

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Closing the gap with all students in Reading and Math remains our top focus, with Math being the primary focus since our 22-23 KSA scores took a slight dip in this area. Growing our students with disabilities in Reading and Math using very targeted supports is also an area of priority. Our Science and Social Studies scores are making steady gains each year and are above the state average. We will continue spiraling content in Science and using research-based inquiry practices in Social Studies.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 2: Grayson County Middle School will focus on **consistent** implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards. Research-based resources such as the Thoughtful Education tools, PBIS, and Sources of Strength will be utilized and monitored more frequently throughout the school year.

KCWP 5: Grayson County Middle School will utilize the FastBridge screener in correlation with Branching Minds to identify, support, and monitor students with academic achievement gaps. We will restructure our MTSS program to ensure we are aligned to state and district standards in an effort to promote and provide a positive and equitable inclusive learning experience for all students.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	High	Increased
State Assessment Results in science, social studies and writing	High	Increased Significantly

Quality of School Climate and Safety	High	Increased
English Learner Progress	N/A	N/A
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

<p>Goal 1 (State your reading and math goal.):</p> <p>By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA reading assessment from 49% to 68%.</p> <p>By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA math assessment from 42% to 63.2%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 ELA teachers will collaborate to increase the reading proficiency percentage from 55% to 56.6% on the 2023 KSA assessment.	Data Teams Process (DTP) KCWP 3: Design & Deliver Assessment Literacy KCWP 4: Review, Analyze & Apply Data	Continue to implement the DTP including data collection and analysis on student mastery of priority standards during PLC meetings, including item analysis from CASE data.	Higher percentage of students reaching proficiency on common assessments, Case assessments, & KSA. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	Case benchmark 1 data 10/09/23-10/13/23, benchmark 2 data 12/11/23-12/20/23 & comprehensive data 03/25/24-03/29/24. KSA data disaggregation.	CASE is district title funded.
Objective 2 Math teachers will collaborate to increase the math proficiency percentage from 41% to 50.5% on the 2023 KSA assessment.	Continued work on Learning Windows with an emphasis on prioritizing standards, adjusting pacing guides, aligning learning targets & increasing rigor in activities/assessments.	Teachers continually work in PLCs to identify priority standards, adjust their pacing guides, increase the rigor on tasks & assessments & make sure learning targets are aligned with the standards.	Standards are aligned with top priorities identified, pacing guides adjusted, learning targets with success criteria posted in all classrooms as rigorously aligned to the standard.	Classroom observations conducted by admin & curriculum coordinator using data collection tool.	District provided PD with Rick Fisher on June 13, 2023
	KCWP 1: Design & Deploy Standards KCWP 2: Design and Deliver Instruction	Continue Rick Fisher work that was started on 7/29/21- Thoughtful Classroom strategies		Learning Club Meetings addressing Thoughtful Classroom strategies for deeper learning leading to increased student achievement. All meetings held after school: 9/27/23, 10/25/23, 11/22/23, 12/13/23, 1/10/24, 2/07/24, 3/22/24, and 4/10/24	
	KCWP 1: Design & Deploy Standards	Cougar Zone after school program for tutoring & social skill development opportunities.		Progress is continually monitored through CZ coordinator & classroom teachers by grades & referrals. Admin also compiles lists of students	
			Remediation/assessment retakes & lesson/activity completion with passing grades. An additional		21 st Century Learning Grant federally funded

Goal 1 (State your reading and math goal.):

By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA reading assessment from 49% to 68%.

By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA math assessment from 42% to 63.2%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze & Apply Data		measure of success would be students attending club meetings.	failing, contacting parents for required CZ.	
	KCWP 5: Design, Align & Deliver Support KCWP 6: Establishing Learning Culture & Environment	Summer School Program. Parents of students that are failing prior to the end of the 1 st 9 weeks & each subsequent grading period will receive an in-danger of failing letter informing them of additional support services that can be offered. Students will be required to attend for up to two weeks until their grade(s) are recovered through Edgenuity and/or Google Classroom assignment/assessment completion.	Student grades are raised to passing and/or student completes 3% per subject area failing per week on Edgenuity.	Confirmed list provided by classroom teachers & sent to administration for scheduling purposes. Letters are prepared & mailed each 9 week grading period to parents that their child is failing any core class. Administration also speaks to each student that is failing regarding summer school & possible retention. Progress monitoring conducted by IC & Edgenuity building coordinators.	Edgenuity is funded by GCHS & AEC. Certified Teachers paid in June & July for summer school (CCLC Grant).

