for students to work on this skill.

## School Culture and Climate

### School Culture and Climate Strengths

**Adults at school are welcoming to all students. 100% on Panorama survey**

**Child's school provides excellent customer service 99% on Panorama survey**

**My child feels safe at school: 97%**

**Families feel that school treats them as a valued member of school community: 95%**

### School Culture and Climate Weaknesses

# Comprehensive Needs Assessment

## School Culture and Climate Weaknesses (Continued)

**More positive attitudes among colleagues 52% of respondents on Panorama.**  
**54% of families want to be more involved, but work schedules make it difficult as indicated in Panorama survey.**  
**43% of students want to experience more respect from their fellow classmates.**

## School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

- 1.) In 2021-22, using the CSH list, 4 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%? In the area of family engagement (at 69%), explicitly communicating the Human Sexuality Courses as well as explicitly and frequently communicating about Fitnessgram would help get this to well over 70% implementation.

(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.)

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

# Comprehensive Needs Assessment

All staff at my school work hard to answer my questions and help me find solutions (96% on Panorama Survey).

There exists consistent respectful relationships between staff and students (91% on Panorama Survey).

Staff are mindful of colleagues of different races, ethnicities, or cultures experience (95% on Panorama Survey).

## Staff Quality, Recruitment and Retention Weaknesses

Would like more relevant professional development opportunities help explore new ideas (52% on Panorama Survey).

Would like increased positive attitudes among colleagues (52% on Panorama Survey).

## Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

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

Based on our Panorama staff survey data, we will focus on the areas of Professional Learning and Feedback and Coaching,

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

Professional Learning between and amongst colleagues is an area we are continuing our focus on this year. Teachers and staff have a strong desire to learn from exemplars in their grade levels, departments, and on campus. Professional learning should be differentiated so that it is not always top down (from administrators). In the area of Feedback and Coaching, staff have indicated a strong desire to receive differentiated but tailored feedback and coaching that meet their specific learning needs. Getting staff feedback through the various committees on campus as well as through Team Leaders and leadership teams will be helpful to determine what pd offerings should be available to staff.



# 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?

Ongoing opportunities to include staff voice and input in decision making processes. Staff will be provided opportunities to provide input through the various committees at Mills and through the Instructional Leadership Teams. Community building activities centered on SEL called 'Mills SEL Touchpoints' will be embedded through every faculty meeting and Team Leader meeting to build community and relationships.

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

Based on Panorama Survey results: My child's school provides excellent customer service (99%). My child's school treats me like a valued member of the school community (95%). I communicate well with my child's school and feel involved in campus life as well (95%)

3.) What are your areas of growth? I would like to help my child understand the content s/he is learning in school (47%)

4.) What will be your priority for customer service this year? Continue to provide excellent customer service to all stakeholders. Seek authentic input from families on ways to increase family involvement and knowledge of the content children are learning in school so families feel empowered to help their child at home.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

**Implementation of 2x weekly PLC meetings per grade level and department.**

**Special Education Team work collaboratively to address students served in Special Education across departments and disabilities.**

**Low turnover with Pre-K through 5th grade teachers.**

### Curriculum, Instruction and Assessment Weaknesses

Increase collaboration between Special Education and General Education teacher to close gaps between Sped and Gen Ed groups.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Weaknesses (Continued)

Need to strengthen Inclusion model of special education supports.

Need for increased opportunities for students identified at Gifted and Talented to showcase talents and knowledge on campus.

## Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJIIFMxuP6L7HY2A1IJB2gIMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

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

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance. Mills met all 5 areas of compliance based on the 21-22 GT CAMP data.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)? When creating class lists, we have a spreadsheet which identifies the subject areas in what a student is qualified. We ensure that students qualified in the same subject area/s are appropriately clustered by homeroom classes.

2.) How are you communicating with all families about GT and/or advanced learning opportunities? School wide newsletters are sent monthly to share information about school wide programming, including advanced learning opportunities and the identification process. Parent coffees are also held to explain the GATE program and processes. Teachers reach out throughout the year to families to share the individualized opportunities identified students have in their classroom.

3.) How do you support a culture that provides advanced learning opportunities to all students? It is imperative that our staff know their students strengths and areas for growth. In keeping with this, we use DuFour's four questions in our weekly PLC meetings with teams. One of the questions speaks specifically to how we will differentiate and extend learning opportunities for students who have already mastered the content objective/s being studied. We are having intentional conversations about instructional strategies to ensure this differentiation is happening. Using strategies such as choice boards, menus, and higher level questions

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

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

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

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

### Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs? We are intentional about having PD opportunities specific to addressing our students' linguistic needs. Teachers complete yearly mandatory training and we review sheltered instruction strategies, sentence stems, pre-teaching of vocabulary and visuals. We are strategic about which accommodations these students receive in order to set them up for success on common and formative assessments.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? Students are supported in the classroom with linguistic accommodations that are monitored for effectiveness. Language rich classroom practices are embedded in all classrooms. A focus on hands-on learning opportunities and cooperative grouping school wide benefits students needing linguistic support. STEAM experiences support vocabulary development.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs. Teachers incorporate the English Language Proficiency Standards (ELPS) into instruction where students practice listening, speaking, reading, and writing skills on a daily basis. This focus and practice translates into success on the Texas English Language Proficiency Assessment System (TELPAS). TELPAS data is reviewed schoolwide to determine areas of growth as a campus.

