

Notes from Martin Middle School Community School Planning Dinner

February 7, 2022 6-8 PM

Background: Approximately 80 parents, students, teachers/staff, PTA leaders, community members, and Austin Voices staff gathered for a community planning dinner. AISD and campus administration were also present. Sponsored by the Martin PTA with support from Austin Voices, the goal was to gather input about the district plan to move 6th grade from Martin, as well as renew a collaborative community school planning process that will lead to more support for Martin and its community during this challenging school year. The Martin PTA and parent leaders have named the process “Martin United/Martin Unidos” and are including all stakeholders, including teachers/staff, students, parents and community partners.

After dinner and a short briefing, participants joined one of five small groups, including two groups in Spanish, two groups in English, and one zoom group. Austin Voices and Martin Facilitators asked the following four questions:

- What are your questions, concerns or thoughts about the district’s 6th grade plan?
- What do you like about Martin? What are its strengths?
- What challenges does Martin face? What could be strengthened?
- What other ideas do you have that would make Martin stronger?

Trained notetakers recorded the words of respondents as completely and accurately as possible, without summarizing or altering responses. Notes were sorted into categories and grouped with similar ideas. Groups are identified as SP (Spanish-speaking) and E (English-speaking). Where virtually identical responses were given, a number show how many respondents contributed that response.

Summary of Responses

Question 1: What are your questions, concerns or thoughts about the district’s 6th grade plan?

- A significant number of respondents referred to the lack of communication by the district and the absence of a collaborative process between school, community and district to develop the proposed plan.
- A number of negative effects were noted that the plan would have on Martin, including the threat to continued viability, losing students who would be in sixth grade at other middle schools, reduced electives and the lack of supports at elementary schools.
- Many respondents noted the rushed nature of the proposal, which contains few details as to how programming and supports will be provided at elementary schools.



- A number of respondents noted the importance of the Innovation Academy program at Martin, as well as other programs, as the reason they send their children to the school. They worry about the impact the movement of sixth graders will have on these programs and are concerned about the lack of mention of programs in the district's proposal.
- Several respondents asked for a reset to develop a collaborative proposal that would increase support for Martin. Respondents also questioned the merits of the data sixth graders in elementary schools and pointed to the correlation between funding for Martin and academic success.
- There are many other questions about the district's proposal. A few parents voiced interest and support for the idea.

Question 2: What do you like about Martin? What are its strengths?

- Many respondents noted the quality of the staff and the amount of dedication and caring they have for students. There was also concern about Martin losing key staff through the new proposal.
- Respondents also noted programs such as the Innovation Academy, STEM programming, course alignment with Eastside Early College High School and electives such as band. It was noted that Martin had lost its theater program and ballet folklórico, both popular in the past.
- Student and family supports were noted as strengths, including CARY and the AVEY Family Resource Center. Parent leadership is strong at the school.
- School climate is positive with a sense of community and pride. The community is deeply invested in Martin as a multigenerational school.

Question 3: What are challenges that Martin is facing this year? What could be strengthened?

- Reduction in resources and supports for academics and student support services was mentioned by many respondents. This includes not enough support for SPED, emergent bilinguals and elective courses. Equity issues, including the lack of programs in comparison to west Austin schools, was noted. Large class sizes were mentioned.
- Principal turnover (3 in two years) and teacher instability were noted as district issues that hinder the success of the school.
- Trauma caused by the pandemic, along with a reduction in mental health services district-wide, were noted. Many students have experienced isolation and the loss of family members, which in some cases has resulted in behavior issues.
- Bullying was mentioned by several parents as a problem.
- Facility issues were mentioned, including non-functioning bathrooms and COVID safety issues in the cafeteria.

Question 4: What other ideas do you have that would make Martin stronger?

- Respondents advocated for collaborative planning and decision-making involving multiple stakeholders, rather than top-down and rushed planning. Several respondents called for a delay or reset for the district’s proposal.
- Many respondents said that equitable resources are key to the school’s long-term success. It was noted that when resources were supplied to the school, including staffing and other supports, academic success followed. In particular, mental health supports and mentoring during the pandemic were mentioned by several respondents.
- Martin has had a number of programs, including the Innovation Academy and arts programs, that have led to increased enrollment over recent years. Support and build on these programs.
- Support a stable and experienced staff and campus leadership.
- Continue to build a stronger feeder pattern for Martin, including relationships with elementary schools.
- Value parent involvement. Hold meetings at times that are good for parents, not the district.

