



*J. Graham Brown School*

# **Comprehensive School Improvement Plan**

## **2023**

### **SBDM Council**

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Dr. Angela Parsons, Principal

Dr. Brian Garrett, Assistant Principal

Dr. Camara Douglas, Parent

Ashley Chesman, Parent

Dr. Raymond Green, Parent

Walter Zausch, Parent

Stephanie Eilers, Teacher

Dr. Kathleen Mattingly, Teacher

Jennifer Funk, Teacher

Heather Anderson, Teacher

Samantha Priest, Teacher

Mayra Williamson, Teacher

**1: Proficiency Goal (Reading & Math)**

Goal 1A: By the end of the 2025-26 school year, J. Graham Brown School will have **reading** proficiency rates of 92.6% (high), 93.4% (middle), and 87.3% (elementary).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of the 2022-23 school year, the high school reading proficiency rate will be 91.3%.	Design and Deploy Standards	PLCs design long and short-term SMART Goals.	PLC data are brought to the PLC meetings and analyzed. PLC- data is used to inform the long and short term smart goals.	Monthly by PLC leaders and administrators	No funding
		Implement teaching of Essential Standards.	Teachers (all subject areas) will work in PLCs to analyze and delineate content standards into “Need to Know” and “Essential” standards. Each teacher will submit this analysis of content standards into a Google drive to be used by PLCs.	Monthly by PLC leaders and administrators	No funding
		Implement instructional learning walks	Every teacher (all subject areas) will receive multiple learning walk visits by a coach. Every nine weeks, teachers will receive the learning walk data and engage in a coaching conversation with their coach.	Weekly by Learning Walks Team	No funding
		Implement Grade level instructional materials;	Elementary, Middle and High School teachers will use grade level instructional materials during Tier 1 instruction. <i>Teachers hold all students to high academic expectations, providing the same rigorous academic content to all students through differentiation and scaffolding.</i> (Per ARE tool)	PLC minutes	No funding
Objective 2: By the end of the 2022-23 school year, the middle school reading proficiency will be 92.3%.	Design and Deliver Instruction	Implement Guided Reading and Guided Writing in all elementary literacy classrooms	Each elementary literacy teacher will implement the framework, plan, and strategies detailed in <i>The Next Step Forward in Guided Reading</i> (Jan Richardson) during daily reading workshop time. Teachers will implement formative running records for each student. Each teacher will be provided with professional development, coaching, and the text.	PLC agenda and minutes	No funding
		Regrouping of K-2 Students for Guided Reading Instruction	Using reading records and MAP data, students will be regrouped across grade-levels and classrooms so that K-2 teachers are sharing students to provide more targeted instruction for students.	Planning meetings and observations by administrators	No funding
		Implement Shared Reading and Writing as well as independent practice	Each elementary teacher will implement shared reading and writing instruction and schedules will include time for independent practice.	PLC agendas and minutes	No funding
		Implement high-yield instructional strategies.	All K-12 ELA teachers utilize instructional models such as Workshop, Inquiry, PBL, ARE Tool, Standards-Based Grading, etc. <i>Teachers develop a tool box of instructional examples, methods, and practices that are culturally familiar to underrepresented students.</i> (Per ARE tool) The PD committee will plan the appropriate PD to provide teachers with training.	PLC minutes PD agendas	No funding
Objective 3: By the end of the 2022-23 school year, the elementary school reading proficiency will be 85.1%.					

