

Abilene Independent School District
Clack Middle School
2021-2022 Campus Improvement Plan



Mission Statement

AISD engages and empowers each student to be contributing, responsible citizens who reach their full potential through relevant, innovative and rigorous learning experiences.

Vision

Inspired, skilled, engaged and empowered students make a difference in the world.

Core Beliefs

- Deep learning involves critical thinking, collaboration and problem solving.
- Relevant and meaningful student experiences are the core of the modern classroom.
- Initiative, innovation, a strong work ethic and entrepreneurial spirit are life skills each student needs.
- The cultivation of each student's strengths and passions leads to success.
- Respect, care and having high expectations for each student is the foundation for learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. School

Clack Middle School is a 6-8th grade campus in Abilene ISD, located in Abilene, Texas. Clack opened in August 1992. The campus ended the 2018-2019 school year with a total enrollment of 888, ended 2019-20 with a total enrollment of 841, and 2021-22 with a total enrollment of 724.

2. Race/Ethnicity (7 Groups)

Race	2018-19	2019-20	2020-2021
African American	18.7%	17.6%	16.2%
Hispanic	38.6%	39.0%	41.3%
White	33.4%	34.1%	33.3%
American Indian	0.5%	0.3%	0.1%
Asian	3.6%	3.6%	2.3%
Pacific Islander	0.2%	0.1%	0.3%
Two or More Races	5.0%	5.3%	6.4%
Total Students	888	865	724
	-data from TEA	-data from TEA	

3. Student Groups (5 Groups)

Group	2018-19	2019-20	2020-21
Economically Disadvantaged	71.7%	67.9%	70.6%
English Learner	5.3%	6.0%	5.7%
Mobility Rate	18.6%	*	*
Special Education	14.9%	15.0%	18.1%
At-Risk	58.6%	62.1%	62.7%

Group	2018-19	2019-20	2020-21
Total Students Reported	888	865	724
	-data from TEA	-data from TEA	

* Information not available at time of reporting.

4. Staff Data

Staff Information	2018-19		2019-20		2020-21	
Total Staff	74.7	100.0%	86.0	100%	75.3	100%
Professional Staff	65.9	88.2%	72.0	72%	67.7	89.9%
Teachers	57.9	77.5%	61.0	85%	59.3	78.7%
Professional Support	5.0	6.7%	6.0	8%	5.4	7.2%
Campus Administration	3.0	4.0%	5.0	7%	5.0	6.6%
Educational Aides	8.8	11.8%	11.0	12.7%	7.6	10.1%
Librarians	1.0	1.3%	1.0	1.1%	1.0	1.3%
Counselors	2.0	2.7%	2.0	2.3%	2.0	2.7%

Teachers by Ethnicity and Sex	2018-19		2019-20		2020-21	
African American	2.0	3.5%	2	3.3%	2	3.4%
Hispanic	10.9	18.8%	8	13.3%	10.4	17.6%
White	45.0	77.7%	50	83.3%	46.8	79.0%
American Indian	0.0	0.0%	0.0	0.0%	0.0	0.0%
Asian	0.0	0.0%	0.0	0.0%	0.0	0.0%
Pacific Islander	0.0	0.0%	0.0	0.0%	0.0	0.0%
Two or More Races	0.0	0.0%	0.0	0.0%	0.0	0.0%
Males	13.1	22.6%	18.0	30.0%	17.1	28.8%
Females	44.8	77.4%	42.0	70.0%	42.2	71.2%

Teachers by Highest Degree Held	2018-19		2019-20		2020-21	
No Degree	0.0	0.0%	0.0	0.0%	0.0	0.0%
Bachelors	39.9	69.0%	52.0	86.7%	46.3	78.1%
Masters	17.9	31.0%	8.0	1.3%	13.0	21.9%
Doctorate	0.0	0.0%	0.0	0.0%	0.0	0.0%

Teachers by Years of Experience	2018-19		2019-20		2020-21	
Beginning Teachers	2.0	3.5%	16.0	26.6%	10.8	18.2%
1-5 Years Experience	16.8	29.0%	12.0	20.0%	11.0	18.6%
6-10 Years Experience	8.0	13.8%	7.0	11.6%	10.0	16.9%
11-20 Years Experience	12.1	20.9%	10.0	16.7%	12.1	20.4%
Over 20 Years Experience	19.0	32.8%	15.0	25%	15.4	26.0%
Average Years Experience of Teachers	14.5		10.8		12.3	
Average Years Experience of Teachers with District	11.7		8.8		9.4	
-data from TEA						

5. Parent/Guardian/Community

The community that feeds into Clack Middle School contains the neighborhoods south and west of Loop 322 from Buffalo Gap Rd. to Overland Trail. The community speaks a variety of languages with a diverse population of students.

The Clack Middle School PTA was revamped during the 2019-2020 school year, and continues to grow and provides opportunities for the community to be involved in a partnership with Clack Middle School. Little progress was made during the 2021-22 school year due to the COVID-19 Pandemic.

PTA Membership	2018-2019	2019-2020	2020-2021	2021-2022
Parents	1	16	*	*
CMS Staff	0	10	*	*
Total Members	1	26	*	*

Demographics Strengths

Clack Middle School has balance of newer and veteran staff. 46.6% of the teachers have 11 or more years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The ratio of race makeup of the staff doesn't represent the ratio of race differences within the student body. **Root Cause:** There is a lack of diverse applicants within the applicant pool.

Student Learning

Student Learning Summary

6. Student Outcomes and Performance

Math

6th Grade Spring Benchmark scores show that 49.07% Approaches, 11.11% Meets, and 0% Masters.

6th Grade Math STAAR scores show that 64.25% Approaches, 30.77% Meets, and 7.69% Masters.