NEXT STEPS

- AISD Board Information Session. Thursday, Feb. 10. Citizen’s Communication Available.
- Virtual Follow-Up Meeting, Week of February 14. Exact date and time TBD.

For more information about future meetings, go to www.austinvoices.org/martinunidos



Question 1: What are your questions, concerns or thoughts about the district's 6th grade plan?

- I'm here in solidarity out of fear that eliminating a grade level would reduce enrollment (E)
- We are just shuffling kids. (E)
- Why was the community not engaged more before the decision was made? (E)
- What type of discussion took place before this decision was made? (E)
- Why are these decisions made without employees and parents knowing? (E)
- It is as if our opinions don't matter. (E)
- People don't know what they can do about this. (E)
- This was a surprise. (SP)
- We didn't know this was going to happen. (SP)
- It's not fair to the students. (SP)
- I have two children in Del Valle who come to Martin. I am confused how the district came to this conclusion. (SP)
- There is a lack of community engagement by the district. (E)
- The district is deciding, not the community. (SP)
- The district is not respecting the Martin community. (SP)
- You can't trust the district. (SP)
- The district will give the resources it wants, not what the schools need. (SP)
- The district needs to listen to what the school needs. (SP)
- This whole process . . . how the decision was made, hearing about it first on the news, the long district history of failed trust . . . I lost trust when I heard "this is a done deal." (E)
- AISD is losing trust of the parents and community. (E)
- The district is like a company. (SP)
- That children are safe and sound is the most important thing. (SP)
- I have so many concerns. Already three meetings, but this is the first one with people involved in decision making. (E)
- Involve teachers and staff in decision-making. (E)
- Delay sixth grade decision and co-create with community. (E)
- Martin is a school with culture and history that the district ignores. (E)
- The district has goals and these are something they have to meet. (SP)
- The same thing over and over from the district and we get the same results. (SP)

- I don't want to do another year stuck in an elementary school. Why would you want to go again to elementary school? The sixth graders might pick on the younger kids because they're older and stronger, and more mature. We would need lockers and maybe even a separate building. Who are going to be the sixth grade teachers? (5th grade student)
- My opinion is how are they going to have sixth grade if we only have room for a little bit of classes at my elementary school? I hate it because I was planning on going to Martin next year. My older brother already goes there so my mom wanted me to go there. (5th grade student)
- There could be other people who don't go to Govalle who won't have a sixth grade and they would have to find a whole other school and apply and have to wait even longer to see what they'll say. (5th grade student)
- I wanted to go to Martin next year, but when my mom saw the letter, she said, "Yay, we don't have to move yet. (Student has younger siblings at Govalle). Where are the classes going to be for the sixth graders? (5th grade student)
- Transportation concerns for parents. Lack of engagement with parents, teachers and community makes a mockery of equity. (E)
- Will we get the chance to really hear Martin's story and not just the district's version? (E)
- Why couldn't we say the negative side effects of this decision to the decision makers? (E)
- Not everything taken into consideration, such as being in jeopardy of losing after school grants. (E)
- Why are we just now hearing about this? (E)
- This was just dropped on people. How will this affect other things? (E)
- There are unanswered questions that no one knows. (E)
- The district's meetings are all about checking a box, not listening. (E)
- If a decision was made for us, why not give us a timeline to plan? (5th grade teachers) (E)
- Do I have a job here next year? Have been told, "We don't know." (E)
- Teachers are getting notice of possibly losing jobs. (E)
- We can't afford to lose these teachers. (E)
- How would we get students to come back in 7th and 8th grade after they attend other middle schools? (E)
- If we remove 6th grade, how would that impact families and siblings? (E)
- Younger siblings should go to the same school as older siblings. (E)
- Not all feeder schools are being considered for 6th grade. Why? (E)
- Will a 6th grade program created in three months be of good quality? (E)
- Can't expect them to succeed with three months of planning. (E)

