

Martin Middle School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan

*"We are a community school that believes:
All members of a school can and will improve through a growth mindset,
There is urgency in the pursuit of equity for all learners, and
Teaching & learning can – and should be – joyous."*



MARTIN
MIDDLE SCHOOL
AUSTIN Independent School District

Dora Molina
1601 Haskell St.
512-414-3243
dora.molina@austinisd.org

Mission

Collaborating to build strong relationships with our community, we will engage our students in order to ensure that they persevere and have the knowledge and skills necessary to access a better future while honoring their past.

Core Values

We are a community school that believes:

1. All members of a school can and will improve through a growth mindset,
2. There is urgency in the pursuit of equity for all learners, and
3. Teaching & learning can – and should be – joyous.

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.

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

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

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

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

Instructions for Campuses

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#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)

District Commitments Theory of Action (ToA)

For campuses with Targeted Improvement Plans

This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus. The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).

1. Review the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic). Make note of the Prioritized Levers under which these Essential actions fall. Is the campus working on Levers 1 and 4? Levers 2 and 5?

2. Use the drop-down menus to select a district commitment from each of the Prioritized Levers that the campus' focus areas fall under.

Lever 1: Strong School Leadership and Planning

The district places its most effective school leaders in its highest need schools.

Lever 2: Effective, Well-Supported Teachers

The district provides the campus with sufficient control over teacher hiring and placement.

Lever 3: Positive School Culture

The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).

Lever 4: High Quality Curriculum

The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.

Lever 5: Effective Instruction

The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.

3. Develop the if/and statements in the Theory of Action based on the district commitments you selected in the section above.

If...(district commitment aligned with first campus-selected lever here)

And...(district commitment aligned with second campus-selected lever here)

And...(district commitment aligned with third campus-selected lever here)

Then...*write expected campus outcome here*

District Commitments Theory of Action (ToA)

If the district provides opportunities for ongoing support and coaching of the campus leader and if the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), then the campus will improve the capacity of the campus leadership and the campus will be able to improve the school culture and climate.

Prioritized Focus Area #1

Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

Martin struggled to ensure that all members of the leadership team have the professional learning, scheduling, and systems of monitoring to ensure that the lessons delivered in classrooms were the scaffolded and rigorous lessons that were created through the PLC process.

How will the campus build capacity in this area? Who will you partner with?

"Our focus next year will have to be on ensuring that all members of the leadership team:

- 1) Understand all parts of the Martin Instructional Playbook,
- 2) learn how to observe instruction with a critical eye,
- 3) together with teachers determine focused areas of growth, and
- 4) give constructive feedback to teachers

We will have to focus on ensuring that all teachers, coaches and administrators treat this learning cycle as an opportunity for professional learning and growth. "

How will you communicate these priorities to your stakeholders? How will create buy-in?

- "1) Martin Instructional Playbook will be introduced during BOY professional learning,
- 2) The focus of professional learning will be dedicated to common instructional practices,
- 3) ILT will communicate growth mindset goals via small group meetings, including team and content PLC, with work grounded in mission, vision and core values "

Desired Annual Outcome

All members of the instructional leadership team will be well-versed in the Martin Instructional Playbook, monitor and support implementation of the instructional playbook, and provide meaningful feedback and coaching to teachers.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

By the end of the first 90 days: All members of the instructional leadership team will have clearly defined and written roles. The administrative team will establish a walkthrough calendar each week identifying the responsibilities for each team member. All campus administrators will dedicate time on their weekly calendars to conduct walkthroughs and use the time for this purpose 50% of the time.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

By the end of the second 90 days: The administrative team will establish a walkthrough calendar each week identifying the responsibilities for each team member and the weekly walkthrough focus. All members of the administrative team will conduct walkthroughs, with at least 75% of the walkthroughs indicated on the walkthrough calendar being completed, providing written feedback to teachers within 24 hours. Each campus administrator will have at least one post-walkthrough coaching conversation every two weeks as evidenced by notes and commitments added to the walkthrough spreadsheet. The instructional leadership team will analyze walkthrough data biweekly and implement response plans focused on professional development and coaching. The CLT will participate in learning walks to collect baseline data in order to calibrate so that they give consistent feedback to teachers and provide appropriate levels of support for teachers. A rubric will be created to identify highly effective teachers in order to create a tiered system of teacher support.

Desired 90-day Outcome: Cycle 3 (March-May)

By the end of the third 90 days: The administrative team will establish a walkthrough calendar each week identifying the responsibilities for each team member and the weekly walkthrough focus. All members of the administrative team will conduct walkthroughs, with at least 75% of the walkthroughs indicated on the walkthrough calendar being completed, providing written feedback to teachers within 24 hours. Each campus administrator will have at least one post-walkthrough coaching conversation every two weeks as evidenced by notes and commitments added to the walkthrough spreadsheet. The instructional leadership team will analyze walkthrough data biweekly and implement response plans focused on professional development and coaching. The administrative team will establish a walkthrough calendar each week identifying the responsibilities for each team member and the weekly walkthrough focus. CLT will differentiate walk through, feedback, and coaching cycles based on the needs of teachers using the tiered system.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Barriers to Address During the Year

Professional learning and on-the-job coaching will need to be provided to all members of the instructional leadership team. In addition, clear roles and expectations will need to be established and clearly understood by all members of the instructional leadership team.

