

# MARTIN M S

## **Sam L. Martin Middle School Targeted Improvement Plan 2021/2022**

*Every Eagle will get SMARTER and feel SAFER as a DIRECT RESULT of what we do!*



Brandy Gratten  
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### **Campus 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.

### **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 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.

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

**Objective 1.** (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals.	Counselor	Ongoing		Criteria: Monthly meetings 11/15/21 - Some Progress
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. Our goal is by May 2022, 90% of our newsletters to contain a special focus on how students are feeling safer in school. To meet this goal our newsletters will contain a section that celebrates quantitative data around positive behavior, upcoming celebrations, and attendance. We will empower our Lead Eagles composed of a diverse student body to help facilitate this process.	Principal	Ongoing		Criteria: Newsletters 11/15/21 - Some Progress
3. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/ information.	Administrators	Ongoing		Criteria: Martin family night 11/15/21 - No Progress

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**Objective 2.** (Social and Emotional School Climate) SMART Goal: By May 2022, our campus will participate in the implementation of the 3 Signature SEL Practices (K-12) where at least once per week we will invest dedicated time nourishing these practices for each week of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage your campus community in No Place for Hate activities annually	Counselor	Ongoing		Criteria: No Place for Hate Activity 11/15/21 - Some Progress
2. Organize and incorporate student agency in campus systems and structures. By May 2022, our Lead Eagles, composed of a diverse student body, will have facilitated at least 4 house meetings with each grade level, contributed to a 85% of Eagle Family Newsletters, and helped implement key components of their attendance plan created in the summer for our campus to reach 92%+ attendance	Administrators	Ongoing		Criteria: Campus systems and structures 11/15/21 - On Track
3. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee.	Administrators	Ongoing		Criteria: Newsletters 11/15/21 - On Track

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**Objective 3.** (Family Engagement) SMART Goal: By the May 2022, our campus will hold 3 family events in a hybrid and bilingual setting focusing on our vision, progress, and practices around student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training for AISD staff on how to engage and communicate with families.	Principal	Ongoing		Criteria: Training
2. Create events and activities for families to attend	Counselor	Ongoing		Criteria: Family events
3. Form alliances with community and governmental entities to enhance student achievement, career exploration, scholarships and college financial aid. Ensure each alliance uses common metrics to gauge their impact (a GEAR-UP strategy).	Administrators	Ongoing		Criteria: Alliances

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**Goal 2.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient 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) By May 2022, 100% of ILT meetings will include calibrating key findings from observations to inform professional learning and PLC support. 100% of ILT members will provide at least 8 feedback and coaching cycles with all core teachers on PPFT:\* Lesson objectives (strand 2.2)\* Anchors of support and student work (strand 2.6)\* Routines and procedures. (strand 4)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. (C1) We will create a standing agenda item in ILT to review and calibrate our weekly observations, coaching, and teacher proficiency in instructional absolutes with at least 85% implementation reviewing weekly instruction, common themes, recent assessment data, and determining engagement of our of the marginalized student groups.	Principal	November 30 2021		Criteria: ILT agendas 12/06/21 - Significant Progress 10/28/21 - Significant Progress
2. (C1) We will create an observation & coaching calendar and tracker. Our tracker will be completed weekly in our Instructional Leadership Team Meetings at least 85% of the time with strategic questions around our most marginalized student performance + instructional experience. Tutoring will be provided as needed based on assessment results.	Administrators	September 30, 2021	(S)ESF Focused-Support Grant - \$5,645	Criteria: Calendar and tracker 12/06/21 - Some Progress 10/28/21 - Significant Progress
3. We will use the AISD Walk-through Tool emphasizing our Instructional Absolutes. By November 30, 2021, our Admin Team will conduct at least 12 learning walks weekly.	Administrators	November 30 2021		Criteria: Walkthrough form and results 12/06/21 - Completed 10/28/21 - Significant Progress
4. An Accountability Coordinator and Instructional Leadership Coach will assist the District Coordinator of School Improvement (DCSI) and Campus Leadership Team in developing this plan, monitoring implementation of this plan, engaging in data analysis to ensure progress is being made toward plan goals, and ensuring all TEA monitoring and submission requirements are met. (Target Group: All)	DCSI	21-22 School year	(S)ESF Focused-Support Grant - \$12,582	12/06/21 - Completed
5. Teachers and campus leaders will engage in ESF-aligned professional learning activities	Principal	cycle 4	(S)ESF Focused-Support Grant - \$26,620	