			<i>The lesson's materials and resources reflect the students in the class. The content within the lessons is validating to individuals/groups that are typically underrepresented.(per ARE tool)</i>	All teachers.	
	Design, Align and Deliver Support Processes	Additional literacy support provided during the school day for students in Grades K-12 requiring interventions.	All students will be provided additional Tier 2 and Tier 3 instruction by certified teachers during the school day. An interventionist will provide support for Tier 3 students on a daily basis for grades K-5. A daytime ESS teacher will provide literacy support for Tier 2 students in grades 3-5, two days a week. All literacy teachers in grades K-12 should provide additional Tier 2 support as needed.	Monitored by the interventionist, AIC, and MTSS.	\$33,050 General Fund \$10,000 Daytime ESS
		Literacy software is provided to every student to support reading instruction.	K-12 teachers will provide students access to reading software for additional practice during school, during ESS instruction, and at home. Software includes, but is not limited to Lexia, Power Up, and ThinkCerca.  Every student is issued a device and encouraged to take home that device for additional practice on the above literacy software options. (Except for K-2)	Teachers monitor through reports	No funding
	Review, Analyze, and Apply Data Results	Tracking Essential Standards	Elementary literacy teachers will administer the Guided Reading Benchmark assessments three times a year. In addition, monthly formative reading records will be utilized to plan for personalized instruction. Elementary teachers will utilize the Jan Richardson Reading Benchmark shared document to track student progress on essential reading standards.  Middle and High teachers will utilize a shared document for tracking students and their progress toward mastery.	Monitored by Elementary PIC leaders and MTSS.	no funding
		<i>Assessments and feedback exist in continuous cycles, allowing students to set goals, interact with curriculum, create an artifact of their learning, receive coaching, and revise their work until mastery is achieved.(per ARE tool)</i>	Every teacher (all subject areas) will track student mastery of essential standards in their PLC Shared Drive.  <i>Feedback on all major assessments is actionable, specific, timely, and goal-oriented. (Per ARE tool)</i>	Monthly by PLC leaders and administrators	No funding
		<i>Disaggregate academic and behavioral data to examine achievement disparities by race and gender using the school's Equity ScoreCard.(per ARE tool)</i>	PLCs disaggregate academic (MAP, Mastery of Essential Standards, ACT, etc.) and behavioral data to examine achievement disparities by race and gender using their school's Equity ScoreCard to customize instruction for all students.	Monthly by PLC leaders and administrators, MTSS, and AIC.	No funding

		Students demonstrate learning in a variety of ways.	<i>Teachers provide a wide variety of ways for students to show what they know, such as: demonstration, essay, multiple choice, performance, portfolios, presentation, and/or self-assessment. (per ARE tool)</i>		
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Goal 1B: By the end of the 2025-26 school year, J. Graham Brown School will have <b>math</b> proficiency rates of 76.2% (high), 88.5% (middle), and 85.2% (elementary).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 4: By the end of the 2022-23 school year, the high school math proficiency rate will be 72%.  Objective 5: By the end of the 2022-23 school year, the middle school math proficiency rate will be 86.5%.	Design and Deploy Standards	PLC's design long and short-term SMART Goals.	PLC data are brought to the PLC meetings and analyzed.PLC- data is used to inform the long and short term smart goals.	Monthly by PLC leaders and administrators	No funding
		Implement teaching of Essential Standards.	Teachers (all subject areas) will work in PLCs to analyze and delineate content standards into "Need to Know" and "Essential" standards. Each teacher will submit this analysis of content standards into a Google drive to be used by PLCs.	Monthly by PLC leaders and administrators	No funding
		Implement instructional learning walks	Every teacher (all subject areas) will receive multiple learning walk visits by a coach. Every nine weeks, teachers will receive the learning walk data and engage in a coaching conversation with their coach.	Weekly by Learning Walks Team	No funding
		Implement grade level instructional materials.	Elementary, Middle and High School Math teachers will use grade level instructional materials during Tier 1 instruction. <i>Teachers hold all students to high academic expectations, providing the same rigorous academic content to all students through differentiation and scaffolding. (Per ARE tool)</i>	PLC minutes	No funding
Objective 6: By the end of the 2022-23 school year, the elementary school math proficiency rate will be 82.6%.	Design and Deliver Instruction	Implement high-yield instructional strategies.	K-12 math teachers utilize instructional models such as Workshop, Inquiry, PBL, etc. <i>Teachers develop a tool box of instructional examples, methods, and practices that are culturally familiar to underrepresented students. (Per ARE tool)</i> The PD committee will plan the appropriate PD to provide teachers with training.	PD agendas	No funding
		<i>The lesson's materials and resources reflect the students in the class. The content within the lessons is validating to individuals/groups that are typically underrepresented.(per ARE tool)</i>	Teacher's will evaluate texts/materials/resources before purchasing using the ARE tool to ensure that all classroom materials are culturally responsive.  Teachers will utilize the ARE tool when planning lessons, units and PBL's to ensure that all instruction is validating to all individuals.	PLC minutes	No funding
	Design, Align and Deliver Support Processes	Additional math support provided during the school day and/or after school through ESS for students in Grades K-12 requiring interventions.	For Grades K-5, an interventionist will provide math support for Tier 3 students.  A daytime ESS teacher will provide math support for Tier 2 students in grades 3-5, two days a week.	Monthly by MTSS Team	\$66,100 General Fund \$10,000 Daytime ESS