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

The culture and climate of our campus as it relates to families who are new to the U.S. is extremely important. These welcoming efforts begin with the front office from the first time they arrive at our campus as well as ongoing support in navigating our systems. We make sure families have access to communication in their language of origin. We ensure they are aware of community events and activities. We do our best to cluster students who are new to the country within the same classroom so that they have support from a peer.

### Creative Learning Initiative (CLI)

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

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

Staff has been trained in CLI strategies and ongoing sharing of best practices occur at faculty meetings. Teachers incorporate CLI strategies into lesson plans. Administrators model the use of CLI strategies during professional development. Ongoing STEAM lesson are incorporated as well.

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

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

CLI funds are spent with feedback from our CLI chair and campus leadership team to have experiences brought to our students via assemblies. Field trips are planned throughout the year and our CLI chair shares potential resources with teachers.

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

Our physical education teachers and fine arts teachers implement the required curriculum. Additional enrichment opportunities such as evening musical performances, CATCH night and a school wide Art show serve as culminating activities for students.

## Family and Community Involvement

### Family and Community Involvement Strengths

Active and Involved PTA and strong partnership with Principal and PTA executive board.

Parents volunteer on campus and are invited to participate in their child's schooling in a variety of ways (academic support, teacher volunteer, campus support).

### Family and Community Involvement Weaknesses

**Continue to increase the number of families who join PTA with a goal this year of over 450 participants.**

**Continue to brainstorm with PTA and CAC opportunities to build stronger ties with community and business sponsors.**

### Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelD=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelD=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

# Comprehensive Needs Assessment

## Family and Community Involvement Summary (Continued)

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?

We have strong family engagement at our school. We will continue to focus on increasing community engagement.

2.) Why did you select this/these area(s)? We selected these areas because based on our CSH survey results, these 2 categories were the lowest.

## School Context and Organization

# MILLS 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 22-23, 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. Add Staff Wellness placeholder to every faculty meeting to ensure that staff wellness is intentional and targeted as part of the CSH agenda. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,3)	Administrators, Campus Committees, PE Teacher	monthly faculty meetings		Criteria: CSH area of Staff Wellness will meet or exceed 70% for 22-23 CSH survey.
2. Add Whole Child, Every Child placeholder to monthly CAC meeting agendas to discuss current/continuous activities. (Target Group: All)	CAC Members, CATCH Team, Principal	Sept 2022-May 2023		Criteria: CAC Monthly agendas
3. Invite parents/families to a minimum of 4 events that promote Whole Child, Every Child such as Fun Run, STEAM night, Community Coffees and focus on all areas supporting Whole Child by providing activities/ information. (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (ESF: 3,3.1,3.4)	CATCH Team, PE Teacher, Principal	Sept 2022-April 2023		Criteria: Panorama surveys, parent feedback through Principal Coffee/PTA meetings

# MILLS EL

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

**Objective 2.** (Employee Wellness) By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on the area of Employee Wellness as measured on the CSH Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assign a designated staff Wellness Champ that will promote staff wellness activities at every faculty meeting (Strategic Priorities: 1) (ESF: 3)	Principal	Sept 2022		Criteria: Panorama Survey, CSH survey of 70% or above in the area of Staff Wellness.
2. Ensure staff and teachers have received required trainings related to health services (CPR, first aid, etc.) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	CATCH Team, Nurse	Sept 2022-May 2023		Criteria: CSH survey, Staff monthly surveys and check ins with teams.
3. Provide documentation of wellness activities that are provided to staff throughout the year. (ESF: 2,2.1,3,3.1)	CATCH Team, Principal, Wellness Committee	2022-2023 school year		Criteria: HCP report, staff surveys, CSH survey

# MILLS EL

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

**Objective 3.** (Community Engagement) We will engage with a minimum of seven community organizations to promote health, wellness, academics, art, music, PE, and/or family supports to maintain connections with all families.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Facilitate at least two community social events with families, students, campus staff and community members to invite feedback and collaborative planning for improved student outcomes and community connection. (Target Group: All)	CATCH Team, Principal, PTA	Sept 2022-April 2023		Criteria: Sign in documents, Feedback from Panorama family, student, and staff surveys, informal communication with Principal.
2. Actively discuss strategies in PTA executive board and CAC meetings on ways to solicit more community and business partnerships (Target Group: All) (ESF: 3,3.3,3.4)	CAC Members, Principal, PTA	October 2022-April 2023		Criteria: Determine in PTA and CAC meetings if community and business partnerships are met-CAC and PTA meeting notes.
3. Make Community sponsor engagement an agenda item at all PTA meetings. (Target Group: All) (ESF: 3,3.4)	Principal, PTA	October 2022-April 2023		Criteria: PTA meeting minutes documented.