- Areas of need for closing the gap for academic achievement (percent at Meets Grade Level or above)
 - Economically Advantaged: 23.49% (-7.28%)
 - Hispanic: 20.65% (-10.12%)
 - Black/African American: 20.69% (-10.08%)
 - LEP: 7.14% (-23.63%)
 - SPED: 10.53% (-20.24%)

7th Grade Spring Benchmark scores show that 40.71% Approaches, 11.5% Meets, and 2.65% Masters.

7th Grade Math STAAR scores show that 44.35% Approaches, 17.15% Meets, and 3.35% Masters.

- Areas of need for closing the gap for academic achievement (percent at Meets Grade Level or above)
 - Economically Advantaged: 11.86% (-5.29%)
 - Black/African American: 11.9% (-5.25%)
 - LEP: 0% (-17.15%)
 - SPED: 2.94% (-14.21%)

8th Grade Spring Benchmark scores show that 31.25% Approaches, 3.75% Meets, and 0.62% Masters.

8th Grade Math scores show that 47.53% Approaches, 10.49% Meets, and 0% Masters.

- Areas of need for closing the gap for academic achievement (percent at Meets Grade Level or above)
 - LEP: 0% (-10.49%)
 - SPED: 0% (-10.49%)

8th Grade Algebra I EOC scores show that 96.67% Approaches, 68.33% Meets, and 33.33% Masters.

English/Language Arts

STAAR data from 6-8th Reading/7th Grade Writing:

6th grade Reading scores that approached grade level were 50.91% Approaches, 19.09% Meets, and 8.64% Masters. Hispanic student group scored the lowest with 44.44% approaches, 12.22% Meets and 4.44% Masters.

7th grade Reading scores that Approached grade level were 59.92%, 32.91% Meets and 16.03% Masters. Lowest scoring group was Black/African- 21.43% Meets.

8th Grade Reading scores that Approached grade level were 67.57%, 35.59% Meets and 13.96% Masters. Lowest scoring group was Black/African American- 18.6% Meets.

7th Grade Writing scores that Approached grade level were 52.92%, 20.42% Meets and 2.5% Masters. Lowest scoring group was Economically Disadvantaged at 14.69% Meets.

Science

The data below indicates areas of weakness within the science department based on benchmark and STAAR data from the 2020-2021 school year along with potential gaps from the 2019-2020 school year.

2020-2021 Fall Benchmark: Approaches- 59% Meets- 22% Masters- 11%

2020-2021 STAAR Test: Approaches- 71% Meets- 41% Masters- 24%

6.6B. Calculating Density. Based on STAAR data for Clack during the 2017-2018 school year we had a 57% correct score on this TEKS, and in year 2018-2019 we had a 54% correct score.

Our students need more manipulation between volume, mass, and density because the comprehension doesn't transfer well from 5th grade to 6th grade. The students need more time to better understand these concepts because there isn't enough time in our scope and sequence.

6.8 Force and motion. Test scores on our benchmark for all TEKS in 6.8 showed that 55% of the students answered these questions incorrectly. The TEKS are directly tied to the 8th grade Readiness standard of 8.6B.

Our students need more practice with understanding mathematical expressions, and more time on calculators to help with calculating these problems. (Effective 2019, calculators became usable on the 8th grade STAAR test)

2020-2021 Spring Benchmark Scores

TEKS	Percentage of students that answered the questions correctly
6.8A	44%
6.8C	18%
6.8D	37%

Social Studies:

2020-21 Fall Benchmark: Approaches - 55.8% Meets - 31.5% Masters - 10.7%

2020-21 Spr Benchmark: Approaches - 45.6% Meets - 22.8% Masters - 9.3%

2021-21 Soc Stu STAAR: Approaches - 48.2% Meets - 21.6% Masters - 8.1%

Based on the 8th grade benchmark testing in 2019, the following TEKS had low scoring percentages:

8.1a, 39.78%, identify major eras and events through 1877 (the Age of Jackson)

8.2, 37.55%, understand causes of exploration and colonization eras

8.3c, 36.43%, understands foundations of representative government in the U.S.

8.4- understands significant political and economic issues of the Revolutionary Era

- **C**, 39.48%, The American Revolution

- **D**, 39.22%, analyze issues of the Constitutional Convention of 1787

8.23 Relationships between and among people from various groups, including racial, ethnic and religious groups from the 17th, 18th and 19th centuries.

- **E**, 24.16%, identify contributions of women to American society.

The 8th grade STAAR test only tests over 8th grade TEKS. However, the Social Studies Skills TEKS appear in 6th (6.20, 6.21, 6.22), 7th (7.20, 7.21, 7.22, 7.23), and 8th (8.29, 8.30, 8.31) grades. Benchmark data in regards to students' understanding of the Social Studies Skills TEKS, like sequencing and cause and effect (6.19B, 7.20B, 8.29B) and use of the terminology (6.21A, 7.22A, 8.30A), is not available.

Student Learning Strengths

Clack's 8th grade Social Studies benchmark and STAAR scores for 2020-21 school year are in line or higher than the rest of the district's.

Percent of Approaches on the Social Studies STAAR scores were higher than the Spring Social Studies Benchmark scores by 2.6%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Problem Solving--Students are unable to successfully identify the math formula needed to correctly solve word problems. **Root Cause:** Students lack the comprehension skills necessary to discern the formulaic components of math word problems. Our students need more practices in reading, annotating, analyzing, and an increase in fundamental knowledge of math rules.

Problem Statement 2 (Prioritized): 6.6B. Calculating Density. Based on STAAR data for Clack during the 2017-2018 school year we had a 57% correct score on this TEKS, and in year 2018-2019 we had a 54% correct score. **Root Cause:** Our students need more manipulation between volume, mass, and density because the comprehension doesn't transfer well from 5th grade to 6th grade. The students need more time to better understand these concepts because there isn't enough time in our scope and sequence.