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**Objective 1.** (ESF Essential Action 1.1) By May 2022, 100% of ILT meetings will include calibrating key findings from observations to inform professional learning and PLC support. 100% of ILT members will provide at least 8 feedback and coaching cycles with all core teachers on PPFT:\* Lesson objectives (strand 2.2)\* Anchors of support and student work (strand 2.6)\* Routines and procedures. (strand 4)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
during the summer of 2022 in order to ensure momentum from SY 21-22 is not lost moving into SY 22-23 (extra duty pay provided for teachers). (Target Group: All)				



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**Goal 3.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Data Driven Instruction (ESF Essential Action 5.3)) By May 2022, 100% of Sam L. Martin Middle School's ILT members will provide teachers job-embedded professional development and coaching through PLCs to utilize data-driven instruction and effective cycles of reteach at least every 3 weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. (C1) Provide core teachers with campus-based common formative assessments to be delivered every 3 weeks. PLCs will disaggregate CFA and SCA data and reteach plans. Substitutes will be provided for all core teachers and for the Principal so that they engage in data analysis after each Short Cycle Assessment.	Administrators, Instructional Coaches, Instructional Leadership Team	September 30 2021	(S)ESF Focused-Support Grant - \$31,830	Criteria: Common assessments, Re-teach plans, plc meeting minutes and agenda  12/06/21 - On Track 10/28/21 - Some Progress
2. (C1) Introduce See it Name it Do it DDI protocol to PLCs and utilize the process to analyze results of SCA 1; continue to use this process on campus-based formative assessments every 3 weeks.	Principal	November 30 2021		Criteria: See it Name it Do it protocol, PLC agenda and minutes  12/06/21 - On Track 10/28/21 - Completed
3. (C1) Introduce the Know Show protocol in PLCs to unpack state standards and determine what scaffolds students need in order to display mastery of the standard.	Instructional Coaches, Instructional Leadership Team	November 30 2021		Criteria: Know show protocol, plc meeting agenda and minutes  12/06/21 - Significant Progress 10/28/21 - Significant Progress

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**Goal 4.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 440 to 480 by December 15, 2021. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Make contact with all students not enrolled who didn't attend Martin				
2. Marketing Martin Middle School to families and the community. By May 2022, we will have hosted at least 2 incoming student events on campus, attended at least 2 events for our vertical team, and have 100% of our communication distributed in English and Spanish.				
3. Reaching out to families that attended charters and private school				

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**Goal 5.** (Exemplary Customer Service) Insert description of CARES here

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Meets Expectations to Exceeds Expectations on the customer service prioritization section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members. By May 2022, we will have at least 2 family newsletters distributed to parents monthly in English and Spanish.	Administrators	Ongoing		Criteria: Communications to families
2. Ensure the campus website is systematically reviewed and actively maintained with accurate information.	Instructional Coaches, Instructional Leadership Team	Ongoing		Criteria: Campus website
3. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained.	Principal	Ongoing		Criteria: Emails and voicemails

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**Goal 6.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

**Objective 1.** (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.\*\*Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.\*\*

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form 09/30/21 - Completed
2. 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 stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 09/30/21 - Completed
3. 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.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact 09/30/21 - Completed
4. 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 and 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.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 09/30/21 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English 09/30/21 - Completed

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**Objective 1.** (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.\*\*Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.\*\*

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead 09/30/21 - Completed
7. 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.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 09/30/21 - Completed
8. 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.				09/30/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 09/30/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 09/30/21 - On Track

## 1st 9 weeks report - due October 22

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

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

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

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

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

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

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

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

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## 2nd 9 weeks report - due January 7

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

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

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

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

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

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

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

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

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## 3rd 9 weeks report - due March 25

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

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

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

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

(PTG) Monitoring Chart.