- The district makes it sound like it is easy to add 6th grade to all of these elementaries. It's actually really complicated, much more than supporting 6th graders at Martin. The downside of this plan is much more than the advantages. (E)
- Why is the district causing more disruption during the pandemic? Lots of teachers are giving up on the district and heading to other districts. (E)
- My concern is that there is not enough support right now for sixth grade teachers and the Martin teachers. How will this change with the district's plan? (E)
- The sixth grade team at Martin is amazing. Would be a loss to the school because they go above and beyond, caring about students. (E)
- Being at Martin is a benefit . . . making friends and finding yourself. (E)
- Why are we getting rid of sixth grade? (E) (SP)
- Why get rid of it if it was never a problem? (E)
- Why not make a change? (SP)
- I am mad. We fall into the same pattern over and over. (SP)
- I'm annoyed at the district. (SP)
- This is all about getting an F grade. Almost all of the Title 1 middle schools went F two years ago from only 1 the year before. District cut funding and supports, closed schools. It is a district problem, not a Martin problem. Do you job and support the schools. (E)
- Start over and listen. Start getting the right people at the table, which is everyone who is affected, not just district staff. Let's solve this together. (E)
- I don't agree, but there must be a change. Support Martin! (SP)
- Start over and listen. Start getting the right people at the table, which is everyone who is affected, not just district staff. Let's solve this together. (E)
- My girl is doing well in Martin. (SP)
- Sixth grade is a transitional year. Students either make the transition in sixth grade or seventh grade. Lots of research to back up the current model. Research cited by district is old. (E)
- We face diminished options, single-gender schools. (E)
- When there are less students, there are less classes. It is a downward spiral. Focus on building the school, not taking it apart. (E)
- We need to have a promise that the District is not going to cut programs because of too few students. That is what happened to theater there were few students and then the program disintegrated. (E)
- What programs are going to stay? Science and math STEM? Innovation Academy? Languages, dual language, bilingual? What's the plan? (SP) (2)
- The kids who are affected are the same kids who were affected by school closures two years ago. (E)
- The children are enduring so many traumas. (SP)

- I have concerns for students with disabilities and special ed. No plan. (E)
- Are incoming 6th grade students not going to have Innovation Academy as an opportunity? Will this impact their competitive advantage? (E)
- Innovation Academy funding may be impacted. (E)
- Innovation Academy benefits 6th graders (they can't do UIL/sports) Innovation Academy gets them involved in school and their learning. (E)
- Outside vertical teams started to attend Martin because of the Innovation Academy. Now, this will go away. (E)
- I have a 5th grader who can do math very well, and they tell him to go to Kealing Magnet, not Martin. Why? These are the messages they are receiving at school. (SP)
- My son transferred here to Martin because of the dual language program and the Innovation Academy. Band has helped my son survive, for his mental health. What is going on with the electives like band? (E)
- Is the Band teacher going to have to run around to a million places? How can it grow if you are losing a whole grade. The electives draw the students in. I'm concerned about the electives in general. They have already gotten rid of Theater. Losing electives will hurt what draws us to Martin. (E)
- Elective programs that sixth graders get at Martin will be lost. There won't be enough students at Martin to support electives and more will disappear. Where is the equity? Just words from the district. (E)
- The reason my son wanted to go to Martin since he was little was for the programs. He was at Govalle where we had the Innovation Academy. We were ready for him to continue in that program that Martin created. My daughter was able to take AP language class and tests. We were feeling confident. We did not hear anything from Martin about the changes. There is pride in Martin's Band and Mariachi. (E)
- I'm concerned for how the data is used – 5th vs 6th grade w/only 5th being able to take the test multiple times. (E)
- You say students have magnet options – since applications are closed, will they be reopened and Martin students prioritized? (E)
- Are all Martin kids qualified to attend magnets? (E)
- Busing to Covington seems horrible. Moving kids East to West. (E)
- How does lack of engagement by the district in the community help with trust and help enrollment? Telling and not listening never works. (E)
- I am concerned that SEL is not a focus and that students are ignored in this whole process. (E)
- AISD's long-term plan for Martin is closure. This plan will reduce enrollment and make Martin not viable. Once students are at other middle schools, they will not transfer back. (E)
- If they go to another middle school, the children will not return. (SP)
- The children who leave will be lost and will not want to return to Martin. (SP)