Problem Statement 3 (Prioritized): 6.8C Calculating Speed. Test scores for this TEKS from the 2019 STAAR test showed 22% of the students answered these questions correctly. This TEKS is directly tied to the 8th grade Readiness standard of 8.6B. **Root Cause:** Our students need more practice with understanding mathematical expressions, and more time on calculators to help with calculating these problems. (Effective 2019, calculators became usable on the 8th grade STAAR test)

Problem Statement 4 (Prioritized): 6.12, 7.12, 8.11. All of these areas focus on ecology and biology because of the gaps because of not being in school. **Root Cause:** Students in 6th, 7th, and 8th grade missed these concepts because of the closure of schools due to COVID-19. These concepts build on each other throughout all 3 grades and is heavily tested on the 8th grade STAAR.

Problem Statement 5 (Prioritized): 6th grade Reading scores that approached grade level were 10% below state average, while African American scores were 20% below white. **Root Cause:** 6th and 7th grade students are not performing at the same level in Reading as their peers in the state. African American approaches grade level percentages in 2019 do not reflect the same level of mastery as 2018.

Problem Statement 6 (Prioritized): 7th grade Reading scores that approached grade level were 7% below state average, while African American scores were 36% below white. **Root Cause:** Students are not reading independently and/or on grade level. Students are not able to make inferences or find supporting text evidence in the story.

Problem Statement 7 (Prioritized): 8th Grade Reading scores that met grade level were 12% below state average. **Root Cause:** 7th grade students are not performing at the same level in Writing as their peers in the state. African American and Hispanic students are performing at significantly lower level than white.

Problem Statement 8 (Prioritized): 7th Grade Writing scores that approached grade level were 7% below state average, while African American scores were 23% below white. Hispanic student scores were 18% below white. **Root Cause:** Students do not have a firm foundation of grammar concepts. They do not have enough practice in editing their own work or that of peers.

Problem Statement 9 (Prioritized): Decimals--students show difficulty in applying decimal rules regularly to successfully solve math word problems. **Root Cause:** The students lack knowledge of rules associated with decimals, and, therefore, students are unable to apply decimals practices to math problems. Students have mastered a superficial understanding of decimals and will benefit from a more indepth understanding of decimal rules and how to apply those rules to math word problems. .

Problem Statement 10 (Prioritized): Scores are low on certain Social Studies Skills TEKS that involve critical thinking. **Root Cause:** There is not benchmark testing in grades 6 and 7 to determine the effectiveness of the instruction in this area.

Problem Statement 11 (Prioritized): Benchmark data in regards to students' understanding of the Social Studies Skills TEKS, like sequencing and cause and effect (6.19B, 7.20B,

8.29B) and use of the terminology (6.21A, 7.22A, 8.30A), is not available. **Root Cause:** There is not benchmark testing in grades 6 and 7 to determine the effectiveness of the instruction in this area.

Problem Statement 12 (Prioritized): Fractions--students show difficulty in applying fraction rules regularly to solve math word problems. **Root Cause:** Students have a basic knowledge of the rules associated with fractions. However, students lack the ability to consistently apply the rules of fractions to successfully solve math word problems.

School Processes & Programs

School Processes & Programs Summary

10. Personnel - Policy and Procedures

A rigorous interview process is used at Clack Middle School to ensure the selection of highly effective and engaging staff members. Staff selection begins with the review of resumes from applicants. Administration conducts these reviews to select several people to interview, and then teachers related to the open position subject area are invited to participate in the interview process. The district has created Standard Based questions and activities that are used in the interview process. After each interview is over, the team considers the candidates strengths and needs. The administrative team picks the top candidate to recommend to Human Resources.

11. Professional Practices

Clack Middle School provides quality instruction to our students across the entire student population. Our campus is implementing the PLC (Professional Learning Community) concept. Core content teams will have a common planning period to support their PLC time.

During the 2020-2021 school year, Clack focused on using MAP testing, state assessments and common based assessments to provide meaningful data and feedback to teachers. Teachers created and monitor SLOs for students to provide feedback for T-TESS. MAP data is often used as an assessment tool to monitor the students' progress throughout the year. The MAP assessments are supported by our Instructional Specialist and Administration team. Data will be analyzed and discussed in administrative team meetings.

Aware is a tool available to all teachers for analyzing data results. Some common assessments were developed in Aware for Clack during the 2020-21 school year, and teachers were encouraged to use this resource for assessments and data to drive rigorous assessment and data analysis for student. The expectation for the spring semester was that each grade level content team develop one common assessment per marking period.

Due to the COVID 19, students had the opportunity to choose online learning for the 2020-21 school year. Teachers used Zoom so that remote learners can engage in instruction happening in the classrooms. Teachers posted student assignments on Google Classroom. Attendance was taken and students counted as "Present-Synchronous/Asynchronous" for the class period. Campus Technology Liaisons trained teachers on using Zoom (as well as other videos offered and virtual workshops available).

12. Programs and Opportunities for Students

Clack Middle school teachers collaborated together. Our campus implemented a positive behavior support system, CHAMPS, and Safe and Civil Schools . Safe and Civil Schools provided classroom structure and behavioral interventions for classroom implementation. CHAMPS classroom management system structure for specific classroom situations. We have a comprehensive assessment program which included NWEA MAP in Reading, ELA, Math, and Science administered in the Fall, Winter, and Spring cycles for 6th-8th.

Gifted and Talented

During the 2020-2021 school year 20 sixth grade, 24 seventh grade, and 20 eighth grade students identified as Gifted and Talented. This number makes up 8.8% of our students.

We offer the following courses:

Pre-Ap 6th and 7th grade- Language Arts, Math, and Science

Pre-Ap 8th grades Algebra I, Science, Language Arts, U.S. History

Clack Middle School offers Theater, Orchestra, Choir, Band, and Athletics

Students receive high school credit in 8th grade classes- Algebra 1, Principles of Manufacturing, Pre Ap Art, and Spanish.