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

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

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

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

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### **4th 9 weeks report - due June 3**

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

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

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

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

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

# MARTIN M S Site Base

Name	Position
Gratten, Brandy	Principal
Gideon, Bobbie	Instructional Leadership Coach
Davidson, Ty	Executive Director
Brown, Daniel	Accountability
Guillory, Jeremy	AP



## SY 21-22 Campus and Targeted Improvement Plan Development Timeline

### Important Monitoring & Due Dates

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

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

**Sept 3: CIPs/TIPs first drafts due in BLEND**

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

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

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

**Sept 17: CIP/TIP final drafts due in BLEND**

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

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

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

Oct 18-Nov 20: ESF Diagnostic Survey Window

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

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

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

Oct 25-27: TIL DDI

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

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

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

Dec 18: Schedule ESF Diagnostic for Spring

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

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

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

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

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

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

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

Feb 22: TIL Lesson Alignment and Formative Assessment

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

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

March 22: TIL Observation and Feedback

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

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

March 30: TIL DDI

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

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

**June 3: EOY reports submitted to BLEND**

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

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Martin Middle School

### Instructions for the Austin ISD ESF Campus Self-Assessment:

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

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

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

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

<b>Focus Area for Improvement</b>	<b>Rationale</b>
EA 1.1, 2.1, 3.1, 4.1, <b>5.1</b> , or 5.3	Our campus leadership team decided, based on consistent walk-throughs, average years of teaching for most of our content area teachers, and instructional needs, to move our focus to instructional coaching. During walkthroughs we found there was a gap between teachers utilizing state objectives at the rigor of the state assessment and what students were producing in the classroom. This finding was consistent throughout the campus; thus indicating to leadership that our time had to shift from solely operational tasks to a more robust instructional perspective. From here, we solidified how we needed instruction to look across the campus. This helped form a basis for what we could begin looking for in every class and training around as needed.

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Martin Middle School

EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3

For our new principal, who arrived April 1st, worked with the leadership team and staff. Based on campus instructional data, surveys, and anecdotal data, Principal Gratten decided to focus on clearly developing roles and responsibilities for our campus admin and leadership team.

### Instructions for the Comprehensive Needs Assessment (CNA):

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

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

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	--	--	--	--	--	--	--	--	--	--	--	--
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

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

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

No data from survey

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Martin Middle School**

**Longitudinal Discipline Data Report**

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	506	73		30	48	7	411	1	63	124	22	9			2		232		39	44	13
2018-2019	576	90	1	62	43	5	452		197	92	34	21		4			268		127	65	16
**2019-2020	592	95	1	63	46	15	462		152	151	31	25		2	2		279		120	92	23
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018		274	1	56	130	17	454	1	91	165	30	115	1	32	50	12					
2018-2019		308	1	136	71	23	539	1	257	133	38	124	1	69	20	13					
**2019-2020		313	1	103	108	23	550	1	220	194	44	134	1	71	62	19					

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

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

There was not a clear and consistent discipline plan and directions on how to handle discipline procedures.

What are the top 3 reasons students get referrals?

Fights, Class cut, and insubordination

# SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Martin Middle School

## SY 20-21 TELPAS Progress

	Listening Progress	Speaking Progress	Reading Progress	Writing Progress
2021				
Grade	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
6	35%	13%	33%	36%
7	35%	22%	22%	--
8	20%	13%	27%	--
All	31%	16%	27%	36%

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

6th + 7th are higher in Listening. We didn't have enough writing samples for 7th + 8th. Speaking goes down as students progressed through middle school.

