Johnson City Annual Plan (2019 - 2020)

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[G 1] K-12 Literacy
By spring 2020, the Johnson City Schools will improve K-12 literacy with a particular emphasis on K-3 literacy, middle grades ELs, and 9th grade English. While the district will support literacy improvements across all grade bands and sub-groups, the district will focus the majority of its initiatives in early childhood literacy, ESL instruction, and 9th grade English. The Johnson City Schools is strongly committed to the state of Tennessee's goal of 75% of third graders at or above grade level by 2025.

Performance Measure
Increase the percentage of students who are on track or mastered from 50.9% to 54.4% on TNReady for grades 3-5 ELA in 2020.Increase the percentage of EL students in grades 6-8 who are on track or mastered from 14.2% to 30% on TNReady for grades 6-8 ELS in 2020.Increase the percentage of 9th grade students who are on track or mastered from 45.8% to 58% on the English EOC in 2020.Increase the percent of students with disabilities in grades 6-8 who are approaching or above from 44.7% to 48.5%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] English I and II Standards Realignment SHHS needs to re-emphasize a standards-based approach to curriculum design for English I and II. **Benchmark Indicator** Mid-term (each 4 1/2 weeks) and quarterly (end of each nine weeks) ELA interim common Power School Assessment and Analytics results will be analyzed to determine individual and sub-group growth.	**[A 1.1.1] Curriculum Guide Devleopment** During June 2019, the SHHS English teachers in grades 9 and 10 will meet to develop new curriculum guides that include clear standards alignment, an emphasis on appropriate texts, and rigorous texts. Adherence to the guides must be emphasized and the assistance of the CORE office will be used.	Dr. David Timbs, Secondary Supervisor, and Dr. Carmen Bryant, Assistant Principal	06/21/2019	GP Funding	
	[A 1.1.2] Data Conversations All English I and II teachers will develop, in coordination with administration and the curriculum coach, a structured approach to analyzing TVAAS predictions and previous achievement scores to inform individual conversations with students regrading performance goals in English I and English II.Initial conversation will occur within the first three weeks of class with subsequent, targeted conversations occurring after interim assessments and before the EOC.	Dr. David Timbs, Secondary Supervisor and SHHS Administration	09/06/2019		
	[A 1.1.3] ELA Walk/Learning Labs Science Hill will provide three learning labs for English 9 and English 10 teachers (PD); SPED and ESL teachers will also be included. The labs will	David Timbs	05/19/2020		

	focus on standards, content, text selection, and student tasks design. Additionally, three literacy walks (in partnership with the CORE office) will be conducted and allow administrators and teachers to observe multiple lessons. Information derived from the literacy walks will be used to inform the content of the next learning lab.				
[S 1.2] Grades 5-8 ELA Sub-group Growth Using 2018-2019 TNReady Results, teachers will identify specific students within subgroups who were identified basic or approaching. Instructional strategies for Tier I instruction will be identified with ELA curriculum specialist. Goals will be set for these identified students in targeted areas. **Benchmark Indicator** Mid-term (each 4 1/2 weeks) and quarterly (end of each nine weeks) ELA interim assessment results will be analyzed to determine individual and sub-group growth.	**[A 1.2.1] Re-design of ELA Pacing Guides** Develop within the ELA pacing guides activities that support personalized learning within texts and tasks.	Dr. Debra Bentley, Dr. Lori Church	05/24/2019	General Purpose	
	[A 1.2.2] Small-group, Differentiated Reading Instruction ELA teachers will design and implement a small-group, differentiated reading model to be used in the regular classroom that enables teachers to focus on specific skills needed by varying groups of students. This time will also be used to conference with students individually to help them understand their current progress and to set individual goals.	Dr. Lori Church, Dr. Debra Bentley	05/24/2019	General Purpose	
	[A 1.2.3] Implementation of IXL Program The IXL online curriculum platform will allow ELA teachers to use the program's analytics and continuous diagnostics that pinpoints students' overall working grade level and their levels within key strands and skills. The data will also provide teachers with suggested small group configurations based on the individual diagnostic reports.	Dr. Lori Church, Dr. Debra Bentley	05/24/2019	General Purpose	
[S 1.3] Extend the learning day Incorporate appropriate activities before/after the	**[A 1.3.1] Before and/or after school programs** Extend the leaning opportunity for students	Robbie Anderson	05/29/2020		