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.):

By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA writing assessment from 61% to 75%.

By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA science assessment from 23% to 38.6%.

By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA social studies assessment from 42% to 75.8%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 ELA teachers will collaborate to increase the writing proficiency percentage from 65% to 72.4% on the 2023 KSA assessment.	Data Teams Process (DTP) KCWP 3: Design & Deliver Assessment Literacy	Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings including item analysis from Case data.	Higher percentage of students reaching proficiency on common assessments, Case assessments, & KSA. DTP observed each week with	Case benchmark 1 data 10/09/23-10/13/23, benchmark 2 data 12/11/23-12/20/23 & comprehensive data 03/25/24-03/29/24. KSA data disaggregation.	Case is district title funded.

Goal 2 (State your science, social studies, and writing goal.): By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA writing assessment from 61% to 75%. By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA science assessment from 23% to 38.6%. By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA social studies assessment from 42% to 75.8%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze & Apply Data		teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.		
	All grade level ELA teachers & ECEs are utilizing the same graphic organizers given as a pre-formatted sheet for students to construct their ODW drafts on. KCWP 2: Design & Deliver Instruction	Direct instruction on how to construct an ODW piece with a gradual release method used to scaffold supports. Previously released NAPD scored student work from KDE will be used to demonstrate expectations & to allow students to evaluate each exemplar.	Higher percentage of students reaching proficiency on ODW pieces, Case writing assessments, & KSA. DTP observed each week with teachers using NAPD data on composition standards, discussing instructional strategies & quality of writing prompts.	ODW prompts with student scores are reviewed as part of the DTP.	No funds required.

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA writing assessment from 61% to 75%.</p> <p>By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA science assessment from 23% to 38.6%.</p> <p>By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA social studies assessment from 42% to 75.8%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Writing Professional Development</p> <p>KCWP 1: Design & Deploy Standards</p> <p>KCWP 3: Design & Deliver Assessment Literacy</p>	<p>All ELA teachers participated in a Writing professional development on 7/28/2022 and a follow-up training on July 27, 2023. During these trainings they developed and updated an ODW plan for each grade where content and writing topics could be more consistent.</p>	<p>Higher percentage of students reaching proficiency on ODW pieces, Case writing assessments, & KSA. DTP observed each week with teachers using NAPD data on composition standards, discussing instructional strategies & quality of writing prompts.</p>	<p>ODW prompts with student scores are reviewed as part of the DTP.</p>	<p>????</p>
<p>Objective 2</p> <p>Science teachers will collaborate to increase the science proficiency percentage from 27% to 29.2% on the 2023 KSA assessment.</p>	<p>Amplify Science Curriculum</p> <p>KCWP 1: Design & Deploy Standards</p> <p>KCWP 2: Design & Deliver Instruction</p> <p>KCWP 3: Design & Deliver Assessment</p>	<p>Digital & print curriculum resources & PD for 6th and 7th grade science teachers.</p>	<p>Higher percentage of students reaching proficiency on formative & summative assessments, Case assessments, & KSA. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.</p>	<p>Classroom observation data collected by admin & curriculum coordinator. PLC meetings with DTP, lesson planning, & pacing guide adjustments.</p>	<p>\$83,202.72 (ESSER)</p>

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA writing assessment from 61% to 75%.</p> <p>By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA science assessment from 23% to 38.6%.</p> <p>By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA social studies assessment from 42% to 75.8%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Data Teams Process (DTP)</p> <p>KCWP 3: Design & Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze & Apply Data</p>	Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings including item analysis from Case data.	Higher percentage of students reaching proficiency on common assessments, Case assessments, & KSA. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	Case benchmark 1 data 10/09/23-10/13/23, benchmark 2 data 12/11/23-12/20/23 & comprehensive data 03/25/24-03/29/24. KSA data disaggregation.	Case is district title funded.
	<p>8th grade focus area is remediation, differentiation & assessment</p> <p>7th-grade focus area is data literacy, 6th-grade measurements, graphing, and reading data</p> <p>KCWP 5: Design, Align & Deliver Support</p> <p>KCWP 6: Establishing Learning Culture & Environment</p>	PD for all Science teachers by Matt Hayes, director of the Area Technology School and member of the NGSS standards board. Training focused on delivering standards-based instruction and development of units.	All science teachers attend the PD 07/28/22. All teachers build & implement valid, reliable, highly rigorous units based on the standards, leading to more proficient scores on summative, Case & KSA assessments. Pacing guides updated.	Classroom observation data collected, formative & summative assessment data, Case NAPD data & KSA data. Specific feedback on unit development in PLC meetings.	No funds required

