

Fort Bend Independent School District
Garcia Middle School
2018-2019 Improvement Plan



Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

MACARIO GARCIA MIDDLE SCHOOL will provide ALL students with the necessary tools and knowledge that will inspire them to new heights, in the near future and beyond.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#).

The staff of Garcia Middle School, in partnership with parents and community, will see to help its students to become productive and successful young citizens.

Value Statement

GMS...where GRIT keeps us growing every day, that's the Gator Way.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Garcia Middle School is composed of a highly diverse, multicultural, multi-language student population. The surrounding communities help foster a sense of unity and commitment to create a tolerant mindset--all of which translates well at the campus level.

PASA data indicates Projected Enrollment for the 2018-2019 school year is 1264 students. This is an increase of 120 students from 2017-2018. As in previous years, once the school year begins, we anticipate that the number will increase due to the continued growth in the Aliana community; the trajectory of growth should be on a steady, upward swing.

Current Demographics as of August 2018

6th Grade: 410 7th Grade: 416 8th Grade: 416

ETHNICITY	NUMBER OF STUDENTS	PERCENT
ASIAN	509	40.98%
AFRICAN AMERICAN	280	22.54%
HISPANIC	243	19.57%
WHITE	175	14.09%
TWO OR MORE RACES	30	2.42%
AMERICAN INDIAN	4	0.32%
PACIFIC ISLANDER	1	0.08%
TOTAL	1242	

OTHER STUDENT INFO	NUMBER OF STUDENTS	PERCENT
ECO DIS	518	41.71%
AT RISK	424	34.14%
CTE	217	17.47%
LEP	119	9.58%
SPED	109	8.78%
504	73	5.88%
GT	41	3.30%

Over the past 6 years, the change in percentages among the ethnic groups has steadily favored growth among the Asian population.

- The growth rate has seen a 3-4% increase this year (37% to 41%) within the Asian group, which consists of Vietnamese, Pakistani, Indian, Korean, Chinese, Japanese, Filipino students, as well as other smaller percentages of races that include representatives from Arab countries.
- The rest of the populations have remained steady: The African/African-American populations are split well down the middle, with half of the population coming from Nigeria.
- The Hispanic population (of which a majority are from Mexico but are also well-represented from other, neighboring Latin American countries) has seen little change, in terms of percentage increase/decrease;
- The White population has remained steady representing 13-16% of the student body the past six years.

With our attendance rate for the 2017-2018 year at 97.2%, we were in Quartile 1 TEA Accountability rating system. This is due in part to continued emphasis with students and families about the importance of attendance and the effect it has on academic success.

Demographics Strengths

GMS's demographic strength is our diversity. Students and staff have created an inclusive environment where all kids are expected to learn to their potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Diverse community with multiple languages has increased the percent of LEP students needing extra support. **Root Cause:** More targeted support for LEP students in core classrooms needs to improve.

Student Academic Achievement

Student Academic Achievement Summary

GMS Student Academic Achievement

6th, 7th and 8th STAAR Reading Data from all Students who tested with us in Spring 2018:

- Approaches Grade Level: 88% (down by 2 from last year)
- Meets Grade Level: 60% (up by 2 from last year)
- Masters Grade Level: 37% (up by 5 from last year)

6th, 7th, and 8th STAAR Math Data from all Students who tested with us in Spring 2018:

- Approaches Grade Level: 91% (up by 4 from last year)
- Meets Grade Level: 65% (same as last year)
- Masters Grade Level: 35% (up by 3 from last year)

6th, 7th, and 8th STAAR Reading from TEA SnapShot Data:

- Approaches Grade Level: 90%
- Meets Grade Level: 63%
- Masters Grade Level: 38%

6th, 7th, and 8th STAAR Math from TEA SnapShot Data:

- Approaches Grade Level: 92%
- Meets Grade Level: 72%
- Masters Grade Level: 44%

STAAR Writing from TEA SnapShot Data:

- Approaches Grade Level: 89%
- Meets Grade Level: 73%
- Masters Grade Level: 38%

STAAR Science from TEA SnapShot Data:

- Approaches Grade Level: 91%
- Meets Grade Level: 66%
- Masters Grade Level: 45%

STAAR Social Studies from TEA SnapShot Data:

- Approaches Grade Level: 81%
- Meets Grade Level: 50%
- Masters Grade Level: 29%

6th Grade Reading:

Our overall Approaches Grade Level Performance Standard is 82%. This is down one point from the previous year. We increased from 51% to 52% in the Meets Grade Level Performance and remained steady at 29% for Masters Performance. Our specific group achievement rates are as follows:

READING 6	All Students		Eco Dis		LEP		SPED	
	2018	2017	2018	2017	2018	2017	2018	2017
Approaches	82%	83%	76%	75%	52%	53%	24%	33%
Meets	52%	51%	39%	36%	21%	11%	7%	5%
Masters	29%	29%	19%	13%	10%	4%	7%	0%

READING 6	Hispanic		Asian		African American		White	
	2018	2017	2018	2017	2018	2017	2018	2017
Approaches	68%	77%	93%	86%	77%	82%	77%	91%
Meets	30%	41%	65%	60%	38%	49%	61%	48%
Masters	12%	14%	41%	41%	17%	29%	34%	23%

7th Grade Reading:

Overall, our Approaches Grade Level Performance Standard is 88%. This is up 1 point from the previous year. We made significant gains in the Meets

Grade Level Performance Standard increasing from 59% to 67%, along with our Masters Grade Level Performance Standard, increasing from 35% to 49%. Our specific group achievement rates are as follows:

	READING 7 All Students Eco Dis LEP SPED							
	2018	2017	2018	2017	2018	2017	2018	2017
Approaches	88%	87%	79%	73%	51%	52%	45%	48%
Meets	67%	59%	58%	46%	15%	9%	15%	5%
Masters	49%	35%	41%	24%	2%	3%	6%	0%

	READING 7 Hispanic Asian African American White							
	2018	2017	2018	2017	2018	2017	2018	2017
Approaches	77%	75%	96%	93%	87%	83%	89%	95%
Meets	52%	42%	76%	73%	63%	49%	73%	64%
Masters	39%	21%	58%	51%	43%	25%	49%	33%

8th Grade Reading (April Administration).

Our overall Approaches Grade Level Performance Standard is 89% for the April Administration. After the May administration, our numbers Approaches numbers increased to 94%. This was up 2pts from the 2017 STAAR test. Unfortunately, our Meets and Master Performance Standard both decreased for the April administration, 64% to 61% for Meets and 33% to 32% for Masters. The Masters Performance was below the district level by 4pts. Our specific group achievement rates are as follows:

	READING 8 (April)		All Students		Eco Dis		LEP		SPED	
	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017
Approaches	89%	(94% May)	87%	(92% May)	84%	81%	50%	46%	35%	37%
Meets	61%	(62% May)	64%	(65% May)	51%	48%	9%	11%	12%	16%
Masters	32%		33%		25%	16%	0%	0%	6%	11%

	READING 8 (April)		Hispanic		Asian		African American		White	
	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017

Approaches	79%	73%	92%	95%	91%	89%	91%	93%
Meets	48%	42%	69%	81%	57%	59%	62%	73%
Masters	19%	18%	41%	40%	29%	26%	26%	45%

7th Grade Writing:

Our overall Approaches Grade Level Performance Standard is 88%. We increased our Meets Grade Level Performance Standard from 59% to 71%. We also showed significant performance on our Masters Grade Level Performance Standard, increasing from 22% to 37%.

WRITING 7	All Students		Eco Dis		LEP		SPED	
	2018	2017	2018	2017	2018	2017	2018	2017
Approaches	88%	88%	77%	80%	54%	63%	42%	29%
Meets	71%	59%	56%	48%	17%	22%	21%	10%
Masters	37%	22%	23%	16%	0%	9%	6%	0%

WRITING 7	Hispanic		Asian		African American		White	
	2018	2017	2018	2017	2018	2017	2018	2017
Approaches	72%	77%	95%	95%	88%	89%	94%	89%
Meets	52%	40%	85%	74%	69%	58%	68%	58%
Masters	20%	9%	56%	36%	27%	11%	30%	18%

6th Grade Math:

Our overall Approaches Grade Level Performance Standard is 94%. This is up 1 point from the previous year. We also improved on both our Meets Grade Level Performance Standard, increasing from 72% to 74%, and on our Masters Grade Level Performance Standard, increasing from 41% to 43%.

MATH 6	All Students		Eco Dis		LEP		SPED	
	2018	2017	2018	2017	2018	2017	2018	2017
Approaches	94%	93%	92%	85%	85%	78%	45%	33%
Meets	74%	72%	65%	57%	45%	51%	17%	14%
Masters	43%	41%	28%	29%	19%	9%	7%	5%

MATH 6	Hispanic		Asian		African American		White	
	2018	2017	2018	2017	2018	2017	2018	2017
Approaches	91%	87%	100%	97%	90%	93%	90%	93%
Meets	62%	60%	89%	88%	62%	64%	69%	68%
Masters	17%	27%	62%	59%	27%	35%	44%	34%

7th Grade Math:

Our overall Approaches Grade Level Performance Standard remained steady at 87%. However, we improved on both our Meets Grade Level Performance Standard, increasing to 68%, up by 3 points, and on our Masters Grade Level Performance Standard, increasing from 38% to 43%.