Barriers to Address: Cycle 1 (Sept-Nov)

The challenges of virtual learning. Prioritizing the time to follow through with consistency. The urgent needs of students, staff, and families. Developing the process of observing student work in PLCs

Barriers to Address: Cycle 2 (Dec-Feb)

The transition from the virtual classroom to face to face learning for the entire school community. The continued uncertainty of life. The time needed to continue implementing the observation and feedback cycle with fidelity.

Barriers to Address: Cycle 3 (March-May)

The competing demands of attention and time as the spring season starts. Sustaining the school commitment and momentum.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

District Commitment Theory of Action (ToA)

If the district provides opportunities for ongoing support and coaching of the campus leader and if the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), then the campus will improve the capacity of the campus leadership and the campus will be able to improve the school culture and climate.

District Actions: Cycle 1 (Sept-Nov)

The district will provide ongoing, biweekly support and coaching for the campus principal. Ongoing professional learning opportunities focused on coaching and instructional leadership will be provided for assistant principals and instructional coaches. The district will conduct learning walks with members of the instructional leadership team and observe PLCs for coaching and feedback.

District Actions: Cycle 2 (Dec-Feb)

The district will provide ongoing, biweekly support and coaching for the campus principal. Ongoing professional learning opportunities focused on coaching and instructional leadership will be provided for assistant principals and instructional coaches. The district will conduct learning walks with members of the instructional leadership team, observe PLCs for coaching and feedback, and monitor progress on implementation of PLC structures and instructional supervision plans.

District Actions: Cycle 3 (March-May)

The district will provide ongoing, biweekly support and coaching for the campus principal. Ongoing professional learning opportunities focused on coaching and instructional leadership will be provided for assistant principals and instructional coaches. The district will conduct learning walks with members of the instructional leadership team, observe PLCs for coaching and feedback, and monitor progress on implementation of PLC structures and instructional supervision plans. The district will monitor support plans for teachers in need of support.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Prioritized Focus Area #2

Prioritized Focus Area #2

3.1 Compelling and aligned vision, mission, goals, and values focused on a safe learning environment and high expectations.

Rationale

Our TELL survey clearly indicated that teachers did not feel that Martin was a safe environment for teaching or learning. We must focus on creating a safe learning environment through trauma-informed practices as a precursor to rigorous academic learning.

How will the campus build capacity in this area? Who will you partner with?

"We will broaden the number of campus leaders who are invested in the process of transitioning to a trauma-informed campus through:

- 1) The creation of an SEL planning committee, wherein teams of teachers, instructional coaches, and administrators have worked together to create trauma-informed systems for Tier 1 and Tier 2/3 SEL response systems.
- 2) A Restorative Justice instructional coach will deliver professional learning and provide coaching and feedback to teachers to ensure that all teachers have the skills necessary to build positive relationships with students,
- 3) Mission, vision and core values will be used in an authentic and visible way to guide our work - to open meetings, to guide decisions, etc. "

How will you communicate these priorities to your stakeholders? How will create buy-in?

- "1) Almost half of our returning teachers participated in SEL planning this summer and will serve as SEL ambassadors on our campus,
- 2) 50% of professional learning will be dedicated to campus climate & culture and SEL
- 3) Campus mission, vision and core values will be communicated to teachers and community, and will be used to open meetings and guide decision-making"

Desired Annual Outcome

Campus will develop a shared framework to promote a positive campus climate and culture, including developing common understandings for campus identity, support systems, and community strengthening processes.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

By the end of the first 90 days: The Martin values have been written collaboratively, with the final draft being shared with 100% of the Martin staff.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

By the end of the second 90 days: 100% of campus meeting protocols have been adjusted to incorporate regular alignment to the Martin values. The first draft of the Martin mission and vision has been written collaboratively, in alignment with the values, and shared with 100% of the Martin staff. Campus will create campus wide and departmental commitments that align to the vision and values of Martin.

Desired 90-day Outcome: Cycle 3 (March-May)

By the end of the third 90 days: 100% of campus meeting protocols have been adjusted to incorporate regular alignment to the Martin values. The final draft of the Martin mission, vision, and values have been written collaboratively, in alignment with the values. Campus staff will create individual commitments that align to the vision and values of Martin.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Barriers to Address During the Year

All members of the school community - teachers, coaches, administrators - will need to maintain a growth mindset. We will all need to be willing to have hard conversations about how to best serve our students through SEL. All of our work will have to be grounded in our core values.

Barriers to Address: Cycle 1 (Sept-Nov)

The challenges of the virtual setting. Prioritizing the time to speak about culture and climate. Truly valuing all voices in the community during these conversations. Taking the time to find consensus. Time to establish the relationships with the new leadership team and new teachers.

Barriers to Address: Cycle 2 (Dec-Feb)

Being consistent and intentional about including ... in the process of creating the missions and vision. That the staff's voices are heard and valued in creation of the mission and vision. Addressing the needs of students and staff as we transition into face to face learning.

Barriers to Address: Cycle 3 (March-May)

The competing demands of attention and time as the spring season starts. Sustaining the school commitment and momentum.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

District Commitment Theory of Action (ToA)

If the district provides opportunities for ongoing support and coaching of the campus leader and if the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), then the campus will improve the capacity of the campus leadership and the campus will be able to improve the school culture and climate.

District Actions: Cycle 1 (Sept-Nov)

The district will provide ongoing, biweekly support and coaching for the campus principal. The district will provide ongoing support from a coach skilled in implementing restorative practices to support the instructional leadership team. The district will monitor staff climate survey data and support the campus plans to respond.