school day, and during an extension of the school year to improve academic achievement. **Benchmark Indicator** Each program has a set of criteria to clearly identify students who would most benefit from participation.Enrollment numbers for each program show growth over the previous year's numbers.The 2019-20 first quarter and second quarter benchmarks will have higher ELA scores in grades 3-8 when compared to the 2018-19 scores.	identified as at risk for not achieving proficiency by providing them with additional instruction in the area of reading/ELA as well as homework help.				
	[A 1.3.2] Summer Programming Provide summer programming to students who are most at risk for performing below proficient on grade level assessments including those sub-groups where the achievement gap has not been closed (ELs, SWDs, minorities, and high poverty).	Robbie Anderson	06/30/2020		
	[A 1.3.3] Book Mobile Schedule and operate a "book mobile" program during the months of June and July in high poverty/high density ares of the city. Breakfast (or lunch--depending on the time of day) will be distributed along with books. Two small busses will be stocked with a range of reading levels and interest areas. Students visiting the van will be provided a meal and will be encouraged to select a book. In addition, the book mobile will serve as a "hot spot" so students may access their myOn account and download ebooks.	Robbie Anderson	07/31/2020	General Purpose	
[S 1.4] Prevention/Intervention in the area of reading/language arts Provide academic interventions and other focused supplemental supports to close gaps in reading and in written expression. **Benchmark Indicator** The 2019-20 first quarter and second quarter benchmarks will have higher ELA scores in grades 3-8 when compared to the 2018-19 scores.Each	**[A 1.4.1] Direct Instructional Strategies** Employ direct instructional strategies for special education students. Ensure FAPE is provided to students with disabilities. Hire special education teachers and special education assistants as needed in order to properly execute IEPs. In addition, hire Title I funded educational assistants and academic tutors to support struggling readers along with any needed staff development materials, supplies, and equipment to implement the required interventions.	Ginger Woods/Robbie Anderson	05/29/2020		

school's RTI team will meet monthly to track students' movement in and out of tiers.					
	[A 1.4.2] Develop comprehensive education services to close the achievement gap for ELs Provide direct instruction through the regular school year by teachers who are ESL endorsed and comply with the state's requirement of a 1 to 35 pupil/teacher system wide ratio. In addition, provide staff development, supplies, and equipment above and beyond what is available through the general purpose budget to enable all ESL teachers to effectively implement the state adopted WIDA standards. Finally, an individual learning plan will be developed for each English Learner.	Robbie Anderson	05/29/2020	General Purpose	
	[A 1.4.3] Response to Intervention, K-12 Hire and assign licensed, certified teachers to serve as RTI tutors during the regular instructional day. These individuals will work at the eight elementary schools as well as the intermediate school, the middle school, and the high school to serve those students identified as "at risk" and in need of intervention at the Tier II or Tier III level based upon the scores from the system's universal screener. RTI tutors will review and reinforce reading and written expression skills as well as progress monitor.	Roger Walk	05/29/2020	General Purpose	
	[A 1.4.4] TELN Continue the district's work with the CORE office on TELN (through the MOU) and expand participating schools to include Lake Ridge and Cherokee (as well as maintain the participation of South Side and Towne Acres). The school teams will consist of kindergarten teachers. Through the use of improvement science, these teams will identify needs, develop "if, then" statements, and test these hypotheses through PDSA cycles. Results will be shared within the state's network of school teams as well as in the system.	Robbie Anderson/JoDee Dotson	05/29/2020		

[S 1.5] Target Additional Resources Target additional resources and attention on interventions to positively impact the reading performance of all students with an emphasis in low performing/high poverty schools. **Benchmark Indicator** Mid-term (each 4 1/2 weeks) and quarterly (end of each nine weeks) ELA interim assessment results will be analyzed to determine individual and sub-group growth.	**[A 1.5.1] Assign an additional literacy coach to serve high poverty, Title I Schools** Analyze individual level achievement data from the EOY universal screener and assign an additional literacy coach to intervene at those elementary schools/grade levels where high numbers of students are at risk for not achieving grade level reading comprehension. This position will provide resources, work with classroom teachers to analyze system generated assessment data, and will provide job embedded staff development.	Robbie Anderson	05/29/2020	Title I	
	[A 1.5.2] Class Size reduction Using Title I funds, hire additional regular classroom teachers at Title I school wide projects in order to reduce class size below the state mandated averages in grades K-3.	Robbie Anderson	05/29/2020		
	[A 1.5.3] Read to be Ready The LEA will participate in the sate's Read to be Ready initiative. Three of the district's literacy coaches have received the state's training and will continue to redeliver the six RTBR modules. In addition, implement a Read to be Ready summer reading program at South Side.	Robbie Anderson	05/22/2020	Read to be Ready	
	[A 1.5.4] ESL Coach The addition of an ESL Coach at the middle grades level (5-8) would support the regular Language Arts teacher in meeting the needs of ELs in a regular classroom setting. Support would include the following: 1) evaluate common lessons and look for opportunities to enrich instruction for ELLs; 2) create lesson-specific resources that are differentiated for the needs of ELLs; 3) co-teach lessons with the classroom teacher to model good ELL instruction; 4) evaluate common, grade-level tests to identify opportunities to simplify the wording of questions that lead to confusion (such as math word problems); and 5) create and establish at each school an ESL Resource area where classroom teachers could go and locate resources for specific lesson topics.	Robbie Anderson	05/29/2020		