CTE

We offer the following courses:

- CommApps
- Career Readiness
- Principles of Manufacturing
- Business

Technology Integration and Available Technology

We offer the following courses:

- Technology Applications 6
- Investigating Careers

Classroom Technology

- All classrooms are equipped with a Promethean Board and projector.
- Classrooms have a dedicated desktop for professional use by the teacher.
- Teachers can check out a Chromebook Cart from the library stocked with 30 Chromebooks for a maximum of two consecutive days.

Campus Technology

- Students, Staff, and the Community have access to a public wifi while on campus.
- Students, Staff, and the Community may use this wifi on school devices.
- The library has chromebooks carts available for teacher checkout.
- The library has designated desktops for student use.

Communal Technology

- Students and Staff have access to two computer labs. (approx 30 desktops in each lab)
- Students, Staff, and the Community have access to a mini-computer lab in the library. There are 8 desktops available to assist in self directed need/interest.

Library

The library provides extra curricular activities for students before and after school and during lunch. It also keeps track of circulation statistics and million word readers.

ESL

- We offer ESL support for students who qualify.

- In 2020-2021 Clack served 34 students in the ESL program, which makes up 4.7% of our student population.

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SPED

Clack served 131 students in Special Education for the 2020-21 school year with the following disabilities:

01-ORTHOPEDIC IMPAIRMENT: 1
 02-OTHER HEALTH IMPAIRMENT: 20
 03-AUDITORY IMPAIRMENT: 1
 06-INTELLECTUAL DISABILITY: 11
 07-EMOTIONAL DISTURBANCE: 7
 08-LEARNING DISABILITY: 74
 09-SPEECH IMPAIRMENT: 31
 10-AUTISM: 14

Students were served in the following instructional settings:

00-NONE: 3
 01-HOMEBOUND: 1
 40-MAINSTREAM: 5
 41-RESOURCE RM SVCS LESS THAN 21%: 93
 42-RES RM SVCS AT LST 21% < 50%: 6
 44-SC, MMS, RC >60%: 23

Fine Arts

Choir, Band, and Orchestra participate in UIL. Theatre participates in One Act Play competition and Art participates in shows with the district and The Grace. Other electives include Career Investigation, Business, Comapps, Health and Spanish.

#13 Procedures

Master Schedule

At Clack Middle School our schedule for the 2020-2021 school year was made up of eight periods that range from 45 to 48 minutes per class period. We also scheduled a 20 minute advisory/enrichment period connected to a 30 minute lunch period to allow for efficient flow of students through lunch as well as provide weekly instruction in social and emotional learning. Each 6th grade student has two periods of English/Language Arts, two period of Math, one period of Science, one period of Social Studies, one period of physical education and one elective. Each 7th grade student has two periods of English/Language Arts, one period of Math, one period of Science, one period of Social Studies, one period of physical education/athletics and two electives. Each 8th grade student has one period of English/Language Arts, one period of Math, one period of Science, one period of Social Studies, one period of physical education/athletics, one period of Business Information Management and two electives. Intervention classes are scheduled according to the individual needs of each student in the areas of Math and Reading. Students have a 3 minute transition period to travel between class periods. Traditionally, class sizes range from as small as 15 students to as big as 35 students. In previous years, some grade-level team members have been scheduled for team planning during the school day. However, not all core content team members were scheduled into these common planning times. For the 2020-21 school year, the master schedule was developed to support team planning with common planning times for all content team members in the areas of English/Language Arts, Math, Science and Social Studies. Grade-level content teams have common planning periods.

Professional Learning Communities

Some grade-level teams were scheduled with common planning periods in previous year. Clack Middle School began the process of developing professional learning communities

organized by content and grade level. Teachers met weekly to design instruction for students and assess data to inform future learning.

Tutorials

Tutorials are scheduled by teacher appointment. Some teachers have standard tutorial times posted on their teacher pages on the campus website. Tutorial participation has not been tracked in previous years.

Transition Times

Foundations Team discussed hallway concerns and devised a plan for all teachers, administrators, CIS, and SRO to have a monitoring spot during hallway transitions. This plan helped address hallway behavior.

Discipline

Student behavior cards were assigned to students who were consistently were in the office for misbehavior. This behavior card was marked by the teacher at the end of the class period. The student behavior card helped reduce ISS usage.

Counseling Office

2020/2021 Counselor Referral Summary						
	Total Student Referred	ACADEMIC	EMOTIONAL / SOCIAL	PERSONAL / FAMILY	CRISIS INTERVENTION	Total Concerns Addressed
August	9	1	3	2	4	10
September	78	17	35	24	5	81
October	77	23	32	25	12	92
November	95	28	49	14	18	109
December	47	12	20	7	12	51
January	57	19	37	14	6	76
February	49	6	20	14	10	50
March	78	21	40	19	9	89
April	76	6	58	17	7	88
May	23	0	23	0	0	23
YEAR TOTAL	589	133	317	136	83	669
Yearly Percentages		22.50%	53%	23%	14%	

Crisis Prevention

Our crisis situations were reduced in large part to our efforts in tracking our data, the support of Communities in Schools and Behavioral Liaison, and identifying high needs students early in the school year through the Needs Assessment and linking them with appropriate supports before major issues arose.