District Actions: Cycle 2 (Dec-Feb)

The district will provide ongoing, biweekly support and coaching for the campus principal. The district will provide ongoing support from a coach skilled in implementing restorative practices and will support the development of staff culture-building action plans. The district will monitor staff climate survey data and campus plans to respond.

District Actions: Cycle 3 (March-May)

The district will provide ongoing, biweekly support and coaching for the campus principal. The district will provide ongoing support from a coach skilled in implementing restorative practices and monitor staff culture-building action plans with the instructional leadership team. The district will monitor staff climate survey data and campus plans to respond.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Focus Area 1: Overall, we did not meet this goal but have made significant progress. The principal has established clearly defined and written roles with the instructional leadership team. Leadership team will continue to adjust to meet the needs of the campus. The administrative team has established a walkthrough calendar each week identifying the responsibilities for each team member. The ILT will make discussion of walkthroughs a standing agenda item in upcoming meetings. Campus has created dedicated time blocked out on their calendars for walk throughs, but fell short of meeting the goal of following through on at least 50% of their walkthroughs. Focus Area 2: Overall, we met the goal of creating a final draft of our values. As a faculty, we established our values collaboratively and defined the relational agreements of all stakeholders. Establishing operational agreements will continue when we return in the spring.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

We met 6/20 student performance targets. The targets met were Reading at Masters GL, Science at Masters GL, Social Studies at Master GL, and Writing at all performance levels. For the targets we met, we attribute that to the dedication of our instructional coaches and the work accomplished in our PLCs. We set high standards for our students, and have achieved some of our Masters targets as a result. For the targets we missed, we will continue to find ways to engage our students who have remained in the remote setting.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

What new action steps do you need to add to the next cycle?

Campus will adjust walkthrough form for unity, and walk through discussions will be added to both leadership and ILT agendas as a standing item. Restructure PLCs based on cycle 1 data and feedback

Cycle 2 (Dec-Feb) Report - due March 5

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Overall, the campus 90 day outcomes for both focus are 1 and 2 have been accomplished this cycle. The administrative team has established a walkthrough calendar each week identifying the responsibilities for each team member and the weekly walkthrough focus. The principal discusses trends and makes decisions based on walk through trends in ILT meetings. All members of the administrative team have conducted walkthroughs, with a majority of the walkthroughs indicated on the walkthrough calendar being completed, providing written feedback to teachers within 24 hours using the Google Form Template. All campus administrators have had at least one post-walkthrough coaching conversation every two weeks as evidenced by notes and commitments added to the walkthrough spreadsheet. The instructional leadership team has analyzed walkthrough data biweekly in leadership meetings and informally given time constraints. The main focus of response plans have been on increasing student engagement. Campus has also completed ILT learning walks, as well as, paired walks with the principal and a member of the ILT. As a result, the team has calibrated so that they give consistent feedback to teachers and provide appropriate levels of support for teachers. A rubric was created to identify highly effective teachers in order to create a tiered system of teacher support. The campus has continued its efforts to create a new mission, vision, and values this cycle. Campus is still incorporating alignment in protocols and processes to the Martin values from the work completed in cycle 1. This process includes discussing and receiving feedback both at the campus level and grade level teams. All campus protocols will be updated as soon as the draft is finalized. Whole group co-creation of mission and vision statements will continue in the spring semester, after feedback has been discussed and received from the grade level teams. Campus has created departmental values and drafted commitments that align to the broader campus vision and values of Martin. Teachers are given multiple opportunities to ask for support and the campus continues to focus on building a positive community. Administrators and coaches continue to be mindful and purposeful in their support in terms of SEL and well-being of teachers and staff.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

We were able to meet 3/20 of our student performance goals. (Social studies meets/masters, and Writing masters) In this cycle, we have made improvements by combining PLCs vertically which provides more support to teachers. This switch has allowed us to focus on the pedagogical process. We continue to have high expectations for teachers that are pushed through PLCs through our collaborative efforts. In ELA, we've seen growth in our teachers from allowing choice in their materials and anchors for the writing process. This cycle, we've been focusing on alignment in PLCs, and maintaining the rigor in lessons. This work is all supported through the ILTs consistent walkthroughs which provide wrap around supports for the teachers. The PLCs continue to use backwards design to deconstruct the unit in order to plan for lessons that will meet the needs of students. In terms of hindrances of our success, we had previous alignment issues in some PLCs in the fall semester. We're continuing our efforts to teach students literacy and comprehension strategies, how to annotate, and use test taking skills in the virtual environment. We found some of these skills were lacking on our MOY benchmark. Student engagement throughout this cycle has lowered for varying reasons, and we continue to focus on finding the platforms that are best to receive student input and engagement. In PLCs, the development of instructional delivery strategies are a work in progress, with a focus on how we can increase alignment to the TEKS, and the rigor of instruction. While we gave our MOY benchmark this cycle, we have a need for more formative and summative assessments to check in on student learning, and be more responsive to student progression. Teaching and learning in this year marked by Covid continues to present challenges to all stakeholders, but we will persist in order to provide the best education possible for all of our students.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

What new action steps do you need to add to the next cycle?

Adjust PLCs to focus on using the SMARTER planning guide - alignment, rigor, strategies, data Start and continue Leverage Leadership book study with leadership team Administrators will meet, formally and informally, with coaches to collaborate, align, and have coaching conversations

Cycle 3 (March-May) Report - due June 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

What new action steps do you need to add to the next cycle?