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA writing assessment from 61% to 75%.</p> <p>By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA science assessment from 23% to 38.6%.</p> <p>By 2025, GCMS will increase the percentage of proficient/distinguished students on the KSA social studies assessment from 42% to 75.8%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3</p> <p>Social Studies teachers will collaborate to increase the social studies proficiency percentage from 46% to 55.5% on the 2023 KSA assessment.</p>	<p>Data Teams Process (DTP)</p> <p>KCWP 3: Design & Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze & Apply Data</p>	<p>Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings including item analysis from Case data.</p>	<p>Higher percentage of students reaching proficiency on common assessments, Case assessments, & KSA. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.</p>	<p>Case benchmark 1 data 10/09/23-10/13/23, benchmark 2 data 12/11/23-12/20/23 & comprehensive data 03/25/24-03/29/24. KSA data disaggregation.</p>	<p>Case is district title funded.</p>
	<p>All social studies teachers will learn how to deliver instruction using inquiry practices of questioning, investigating, using evidence & communicating conclusions.</p>	<p>6-hour PD by Ryan New, K-12 Social Studies Instructional Lead for the Department of Curriculum Design & Learning Innovation, for all social studies teachers.</p>	<p>Higher percentage of students reaching proficiency on summative assessments, Case assessments, & KSA. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.</p>	<p>Admin & curriculum coordinator will conduct classroom observations using a shared data collection tool specifically looking for instruction using inquiry practices learned. Data collected will be reviewed in PLC meetings quarterly & evaluated for effectiveness & any future training needed.</p>	<p>\$1,800.00 (split with district \$900.00 each)</p>

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Economically disadvantaged students will increase their proficiency percentage in math from 35% to 51.8%.</p> <p>Objective 2 Economically disadvantaged students will increase their proficiency percentage in reading from 48% to 58.2%.</p>	<p>Response to Intervention (RtI) Title I Math and Reading Interventionist</p> <p>KCWP1: Design & Deploy Standards</p> <p>KCWP2: Design & Deliver Instruction</p>	RtI school/district-wide process with electronically documenting service frequency, intervention strategies & progress monitoring checks in Branching Minds program.	Progress reports generated through IXL and myON, classroom assessments, FastBridge progress monitoring, Case assessments & report cards for standard mastery.	Progress monitoring occurs per district policy based on tier intervention levels. Progress is reported quarterly to Curriculum Coordinator/Title I Coordinator & admin for review. Interventionists meet weekly in PLCs to discuss student progress & services available using FastBridge, Case, attendance & grades.	Case, FastBridge, Branching Minds and IXL are district funded. MyOn is school-funded through 920x. All interventionists & Curriculum Coordinator/Title I Coordinator salaries are paid through Title I funding.
		The 2023 master schedule was designed so that Interventionists are assisting in classrooms (half of their day) with students at greatest risk for failing.	Progress reports generated through IXL and myON, classroom assessments, FastBridge progress monitoring, Case assessments & report cards for standard mastery.	Interventionists are scheduled to help co-teach in classrooms to help broaden the outreach of our most at-risk students.	No additional funding required.
	KCWP5: Design, Align & Deliver Support	Family Resource Center will serve as a support system for our economically disadvantaged students with the backpack program & other services.	Students will have food to eat over the weekend & during breaks as well as other needs met such as	FRC keeps detailed data collection throughout the year on all programming.	Federally funded.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			clothing & school supplies.		
<p>Objective 3 Students with disabilities will increase their proficiency percentage in math from 23% to 35.7%.</p> <p>Objective 4 Students with disabilities will increase their proficiency percentage in reading from 35% to 42.7%.</p>	<p>Data Teams Process (DTP) Co-Teach Academy</p> <p>KCWP 3: Design & Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze & Apply Data</p> <p>KCWP 5: Design, Align & Deliver Support</p>	Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings.	Percentage of students reaching proficiency on common assessments. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	Case benchmark 1 data 10/09/23-10/13/23, benchmark 2 data 12/11/23-12/20/23 & comprehensive data 03/25/24-03/29/24. KSA data disaggregation.	Case is district funded.
		The Principal and Curriculum coordinator conduct monthly training sessions with each core department. Training sessions focus on research-based best classroom practices such as station teaching.	Co-teachers implementing co-taught lessons using co-teaching models. SWD gap group shows growth on classroom assessments, Case assessments & KSA proficiency.	Case benchmark 1 data 10/09/23-10/13/23, benchmark 2 data 12/11/23-12/20/23 & comprehensive data 03/25/24-03/29/24. KSA data disaggregation.	Case is district funded.
		GRREC Co-teaching Partnership, including training and instructional rounds.	Co-teachers implementing co-taught lessons using co-teaching models. SWD gap group shows growth on classroom assessments, Case assessments & KSA proficiency.	Instructional Leadership team and Grace Absher conduct scheduled instructional rounds in co-taught leadership team classrooms. Feedback is given to co-teaching teams throughout the school year.	GRREC partnership with the district. No additional funding. Case & FastBridge are district funded.