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

	Test Grade	African American					Hispanic					White					Econ Disadvantaged					
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	
2021 STAAR																						
Math	06	16	52	31	13	0	64	50	23	8	2	1	50	*	*	*	77	49	27	8	1	
Math	07	10	37	0	0	0	67	49	13	7	3	1	20	*	*	*	75	45	12	7	3	
Math	08	19	39	11	5	0	58	38	24	10	3	6	43	83	17	17	76	37	21	8	1	
Math	All	45	42	16	7	0	189	45	20	8	3	8	38	75	25	25	228	43	20	7	2	
Reading	06	16	52	13	13	0	66	52	20	8	3	1	50	*	*	*	79	50	19	9	3	
Reading	07	13	48	0	0	0	81	59	22	12	6	3	60	*	*	*	93	56	18	10	5	
Reading	08	16	36	31	6	0	45	33	36	20	4	2	20	*	*	*	59	32	32	15	2	
Reading	All	45	44	16	7	0	192	48	24	13	5	6	35	*	*	*	231	45	22	11	3	
Writing	07	10	37	20	0	0	69	50	17	7	1	2	40	*	*	*	79	48	18	6	1	
Science	08	13	24	8	0	0	36	31	25	3	0	3	38	*	*	*	48	31	19	2	0	

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Martin Middle School

Social Studies	08	13	34	8	0	0	36	31	14	3	0	2	25	*	*	*	48	31	13	2	0
	Test Grade	Emergent Bilingual					Special Ed Services					Dyslexia Services									
		# Scored Tests	% Participations	% Approaches	% Meets	% Masters	# Scored Tests	% Participations	% Approaches	% Meets	% Masters	# Scored Tests	% Participations	% Approaches	% Meets	% Masters					
<b>2021 STAAR</b>																					
Math	06	37	63	24	8	3	14	37	21	21	7	16	53	13	0	0					
Math	07	33	62	12	3	0	24	50	17	13	8	12	46	8	0	0					
Math	08	23	43	17	0	0	13	31	8	0	0	10	42	0	0	0					
Math	All	93	56	18	4	1	51	40	16	12	6	38	48	8	0	0					
Reading	06	39	66	15	3	3	15	39	13	13	7	17	57	0	0	0					
Reading	07	37	70	14	3	0	28	58	14	7	7	14	54	0	0	0					
Reading	08	22	43	27	5	0	10	24	20	0	0	11	46	0	0	0					
Reading	All	98	60	17	3	1	53	42	15	8	6	42	53	0	0	0					
Writing	07	29	55	10	7	0	25	52	12	12	4	14	54	0	0	0					
Science	08	15	34	0	0	0	13	33	15	8	0	5	21	20	0	0					
Social Studies	08	17	39	6	0	0	11	28	0	0	0	7	29	29	0	0					

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

- For our Economically Disadvantaged in all areas we decreased at least 14% points for approaches in all 3 grade levels.
- For our Emergent Bilingual all grade levels we dropped in approaches at least 6% points.
- There is not one area where we did not go backwards from PY.
- AA 6th grade Meets increased by 6% pts
- SPED 6th grade Masters increased by 7% pts

### Advanced Academics

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

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Martin Middle School

### Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course enrollment)?  
We perform an internal audit to ensure these students are scheduled correctly. Ensuring that we have advanced sections for both Math and ELA.

How are you communicating with all families about GT and/or advanced learning opportunities?  
We promote the innovation academy to families and the community.

How do you support a culture that provides advanced learning opportunities to all students?  
We promote a culture that provides advanced learning opportunities to all students through our 5 Instructional Absolutes.

<sup>2</sup> Includes African American students who are within the "Two or more races" category.

### GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
<b>CAMPUS</b>	E	O	E		E	E	O		E	E	E		E	O	O		E	E	E	

**KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance**  
If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

### Domain 3 Campus Reports

Growth 50%	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
	<b>College, Career, and Military Readiness Performance (High Schools and K-12)</b>																
Reading #PM Tests	187	39	138	5	3	0	1	1	176	71	45	<25	158	29			
Growth Score	36%	38%	36%						35%	37%	37%		38%	26%			
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N	N	N						N	N	N		N	N	0	16	0%

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Martin Middle School

Math #PM Tests	213	39	162	7	0	4	1	0	200	91	49	<25	173	40			
Growth Score	18%	23%	16%						18%	18%	15%		14%	36%			
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N	N	N						N	N	N		N	N	0	16	0%
Total																	0%

\*EL Current and Former

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

- Our SPED pop was 11% pts away from meeting academic achievement target in reading
- Our EL pop was 21% pts away from meeting academic achievement target in reading
- Eco Dis & Hispanic were 22% pts away from academic achievement target in reading
- For our AA population our growth target in both math and reading are the most attainable (34-44% pts away) and this is one of our smaller populations
- Also we will make a focus on our SPED + AA pop (smaller amount of kids) for Acad Ach, Growth, + Stud Success.

\*EL Current and Former



**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Martin Middle School**

**Longitudinal Enrollment, Utilizations, and Transfers Report**

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	454	530	532	500
	Students in enrollment area	--	--	--	--
Transfers	Transfers to other AISD schools	--	--	--	--
TELL Survey	General School Climate	80	77	60	80
	Managing Student Conduct	82	69	43	86
	Principal Leadership	83	81	45	82

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

Charters and private schools are poaching our students from our neighborhoods.

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

We've maintained our enrollment around 500 for the past couple of years. We will continue to market our school as an exceptional school for students to learn and feel safe.

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

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
<b>Campus Communication Goals &amp; Practices</b>				
Campus Communication Strategies			<b>X</b>	
Campus Website			<b>X</b>	
Phone/Voicemail/Email Practices		<b>X</b>		
Language Line for Preferred Language			<b>X</b>	
<b>Campus Culture of Respect Goals</b>				
Campus culture of respect practices and goals			<b>X</b>	
Customer service prioritization			<b>X</b>	

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Martin Middle School

Facility & Operations				
<b>Grounds</b>			<b>X</b>	
<b>Safety Protocols</b>			<b>X</b>	
<b>Signage</b>		<b>X</b>		
<b>Reflection Questions:</b> Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?				

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

**REQUIRED Framework Components:**

Coordinated School Health

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

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

Increased Enrollment

Exemplary Customer Service



# TITLE I COMPLIANCE PACKET

2021-2022

## Principal Confirmation

*Documents uploaded in PlanWorks no later than September 17, 2021*

- 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 documentation 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 documentation of Parent/Family School Compact)*
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6<sup>th</sup> weeks of school 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. *(Attach documentation: MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. 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. *(Attach documentation and submit at least 2 sample communications of languages other than English)*
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Attach documentation: agendas, sign in sheets, minutes or records of meetings)*
- 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 5<sup>th</sup> of the month. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP developers is completed)*

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 in PlanWorks)

Sam L. Martin  
Campus Name

  
Principal's Signature

9/27/21  
Date

**Austin ISD**  
**State, Federal, Private Accountability Office**  
**Campus Improvement Plan (CIP) Developer's List**

Campus Name Sam L. Martin Org# 051

**Instructions:** List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

Last name	First name	Position (teacher, parent, community member, principal, student, etc.)
1. Gratten	Brandy	Principal
2. Davidson	Ty	Executive Director
3. Guillory	Jeremy	Assistant Principal
4. Haynes	James	Teacher
5. Cardenas	Jessica	Parent
6. Herrera	Blanca	Parent Support Specialist
7. Sawyer	Erinny	Parent
8. Scruggs	Michelle	Teacher
9. Wright	Patrice	ACE AfterSchool Coordinator
10.		
Printed name	10/18/21	
Signature	Date	

08/10/2021

## District Commitments Theory of Action

**If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then the Martin Middle School campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities will develop enhanced skills to support teacher growth and development and aligned instructional support systems.**

# Resources

Resource	Source
ESF Focused-Support Grant	State