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?

TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name

Mrs. Kenisha Coburn

Date

9/29/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name

Mrs. Dora Molina

Date

9/29/2020

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Domain 1: From a 57 scaled score (29 component) to a 62 scaled score (33 component).

Rationale: Our goal is to reach 61% Approaches, 28% Meets, and 10% Masters on all our STAAR tested subjects. We believe that we can achieve a five point gain for our Domain 1 scaled score. By focusing on building strong leaders that support effective and efficient PLCs that are centered on implementation of strong lesson plans, data analysis, observation and coaching cycles we will be able to achieve these results.

Domain 2B: From a 63 scaled score (29 component) to a 72 scaled score (33 component).

Rationale: We have an Economically Disadvantaged percentage of 93%. Through our data analysis in PLCs, we will be intentional about our support of teachers so they can support students effectively.

Domain 3: From a 45 scaled score (5 component) to a 50 scaled score (7 component).

Rationale: Our ELs population is represented by 33% of our students and supporting ELs through strong literacy practices and the AVID Excel class will help us achieve our ELP component. We were able to meet the SPED student achievement goals, and will strive to have a few more student groups achieve their goals through differentiated instruction, intervention support, and a strong inclusion model.

What changes in student group and subject performance are included in these goals?

Domain 1: We are aiming to improve by 7% approaches, 3% meets, and 2% masters across all subjects.

Domain 2B: We are prioritizing our Eco Dis population and their achievement across the board for Domain 2.

Domain 3: We are targeting the improvement of our Eco Dis, EL, AA, and SpEd populations for Domain 3. We will also continue to improve our EL populations progress on our campus' TELPAS data.

Student Achievement Weaknesses

We need to focus on campus relative performance this year. We know we can prove the possible for our students and ensure that our students can achieve at similar or higher levels compared to other schools with similar demographics. Our ELLs population is represented by 33 percent of our students and supporting ELLs through strong literacy practices and the AVID Excel class will help us achieve our ELP component. We were able to meet the SPED student achievement goals, and will strive to have a few more student groups achieve their goals through differentiated instruction, intervention support, and a strong inclusion.

Comprehensive Needs Assessment

Student Achievement Needs

The district will provide ongoing, biweekly support and coaching for the campus principal. Ongoing professional learning opportunities focused on coaching and instructional leadership will be provided for assistant principals and instructional coaches. The district will conduct learning walks with members of the instructional leadership team and observe PLCs for coaching and feedback.

Student Achievement Summary

We will create and communicate the comprehensive list of responsibilities, including teachers assigned for supervision. We will create cycle performance evaluations that will focus on the walkthrough and feedback cycle with measurable goals for the leadership team and monitor performance. We will create common observation for for the virtual setting. We will create a tracking tool for the observation and feedback cycle. We will create weekly calendars that show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings. Schedule consistent weekly campus instructional leadership meetings that have a focus on the progress monitoring of the observation and feedback cycle and data analysis.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Stakeholders of Martin school community take pride in honoring their past while enhancing the teaching and learning of the present.

Based on the 2019-2020 Staff Tell survey, teacher attachment and self-efficacy was noted as a strength when compared to other items surveyed.

School Culture and Climate Weaknesses

Based on the 2019-2020 Staff Tell survey, the school's general climate was 20 percentage points lower when compared to the district. Areas noted for improvement is staff morale and school leadership.

School Culture and Climate Needs

We need to develop a strong mission statement which seeks feedback from all stakeholders. In addition our core values will be representing the school community as a whole.

School Culture and Climate Summary

We will develop a framework for a positive campus climate and culture, including developing common understandings for campus identity, support systems, and community strengthening processes.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$405,185)			

Martin Middle School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. (C1) Create and communicate the comprehensive list of responsibilities, including teachers assigned for supervision. (Title I SW Elements: 1.1,2.2,2.5) (Strategic Priorities: 1)	Administrative Team	Sept/Oct	(F)Title 1, Part A	Criteria: Meeting agenda Walkthrough observation form Walkthrough calendar with dates of observations along with observer 11/12/20 - Completed 09/28/20 - Pending
2. (C1) Create cycle performance evaluations that will focus on the walkthrough and feedback cycle with measurable goals for the leadership team and monitor performance. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Strategic Priorities: 1,4)	Principal	Sept/Oct	(F)Title 1, Part A	Criteria: Cycle performance evaluation Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings 11/12/20 - Completed
3. (C1) Create common observation form for the virtual setting (Title I SW Elements: 1.1) (Strategic Priorities: 2)	CLT	Sept/Oct	(F)Title 1, Part A	Criteria: Observation form 11/12/20 - Completed 11/12/20 - Pending
4. (C1) Create a tracking tool for the observation and feedback cycle.	CLT	Sept/Oct	(F)Title 1, Part A	Criteria: Tracking tool 11/12/20 - On Track
5. (C1) Create weekly calendars that show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings	Principal	Sept/Oct	(F)Title 1, Part A	Criteria: Weekly calendars 11/12/20 - On Track
6. (C1) Schedule consistent weekly campus instructional leadership meetings that have a focus on the progress monitoring of the observation and feedback cycle and data analysis	Principal	Sept/Oct	(F)Title 1, Part A	Criteria: Meeting agendas 11/12/20 - On Track
7. (C2) Adjust the comprehensive list of responsibilities to focus on teachers in need of	Principal	Dec/Jan	(F)Title 1, Part A	Criteria: List of responsibilities adjustments