All counselors are trained to identify students with self-harming or suicidal thoughts or intentions. When the counselors receive information concerning student self-harm, they are required to contact the parent or guardian immediately and have them to come to the school for a conference. During that meeting, the counselor would advise the parent or guardian to seek outside counseling services within 24 hours of the event. The Clack counselors completed approximately 80 AISD Emergency Parent Notification forms were used during the 2020-21 school year. This form must be completed when a student express the desire to engage in self harm in any form. This form requires both parent , counselor, and administration (principal) signatures for documentation of parent contact. The counselor also completes a Safety Plan form with the student. This form provides the opportunity for the student to express verbally or in writing their thoughts, behaviors, or situations leading up to the crisis and then understand appropriate coping strategies for dealing with the crisis. The plan also discusses the need for appropriate communication with a parent, guardian, or other caregiver. It also includes having the student sign a pledge to not harm oneself and that the student will talk to someone if or when these self harming thoughts occur again.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PLC time has not been implemented at Clack to include collaborative time to create goals in subject areas. **Root Cause:** These groups have not been expected or organized by an administrator.

Problem Statement 2 (Prioritized): AWARE is a tool that has not been used often by teachers for creating assessments (and then follow through with data analysis). **Root Cause:** Teachers have not been required by administration to create common assessments and use the data to drive lesson plan creation and/or tutoring groups.

Problem Statement 3 (Prioritized): 6th Grade office referrals represent over half of all campus discipline referrals. **Root Cause:** 6th grade students lack maturity and understanding of campus expectations as compared to 7th and 8th grade students.

Problem Statement 4 (Prioritized): 75-80% of student referrals in the 2019/2020 School Year were for crisis situations, including suicidal ideation and/or self harm tendencies. **Root Cause:** A reactive focused counseling program and lack of proactive social and emotional supports/resources.

Perceptions

Perceptions Summary

7. Student Engagement

Behavior and Actions Taken

The campus student population for the 2020-21 school year was 733 students at the annual snapshot date. Three assistant principals were responsible for assigning consequences to their designated grade level. The campus grand total of referrals for the 2020-21 school year was 1335. 812 of the referrals were for 6th grade students. 233 of the referrals were for 7th grade students and 290 of the referrals were for 8th grade students.

The race and gender description for the discipline referrals for the 2020-21 school year are indicated below.

- 30 American Indian/Alaskan Native
- 5 Asian
- 452 Black/African American
- 499 Hispanic
- 98 Two or More Races
- 507 White

The breakdown of discipline referrals by student program was not available.

The sum of actions taken were as follows:

- 12 Bus warning or removal
- 25 Cell Phone Fine
- 118 Cell Phone Warning
- 654 Detention (AM/PM/Cafeteria)
- 44 Discipline Card
- 13 Exclusion from Extracurricular Activity
- 343 In-School-Suspension
- 2 Involvement of SRO
- 172 Isolation
- 1 Mandatory Disc Action Not Taken
- 50 Out-of-School Suspension
- 4 Parent Conferences
- 6 Parent Contacted
- 51 Partial Day ISS
- 12 DEAP Placement
- 20 Saturday School
- 1 Sent Referral/Incident Log Home
- 1 Student Contract
- 24 Warning/Conference
- 1 Work Detail

- 20 Other

Student Survey

There was no student survey conducted during the 2020-2021 school year.

Attendance

During the 2020-2021 school year at Clack Middle School the attendance rate was 93.48%.

8. Staff Engagement

The staff conducted a safety survey during the 2020-2021 school year, and the data is presented below.

Question	Strongly Agree	Mildly Agree	Midly Disagree	Strongly Disagree
The school is a place where most everyone can be trusted.	33%	48%	18%	1%
People care for each other at this school.	55%	43%	1%	1%
Everyone's racial and ethnic heritgae is respected at this school.	60%	30%	9%	1%
There is an effort to praise and reward those who do well.	58%	30%	10%	2%
The school rules and expectations are clear and well known to me.	63%	30%	5%	2%
The consequences for violating school rules are applied consistently.	18%	55%	20%	7%
The school's facility enforces school rules fairly and appropriately.	30%	48%	20%	2%
The effects of vandalism on campus are quickly reported.	80%	15%	5%	0%
The school buildings are free of hazards that can cause accidental injury.	73%	20%	5%	2%
The classrooms are well maintained and inviting places to learn.	68%	25%	5%	2%
The school faculty has a sincere concern for each other.	65%	28%	3%	4%
There is a great deal of cooperation among faculty members.	48%	38%	13%	1%
Faculty members are recognized for a job well done.	45%	48%	5%	2%
The school faculty feels personally responsible for what happens at school.	48%	40%	8%	4%
The school has adequate resources to help students in an emergency or crisis	60%	35%	5%	0%

Question	Strongly Agree	Mildly Agree	Midly Disagree	Strongly Disagree
The school's goals and priorities are clear.	58%	35%	2%	5%
The school's administration understands the problems faced by the faculty	30%	33%	30%	7%
Administrators provide strong leadership	38%	48%	10%	4%
There is a clear cooperation between the school and other public agencies. (i.e. police, juvenile probation, mental health hospitals)	55%	35%	10%	
The students at this school really want to learn.	15%	68%	15%	2%
Many students participate in school events and activites.	23%	65%	10%	2%
Many parents are actively invovled in school matters and decision making.	13%	23%	40%	24%
The school is well protected from potential crime and vandilism.	23%	40%	25%	12%
I worry very little about this school's climate and safety.	20%	35%	33%	12%

9. Parent/Guardian Engagement

Parent engagement was low due to the campus being closed to visitors throughout the school year due to the COVID-19 Pandemic.

Priority Problem Statements

Problem Statement 1: Problem Solving--Students are unable to successfully identify the math formula needed to correctly solve word problems.

Root Cause 1: Students lack the comprehension skills necessary to discern the formulaic components of math word problems. Our students need more practices in reading, annotating, analyzing, and an increase in fundamental knowledge of math rules.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 6.6B. Calculating Density. Based on STAAR data for Clack during the 2017-2018 school year we had a 57% correct score on this TEKS, and in year 2018-2019 we had a 54% correct score.