	[A 1.5.5] District Assessments Purchase a district wide testing program in grades 2-8 for the purpose of assessing student progress toward grade level benchmarks and to provide information to teachers to inform Tier I instruction. Assessment results will include disaggregated data for the following subgroups: economically disadvantaged, students with disabilities, Black/Hispanic/Native American, and English Language Learners.	Debra Bentley	04/30/2020		
	[A 1.5.6] Assign a Literacy Coach to SPED Teachers in Grades 5-6 Reassign one of the district's literacy coaches to the campus of Indian Trail Middle School where she will be embedded in the classrooms of the school's four special education resource room teachers. This coach will work side by side SPED teachers modeling best practices in teaching reading. In addition, she will assess current reading levels of students with IEPs and procure research-based reading materials appropriate for each student.	Robbie Anderson/Debra Bentley/James Jacobs	05/29/2020		
[S 1.6] Participation Rate in State Reading and Language Arts Tests Ensure students with disabilities participate in state tests at a 95% rate. These tests include reading/language arts TNReady in grades 3-8 and English II and III EOCs. **Benchmark Indicator** IEP testing accommodations (reviewed monthly) will show a decrease in TCAP-ALT participation from last year's participation rate of 1.74%.	**[A 1.6.1] Develop Process for meeting SWD Participation Rate** The Director of Special Education (along with the educational diagnosticians) will develop a comprehensive plan to address the participation rates of SWDs inTNReady grades 3-8 reading/language arts as well as the EOCs for English II and III. The plan includes the following:analyze alternate assessment data by district personnel at monthly content meetings;develop criteria to define a student with a significant cognitive disability and identify an IQ cut score;train district personnel on decision-making considerations for student participation in alternate assessment; andschedule IEP meetings for student who do not meet the system's criteria of a significant disability to determine participation in the appropriate assessment.	Ginger Woods	12/20/2019		

[S 1.7] Qualified Staff The district has a process in place to review applications, to screen, and to hire the most qualified staff. Staff placement is based on student numbers and school needs and aligns with qualifications. Hired staff are supported and developed to maximize their effectiveness in the classroom. **Benchmark Indicator** Continue to hire 100% state certified and appropriately endorsed teachers.	**[A 1.7.1] Teacher Effectiveness** Principals and central office supervisors annually review teacher effectiveness as detailed through the TEAM evaluation process and state testing data. As a result of this annual review, teachers may be placed on an improvement plan, reassigned, or non-renewed.	Steve Barnett	06/14/2019		
	[A 1.7.2] Resource Center The district will provide high quality professional development to increase teacher effectiveness through a district level teacher center (serving staff prek-12). This center will provide an array of scheduled workshops/events including but not limited to reading, writing, science, math, social studies, gender equity, diversity, art, and technology and other relevant topics shown to have a positive impact on student achievement.	Robbie Anderson	06/30/2020		
	[A 1.7.3] Science/Social Studies Coach A district level science/social studies coach will work with certified teachers in grades K-8 and provide professional development to increase teacher effectiveness. Training on instruction of the recently adopted science and social studies standards as well as pacing and testing will be provided. In addition, "hands-on" (engaging) activities, unit construction, and effective strategies for integrating science and social studies standards into ELA text sets will be provided.	Debra Bentley	05/29/2020		
[S 1.8] Ages 6-21 LRE Develop a plan to ensure students with disabilities, ages 6-21, are provided an education in the least restrictive setting. **Benchmark Indicator** 73.5% of students with disabilities will receive	**[A 1.8.1] LRE 6-21 Plan** The Director of Special Education will meet with the district's diagnosticians to develop a comprehensive plan to address the percentage of SWDs receiving instruction in the regular education environment. The plan will include the following steps:a monthly review of IEP placement data	Ginger Woods/Greg Wallace	12/20/2019		

| instruction in the regular education environment 80% of the day. The Supervisor of Special Education, the district's school psychologist and the district's educational diagnosticians will monitor student IEP service data during their monthly SPED content meetings. | (including currently placed students) to ensure alignment between student present levels of student performance and special education services being received;monitoring and fidelity checks on RTIB programming/services (including the contract for Frontier Health services and the use of RTIB assistants);training on curricular and instructional adaptations for principals and regular classroom teachers (i.e. state ACCESS training);the evaluation of district needs for assistive technology on an annual basis; andspecial education supervisory staff visit special education classrooms on a regular basis to ensure appropriateness of services. | | | | |

[G 2] K-12 Math

By spring 2020, the Johnson City Schools will improve K-12 math with a particular emphasis on 5-8 math, middle grades SPED, and 9th grade math. While the district will support math improvements across all grade bands and sub-groups, the district will focus the majority of its initiatives in middle school math, SPED instruction, and Algebra I and Algebra II.