MATH 7	All Students		Eco Dis		LEP		SPED	
	2018	2017	2018	2017	2018	2017	2018	2017
Approaches	87%	87%	79%	79%	62%	67%	33%	19%
Meets	68%	65%	54%	52%	24%	30%	9%	14%
Masters	43%	38%	28%	25%	10%	6%	3%	0%

MATH 7	Hispanic		Asian		African American		White	
	2018	2017	2018	2017	2018	2017	2018	2017
Approaches	77%	75%	96%	94%	81%	89%	92%	87%
Meets	54%	49%	86%	81%	53%	54%	70%	69%
Masters	20%	18%	65%	62%	32%	22%	41%	31%

8th Grade Math (April Administration).

Overall, our Approaches Grade Level Performance Standard was 84% (April) and 91% (May), an increase from previous year 79% (March) and 88% (May). Our Meets Performance Standard dropped from 56% to 52%, but our Masters Performance Standard increased by one point, 18% to 19%. Our specific group achievement rates are as follows:

MATH 8 (APRIL)	All Students		Eco Dis		LEP		SPED	
	2018	2017	2018	2017	2018	2017	2018	2017
Approaches	84%	(91 May)79%	80%	77%	86%	38%	29%	26%
Meets	52%	56%	47%	47%	48%	22%	6%	16%
Masters	18%	16%	19%	11%	5%	11%	0%	5%

MATH 8 (APRIL)	Hispanic		Asian		African American		White	
	2018	2017	2018	2017	2018	2017	2018	2017
Approaches	78%	69%	91%	90%	80%	74%	89%	94%
Meets	43%	41%	65%	75%	40%	48%	59%	68%
Masters	11%	6%	26%	28%	8%	8%	27%	28%

8th Grade Science:

Overall, our Approaches Grade Level Performance Standard is 90%. This is up by 2 points from last year. Even though Meets Performance level decreased from from 71% to 65% from the previous year, our Masters Grade Level Performance Standard improved from 33% to 43%.

SCIENCE 8	All Students		Eco Dis		LEP		SPED	
	2018	2017	2018	2017	2018	2017	2018	2017
Approaches	90%	88%	82%	82%	54%	56%	33%	40%
Meets	65%	71%	56%	59%	17%	22%	6%	30%
Masters	43%	33%	31%	18%	4%	6%	0%	5%

SCIENCE 8	Hispanic		Asian		African American		White	
	2018	2017	2018	2017	2018	2017	2018	2017
Approaches	77%	76%	93%	98%	91%	88%	93%	92%
Meets	49%	55%	74%	87%	54%	57%	77%	85%
Masters	26%	22%	57%	45%	30%	24%	48%	41%

8th Grade Social Studies:

Overall, our Approaches Grade Level Performance Standard is 79%. Unfortunately, this is the same as the previous year. Our Meets Grade Level Performance Standard decreased from 51% to 48%, along with our Masters Grade Level Performance Standard, decreasing from 31% to 28%. Unfortunately, we were below the district level in Masters Performance Standard by 4 points.

SOCIAL STUDIES 8	All Students		Eco Dis		LEP		SPED	
	2018	2017	2018	2017	2018	2017	2018	2017
	Approaches	79%	79%	72%	66%	39%	33%	22%
Meets	48%	51%	37%	34%	4%	3%	0%	5%
Masters	28%	31%	22%	16%	4%	3%	0%	5%

SOCIAL STUDIES 8	Hispanic		Asian		African American		White	
	2018	2017	2018	2017	2018	2017	2018	2017
	Approaches	60%	61%	87%	93%	84%	79%	79%
Meets	34%	35%	62%	62%	39%	43%	44%	61%
Masters	19%	19%	43%	37%	19%	22%	15%	47%

Algebra I:

100% of students passed the EOC with 99% of students scoring at the Meets Performance Level, and 89% scoring at the Masters Level. Last year we had 100% masters, but we increased our enrollment numbers from 87 to 126 for the 2017-2018.