Root Cause 2: Our students need more manipulation between volume, mass, and density because the comprehension doesn't transfer well from 5th grade to 6th grade. The students need more time to better understand these concepts because there isn't enough time in our scope and sequence.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 6.8C Calculating Speed. Test scores for this TEKS from the 2019 STAAR test showed 22% of the students answered these questions correctly. This TEKS is directly tied to the 8th grade Readiness standard of 8.6B.

Root Cause 3: Our students need more practice with understanding mathematical expressions, and more time on calculators to help with calculating these problems. (Effective 2019, calculators became usable on the 8th grade STAAR test)

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 6.12, 7.12, 8.11. All of these areas focus on ecology and biology because of the gaps because of not being in school.

Root Cause 4: Students in 6th, 7th, and 8th grade missed these concepts because of the closure of schools due to COVID-19. These concepts build on each other throughout all 3 grades and is heavily tested on the 8th grade STAAR.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 6th grade Reading scores that approached grade level were 10% below state average, while African American scores were 20% below white.

Root Cause 5: 6th and 7th grade students are not performing at the same level in Reading as their peers in the state. African American approaches grade level percentages in 2019 do not reflect the same level of mastery as 2018.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 7th grade Reading scores that approached grade level were 7% below state average, while African American scores were 36% below white.

Root Cause 6: Students are not reading independently and/or on grade level. Students are not able to make inferences or find supporting text evidence in the story.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 8th Grade Reading scores that met grade level were 12% below state average.

Root Cause 7: 7th grade students are not performing at the same level in Writing as their peers in the state. African American and Hispanic students are performing at significantly lower level than white.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 7th Grade Writing scores that approached grade level were 7% below state average, while African American scores were 23% below white . Hispanic student scores were 18% below white.

Root Cause 8: Students do not have a firm foundation of grammar concepts. They do not have enough practice in editing their own work or that of peers.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Decimals--students show difficulty in applying decimal rules regularly to successfully solve math word problems.

Root Cause 9: The students lack knowledge of rules associated with decimals, and, therefore, students are unable to apply decimals practices to math problems. Students have mastered a superficial understanding of decimals and will benefit from a more indepth understanding of decimal rules and how to apply those rules to math word problems. .

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Scores are low on certain Social Studies Skills TEKS that involve critical thinking.

Root Cause 10: There is not benchmark testing in grades 6 and 7 to determine the effectiveness of the instruction in this area.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Benchmark data in regards to students' understanding of the Social Studies Skills TEKS, like sequencing and cause and effect (6.19B, 7.20B, 8.29B) and use of the terminology (6.21A, 7.22A, 8.30A), is not available.

Root Cause 11: There is not benchmark testing in grades 6 and 7 to determine the effectiveness of the instruction in this area.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Fractions--students show difficulty in applying fraction rules regularly to solve math word problems.

Root Cause 12: Students have a basic knowledge of the rules associated with fractions. However, students lack the ability to consistently apply the rules of fractions to successfully solve math word problems.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: PLC time has not been implemented at Clack to include collaborative time to create goals in subject areas.

Root Cause 13: These groups have not been expected or organized by an administrator.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: AWARE is a tool that has not been used often by teachers for creating assessments (and then follow through with data analysis).

Root Cause 14: Teachers have not been required by administration to create common assessments and use the data to drive lesson plan creation and/or tutoring groups.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: 6th Grade office referrals represent over half of all campus discipline referrals.

Root Cause 15: 6th grade students lack maturity and understanding of campus expectations as compared to 7th and 8th grade students.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: 75-80% of student referrals in the 2019/2020 School Year were for crisis situations, including suicidal ideation and/or self harm tendencies.

Root Cause 16: A reactive focused counseling program and lack of proactive social and emotional supports/resources.

Problem Statement 16 Areas: School Processes & Programs







Goals

Goal 1: Make classrooms more meaningful and relevant to students and teachers.

Performance Objective 1: By May 31, 2022, students will show growth in inference skills as evidence by at least 5% increase of reading and writing assessment scores on campus based assessments, MAP data, or STAAR testing.

Evaluation Data Sources: campus based assessments, MAP testing, and STAAR testing

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 6th-8th Grade Inferencing activities in bell-ringers Strategy's Expected Result/Impact: Students to be familiar with inferencing and improving comprehension as a result. Staff Responsible for Monitoring: 6-8th Grade ELA Teachers	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
Strategy 2 Details	Reviews			
Strategy 2: 6-8th Grade using inferencing passages in classroom instruction for additional practice Strategy's Expected Result/Impact: Students become more proficient at making inferences and proving their answers with text evidence. Staff Responsible for Monitoring: 6th-8th grade teachers Funding Sources: Chrombooks for English Learners - Title III (LEP) - \$5,765.25	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
Strategy 3 Details	Reviews			
Strategy 3: 6th-8th grade- Novel Studies higher order questioning using inference about characterization and plot. 5 minute grammar-daily practice and assessments (covers all 6th grade standards), Daily Reading journal-fiction, non-fiction, and poetry activities- aligned to 6th grade standards, IXL lessons over inferences, proofreading, and mechanics. Grammar Keepers by Gretchen Bernabei-editing, mechanics, commonly misspelled words 7th grade-Bell ringers are also used to address the editing and grammar goals. Students may edit/revise a sentence or an entire paragraph. Spelling lessons have an embedded activity that we use to teach editing of a specific grammar skill. Students also edit their own rough drafts. Select passages from previous writing STAAR tests are used to practice these skills as well. 8th grade using bell ringers and STAAR prep to teach and allow student practice in making inferences. We are also reading novels and having class discussions that revolve around inferencing.	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		



No Progress



Accomplished



Continue/Modify















Discontinue

Goal 1: Make classrooms more meaningful and relevant to students and teachers.

Performance Objective 2: By May 31st, 2022 students will show 5% growth in math in the area of problem solving as evidenced by common based assessments, MAP testing, and/or STAAR scores.