- Where are the 7th graders going to come from? (SP)
- What makes AISD sure students will come back in seventh grade to Martin? (E)
- Seems like a plan for closure and reducing enrollment. (E)
- I don't like the proposed program. I don't agree. (SP)
- The district is being selfish with this school.(SP)
- Why are Eastside kids being told where to go? (E)
- East Austin has been through so much this year, including virtual schooling and COVID. Now this? (E)
- What happens to diversity choice for kids who chose Martin? What are they going to do? (E)
- What exact SEL and academic supports will students get that they aren't getting now, whether at elementary or at other middle schools? There is no plan. (E)
- Will sixth grade be ready and on grade level for seventh? I'm talking about the Eastside schools, concerned about kids who can't read. (E)
- Could this impact Eastside preparation/ incoming students? (E)
- I am excited to let my student mature at Govalle. (E)
- Will there be enough resources for Martin and Govalle to make this plan work? (E)
- What is the plan to help Martin? Is there are plan? (SP)
- How is losing 120 kids going to affect Martin? This is not being discussed or through through. (E)
- How does the Eastside vertical team look? How will this affect Eastside? (E)
- Why are Martin and Mendez the only schools with 6th grades being removed? This needs to be clarified. (E)
- If this is such a good idea according to research, then why aren't all AISD 6th graders kept in middle schools? AISD has tried this before. Look at the history. 6th grade programs in elementary schools dwindled because parents didn't want the option. (E)
- Why are northwest and southwest Austin schools not also being talked about? (E)
- They don't do this to another part of Austin. No more to this community. (SP)
- I am concerned that this is happening AGAIN to the Eastside Vertical Team. Closures seem to all happen here. (E)
- In this area, the community is not deciding what the schools need. (SP)
- When there are less students, there are less classes. It is a downward spiral. Focus on building the school, not taking it apart. (E)
- Concerned we aren't addressing the root cause of why people think about Martin the way they do. (E)
- The data shows that middle school students tend to dip in 7th grade. How will this disruption impact the school? Martin has been showing improvement in 7th grade. (E)

- I am concerned about how decreased enrollment at Martin will affect enrollment at Eastside High School. (E)
- My daughter was in 6th grade when she got COVID. She was isolated and had a mental breakdown. What saved her is coming to Martin. (SP)
- From a Govalle 5th grade parent perspective . . . How are they going to have an extra grade with already limited space? (E)
- When we are talking about why there is low attendance, why did they not survey the 5th graders about why they are not coming to Martin? We did it several years ago and helped change transportation and other barriers. (E)
- There is confusion by dropping this decision on the school at the same time as choice sheets. Could impact all students applying to other schools. (E)
- Why are the lumping Mendez and Martin together? Two different situations. Why not focus on improving Martin with known solutions? (E)
- 7th and 8th grade plan is only the next gimmick. (E)
- People don't have faith that this won't just end in closure. (E)
- Dual language. What does the data say about elementary to middle school? Has this been considered? (E)
- If we lose sixth grade, what happens to cafeteria staff? Custodial staff? There will be cuts. Do they know? (E)
- More people have to believe in our students. (E)
- We are losing losing sixth grade lacrosse. (E)

Question 2: What do you like about Martin? What are its strengths?

Teachers/Academics

- I like the Innovation Academy, not only for Martin but also for Eastside and the elementary feeder schools. (E)
- Innovation Academy is a place where students can excel. (E)
- I've always said it is gold to have students that speak English and Spanish. (SP)
- The community feels positive about the students and teachers. (E)
- We have talented teachers. (SP) (E)
- The kids, the children, the teachers . . . that's what this is all about. Not just test scores. (E)
- The community, the staff, the kids. I see how hard Raquel works with these kids. It's amazing and now they are taking it away. (E)
- The whole vertical team is a family. The people here, everyone. You can't have the schools without the teacher and the students. They care about this place. And you can't do this (moving sixth grade) without messing this up. (E)
- The kids and the teachers . . . they are committed to this school. (E)
- I came to help teachers. The ones you have here, keep them focused. Don't stretch them too tight. They CARE about kids. (E)
- The data that is not being measured is the emotional and social factors. (E)
- Measuring data during COVID . . . why? (E)
- Courses align with courses at Eastside Early College High School. (E)
- My Martin student is now two years ahead with courses at Eastside Early College. (E)
- Partnerships that support STEM at Martin. (E)
- Staff helps students a lot. Makes for better students and better people. (E)
- Teachers and staff are our strength. They choose to stay. (E) (SP)
- There are lots of teachers that have worked for Martin for years. (SP)
- Teachers overachieve in everything. (SP)
- Teachers show up every day for students. (SP)
- The teachers deserve a lot of respect. (SP)
- I like the teachers. They are like counselors. We (parents) try to help them as much as we can. (SP)
- Teachers close to kids. Care about their success. (E)
- Staff values everyone. (E)
- My girl is doing well in Martin. (SP)
- People are motivated to work with kids. (E)