Martin Middle School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
additional support.				03/01/21 - Significant Progress 02/02/21 - Some Progress
8. (C2) Continue monitoring performance evaluations that will include a weekly instructional focus for this cycle	CLT	Dec/Jan	(F)Title 1, Part A	Criteria: Cycle performance evaluation 03/01/21 - Significant Progress 02/08/21 - Some Progress
9. (C2) Adjust the common observation form for the instructional setting	CLT	Dec/Jan	(F)Title 1, Part A	Criteria: Observation forms and tracker 02/02/21 - Significant Progress
10. (C2) Monitor consistent weekly calendars that show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings	Principal	Dec/Jan	(F)Title 1, Part A	Criteria: Weekly calendars 03/01/21 - Significant Progress 02/02/21 - Some Progress
11. (C2) Refine the weekly campus instructional leadership meetings based on the experience of the first cycle.	Principal	Dec/Jan	(F)Title 1, Part A	Criteria: Meeting agendas 02/08/21 - Significant Progress
12. (C2 *NEW*) CLT will participate in Region 13 training: Coaching	CLT	February		Criteria: Region 13 training forms/notes 03/01/21 - Completed
13. (C2 *NEW*) ICs and campus leadership participate in Instructional Collaborative PLC with Dr. Gideon	CLT	Jan-Feb		Criteria: Meeting notes and action plans 03/01/21 - Completed
14. (C2 *NEW*) Create rubric to identify highly effective teachers in order to create a tiered system of teacher support	Principal	Feb.		Criteria: Rubric 03/01/21 - Completed
15. (C3) Monitor the progress of teachers from cycle 2 and readjust the comprehensive list of responsibilities to focus on teachers in need of additional support.	Principal	Mar/Apr	(F)Title 1, Part A	Criteria: List of responsibilities adjustments 05/25/21 - Significant Progress

Martin Middle School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
16. (C3) Continue monitoring performance evaluations and refine the topics that will be included in the weekly instructional focus for this cycle	CLT	Mar/Apr	(F)Title 1, Part A	Criteria: Cycle performance evaluation 05/25/21 - Significant Progress
17. (C3) Continue to monitor consistent weekly calendars that show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings	CLT	Mar/Apr	(F)Title 1, Part A	Criteria: Observation forms and tracker 05/25/21 - Significant Progress
18. (C3) Refine the weekly campus instructional leadership meetings based on the experience of the second cycle and to provide just in time professional development for state testing	Principal	Mar/Apr	(F)Title 1, Part A	Criteria: Meeting agendas 05/25/21 - Significant Progress
19. The Instructional Leadership, the Leadership Team, the Campus Advisory Council and faculty will review and update the most current organizational chart to understand the roles and responsibilities of each person who is employed at Martin. (Title I SW Elements: 2.2,2.3) (Strategic Priorities: 1)	Academic Dean, Academic Leadership Team, Administrators, CAC Members, Campus Leadership Team	December 2020	(F)Title 1, Part A	Criteria: The organizational chart is housed in our TIP drive Lever 2. As responsibilities are reviewed and roles and responsibilities may change, the organizational chart will be updated and reviewed again. 05/25/21 - Significant Progress
20. (**C3 NEW) Adjust PLCs to focus on using the SMARTER planning guide - alignment, rigor, strategies, data	Academic Dean, Principal			Criteria: PLC agendas 05/25/21 - Some Progress
21. (**C3 New) Start and continue Leverage Leadership book study with leadership team	Instructional Leadership Team			Criteria: Book study notes 05/25/21 - On Track
22. (**C3) Administrators will meet, formally and informally, with coaches to collaborate, align, and have coaching conversations	Administrators			Criteria: Admin calendars 05/25/21 - Some Progress

Martin Middle School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 2. (AVID Domain II: Schoolwide Systems) AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective student and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. We will identify appropriate scaffolds (interventions, and enrichments) to promote collaboration and clarification among our ELL students. We will use graphic organizers for writing. We will use strategies like inside/outside to teach vocabulary. We will conduct word studies and use culturally relevant ideas to bring meaning. We will rely heavily on academic language scripts to teach academic language.</p>	<p>Academic Dean, AVID Coordinator, AVID Team, AVID Trained Teachers, Principal</p>	<p>September-May</p>	<p>(F)Title 1, Part A</p>	<p>Criteria: data collection, data analysis, professional learning, and family outreach.</p>

Martin Middle School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 3. (AVID Domain III: Schoolwide Leadership) AVID Schoolwide leadership sets the vision and tone that promote college readiness and high expectations for all students in the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. We will identify appropriate scaffolds (interventions, and enrichments) to promote collaboration and clarification among our ELL students. We will use graphic organizers for writing. We will use strategies like inside/outside to teach vocabulary. We will conduct word studies and use culturally relevant ideas to bring meaning. We will rely heavily on academic language scripts to teach academic language.</p>	<p>Academic Dean, AVID Coordinator, AVID Team, AVID Trained Teachers, Principal</p>	<p>Sept.-May</p>	<p>(F)Title 1, Part A</p>	<p>Criteria: Criteria: Data collection, data analysis, professional learning, and family outreach.</p>