Evaluation Data Sources: Common Based Assessments
MAP Testing
STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Students will use problem solving model-cubes when solving story-like word problems. Strategy's Expected Result/Impact: Model cubes are tangible objects geared toward increasing student comprehension skills which enable students to discern the formulaic components of story-like word problems. Staff Responsible for Monitoring: Tracy Parker - Instructional Specialist Eden Doss - Math Department Chair Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers and students will work collaboratively to create a Word Wall that will contain key words for solving story-like word problems, then students will draw pictures to represent words on the wall as a reference to the function of the words. Strategy's Expected Result/Impact: This strategy will increase students ability to discern the correct function necessary to successfully complete the story-like math problem. Staff Responsible for Monitoring: Tracy Parker - Instructional Specialist Eden Doss - Math Department Chair Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Make classrooms more meaningful and relevant to students and teachers.









Performance Objective 3: By May 31, 2022 students will show growth in the area of critical thinking in Social Studies with growth of 5% on the TEKS of 8.3 and 8.4 by evidence of campus common based assessment, district benchmark testing and/or STAAR scores.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP testing, common assessments, STAAR testing

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Social Studies team is going to work with Mrs. Loftin (our subject lead from downtown) to create questions at the end of the six weeks that are related to low scoring TEKS. These questions will be pulled from the 8th grade released STAAR test to expose our students to the rigor of STAAR. Strategy's Expected Result/Impact: Growth in the area of TEKS 8.3 and 8.4 Staff Responsible for Monitoring: Mr. Parker and Mrs. Blaylock	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
Strategy 2 Details	Reviews			
Strategy 2: 8th grade teachers will share their critical writing prompts to allow students in 7th and 6th grade to experience the higher level thinking skills needed in Social Studies. Strategy's Expected Result/Impact: STAAR test is going to include short writing prompts for Social Studies. These shared prompts throughout the year will prepare students for the writing that will be seen on the STAAR test. Staff Responsible for Monitoring: Mr. Parker and Mrs. Blaylock	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






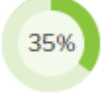
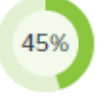


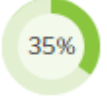


Goal 1: Make classrooms more meaningful and relevant to students and teachers.

Performance Objective 4: By May 31st, 2022, students will show an increase of 5% on science scores related to calculation problems as measured by MAP test, common based assessments, or STAAR test.

Evaluation Data Sources: common based assessments
MAP test
STAAR Test

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Monitor calculation problems throughout the year and monitor growth in calculating.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will build foundational vocabulary throughout each unit when explaining calculation problems. Strategy's Expected Result/Impact: To help students improve accuracy on calculation problems. Staff Responsible for Monitoring: Science teachers	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will be conducting more calculating problems as bell ringers and exit tickets throughout the school year in order to improve their calculation ability. Strategy's Expected Result/Impact: To help improve the accuracy on problems that require calculations Staff Responsible for Monitoring: Science teachers Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students will utilize calculators in Grades 6, 7, and 8 in order to feel more comfortable in their ability to accurately answer calculation problems. Strategy's Expected Result/Impact: To help improve accuracy on calculator problems. Staff Responsible for Monitoring: Science teachers Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify









Discontinue

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 1: By May 31, 2022, Clack Middle School will exhibit more inclusive practices as evidenced by increased student favorable survey responses of school belonging by at least 5% to 38% or better.

Evaluation Data Sources: Panorama School Belonging topic results or other similar instrument








Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Administrative Team will review discipline reports each grading period to identify areas that may be affecting student perception of belonging. Strategy's Expected Result/Impact: By reviewing discipline reports, areas to address in the area of student belonging will be identified. Staff Responsible for Monitoring: Mr. Wellborn ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
		N/A	N/A	
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 2: By May 31st, 2022, Clack Middle School will demonstrate a proactive and focused counseling program and social and emotional supports as evidenced by a decrease in the number of crisis referrals by 10%.








Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Clack counselors will conduct a needs assessment for each student and develop a plan to support areas that need attention. Strategy's Expected Result/Impact: By developing a needs-based counseling program, students will be better supported for student learning. Staff Responsible for Monitoring: Dr. Phillips and Mrs. Mosley ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
		N/A		
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Build partnerships with local business and organizations.

Performance Objective 1: By May 31st, 2022, Clack Middle School will demonstrate a stronger connection with local businesses and organizations as evidenced by attracting at least five new businesses or organizations to support campus activities.







Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: School personnel will reach out to community businesses to support in areas of need throughout the school year. Strategy's Expected Result/Impact: By making connections with community businesses, Clack Middle School will leverage community resources to engage learners. Staff Responsible for Monitoring: Dr. Bailey	Formative			Summative
	Oct	Jan	Apr	June
		N/A		
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 1: By May 31st, 2022, Clack Middle School will increase community awareness and volunteer support as evidenced by at least 10% of students being represented by parents/guardians active participation in school programs.