- Kids leave Martin with college credit in Spanish. (E)
- After school programs. Martin listens to what kids want. They feel heard. (E)
- Inclusivity of the SPED department. (E)
- Programs like STEM. (2)
- Why not continue the programs we already have? (SP)
- Like the principal. (SP) (2)

Supports for Families/Students/Community

- Martin is a multi-generational anchor in the community. (E)
- Martin Middle School represents the cultural history and fabric of this community, as well as the opportunity. (E)
- (Parent) I come to the front office and know everyone. We bond together. (E)
- (Parent) They have always supported us and are attendant to the school. (SP)
- Parents are a strength. (SP)
- The leadership of the parents. There's a lot of power. (SP)
- The FRC. It helped lots of families during the pandemic. It makes us a community school.(E)
- Ms. Herrera brings lots of partners to help Martin families. (E)
- Martin has strong relationships that take time to build. (E)
- Kids that are systemically rejected can come here. (E)
- From the time I had my son here I put him on the soccer team. (E)
- The volleyball coach took time to speak with my daughter. (SP)

COVID

- My daughter was in 6th grade when she got COVID. She was isolated and had a mental breakdown. What saved her is coming to Martin. (SP)

School Climate/Behavior

- Martin team spirit is amazing. I was a cheerleader! (E)
- The pride of the volunteers and the workers. I don't want to break the spirit of Martin. (E)
- The kids and the community. The kids remind me of me! I know how to build trust in them. Parents need us. I have developed great relationships with them. (Teacher)
- Passion! So many people love and are concerned for Martin. (E)
- It is a family. We come together for students. (E)

- Martin is a community school. District needs to support community schools, not fight them. (E)
- Strength of community and the vertical team. Principals meet every month. (E)
- We are a family. (E)
- I like the community. (SP) (2)
- Martin brings the whole Eastside community together. (E)
- Martin is a school with culture and history that the district ignores. (E)
- It's a multigenerational school that is the center of the community. (E)

Question 3: What are challenges that Martin is facing this year? What could be strengthened?

Teachers/Academics

- The district has limited our resources. The most year we made accountability, we had extra resources. Then you make it and the district took them away. Schools can make it when they have what they need. (E)
- They are taking away from this school. Why cut resources here at Martin? (SP)
- Martin has been asked to do more with less. (E)
- Sections of advanced courses gone. (E)
- Resources. We met accountability when there were plenty of instructional coaches. (E)
- Historically, Martin has not been supported by the district. (E)
- Class sizes are way too large. (E)
- My concern is that there is not enough support right now for sixth grade teachers and the Martin teachers. How will this change with the district's plan? (E)
- Programs are thrown like magic at the school. A merry-go-round of new programs and expectations without the resources needed to make them happen. (E)
- 7th and 8th grade plan is only the next gimmick. (E)
- I've been in every Eastside middle school except Mendez. As soon as they clear the accountability bar, they "rip the rug out." (E)
- This whole process is insulting to those of us who pour our souls out for these students. (E)
- Martin needs more great people. All of the Title I middle schools struggle with staffing. This is a district problem that is never fixed. HR is broken. (E)
- One of my children's elementary school has the highest number of new teachers. These same kids go to middle school and can't take electives because they are double-blocked in remedial classes. Fix the problems, including staffing before you start dismantling the school. (E)
- The Innovation Academy was a great program developed by the school and community, but it has been slowly disassembled by the district. First, the STEM coordinator and instructional coaches are removed. Art even left for a year. They don't have access to all of the electives that the program needs. Poor district support. (E)
- Principal turnover is a program. Without a good leader, it's not a good school. Flipping principals is a poor strategy. (E)
- Martin needs stability at the leadership level. (E)
- We need a long-term intentional plan with leadership that's not moved around. (E)
- Staffing inconsistency. We've had three principals in the last two years. (E)
- Retaining teachers. Schools are bleeding staff because of lack of support from district. (E)
- The teachers make the difference! (SP)