			<p>For High School, a math interventionist will support students needing math interventions on Gold Days.</p> <p>Math ESS will be provided after school, two days a week for 6th7th grade students needing additional math interventions</p> <p>All math teachers in grades K-12 should provide additional Tier 2 support as needed.</p>		
		Math software is provided to every student to support math instruction.	<p>K-12 teachers will provide students with access to math software for additional practice during school, during ESS instruction, and at home. Software includes, but is not limited to, Generation Genius, Exact Path, Prodigy, and Study Island.</p> <p>Every student is issued a device and encouraged to take home that device for additional practice on the above math software options.</p>	Teachers monitor through reports	No funding
	Review, Analyze, and Apply Data Results	Students demonstrate learning in a variety of ways.	<i>Teachers provide a wide variety of ways that students can present their knowledge, such as: demonstration, essay, multiple choice, performance, portfolios, presentation, and/or self-assessment. (per ARE tool)</i>		
		Track student mastery of Essential Standards	<p>Math PLC's will have a shared drive with documents listing all students and their progression toward mastery of essential standards.</p> <p><i>Feedback on all major assessments will be actionable, specific, timely, and goal-oriented. (per ARE tool)</i></p>	Monthly by PLC leaders and administrators	No funding
		<i>Disaggregate academic and behavioral data to examine achievement disparities by race and gender using the school's Equity ScoreCard.(per ARE tool)</i>	PLCs disaggregate academic (MAP, Mastery of Essential Standards, ACT, etc.) and behavioral data to examine achievement disparities by race and gender using their school's Equity ScoreCard to customize instruction for all students.	Monthly by PLC leaders and administrators	No funding

## 2: Separate Academic Indicator (Writing)

Goal 2: By the end of the 2025-26 school year, J. Graham Brown School will have writing proficiency rates of 73.3% (high), 62.0% (middle), and 63.5% (elementary).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By the end of the 2022-23 school year, the high school writing proficiency rate will be 68.5%.</p> <p>Objective 2: By the end of the 2022-23 school year, the middle school writing proficiency will be 55.3%.</p> <p>Objective 3: By the end of the 2022-23 school year, the elementary school writing proficiency will be 57.1%.</p>	Design and Deploy Standards	PLCs design long and short-term SMART Goals for writing.	PLC data are brought to the PLC meetings and analyzed. PLC- data is used to inform the long and short-term smart goals for writing.	Monthly by PLC leaders and administrators	No funding
		Implement teaching of Essential Writing Standards.	Teachers (all subject areas) will work in PLCs to analyze and delineate “Need to Know” and “Essential” writing standards. Each teacher will submit this analysis of writing standards into a Google drive to be used by PLCs.	Monthly by PLC leaders and administrators	No funding
		Implement grade level instructional materials.	All teachers will utilize the components to the writing plan that match their content area.	PLC minutes	
			All teachers will use grade level instructional materials during Tier 1 instruction. <i>Teachers hold all students to high academic expectations, providing the same rigorous academic content to all students through differentiation and scaffolding. (Per ARE tool)</i>	PLC minutes	No funding
	Design and Deliver Instruction	Implement the <i>Writing Plan</i> , and monitor it for fidelity.	All teachers implement the writing plan with fidelity, and share lesson plans and student work during PLC and/or levels meetings.	PLC /Levels agendas	No funding
		Implement high-yield instructional strategies that <i>are affirming and equitable, providing student feedback and voice regularly.</i> (per ARE tool)	All K-5 ELA teachers have ongoing training throughout the year on the JCPS Jennifer Serravallo teaching writing in small groups. <i>Teachers develop a tool box of instructional examples, methods, and practices that are culturally familiar to underrepresented students. (Per ARE tool)</i> The PD committee will plan the appropriate PD to provide teachers with training. Teachers use the ARE Tool, along with the <i>Writing Plan</i> , when planning writing instruction.	AIC  PLC minutes	Funding for subs
		ELA teachers administer benchmark writing assessments.	<i>Rubrics are co-created whenever possible and utilized throughout all feedback cycles to ensure clear communication and strong collaboration between students and teachers. (per ARE tool).</i>	PLC agendas	No funding
	Review, Analyze, and Apply Data Results	Teachers will follow a writing protocol for analyzing student work.	Students will be provided multiple opportunities to write and rewrite to achieve proficiency.	PLC agendas	No funding