ALGEBRA I	All Students		Eco Dis		LEP		SPED	
	2018 (126)	2017 (87)	2018 (31)	2017 (9)	2018 (1)	2017 (0)	2018 (0)	2017 (1)
	Approaches	100%	100%	100%	100%	100%	n/a	n/a
Meets	99%	100%	100%	100%	100%	n/a	n/a	100%
Masters	89%	100%	90%	100%	100%	n/a	n/a	100%

ALGEBRA I	Hispanic		Asian		African American		White	
	2018 (8)	2017 (10)	2018 (83)	2017 (51)	2018 (19)	2017 (11)	2018 (15)	2017 (13)
	Approaches	100%	100%	100%	100%	100%	100%	100%
Meets	100%	100%	100%	100%	95%	100%	100%	100%
Masters	100%	100%	93%	100%	74%	100%	87%	100%

Student Academic Achievement Strengths

GMS has an increasing economically disadvantaged population (40% in Spring 2018), and our students continue to demonstrate growth and high academic performance in all subject areas.

GMS was named a "Star" Texas Honor Roll School in May 2018. The "Star" distinction is given to schools that have significant socio-economically disadvantaged student populations, and are high-performing and have shown success in closing the achievement gap.

GMS earned the following distinctions from the Texas Education Agency on 2018 STAAR Performance:

- Academic Achievement in English Language Arts/Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25%: Comparative Academic Growth
- Top 25%: Comparative Closing the Gaps
- Postsecondary Readiness

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: State assessment results in 8th grade social studies and reading indicated below district average performance in mastery. **Root Cause:** Student lack high level skills in inferencing.

School Processes & Programs

School Processes & Programs Summary

GMS supports the instructional program with personnel and intentional systems designed to support teaching and learning.

- 1) CAC and Admin facilitate PLCs with core content departments. PLCs focus department teams on vertical and horizontal alignment of curriculum and assessments. Assessment data is disaggregated with "data dig" sessions that support teacher reflection and discussion to adjust practice for positive change. Teachers discuss curriculum, resources, strategies and specific lessons as they relate to student performance.
- 2) Our assigned PLL (professional learning lead) and TIC (technology integration champion) work in collaboration with our CAC and admin team to design and deliver professional learning opportunities for our teaching staff. The PLL and TIC support campus efforts to increase teacher effectiveness with a 2018-2019 focus on: implementation of Schoology, strategies to increase ELL language proficiency, and improving school culture with activities designed around strong character and the FBISD profile of a graduate.
- 3) Campus administrators work collaboratively with teachers, counselors, student groups, and our community to grow the strong positive culture at GMS. In the 2018-2019 school year, GMS will continue focus on teaching GRIT and the characteristics of the profile of a graduate. GMS will engage students in activities that encourage learning and demonstrating positive character and leadership traits associated with profile of a graduate, and we will recognize student and staff efforts around this goal.
- 4) The CAC, Counselors and Admin facilitate grade level "Kid Watch" meetings to discuss individual student needs, classroom grades, STAAR Data, Ren360 Data, intervention plans, motivation strategies, etc...
- 5) Good Choices program has been implemented this year to support incoming 6th graders with work completion. Teachers assign the program to students who haven't completed their homework assignments. The CAC and NJHS students are present to help and encourage 6th graders on taking ownership with their homework/classwork.

School Processes & Programs Strengths

Campus support personnel, including the PLL, TIC, and CAC, are diligent contributors to the effective processes at GMS.

The GMS admin team includes these support personnel in weekly admin meetings and work collaboratively to improve our school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Earlier identification of struggling students needs to be addressed in order to reduce yearly failures. **Root Cause:** Delaying targeted intervention increases learning gaps.

Perceptions

Perceptions Summary

According to the 2016 and 2017 Climate Survey:

97 percent of campus staff believe that GMS holds high learning standards.

97-100% of staff believe that parents are welcomed and encouraged to attend school activities.

97-98% of staff believe GMS is a safe school.

94-97% of parents report that they ensure their children complete homework assignments.

80% of parents say teachers hold high learning standards.

80-88% of parents feel welcomed at GMS.

89-91% of students say they have to work hard to make good grades.

94-97% of students know what will happen if they break school rules.

89-94% of students say their parents ask them about their school day.

Perceptions Strengths

GMS provides a safe learning environment with high learning standards.

Parents feel welcomed at GMS, and they support their child's education.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 80% of parents say teachers hold high learning standards. **Root Cause:** Parent and teacher communication, on the topic of learning standards, can improve.

Goals

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

Performance Objective 1: By May 2019, the percentage of GMS LEP students achieving the passing standard or better performance for Reading as measured by the 2019 state assessment will increase from 57% (2018) to 60% (2019). The percentage of students demonstrating a year or more of growth will increase.