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The ACCESS overall performance of all EL students will increase by .33 levels by 2024.	KCWP 4: Review, Analyze and Apply Data	Counselors and the EL coordinator will analyze ACCESS and Model Assessment scores given to EL students. Scores will be shared during the PSP meeting annually and with classroom teachers when they are received.	Program Service Plan (PSP) Meeting notes or Agenda	Case benchmark 1 data 10/09/23-10/13/23, benchmark 2 data 12/11/23-12/20/23 & comprehensive data 03/25/24-03/29/24. KSA data disaggregation.	\$200 Federal Funds
	KCWP 5: Design, Align and Deliver Support	Counselor, classroom teacher, and the EL coordinator will work together to determine the best support and accommodations needed for each individual EL student. An EI aide is available for students that struggle with gaining English Proficiency or low scores.	Infinite Campus Program Service Plan (PSP)	Case benchmark 1 data 10/09/23-10/13/23, benchmark 2 data 12/11/23-12/20/23 & comprehensive data 03/25/24-03/29/24. KSA data disaggregation.	Part-time EL paraprofessional

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):Increase the school quality and/or safety indicator score from; 67.05 to 72 (medium to very high) by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 GCMS will increase its climate and safety index score from 68.4 to 69.5 by 2024.	KCWP 6: Establishing Learning Culture and Environment	Struggling students are identified and paired with a teacher (PBIS Check and Connect program) to ensure the students are successful and building a relationship with a trusted adult.	Growth from fall to spring on the PBIS walk throughs.	PBIS Committee Quarterly Meetings and SEL FastBridge	FastBridge is district funded

Goal 5 (State your climate and safety goal.): Increase the school quality and/or safety indicator score from; 67.05 to 72 (medium to very high) by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The school vision and mission are promoted and utilized by students and staff each year.	Growth from fall to spring on the PBIS walk throughs.	PBIS Committee Quarterly Meetings	No funding required
		To ensure students have a voice, the Principal's Advisory Council meets monthly with the principal to discuss ideas pertaining to instruction, safety, rewards, and school expectations.	GCMS Student Survey	Principal's Advisory Council Monthly Meetings	No funding required
		Students are involved in a school-wide community building activity each month (ex: canned food drive, Cards to Veterans, Paws for a Cause)	GCMS Student Survey	Culture and Climate Committee Monthly Meetings	No funding required
		Fire, tornado, earthquake, and lockdown drills are conducted monthly.	Google sheet with drill times	Quarterly Safety Committee Meetings	No funds required
		State safety inspections are conducted annually.	Passed initial and follow-up inspections	Quarterly Safety Committee Meetings	No funds required
		Principal's Advisory Council meets with the principal to discuss ideas and suggestions for a safer school.	Student Feedback	Principal's Advisory Council Monthly Meetings	No funds required