### 3: Achievement Gap (Demographic Gap; Look in your Racial Equity Plan)

Goal 3: By the end of the 2025-26 school year, J. Graham Brown School will narrow 53% (8 of 15) of our achievement gaps between Black and White students by 3%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of each school year, 98% of students will experience the gold standard of Project-Based Learning in each of their classes a minimum of two times.	Design and Deliver Instruction	All teachers will communicate Self-Directed Learning connections to students and families. <i>Teachers present students with content that contextualizes real world situations, allowing students to address societal issues, not excluding controversial topics. (per ARE tool)</i>	Every teacher will reference connections to the SDL Framework in their syllabi and classroom letters. Syllabi and classroom letters will be posted to each teacher's classroom page on the school website. New teachers to Brown will receive PD on the SDL pillars and PBL.	By the end of the first week of school by administrators  PD Committee agenda	No funding
		All teachers will implement at least two project-based learning units into each class.	All students, with the assistance of their teachers, will upload artifacts of their learning into their JCPS Digital Backpack.	Ongoing by the Backpack Team	No funding
		To be equitable, PBL will be completed IN CLASS and not as homework. Teachers will also supply students with the necessary materials to complete the PBL.	Students will exhibit their learning during the SDL Showcase. <i>Teachers hold all students to high academic expectations, providing the same rigorous academic content to all students through differentiation and scaffolding. (Per ARE tool)</i>	Annually by the Backpack Team	General Fund
Objective 2: By the end of the 2022-23 school year, 98% of students in elementary, middle, and high will reflect on their own data and design learning goals/action plans targeted toward areas of growth	Design and Deliver Instruction	increase the enrollment of BIPOC students in our Gifted/Talented program	BIPOC student enrollment in G/T program will be 23% of students school-wide. (EMPT, Domain 4)	One yearly by G/T Committee	No funding
	Establishing Learning Culture and Environment	Teachers will individually conference with students on their data following each MAP administration or assessment of Essential Standards. Then, students will reflect on their data and create SMART goals along with an action plan.	Students will upload their learning goals, action plan, and progress monitoring of their learning goals to their JCPS Digital Backpacks.	Twice yearly by ILT	No funding
		Teachers will provide students the opportunity to reflect on "glows" and "grows" after each summative assessment where students analyze their data.	Students include their reflections on their Student Led Conferences	Twice yearly by ILT	No funding
		Students will participate in two Student-Led Conferences each year. <i>Teachers create a community of learners through intentional use of cooperative learning strategies, shared responsibility, and teamwork. (per ARE tool)</i>	On the fall and winter conference days, students will share their progress and lead the discussion of their areas of growth with their parents and teachers.	Twice yearly by ILT	No funding
		Equity conversations occur regularly during monthly PLC meetings.	"Equity conversations" will be documented in PLC minutes 85% of the time on a specific line item. (EMPT, Domain 1)	PLC Minutes	
Objective 3: By the end of the 2022-23 school year, sense of belonging for African American females will improve by 3%.	Review Analyze and Apply Data Results	Use the data compiled from the CSS to identify areas that African American students feel excluded, and use data from MAP, state accountability results, etc. to identify achievement gaps.	Racial Equity Committee will address the needs of African American students through the Equity Progress Monitoring Tool.	Annually by the Racial Equity Committee	No funding