Martin Middle School

Goal 2. (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 1. (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Grade-level and content area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics. Teachers also participate in grade-level and content area PLCs, five days a week.</p> <p>Campus leaders implement targeted and personalized strategies to support and retain staff.</p> <p>Campus leaders seek to recruit, interview, and hire staff members who align with the school's vision, mission, values, and goals. (Target Group: AA,ESL,LEP,SPED,6th,7th ,8th) (Strategic Priorities: 1)</p>	<p>Academic Dean, Academic Leadership Team, Administrators, Assistant Principal, Principal</p>	<p>Ongoing</p>	<p>(F)Title 1, Part A</p>	<p>Criteria: End of year turnover percentages decrease from the previous year</p> <p>Tell survey data reporting an increase in supporting new teachers on campus when compared to previous years.</p>

Martin Middle School

Goal 2. (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 2. (Objective 2 - ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide coaching feedback to teachers after walkthrough to build capacity. (Title I SW Elements: 1.1,2.5) (Strategic Priorities: 4)	Academic Leadership Team	ongoing	(F)Title 1, Part A	Criteria: Teacher will implement strategies given through coaching feedback increasing the use of effective strategies.
2. Provide professional development to teachers based on needs identified through walkthroughs. (Title I SW Elements: 2.5) (Strategic Priorities: 4)	Academic Leadership Team	ongoing	(F)Title 1, Part A	Criteria: Teachers attend targeted professional development needed to increase use of effective teaching strategies.

Martin Middle School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. (C1) Start the process of creating the mission, vision, and values in a collaborative process with the faculty and staff.	Principal	Sept/Oct	(F)Title 1, Part A	Criteria: Mission, vision, and values documents 11/12/20 - Significant Progress
2. (C1) Create a campus climate survey to be administered quarterly that will monitor key climate indicators	Instructional Coaches	Sept/Oct	(F)Title 1, Part A	Criteria: Climate survey data 11/12/20 - On Track
3. (C2) Continue the process of creating the mission, vision, and values in a collaborative process with the faculty and staff.	Principal	Dec/Jan	(F)Title 1, Part A	Criteria: first draft of mission, vision, and values 03/01/21 - Significant Progress 02/08/21 - Some Progress
4. (C2) Review the results of the first campus climate survey and respond to the data	Instructional Coaches	Dec/Jan	(F)Title 1, Part A	Criteria: Just in time PD 02/08/21 - Significant Progress
5. (C2 *NEW*) Provide teachers with the opportunity to provide feedback on what their needs are in order to create comfort and a learning environment that is supportive and positive.	Principal	Jan/Feb		Criteria: Teacher feedback and response 03/01/21 - On Track
6. (C3) Refine the first draft of the mission, vision, and values and prepare teams to review them in the summer.	Principal	Mar/Apr	(F)Title 1, Part A	Criteria: Adjustments to the first draft of mission, vision, and values 05/25/21 - Some Progress
7. (C3) Review the results of the third campus climate survey, respond to the data, and compare the results to the district TELL survey.	Instructional Coaches	Mar/Apr	(F)Title 1, Part A	Criteria: Just in time PD 05/25/21 - Significant Progress
8. (C3 *NEW*) Higher level teams will write how their written, role-specific commitments align to the Martin mission.	Principal	May		Criteria: Team commitments 05/25/21 - No Progress

Martin Middle School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Martin Middle School teachers and staff will participate in SEL and Restorative Practice professional development throughout the year. (Title I SW Elements: 2.2,2.3,2.6) (Target Group: All) (Strategic Priorities: 4)	Academic Leadership Team, Administrative Team, Administrators	Sept 2020-May 2021	(F)Title 1, Part A	Criteria: By implementing Tier 1 interventions that incorporate SEL strategies, and assisting students through restorative practices, discipline referrals should significantly decrease.

Martin Middle School

Goal 4. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will use the district provided blueprint lesson that they will customize to their teaching style in order to provide best classroom practices. The blueprint lessons are TEKS based lessons that follow the Yearly Planning Guide. They also provide some assessments, however, teachers will also the SCAs provided by the district to assess students' progress. Additionally, teachers will administer the i-Ready BOY, i-Ready MOY and STAAR Assessed MOY so that we can measure growth. That data will be used to plan future lessons that will focus on closing any gaps that appear from the data.</p>	<p>Academic Dean, Instructional Leadership Team, PLC Leaders, PLCs, PLCs - Grade-level, PLCs - Instructional, Principal, Teachers, Team Leaders</p>	<p>Sept.-May</p>	<p>(F)Title 1, Part A</p>	<p>Criteria: Criteria-MOY data, i-Ready data, SCA data</p>

Martin Middle School

Goal 5. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily lesson plans will be created on a weekly basis in PLCs and through collaboration with a team teacher. Teachers will create assessments along with the SCAs provided by the district in order to collect data necessary to plan effective lessons that incorporate best classroom practices and strategies that will increase student achievement. (Target Group: All,H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT,CTE,M,F,AtRisk,Dys,504,6th,7th ,8th)	Academic Dean, Grade Level Team, Instructional Coaches, Instructional Leadership Team, PLCs, PLCs - Grade-level, PLCs - Instructional, Principal, Teachers	Sept.-May	(F)Title 1, Part A	Criteria: Criteria-Lesson Plans will be submitted in each teacher's BLEND course and will be monitored by the Instructional Coaches and the Academic Dean on a weekly basis.