- Thirty years of being a teacher, and the thing I see at Martin is that we need English as a Second Language because students have not been exited. (SP)
- More emergent bilingual support. (E)
- Not given the chance to see what Martin can do. (E)
- Elective teachers are not deemed important. (E)
- We need to have a promise that the District is not going to cut programs because of too few students. That is what happened to theater there were few students and then the program disintegrated. (E)
- It is not fair they can't get the same programs as in any other school. (E)
- If you look at all the schools on the eastside and all the title 1 schools, there are less classes. We had a strong theater after school program. How can I recommend Martin to my students if there is no theater program? And these students are great students academically. We need these programs even if there are five kids in the class. (E)
- There should be no lower limit for students for each elective class. Be creative and find ways to make sure Martin students have equity! (E)
- We can't afford to lose these teachers. (E)
- The threat of closure has hung over this school and the eastside. Martin has been on the closure list in the past. Gentrification is a threat. It's a big concern of ours. (E)
- A constant specter of closure looms over this school. (E)
- ELL. Spanish-speaking students need translation support. (E)
- School is already hard enough for SPED students. (E)
- No SPED support. SPED teachers are pulled to sub due to COVID. (E)
- Equity means having electives similar to Murchison. (E)
- This decision by the district is damaging to Martin's academic success, including how it has been handled. (E)
- Lack of support for marketing itself. (E)
- Will sixth grade be ready and on grade level for seventh? I'm talking about the Eastside schools, concerned about kids who can't read. (E)
- Growth should be recognized. (E)
- Where's the credit for growth? (E)
- Challenge of being an IR campus. (E)
- We are not an F School. They are using this against us. (E)
- A lot of students didn't pass STAAR. Now they're thinking, "What do I do?" This is not a normal time and you can only push students so fast. (SP)

Supports for Families/Students/Community

- More parent involvement. Having parent meetings, including back to school night at 5 pm, is wrong. Done for the convenience of the district. Not accessible to parents. (E)
- Affordable housing is an issue for parents and teachers. (E)
- My son suffers from anxiety, but he is super smart. (SP)
- We need to show kids the pride and joy of working hard and making growth. (E)
- Kids have gone through hard things. (E)
- The children are enduring so many traumas. (SP)
- That children are safe and sound is the most important thing. (SP)
- The children who now go to 6th and 7th have experienced isolation. (SP)
- 5th graders are saying that there is bullying and disruptions. As someone who has been in many middle schools, I can see that Martin needs to have more support. It has given Martin a reputation. This is why the District needs to support the School. (E)

Attendance

- When we are talking about why there is low attendance, why did they not survey the 5th graders about why they are not coming to Martin? We did it several years ago and helped change transportation and other barriers. (E)

COVID

- COVID! We're still in it! Seems like the district forgets about that. (E)
- (Student) My grandmother and other members of my family have died of COVID. (SP)
- COVID. Leadership in general has missed the point this year. Teachers and students not supported. (E)
- Innovation Academy has been impacted by COVID. Hands-on learning is gone. (E)
- Zoom courses took hands-on learning away from students. They couldn't attend STEM events. (E)
- With the impact of COVID, why didn't the district give Martin more resources? (SP)
- We as teachers have also had relatives die during the pandemic. (SP)
- Teachers have been through a lot during COVID. (SP)
- There has been lots of trauma. (E)
- No festivals or events the past two years. Can't let COVID take away from our kids. (E)
- I think the pandemic affected the students. Technology is winning over our children. Children spend a lot of time on technology. I have seen that many parents cannot control their children. (E)
- The cafeteria is a mess. No one is wearing a mask. (SP)
- My daughter had a lot of anxiety having to eat at school. (SP)