Performance Measure

Increase the percentage of students who are on track or mastered from 56.9% (a decrease of 1% from the year before) to 60.4% on TNReady for grades 3-8 math in 2020.Increase the percentage of SPED students in grades 6-8 who are on track or mastered from 11.6% to 15.1% on TNReady for grades 6-8 math in 2020.Increase the percentage of 9th grade Black/African American students who are on track or mastered from 27.1% to 30.6% on the Algebra I EOC in 2020.Increase the percentage of Black/African American students who are on track or mastered from 42% to 51% on the Algebra II EOC in 2020.Increase the percentage of all Algebra II students who are on track or mastered from 60.6% to 69% on the Algebra II EOC in 2020.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Increase awareness of high impact curricular/instructional strategies to meet growth targets for all students, but especially subgroups, in Algebra I and Algebra II High school administrators and Algebra I teachers will engage in purposeful professional development focused on data analysis and awareness strategies for our subgroups (BHN, SWD, EL, and ED) **Benchmark Indicator** Increase the growth of Black/African American students among the Below and Approaching performance levels from +1.3 (49 students in Below	**[A 2.1.1] Awareness Training for Algebra I, II Students** All Algebra I and II teachers will participate in training led by school and district administrators focused on helping underrepresented groups excel in math. Particular attention will be given to females, minorities, and students from disadvantaged backgrounds. A book study will be started for the 2019-20 school year as part of this process.	Dr. David Timbs, Secondary Supervisor; Dr. Carmen Bryant, Assistant Principal; Dr. Gayle Hughes, Curriculum Coach	05/29/2020		

in 2019) to 5.0 in 2021 and from +3.9 (48 students in Approaching in 2019) Initial teacher training on bias and differentiation will occur in the summer of 2019 and continue throughout the 2019-20 school year at monthly PLC meetings.					
	[A 2.1.2] TVAAS Training and Data Conversations All Algebra I and II teachers will develop, in coordination with administration and the curriculum coach, a structured approach to analyzing TVAAS predictions and previous achievement scores to inform individual conversations with students regrading performance goals in Algebra I and II.Initial conversations will occur within the first three weeks of class with subsequent, targeted conversations occurring after interim assessments and before the EOC. Particular attention will be given to conversations with our BHN and ED students.	Dr. David Timbs, Dr. Carmen Bryant, Dr. Gayle Hughes, Dr. Aaron Wood	08/30/2019		
[S 2.2] Grades 5-8 Math Sub-Group Growth Expand strategic support for specific students who are not reported as on track/mastered based on TNReady results. **Benchmark Indicator** Mid-term (each 4 1/2 weeks) and quarterly (end of each nine weeks) Math assessment results will be analyzed to determine individual and sub-group growth.	**[A 2.2.1] Tier I Small-group Instruction** Teachers will determine math topics, skill levels, and groupings based on data and provide individualized support to students. Math teachers will strategically identify and pull content for small groups, allowing for more in-depth learning with math concepts in addition to the major work of the grade math standards.	Dr. Sherry Cockerham, Dr. Debra Bentley	05/24/2019	General Purpose	
	[A 2.2.2] Extended Learning Math Experiences for Students Incorporate extended math experiences in grades 5-8 to close the achievement gap between subgroups by providing before-school and/or after-school programs that allow more individualized learning through tutoring and other targeted interventions.	Dr. James Jacobs, Dr. Donna Morgan, Dr. Debra Bentley	05/24/2019	General Purpose - Extended Learning/Saf ety Net Allocations	
	[A 2.2.3] Expand collaborative opportunities for general education math teachers, RTI educators, and Special Education teachers	Dr. Sherry Cockerham, Dr. James	05/24/2019	General Purpose	