Martin Middle School

Goal 5. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. By focusing on building strong leaders that support effective and efficient PLCs that are centered on implementation of strong lesson plans, data analysis, observation and coaching cycles we will be able to achieve our goal results for student achievement.	Academic Leadership Team, Administrative Team, Campus Leadership Team, Instructional Leadership Team, Instructional Specialists/Coaches, PLC Leaders, PLCs, PLCs - Instructional, Principal	Sept-May	(F)Title 1, Part A	Criteria: Lesson plans will be implemented with fidelity. Data analysis will be conducted after benchmarks to make necessary instructional adjustments. Observation calendars are developed. Coaching cycles are followed and documented.
2. In order to create a Creative Learning Classroom, we will implement the following strategies. We will begin class with a mindful minute (this could also be SEL). We will incorporate movement in the classroom. We will take sensory breaks. We will build foundational cognitive skills. We will create a growth mindset classroom. (Title I SW Elements: 2.5)	Academic Leadership Team, Action Teams, Counselor, Instructional Leadership Team, Instructional Specialists/Coaches, PLCs - Instructional, Principal, SEL Campus Coordinator, SEL Committee	Sept.-May	(F)Title 1, Part A	Criteria: lesson plans, observation and coaching cycles.
3. Our ELLs population is represented by the majority of our students and supporting ELLs through strong literacy practices and the AVID Excel class will help us achieve our ELP component. We were able to meet the SPED student achievement goals, and will strive to have a few more student groups achieve their goals through differentiated instruction, intervention support, and a strong inclusion model. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ESL,SPED) (Strategic Priorities: 4)	Academic Dean, Instructional Leadership Team, Instructional Specialists/Coaches, Intervention Staff, Special Education Staff, SpEd Department Chair	September-May	(F)Title 1, Part A	Criteria: STAAR Performance overview, goal setting (App, Meets, Masters) for each subject, Domain 3 Performance Overview, Goal Setting for Domain 3 Focus 1 and 2 Goals
4. We will use Imagine Reading and the problem-based learning or project-based learning that they provide in order to service	Academic Dean, Director, GT Advocate, Instructional Leadership Team, Principal	September-May	(F)Title 1, Part A	Criteria: Imagine Reading diagnostic and data analysis, lesson plans, problem-based

Martin Middle School

Goal 5. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
our Innovation Academy at Martin students. We will also prepare students in Pre-AP for the TSI by offering TSI support through one of our student service providers. (Target Group: 6th,7th ,8th)				learning products
5. We will identify appropriate scaffolds (interventions, and enrichments) to promote collaboration and clarification among our ELL students. We will use graphic organizers for writing. We will use strategies like inside/outside to teach vocabulary. We will conduct word studies and use culturally relevant ideas to bring meaning. We will rely heavily on academic language scripts to teach academic language.	Academic Dean, AVID Coordinator, AVID Team, AVID Trained Teachers, Instructional Leadership Team, Principal	Sept.-May	(F)Title 1, Part A	Criteria: AVID professional learning, observations and coaching cycles, data collection and analysis

Martin Middle School

Goal 5. (Effective Instruction (ESF Level 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ongoing: PLCs will complete a data review form, including intervention plans for SE's and targeted intervention lists for students with a focus on identified student groups (AA, ELL and SPED) and an administrator will meet with the PLC to help create an action plan for intervention	Academic Dean, Principal	August - May	(F)Title 1, Part A	Criteria: Completed Data Forms (ER checklist)
2. C2: Teachers will use a SMARTER planning process each six weeks to deconstruct the SE's, analyze STAAR released problems for common misconceptions, pre-plan the foundational concepts that may need intervention to have grade-level SE success, and analyze the data after each common assessment	Instructional Leadership Team	December 1	(F)Title 1, Part A	Criteria: SMARTER Planning Tool
3. C3: Small group instruction will be planned for each SE that had lower than 60% proficiency	Instructional Leadership Team	May 15	(F)Title 1, Part A	Criteria: ER Checklist Small group instruction lessons Small group instruction rosters

Martin Middle School

Goal 6. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 1. (Customer Service) AISD CARES

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improve representative/front office customer support skills. Identify areas of concern and growth with stakeholders (Title I SW Elements: 2.3,2.4) (Target Group: All) (Strategic Priorities: 1,4)	Administrative Assistant, Administrative Team	October 2020 - May 2021	(F)Title 1, Part A	Criteria: A team that understands customer concerns will be able to solve problems faster and more accurately. We will look for changes in the parent and teacher surveys that are offered by the school district. 10/06/20 - On Track

Martin Middle School

Goal 6. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 2. (Marketing Plans) Marketing Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review I AM Academy recruitment techniques and application process. (Title I SW Elements: 2.2,2.3) (Target Group: All) (Strategic Priorities: 3,4)	Academic Leadership Team, Campus Leadership Team	October 2020 - May 2021	(F)Title 1, Part A	Criteria: I AM Academy retention and overall school magnet qualities. Enrollment increase. 10/06/20 - On Track

Martin Middle School

Goal 7. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child (CST) committee that meets monthly to monitor student and campus goals. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,4)	CST Chair, CST Team	October 2020 - May 2021	(F)Title 1, Part A	Criteria: Confidential/Individual student goal tracking CST agendas and minutes 10/06/20 - On Track

Martin Middle School

Goal 7. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 2. (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement SEL practices school-wide throughout the school year and at least 20% of teachers/staff will use and apply SEL signature practices by the end of the year. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1)	Action Teams	September 2020-May 2021	(L)Campus BTO - \$300	Criteria: Increase in TELL surveys for teacher, student, and parents in