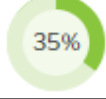









Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: School staff will develop social media accounts to share good news and current events of Clack Middle School. Strategy's Expected Result/Impact: By sharing the positive story of Clack Middle School, the community will be motivated to support campus activities and become more involved. Staff Responsible for Monitoring: Bailey		Formative			Summative
		Oct	Jan	Apr	June
			N/A	N/A	
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 1: By May 31st, 2022, by closing the learning loss gap for students who learned in face-to-face format or remotely during the 2020-21 school year, students will demonstrate mastery in academic performance commensurate with their on-level peers as evidenced by campus common assessments, district benchmarks, MAP testing, and STAAR.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Administrators will monitor grade reporting to observe patterns in learning loss for all learners. Campus Instructional Specialist and other administrators will communicate directly with parents/guardians regarding need for support. Strategy's Expected Result/Impact: By monitoring grade reporting, the administration can respond to the need for accelerated intervention. Staff Responsible for Monitoring: Dr. Bailey and Mrs. Parker	Formative			Summative
	Oct	Jan	Apr	June
		N/A		
Strategy 2 Details	Reviews			
Strategy 2: An accelerated instruction cohort of students will be identified and receive instruction through a team of teachers that will target gaps in learning.	Formative			Summative
	Oct	Jan	Apr	June
		N/A		
Strategy 3 Details	Reviews			
Strategy 3: Intervention Teacher will design, implement, and support HB4545 accelerated instruction requirements through MTSS, targeted intervention during the school day, and targeted intervention after school. Strategy's Expected Result/Impact: By designing, implementing and supporting HB4545 accelerated instruction through MTSS and targeted intervention during and after school, Clack Middle School is closing student learning gaps. Staff Responsible for Monitoring: Mrs. Parker, Ms. Huddle, Ms. Riese	Formative			Summative
	Oct	Jan	Apr	June
		N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Students will use problem solving model-cubes when solving story-like word problems.
1	2	2	Teachers and students will work collaboratively to create a Word Wall that will contain key words for solving story-like word problems, then students will draw pictures to represent words on the wall as a reference to the function of the words.
1	4	2	Students will be conducting more calculating problems as bell ringers and exit tickets throughout the school year in order to improve their calculation ability.
1	4	3	Students will utilize calculators in Grades 6, 7, and 8 in order to feel more comfortable in their ability to accurately answer calculation problems.

RDA Strategies

Goal	Objective	Strategy	Description
1	4	2	Students will be conducting more calculating problems as bell ringers and exit tickets throughout the school year in order to improve their calculation ability.
1	4	3	Students will utilize calculators in Grades 6, 7, and 8 in order to feel more comfortable in their ability to accurately answer calculation problems.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Students will use problem solving model-cubes when solving story-like word problems.
1	2	2	Teachers and students will work collaboratively to create a Word Wall that will contain key words for solving story-like word problems, then students will draw pictures to represent words on the wall as a reference to the function of the words.
1	4	2	Students will be conducting more calculating problems as bell ringers and exit tickets throughout the school year in order to improve their calculation ability.
1	4	3	Students will utilize calculators in Grades 6, 7, and 8 in order to feel more comfortable in their ability to accurately answer calculation problems.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	4	2	Students will be conducting more calculating problems as bell ringers and exit tickets throughout the school year in order to improve their calculation ability.
1	4	3	Students will utilize calculators in Grades 6, 7, and 8 in order to feel more comfortable in their ability to accurately answer calculation problems.

Campus Funding Summary

Title III (LEP)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Chrombooks for English Learners		\$5,765.25
Sub-Total					\$5,765.25

Addendums

Discipline Report Comparison

Numbers reflect August-December for both years.

2019-20 school year	2020-21 school year
Student population= 847	740/ 125 of these are remote (-12.6%)
Total referrals: 985 6= 486 7= 268 8= 231	Total referrals: 491 (-50%) 6= 301 (-38%) 7=104 (-61%) 8=86 (-63%)

	6 th grade	7 th grade	8 th grade		6 th grade	7 th grade	8 th grade
Tardies - 106	79	12	15	Tardies – 25 (-76%)	22 (-72%)	2 (-83%)	1 (-93%)
Cell phone - 94	35	25	34	Cell phone – 51 (-46%)	17 (-51%)	15 (-40%)	22 (-35%)
Assault - 5	4	x	1	Assault – 5 (0%)	1 (-75%)	x	4 (-300%)
Fight - 12	6	5	1	Fight – 22 (+83%)	12 (+100%)	2 (-60%)	8 (+700%)
Drugs - 2	x	1	1	Drugs – 3 (+50%)	x	2 (+100%)	1 (0%)
ISS - 208	94	64	50	ISS – 112 (-54%)	72 (-23%)	23 (-64%)	17 (-66%)
White – 89 (43%)	31 (33%)	26 (41%)	32 (64%)		18 (25%)	7 (30%)	2 (12%)
Hispanic – 60 (29%)	28 (30%)	16 (25%)	10 (20%)		37 (51%)	4 (17%)	5 (29%)
Black – 65 (31%)	35 (37%)	22 (34%)	8 (16%)		17 (24%)	12 (52%)	10 (59%)
OSS - 39	12	15	12*	OSS – 34 (-13%)	20 (+66%)	5 (-66%)	9 (-25%)
White – 25 (64%)	7(58%)	6 (40%)	6/*6(PALS)	White - 9	7 (35%)	1 (20%)	1 (11%)
Hispanic – 9 (23%)	4 (33%)	5 (33%)		Hispanic - 12	7 (35%)	2 (40%)	3 (33%)
Black – 5 – (13%)	1 (8%)	4 (27%)		Black - 12	4 (20%)	3 (60%)	5 (56%)
Two or More				Two or More - 2	2 (10%)		
DAEP - 5	2	2	1	DAEP – 11 (+120%)	3 (+50%)	2 (0%)	6 (+500%)
White – 2 (40%)	1 (50%)		1 (100%)	White – 1 (9%)		1 (50%)	
Hispanic – 3 (60%)	1 (50%)	2 (100%)		Hispanic – 3 (27%)	1 (33%)	1 (50%)	1 (17%)
Black				Black – 6 (55%)	1 (33%)		5 (93%)
Two or More				Two or More – 1 (9%)	1 (33%)		

*Goal for APs= Be as specific as possible on offenses so that Foundations group can help assess our Concern Areas.

Supervisory Skills Checklist (pg 98-100 Foundations Module B)

Next Foundations meeting (dig in):

- Last Common area concern during 2019-20 school year: Sub bucks?
- Is there a common area concern for 2020-21 school year:
- Map of dots that represent adults to show areas of supervision. Maps for: morning duty, bell transitions, after school.