	General education math teachers will collaborate with RTI and Special Education educators to tailor the instruction to the needs of the student and verify that strategies being used are consistent in the regular classroom and intervention programs.	Jacobs, Dr. Debra Bentley, Dr. Ginger Woods, Dr. Roger Walk			
[S 2.3] Provide professional development - English Learners in Tier I math classrooms Mathematical reasoning and problem solving are closely linked to language and rely upon a firm understanding of basic math vocabulary. **Benchmark Indicator** Results from WIDA and district-design assessments will be analyzed to determine academic growth and improvement.	**[A 2.3.1] Provide learning opportunities for regular classroom math teachers regarding working with English Learners** Regular classroom math teachers would benefit from professional learning activities such as how to appropriately assess English Learners to determine student linguistic and academic needs.	Dr. Debra Bentley	05/24/2019	General Purpose	
	[A 2.3.2] Provide opportunities for ESL teachers in grades 5-8 to hold vertical meetings. ESL and general education math teachers in grades 5-8 will benefit from quarterly meetings to discuss knowledge and use of effective pedagogy, methods for implementing instructional math strategies that ensure that academic instruction in English is meaningful and relevant, and effective communication between home and school occurs.	Dr. Debra Bentley	05/24/2019	General Purpose	
[S 2.4] Participation Rate in State Math Tests Ensure students with disabilities participate in state tests at a 95% rate. These tests include TNReady math in grades 3-8 and Algebra I and II EOCs. **Benchmark Indicator** IEP testing accommodations (reviewed monthly) will show a decrease in TCAP-ALT participation from last year's participation rate of 1.74%.	**[A 2.4.1] Develop Process for meeting SWD Participation Rate** The Director of Special Education (along with the educational diagnosticians) will develop a comprehensive plan to address the participation rates of SWDs in TNReady grades 3-8 math as well as the EOCs for Algebra I and II. The plan includes the following:Analyze alternate assessment data by district personnel at monthly content meetings.Develop criteria to define a student with a significant cognitive disability and identify an IQ cut score.Train district personnel on decision-making considerations for student participation in alternate assessment.Schedule IEP meetings for student who do not meet the system's criteria of a significant disability to determine participation in the appropriate assessment.	Ginger Woods	12/20/2019		

[S 2.5] Qualified Staff The district has a process in place to review applications, to screen, and to hire the most qualified staff. Staff placement is based on student numbers and school needs and aligned with qualifications. Hired staff are supported and developed to maximize their effectiveness in the classroom. **Benchmark Indicator** Continue to hire 100% state certified and appropriately endorsed staff.	**[A 2.5.1] Teacher Effectiveness** The district has a process in place to review applications, to screen, and to hire the most qualified staff. Staff placement is based on student numbers and school needs and aligns with qualifications. Hired staff are supported and developed to maximize their effectiveness in the classroom.	Steve Barnett	06/14/2019		
[S 2.6] Prevention/Intervention in the area of math Provide academic interventions and other focused supplemental supports to close gaps in math. **Benchmark Indicator** The 2019-20 first quarter and second quarter benchmarks will have higher math scores in grades 3-8 when compared to the 2018-19 scores.Each school's RTI team will meet monthly to track students' movement in and out of tiers.	**[A 2.6.1] Response to Intervention, K-12** Hire and assign licensed, certified teachers to serve as RTI tutors during the regular instructional day. These individuals will work at the eight elementary schools as well as the intermediate school, the middle school, and the high school to serve those students identified as "at risk" and in need of intervention at the Tier II or Tier III level based upon the scores from the system's universal screener. RTI tutors will review and reinforce reading and written expression skills as well as progress monitor.	Roger Walk	05/29/2020		
	[A 2.6.2] Direct Instructional Strategies Employ direct instructional strategies for special education students. Ensure FAPE is provided to students with disabilities. Hire special education teachers and special education assistants as needed in order to properly execute IEPs. In addition, hire Title I funded educational assistants and academic tutors to support students struggling with math along with any needed staff development materials, supplies, and equipment to implement the required interventions.	Ginger Woods	05/29/2020		
[S 2.7] Ages 6-21 LRE Develop a plan to ensure students with disabilities, ages 6-21, are provided an education in the least restrictive setting.	**[A 2.7.1] LRE 6-21 Plan** The Director of Special Education will meet with the district's diagnosticians to develop a comprehensive plan to address the percentage of SWDs receiving instruction in the regular education	Ginger Woods	12/20/2019		

Benchmark Indicator	environment. The plan will include the following steps:a monthly review of IEP placement data (including currently placed students) to ensure alignment between student present levels of student performance and special education services being received;monitoring and fidelity checks on RTIB programming/services (including the contract for Frontier Health services and the use of RTIB assistants);training on curricular and instructional adaptations for principals and regular classroom teachers (i.e. state ACCESS training);the evaluation of district needs for assistive technology on an annual basis; andspecial education supervisory staff visit special education classrooms on a regular basis to ensure appropriateness of services.				
73.5% of students with disabilities will receive instruction in the regular education environment 80% of the day.The Supervisor of Special Education, the district's school psychologist and the district's educational diagnosticians will monitor student IEP service data during their monthly SPED content meetings.					
[S 2.8] Increase awareness of bias and differentiated expectations for BHN students in Algebra II. High school administrators and Algebra II teachers will engage in purposeful professional development focused on data analysis and awareness strategies for BHN students. **Benchmark Indicator** Mid-term and quarterly math interim common Power School Assessment and Analytics will be analyzed to determine individual student as well as sub-group growth.	**[A 2.8.1] Math Walks/Curriculum Learning Lab** Science Hill will provide three full-day curriculum learning labs for teachers (PD). These labs will assist Algebra II teachers in developing content knowledge and strategies for reaching all students. Additionally, three math walks in partnership with the CORE office will allow teachers and administrators the opportunity to observe multiple lessons and will inform the content of the next learning lab.	David Timbs	05/19/2020		

[G 3] College and Career Readiness
By spring 2020, the Johnson City Schools will improve our percentage of students meeting the Ready Graduate (21 ACT or EPSO attainment). While the district will support improvement for all students, the district will focus the majority of its initiatives on improving subgroup performance.