- My daughter went 12 hours without eating. She was scared to take off her mask. (SP)

Safety/Security/Behavior

- I want to support what was said. There needs to be more support for the staff to control bullying. (E)
- I helped my niece leave this school due to bullying. (SP)
- There are many fights but I tell my son not to get involved. (SP)
- My concern is that I hear a lot about bullying at Martin. (SP)
- Need more mentoring support and mental health support at Martin. Expand CARY. (E)
- PBIS really works when it is supported by the district. Kids are acting out the trauma they've experienced. (E)

Communication

- In creating involvement we need to think about how to make it easier for parents. What is preventing parents from becoming more involved? Having a zoom link and having food like you guys are having today helps. (E)
- The reputation of Martin has suffered because of the way this process has been handled. (SP)

School Climate

- Broken bathrooms need fixing. (E)
- My son said there is not too much to make the school stand out. We see our struggle but we need to focus on what is great about our school, our students and our teachers. (E)
- They need air conditioning in the school. (SP)

Technology

- I think the pandemic affected the students. Technology is winning over our children. Children spend a lot of time on technology. I have seen that many parents cannot control their children. (E)

Question 4: What other ideas do you have that would make Martin stronger?

- Do what we are doing today at this community dinner. Continue to create spaces for staff, parents and community to decide what's best for Martin. (E)
- We know what our children need. It's our job to make sure our kids get what they need. (E)
- Let US tell you what is best for us. We know the students and the community. (E)
- Involve teachers and staff in decision-making. (E)
- Delay sixth grade decision and co-create with community. (E)
- Work together! Collaboration is the way forward. (E)
- This is what the district needs to understand. They have been doing the same thing for decades: taking advantage of the disadvantaged. (E)
- Put in the resources Martin needs. One size doesn't fit all. (E)
- Better funding from the district. (E)
- Smaller class sizes. (E)
- Mental health supports for kids. (E)
- More supports for the mental health of the students. (SP)
- Focus on quality over quantity. (SP)
- A functioning building that is repaired, including working bathrooms. (E)
- Broken bathrooms need fixing. (E)
- Retaining teachers. Schools are bleeding staff because of lack of support from district. (E)
- Keeping staff. Parents like knowing the staff. (E)
- Staff consistency. Keep teachers in place. (E)
- Listen to the teachers. (E)
- I think the systems we already have at Martin work. Support them. (SP)
- Check the grades of the kids and communicate more with parents. (SP)
- More professional development for teachers. (SP)
- Equality does not equal equity. (E)
- Support the principal. We have come together to support her. (E)
- More people have to believe in our students. (E)
- Growth should be recognized. (E)
- Where's the credit for growth? (E)
- We need to show kids the pride and joy of working hard and making growth. (E)

- Character traits and SEL need to be focused on, not just academics, especially in the time of the pandemic. (E)
- Students are set up for failure. Need to put the right people in front of brown and black kids. (E)
- White teachers don't always understand students because they haven't walked in student's shoes. (E)
- Some parents didn't get a quality education from our schools. (E)
- What would be the next steps for parents to do? (E)
- The leadership of the parents. There's a lot of power. (SP)
- That parents become more involved in the school and more supportive of their children. I have seen that when parents get more involved, the school raises its academic level. (E)
- In creating involvement we need to think about how to make it easier for parents. What is preventing parents from becoming more involved? Having a zoom link and having food like you guys are having today helps. (E)
- Involve the grandparents. (E)
- Reach out to the elementary schools and help them. (E)
- Unity in our feeder elementary schools. To build a stronger school, the district must be more intentional about building a stronger 6th grade. For those 6th graders to become a strong 7th grade. Parents like to come and see their children perform, like in the orchestra. (E)
- Have a Cultural Showcase, like with the folklorico program that was once here. (E)
- It attracts kids when fun things are happening at the school. (E)
- Dual language, Innovation Academy, electives and proper staffing are how we strengthen the school. Focus on how we strengthen it and not lose it. (E)
- When we are talking about why there is low attendance, why did they not survey the 5th graders about why they are not coming to Martin? We did it several years ago and helped change transportation and other barriers. (E)
- Survey parents that are not bringing their kids to Martin about what school they are attending. (SP)
- Why not continue the programs we already have? (SP)