Evaluation Data Source(s) 1: 2019 STAAR results

REN360

TELPAS

District Learning Assessments

CFAs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) ELA Teachers will create Mini- Lesson tutorials during Gator Time twice a week using classroom and Universal Screening data to focus on needed objectives.</p>	2.4, 2.5, 2.6	ELA teachers, CAC	Measurable progress on common formative assessments as well as district and state exams
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) 8th Grade LEP Intervention Class will focus on the LEP needs in both Reading and Social Studies. Additional reading skill strategies will be implemented to help the LEP students.</p>	2.4, 2.5, 2.6	Intervention instructor, CAC, admin	Measurable progress on district and state assessments
<p>3) ESL Campus instructors will monitor and support beginning and low intermediate LEP students through core classes instructional support (Push-In).</p>	2.4, 2.5, 2.6	ESL Campus Instructors	Measurable progress on district and state assessments

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

Performance Objective 2: By May 2019, the percentage of 8th grade students achieving "masters" standard on the 2019 state reading assessment will increase from 32% (2018) to 36% (2019). The percentage of students demonstrating a year or more of growth will increase.

Evaluation Data Source(s) 2: State Assessment Data,
 REN360 State Standards - Student Reports
 District Learning Assessments
 CFAs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Analyze STAAR released test and create sample questions for content review and testing strategy review using Lead4Ward resources.</p>	2.4, 2.6	Teacher, CAC, admin	Improved district and state assessment results.
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Implement PLC strategies to plan, develop, and implement rigorous instruction.</p>	2.4, 2.6	Teachers, CAC, PLL, Admin	Improved district and state assessment results.

Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

Performance Objective 1: By May 2019, GMS 8th Grade students achieving the passing standard performance for Social Studies as measured by 2018 state assessment will increase from 79% (2018) to 85% (2019).

Evaluation Data Source(s) 1: State Assessment data
 District Learning Assessments
 CFAs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers will implement Document Based Question (DBQ) strategies.</p>	<p>2.4, 2.6</p>	<p>Teacher, CAC, admin</p>	<p>Improved district and state assessment results</p>
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Analyze STAAR released test and create sample questions for content review and testing strategy review using Lead4Ward resources.</p>	<p>2.4, 2.6</p>	<p>8th grade SS team, CAC, PLL, admin</p>	<p>Improved district and state assessment results</p>

Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

Performance Objective 1: During the 2018-2019 school year, 100% of teachers will use Schoology to enhance parent communication.

Evaluation Data Source(s) 1: Schoology parent folders

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Teachers will upload important information in Schoology Parent Folders. Teachers will inform parents of updates via email through Schoology.</p>	2.6, 3.1	Teachers, Admin	Improved parent communication.

Goal 4: Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

Performance Objective 1: In the 2018-2019 school year, GMS will develop all students social, emotional, and life skills through focused activities.

Evaluation Data Source(s) 1: No Place For Hate Annual Recognition
Evidence of Lessons Planned and conducted by WEB
PBIS Meeting minutes

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) All classes will create and sign a Respect Agreement		Administrators	Discipline referrals will decrease as evidenced by Skyward discipline reports.
2) All teachers will be trained in restorative discipline procedures.		Administrators	Less discipline referrals as evidenced by Skyward discipline reports.
3) GMS will receive the No Place for Hate designation for 2018-2019 by implementing at least three anti-bullying activities.		Counselors	Students awareness and prevention of bullying as evidenced by schoolwide No Place for Hate activities and designation.
4) GMS WEB (Where Everyone Belongs) students deliver character lessons to 6th grade at least four times in 2018-2019 school year.		WEB Instructor and Team	Learning the essentials of positive character traits and the Profile of a Graduate as evidenced by lessons incorporated into Gator Time.
5) Profile of a Graduate and Character lessons designed and presented during Gator Time.		Counselors, CAC, Administrators	Learning the essentials of positive character traits and how that correlates into skills needed to be a productive member of society as evidenced by lessons incorporated into Gator Time.
6) GMS administrators will monitor and analyze discipline and DAEP data.		Administrators	Decrease in discipline referrals as evidenced by Skyward discipline reports.
7) GMS support personnel will monitor attendance, monitor drop-out data, and communicate with parents.		Administrators, Attendance Clerk, Counselors	Increase attendance and parent communication as evidenced by attendance reports and parent feedback on annual climate survey.
8) GMS School Health Committee will provide students and staff with learning opportunities and activities on the topics of nutrition and wellness.		School Health Committee, Nurse, Administrators	Staff and students will be aware of healthy choices as evidenced by schoolwide awareness activities.
9) GMS Admin will work with PTO to provide opportunities for parent engagement.		Administrators	PTO membership and parent engagement will increase as evidenced by membership data and parent climate survey results.