Performance Measure
Increase the percentage of all students who met the Ready Graduate goal (21 ACT or EPSO attainment) from 53.4% in 2018 to 57.0% in 2020. (The percentage was 51% in 2017.)Increase the percentage of economically disadvantaged students who met the Ready Graduate goal (21 ACT or EPSO attainment) from 22.3% in 2018 to 28% in 2020. (The percentage was 20.3% in 2017.)Increase the percentage of BHN students who met the Ready Graduate goal (21 ACT or EPSO attainment) from 22.3% in 2018 to 28% in 2020. (The percentage was 19.1% in 2017.)Increase the percentage of students with disabilities who met the Ready Graduate goal (21 ACT or EPSO attainment) from 7.8% in 2018 to 12% in 2020. (The percentage was 8.6% in 2017.)Increase the average ACT composite for CTE Concentrators for 21.4 to 21.6 in the 2019-20 school year.Increase the number of students who receive post-secondary Industry Certifications from 30 students to 40 students in the 2019-20 school year.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] ACT Targeted Score Improvement Science Hill High School will identify students who could move from 17-20 on the ACT to 21 or above. **Benchmark Indicator** SHHS will see improvement of 20% in the number of students moving from 19-20 on the ACT to 21 or above.Science Hill will identify students in the 17 to 20 projected ACT score range at the beginning of the school year. Through counseling conversations these students will set individual goals and be enrolled in the on-line ACT course. Staff will monitor student results on ACT practice assessments and provide intervention where needed.	**[A 3.1.1] ACT Online Preparation Course** Science Hill High School will enroll all juniors and seniors in a self-paced Canvas course that emphasizes improvement strategies in all four ACT sub-test areas.	Dr. David Timbs, Secondary Supervisor and SHHS Testing Coordinator	01/24/2019	GP Funds [$500.00]	
	[A 3.1.2] ACT Counseling and Support for Students in 17-20 Composite Score Range 9th and 10th grade counselors will support students in understanding the importance of the ACT to post-secondary success. Targeted ACT face-to-face course for students predicted or scoring 17-20 ACT composite as student schedule permits.	Dr. David Timbs, Secondary Supervisor	07/31/2019		
	[A 3.1.3] Adopt an ACT Predictive Assessment to Use with All 10th Graders All 10th graders will complete the Pre-ACT in fall 2019. Results from the assessment will be used by counselors, teachers, and administrators to determine specific needs of students as well as curricular adjustments.	Aaron Wood, testing coordinator, Dr. Carmen Bryant, Dr. David Timbs, Mr. Jon Minton, Dr. Gayle Hughes, School Counselors	12/20/2019		
[S 3.2] Increased enrollment in Advanced Placement and Statewide Dual Credit Courses SHHS will deliberately recruit non-traditional	**[A 3.2.1] Retrain Staff who Lead Registration Process** The SHHS administration will emphasize during	Dr. David Timbs,	03/29/2019	GP Funds	

students to Advanced Placement (AP) and Statewide Dual Credit (SDC) courses. **Benchmark Indicator** The number of students enrolled in AP Courses will increase from 1236 (2018-19) to 1400 (2019-20) with an emphasis on ED and BHN students.The number of students enrolled in SDC Courses will increase from 476 (2018-19) to 550 (2019-20) with an emphasis on ED and BHN students.	training for registration and four-year plan meetings the importance of using TVAAS projections to guide students in their selection of courses. More students from underrepresented subgroups will be prioritized in their enrollment in EPSO courses.	Secondary Supervisor			
	[A 3.2.2] Expand AP Offerings (including online) to More Content/Subject Areas The district will continue an expansion of the Advanced Placement offerings at Science Hill High School. Based on student registration demands, the district will add AP Research, AP Art, AP Environmental Science, and AP Computer Science. This will allow students with more varied interests to access courses and increase the number of students achieving an EPSO as well as pursuing an AP Capstone Diploma.	Dr. David Timbs, Secondary Supervisor; Dr. Carmen Bryant, SHHS Assistant Principal	07/31/2019		
	[A 3.2.3] Add additional teachers/subjects for Statewide Dual Credit (SDC) Courses The district will support training more teachers to offer Statewide Dual Credit (SDC) courses at Science Hill High School with a goal of increasing participation in the course (which counts as an EPSO) as well as increasing the number of students who achieve a passing score to receive six hours of college credit.Courses to increase enrollment in include American History (all juniors), Speech and Communications, Criminal Justice, and Introduction to Plant Science.We will explore adding new SDC offerings from the state including Statistics, Pre-calculus, World History, Sociology, and Introduction to Business.	Dr. David Timbs, Secondary Supervisor; Dr. Julia Decker, CTE Director; Dr. Carmen Bryant, SHHS Assistant Principal; SHHS counselors	07/31/2019		
[S 3.3] Increase number of students attaining industry certification in CTE courses. SHHS will continue to increase the number of students pursuing and attaining industry certifications in their CTE concentration areas.	**[A 3.3.1] Increase number Industry Certification Opportunities** SHHS-CTE will increase the number of industry certification opportunities for students by having individual conversations with teachers in those	Dr. Julia Decker, CTE Director; Dr. David Timbs, Secondary	06/28/2019		