		Teachers survey students at least twice a year for more information about sense of belonging in their classrooms and use the feedback for adjustments.	Sense of belonging for students of color improves on the Comprehensive School Survey	Twice yearly by the ILT	No funding
	Design and Deliver Instruction	All teachers will utilize the ARE Tool while planning and delivering instruction.	PLC's will vet lessons, units, assessments, etc., with the ARE Tool to ensure instruction and materials are inclusive to all students.	PLC agendas	No Funding
	Establishing Learning Culture and Environment	Provide PD on racial equity and culturally responsive teaching.	Teachers will be provided time during SDPL to learn more about culturally responsive teaching. 1/3 of SDPL agendas will focus on culturally responsive teaching practices.(EMPT, Domain 2)	SDPL Agendas	\$500
		Ongoing training for staff throughout the year by Brown's Mental Health Practitioner.	Brown's Mental Health Practitioner will conduct training with staff.	Google Form Responses	Funding from JCPS DEP Office
		Bear Essentials newsletter will contain a Cultural Competence Column in each issue.	75% of the <i>Bear Essentials</i> newsletters will contain a Cultural Competence Column. (EMPT, Domain 3)	Bear Essentials Team	No Funding
		New Hires will implement culturally responsive practices.	100% of our hiring committees will receive training from the JCPS Diversity Hiring Specialist and 100% of our question slates will have two questions focused on effective teaching and/or developing positive school culture for learners/families of color. (EMPT, Domain 5)	Hiring Committee & SBDM Council	No Funding
Objective 4: By the end of the 2022-23 school year, 100% of teachers will utilize culturally relevant high yield strategies.	Design and Deliver Instruction	Provide training on non-flex days and/or gold days on high yield strategies from the JCPS Disproportionality Training Menu.	All teachers will receive training on high yield strategies.	Annually by the PD Committee	Funding from JCPS MTSS Resource Teacher
		Teachers will utilize high yield strategies in their instruction.	Learning walk data will evidence the use of high yield strategies in classrooms. <i>Teachers utilize varied instructional methods to match students' learning preferences, to maintain students' attention, and to increase student interest in learning. (per ARE tool)</i>	Annually by ILT	No funding
	Establishing Learning Culture and Environment	Teachers will utilize circles so that students participate at least an average of one circle per day. Teachers will follow the following schedule.  <b>Proactive/Academic Circles</b> ELA & Social Studies- Monday/Tuesday Science & Math - Wednesday/Thursday Related Arts/WL - Friday  <b>Responsive/Academic Circles</b> - Anytime	Learning walk data will show that students are participating in circles across the school.	Annually by ILT	No funding



#### 4: Growth (Growth of KPREP Category – Elem and Middle)

Goal 4: By the end of the 2025-26 school year, J. Graham Brown School will increase the percentage of students exceeding their expected growth goal to 35% in Math and 45% in Reading as measured by MAP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of the 2022-23 school year, 25% of K-8 students will exceed their expected fall to spring growth in Math and 35% of K-8 students will exceed their expected fall to spring growth in Reading as measured by MAP.	Design and Deliver Assessment Literacy	Academic Instructional Coach will train every new teacher on how to utilize the Learning Continuum in MAP to differentiate instruction for students.	All math and ELA teachers will be trained on using MAP.	Annually by Academic Instructional Coach	No funding
	Review, Analyze, and Apply Data Results	PLC leaders will lead PLCs to analyze MAP data and/or Essential Standards data after each administration. Each teacher will use this data to differentiate instruction and will document it in the PLC Shared Drive. <i>Feedback on all major assessments is actionable, specific, timely, and goal-oriented. (per ARE tool)</i>	All K-8 math and ELA teachers will have the capacity to implement MAP and Essential Standards, and utilize the data to differentiate instruction.  <i>PLCs disaggregate academic and behavioral data to examine achievement disparities by race and gender using their school's Equity ScoreCard. (per ARE tool)</i>	Three times yearly by PLC leaders	No funding
	Design, Align and Deliver Support Processes	Students falling below the 25 percentile on MAP in reading and/or math will receive extra instructional support in small groups two to three times a week.  <i>Assessments and feedback exist in continuous cycles, allowing students to set goals, interact with curriculum, create an artifact of their learning, receive coaching, and revise their work until mastery is achieved. (per ARE tool)</i>	Students identified for extra instructional support will receive small group instruction from a qualified teacher (students in grades 6-12 will receive instruction from the regular classroom teacher), have a written intervention plan, and have data tracked and monitored.	Monthly by the MTSS Team	No funding