Martin Middle School

Goal 7. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 3. (Creative Learning Initiative) Creative Learning Initiative

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create systems of reinforcement to support Creative Teaching implementation. Designate a CLI team to help provide support to teachers and students (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4)	Academic Leadership Team, CLI Team	October 2020 - May 2021	(L)Campus BTO	Criteria: CLI agendas/events CLI lesson plans and in class demonstration opportunities 10/06/20 - On Track

Martin Middle School

Goal 8. (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with 504 Coordinators, SPED staff, Inclusion teachers and LPAC committee members to implement and monitor accommodations for students in a virtual and physical setting (Title I SW Elements: 2.1,2.2,2.5,2.6) (Target Group: All,ESL,LEP,SPED,Dys,504) (Strategic Priorities: 2,4)	504 Coordinator, Administrative Team, Department Chairs, Dual Language Cluster Specialist, Special Education Staff, SpEd Department Chair	bi-weekly	(F)Title 1, Part A	Criteria: Professional development will be conducted to ensure teachers are aware of expectations to implement and monitor accommodations. Document weekly eCST meetings on master calendar.
2. Hold weekly CST meetings to ensure that students' needs are being addressed and the appropriate testing and placements can occur (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	504 Coordinator, Counselor, CST Chair, LSSP	Weekly	(F)Title 1, Part A	Criteria: Students are provided with the testing accommodations outlined in the eCST meetings.

Martin Middle School

Goal 9. (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

Objective 1. (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Our gifted and talented students will be served in a variety of ways. Our gifted and talented students will receive extension activities through their Pre-AP classes that will strengthen their skill set. Additionally, some of our GT students are also Innovation Academy members and will receive extra support through the STEAM challenges provided. (Target Group: GT)	Academic Dean, Academic Leadership Team, AVID Team, Gear Up Facilitator, GT Advocate, Principal	Sept.-May	(F)Title 1, Part A	

Martin Middle School

Goal 10. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SY 20-21 CIP Developers List

Name	Position
Molina, Dora	Principal
Coburn, Kenisha	DCSI
Scott, Rachel	AP
De Leon, Cesar	AP
Guillory, Jeremy	AP
Green, Mantequilla	Dean
Brown, Daniel	Central Office

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	50		District Benchmark	50	47%	District Interim	52	40%	District Benchmark	54		57
		All	All	Reading	Meets	STAAR	24		District Benchmark	24	21%	District Interim	25	17%	District Benchmark	26		27
		All	All	Reading	Masters	STAAR	8		District Benchmark	8	10%	District Interim	8	5%	District Benchmark	9		10
		All	All	Mathematics	Approaches	STAAR	64		District Benchmark	64	39%	District Interim	66	34%	District Benchmark	68		71
		All	All	Mathematics	Meets	STAAR	29		District Benchmark	29	15%	District Interim	30	11%	District Benchmark	31		32
		All	All	Mathematics	Masters	STAAR	10		District Benchmark	10	9%	District Interim	10	5%	District Benchmark	11		12
		All	All	Science	Approaches	STAAR	72		District Benchmark	72	65%	District Interim	74	43%	District Benchmark	76		79
		All	All	Science	Meets	STAAR	40		District Benchmark	40	33%	District Interim	41	18%	District Benchmark	42		43
		All	All	Science	Masters	STAAR	12		District Benchmark	12	29%	District Interim	12	4%	District Benchmark	13		14
		All	All	Social Studies	Approaches	STAAR	45		District Benchmark	45	36%	District Interim	47	39%	District Benchmark	49		52
		All	All	Social Studies	Meets	STAAR	15		District Benchmark	15	14%	District Interim	16	16%	District Benchmark	17		18
		All	All	Social Studies	Masters	STAAR	6		District Benchmark	6	9%	District Interim	6	9%	District Benchmark	7		8
		All	All	Writing	Approaches	STAAR	33		District Benchmark	33	47%	District Interim	35	34%	District Benchmark	37		40
		All	All	Writing	Meets	STAAR	13		District Benchmark	13	18%	District Interim	14	13%	District Benchmark	15		16
All	All	Writing	Masters	STAAR	2		District Benchmark	2	11%	District Interim	2	7%	District Benchmark	3		4		
2. Domain 3 Focus 1	Focus 1 Components Academic Achievement	All	ELL	Reading	Meets	STAAR	20		District Benchmark	22	10%	District Interim	24	11%	District Benchmark	26		29
		All	AA	Mathematics	Meets	STAAR	28		District Benchmark	28	11%	District Interim	29	10%	District Benchmark	30		31
3. Domain 3 Focus 2	Focus 2 Components Student Success	All	EL	ALL	ALL	STAAR	28		District Benchmark	30	17%	District Interim	32	13%	District Benchmark	34		37
		All	SPED	ALL	ALL	STAAR	23		District Benchmark	23	7%	District Interim	23	7%	District Benchmark	23		23
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	17		District Benchmark	21	10%	District Interim	25	11%	District Benchmark	29		36



TITLE I COMPLIANCE PACKET

2020-2021

Principal Confirmation

Documents due- October 30, 2020

- Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals.* (Sign and attach the form.)
- Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationary.)
- Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.)
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.)
- Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be attached.)
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.)
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.)
- Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.*
- Attachment #9. *Homeless Documentation (Complete and submit sheet attached.)*
- Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation Upload ALL documents to your folder in the Google Drive.

Martin Middle
Campus Name



Principal's Signature

10-30-20
Date