| Each of these an EPSO for each student.

Benchmark Indicator
The number of students successfully attaining industry certification was 23 in 2017-18. We would like to increase this to 30 students.CTE instructors will monitor student progress toward industry certification each nine weeks of the course. | areas about identification of students. We will also further highlight these certification opportunities during the course registration process and actively pursue an alternative schedule that will allow after-hours usage of our facilities to promote more opportunities for access.Current Industry Certification offerings include: Solidworks (Architecture and Design), Pharmacy Technician, Certified Nursing Assistant (CNA), Auto Service Excellence (Automotive), ServSafe (Culinary Arts), OSHA 10 (Manufacturing), and Certiport (Business). | Supervisor; Dr. Carmen Bryant, Assistant Principal; SHHS Counseling Team | | | |

[G 4] Climate and Access

By spring 2020, the Johnson City Schools will decrease the percentage of students who have been identified as chronically absent. The district recognizes the importance of daily school attendance in ensuring all students have access to a quality educational experience. While the district will support efforts to improve student attendance across all grade bands and sub groups, the district will the majority of its initiatives at the middle and high school levels.

Performance Measure

The percentage of chronically absent students, K-12, will decrease from 10.8% to 9.4% for the 2019-20 school year.The percentage of chronically absent students, 9-12, will decrease from 16% to 14.0% for the 2019-20 school year.The percentage of chronically absent students, 7-8, will decrease from 14.4% to 13.0% for the 2019-20 school year.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Parental Involvement Promote effective parental involvement in the planning, implementing, and evaluating of district improvement activities. **Benchmark Indicator** Parent participation as documented in sign-in sheets.	**[A 4.1.1] Family School Engagement** Provide family/school coordinators at each of the six Title I SWP sites. This position will enhance communication between school and home through home visits, telephone calls, flyers, and school events.	Robbie Anderson	05/29/2020		
	[A 4.1.2] Translation Services for Parents of English Learners Hire a full time Spanish translator/interpreter to improve home/school communication. This person will work at the district level and will translate system level documents including report cards, code of conduct, student handbooks, and attendance procedures and correspondence. This person would also be used as an interpreter when	Robbie Anderson/Fernando DeSousa	05/29/2020		

	needed at parent-teacher conferences and tiered attendance meetings.In addition, other translation services will be used including TransAct and Language Line Solutions.				
	[A 4.1.3] Transition Supports The district will provide programs and initiatives designed to prepare 4 year old students and their parents for a positive transition between prek and Head Start programs and the district's kindergarten classrooms including parent meetings, visits to kindergarten classrooms, and prek testing data forwarded to the next year's kindergarten teachers. A staggered enrollment schedule will be used for prek and k classrooms to provide students with a smaller student/adult ratio a the beginning of the school year calendar.In addition, the district will support transition meetings for students moving from 4th to 5th grade, from 6th to 7th grade and from 8th to 9th grade. Meetings will consist of opportunities for students to visit the new school, meet teachers, and be introduced to curriculum offerings. Parents will be invited to attend question/answer sessions and open-houses. Finally parents and students entering 9th grade will also be expected to create four year high school plans.This additional communication between school and home will aid in a better understanding by parents of the importance of student attendance. NOTE: the district's tiered attendance plan will reviewed and discussed at all of these transition meetings as well as being published in student handbooks.	Robbie Anderson/Debra Bentley/David Timbs	05/29/2020		
[S 4.2] Safe and Secure Schools Ensure student attendance is not adversely impacted due to an unsafe school environment. **Benchmark Indicator** Bullying incidents at the school level should be reviewed each nine weeks to look for patterns and repeated incidents.Safety drills and incidents should be reviewed each nine weeks to ensure	**[A 4.2.1] Anti-Bullying Initiative** The district will continue to employ the Olweus Anti-Bullying Program.	Greg Wallace	05/29/2020		