# MILLS EL

**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.** (Advanced Academics) Increase the number of in school and out of school options including academic competitions and academic clubs that target high ability GT and high potential students to include a minimum of 3 campus run programs (UIL, Spelling Bee, Science Fair, 5th grade Pals).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Leverage community partnerships to include a minimum of at least 4 after school enrichment program options. (Target Group: All)	GT Advocate, Principal	22-23 school year		Criteria: Documentation log of after care groups providing enrichment options.
2. Create a minimum of 4 UIL teams that recruits and empowers GT students to participate in this school year. (Target Group: GT)	Administrators, GT Advocate	November 2022		Criteria: UIL meeting minutes/record, UIL meeting participation logs.
3. Utilize both weekly principal newsletters and staff newsletters to create access for all GT students to participate in the GT showcase and Science Fair for the 22-23 school year. (Target Group: GT) (ESF: 4,4.1,5,5.3)	Administrators, GT Advocate	Sept 2022-Feb 2023		Criteria: Percentage of GT students who participate in both GT showcase and Science Fair.

# MILLS EL

**Goal 3.** (Increased Enrollment) 85% of current students will be registered for SY 22-23 by June 1, 2022.

**Objective 1.** (Increased Enrollment) 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (Target Group: All)	Principal, Registrar	March-June 2023		Criteria: Weekly meeting with registrar, Registration percentage by student group monthly reports.
2. Set monthly targets in the spring semester to hit registration goals and create multiple registration opportunities during that time.	Office Staff, Principal, Registrar	February 2023-June 2023		Criteria: Monthly evaluation reports.
3. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Target Group: All)	Counselor, Principal, Registrar	October 2022-June 2023		Criteria: Tracking system and weekly check in with registrar.

# MILLS EL

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

**Objective 1.** (Exemplary Customer Service) By the end of SY 22-23, 90% or more of campus phones will have an accurate outgoing message to reflect the current staff member and the voicemail is actively maintained.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training to all staff on how to adjust the outgoing message(s) on the campus phones. (Target Group: All)	Administrative Assistant	October - November 2022		Criteria: Emails, sign in documents for training provided by bookkeeper, log of completion of staff who've completed their new message.
2. Include CARES tips in weekly staff newsletters in at least 25% of staff newsletters (9 out of 36) this year. (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1,3.3,3.4)	Principal	September 2022-May 2023		
3. Work with district HR coordinator, office of Educator quality, and teacher mentors to create a plan as new hires/late hires get onboarded so they get properly trained. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Leadership Team, Principal	October 2022-May 2023		Criteria: Check ins with new staff monthly to ensure they are attending trainings and receiving proper support from district staff, campus mentors, admin.

# MILLS EL Site Base

Name	Position
Knight, Sharon	CAC co-chair
Shipman, Sarah	CAC co-chair
Dartez-Santos, Deric	classified staff
Clark, Jennifer	Teacher
Chronister, Stacie	Teacher
Austin, Sarah	Teacher
Salazar, Rebecca	Teacher
Means, Derek	Parent
Ramachandran, Ruckmani	Parent
Katz, Erica	Parent
Padilla, Erika	Parent
Schneider, Christy	Parent (PTA President)
Gingrich, Corrin	Parent
Johnson, Hyden	Teacher
Mojahedi, Seena	Community Rep
Rasmussen, Sarah	Professional Staff

**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](http://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	94				95
Grade	A	--	--	--	A

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

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

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

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

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	94				98
STAAR Performance Meets	80				81
STAAR Performance Masters	58				60
STAAR Performance Raw Score	77				80
STAAR Performance Scaled Score	94				95

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 %	8.2	8.2	8.2	8.2	8.2
Economically Disadvantaged % Grouping	8.1 to 9	8.1 to 9	8.1 to 9	8.1 to 9	8.1 to 9
Relative Performance Raw Score	77				80
Relative Performance Scaled Score	84				86
Relative Performance Grade	B	--	--	--	B

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	20	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

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

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	96				97
Grade	A	--	--	--	A

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

Campus Name: **Mills**  
 Campus Number: **227901181**

Template by Campus & District Accountability