### 5: Transition Readiness (High schools only)

Goal 5: By the end of the 2025-26 school year, J. Graham Brown School will have a transition readiness rate of 82.0%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of the 2022-23 school year, the high school transition readiness rate will be 75%.	Design and Deliver Instruction	All juniors take a “Junior Seminar” class in which students work toward college readiness as measured by ACT, visit colleges, apply for college-like programs (GSP, GSA, etc.), and develop a collection of college/scholarship application writing resources.	Each student will have a collection of resources in their Google Drive at the end of the class.	Annually by administrators	No funding
		All juniors and seniors will have access to ACT practice software and/or ACT practice books to help improve ACT scores.	Junior seminar teacher and senior intervention teachers will provide students with monitored practice on Varsity Tutors.	Annually by administrators	Funding from Funds 22 and/or General Fund
		Students will have access to mentoring and advising during Study Skills. Survey students for feelings of racial affirmation.	Transition teacher will monitor progress.	Monthly by administrators	Funding provided by JCPS for Transition Teacher
	Design and Deploy Standards	Upper school math classes will follow the JCPS Curriculum Frameworks and align to College Board standards for Advanced Placement courses.	All students will be provided a curriculum aligned to KAS.	Monthly by administrators	\$5,000 general fund
		Reading instruction will be supported using the following curriculum aligned to KAS: 9-12: Curriculum aligned to Advanced Placement standards or JCPS Curriculum Frameworks.	All students will be provided a curriculum aligned to KAS.	Monthly by administrators	No funding
		Refine and implement processes for student transition/graduation academic defenses based on the SDL Framework and JCPS Backpack of Success Skills.	Students finishing grade 11 will defend their readiness to transition to the next level. Students wishing to take dual credit and work-based learning in their Senior year are encouraged to defend in JR Seminar. Seniors are placed in SR Seminar until they defend to prevent slipping through the cracks.	Backpack team	No funding
	Review, Analyze, and Apply Data Results	Monitor/track students for transition readiness, including meeting ACT/KYOTE benchmarks, 500 hours of exceptional work experience, earning dual credit, or securing an industry certification	Each student will be tracked for completion	High school counselor and transition coordinator	No funding
	Design, Align and Deliver Support Processes	All seniors who did not meet their college readiness benchmarks are assigned to an intervention during their senior year until the point the benchmark is met.	Each student will receive additional support	Bi-annually by administrators	No funding

### 6: Graduation Rate (High schools only)

Goal 6: By the end of the 2025-26 school year, J. Graham Brown School will have a graduation rate of 95%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of the 2022-23 school year, the school will have a graduation rate of 95%	Establishing Learning Culture and Environment  <i>Teachers are affirming of race, ethnicity, culture, religion, class, gender, and sexual orientation when interacting with students and their families. (per ARE tool)</i>	Attendance committee will meet every 4-6 weeks to review attendance procedures, policies, and individual students.	Families/students will receive communication, interventions, and support each time a student accrues three unexcused events.	Every 4-6 weeks by Attendance Committee	No Funding
		APs and principal will meet monthly to monitor the school's learning environment, and implement plans to improve.	APs and principal will monitor discipline referrals and climate-related responses on the CSS for improvement.	Monthly by administration	No Funding
Objective 2: By the end of the 2022-23 school year, the school will have communicated with 98% of middle/high school students and their families regarding each student's graduation status.	Design, Align and Deliver Support	Middle/high school counselors will monitor the Academic Planning information in Infinite Campus on every high school student and communicate with each student/family in a timely manner to ensure that all graduation requirements are met.  <i>Established communication systems are inclusive, translated as needed, and varied, ensuring that all caregivers and families have equal access to necessary information. (per ARE Tool)</i>	All families/students will receive communication and support each time a student is in danger of not graduating.  All High School students in danger of failing will be identified on a shared document. Next steps for addressing student needs will be planned during the HS levels meetings	At least every six weeks by middle/high school counselor  HS Levels agenda	No Funding
		Assistant principals will send mailed notifications to families when students are failing or have failed coursework. Positive reinforcement for good grades will be provided (Honor Roll Certificates, etc.)	All families/students will receive a notification when students are in danger of failing after each grading period. Students with good grades will receive positive reinforcement in each grading period.	At the end of each grading period by assistant principals	\$200 General Fund