compliance.The number of suspensions (both in-school and out-of-school) should be recorded in power school/reviewed by the principal,Supervisor of Safety, and the Superintendent.					
	[A 4.2.2] RTIB Program The district will develop a Response to Intervention for Behavior program. The program will consist of four tiers. Tier I will be behavior strategies used in the classroom; Tier II will include the support of the school counselor; Tier III will include the support of the Frontier Health Counselor assigned to the school; and Tier IV will include the addition of an RTIB assistant.	Greg Wallace	05/29/2020		
	[A 4.2.3] SROs Continue the MOU between the district and the Johnson City Police Department to provide SROs.	Greg Wallace	05/29/2020		
	[A 4.2.4] School Nurses Employ school nurses to implement student health plans, provide first aid and student health assistance, to screen for vision, hearing, and scoliosis. In addition, and to monitor all student health records including immunizations.	Greg Wallace	05/29/2020		
	[A 4.2.5] Alternative Education Revisioning The district has committed to providing a more focused and cohesive approach to serving students in various alternative settings in grades 7-12 for the 2019-20 school year. This will include various approaches such as Patriot Academy (grades 7-8), Bridge to Success (9th grade), Topper Academy (grades 9-12), Reset (grades 9-12), and Online Blended Learning (grades 9-12).	Dr. Greg Wallace, Dr. Debra Bentley, Dr. David Timbs, Dr. Donna Morgan, and Mr. Todd Barnett	05/31/2019		
[S 4.3] Tiered Attendance Plan Develop a system-wide tiered attendance plan (Tier I, Tier II, and Tier III) to maximize parent communication and to provide strategies and support for students potentially at risk for chronic absenteeism. **Benchmark Indicator** Review each school's plan to ensure all required	**[A 4.3.1] Truancy Boards and Committees** In grades 5-12, staff will conduct weekly data anlysis meetings to review attendance and other behavior issues as well as to create personalized school plans for al risk students. In addition, truancy boards will be convened to address the attendance issues of students who are at-risk for court action. Referrals to DCS and other social agencies may occur to provide students and their	Tammy Pearce	05/29/2020		

steps are in place for each tier.Review Power School attendance data from the district level on a weekly basis.	families with support to prevent the need for the district to take court action.				
	[A 4.3.2] Incentives Each school will develop a plan for providing student incentives in regards to attendance.	Tammy Pearce	05/29/2020		

[G 5] Pre-K Programs
By August of 2019, the district will increase access to quality early childhood experiences.

Performance Measure
Provide a district-wide Child Find program in 100% compliance with all rules and regulations 2019-20 school year.Increase the percentage of students with disabilities from 6.45% to 34.0% who are included in regular early childhood programmings during the 2019-20 school year.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 5.1] Early Learning Opportunities Provide opportunities for children to access early learning experiences that--in a developmentally appropriate way--support their academic, social and emotional development and provide them with the readiness skills necessary to be successful in kindergarten. VPK, Title I, IDEA, and Head Start grants will all be considered as funding sources. **Benchmark Indicator** Student artifacts collected through the portfolio process will show growth from Point A to Point B.	**[A 5.1.1] Early Childhood (LRE)** Provide funds to establish coordinated early intervening services, district wide, including a Child Find program as well as four early childhood classrooms for 3 and 4 year olds with developmental delays. In addition, add one additional prek classroom (through general purpose funds) to work in a team teaching situation with one of the current prek IDEA teachers. This class will be in place at the beginning of the 2019-20 school year.Students with disabilities who would benefit form receiving the majority of services in a regular early childhood program will have that opportunity through placement in a classroom for typically developing prek children; the district will set a target of 30% of children (ages 3-5) to receive the majority of their special education services in regular early childhood programs with a 15% target for the first semester.	Ginger Woods/Tatun Odum	08/01/2019		
	[A 5.1.2] Fee Based Day Care Encourage school sites with available space to provide high quality 30 and 4 year old licensed daycare programs supported through parent fees.	Robbie Anderson	05/29/2020		

[S 5.2] Child Find Ensure Child Find complies with all testing time lines. **Benchmark Indicator** The December 1 count will show 100% compliance.	[A 5.2.1] Child Find Plan of Compliance The Director of Special Education will meet with the Child Find Coordinator and educational diagnosticians to develop a plan to ensure the Child Find program is fully compliant with all rules and regulations including time lines regarding testing. The plan includes the following:Review policies and practices of special education personnel responsible for evaluating students suspected of a disability.Review data from initial eligibility report at monthly data meetings to ensure 100% compliance.Current data indicates the district is 100% compliance for the 2018-19 school year.	Ginger Wood	12/06/2019		