Johnson City Annual Plan (2020 - 2021)

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[G 1] K-12 Literacy
By spring 2021, the Johnson City Schools will improve K-12 literacy with a particular emphasis on 3-8 literacy, middle grades ELs, and 9th and 10th 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 grades 3-5 literacy, EL instruction, SPED reading, and 9th and 10th grade English.NOTE: The Johnson City Schools remains 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 51.1% (spring '19) to 54.4% on TNReady for grades 3-5 ELA in 2021.Increase the percentage of students in grade 6 ELA who are on track or mastered from 42.2% in 2019 to 50% on TNReady in 2021.Increase the percentage of grade 6-8 ELA English Learners who are on track and mastered from 11.6% (2019) to 15% and Students With Disabilities (SWD) who are on track or mastered from 11.4% (2019) to 15% on TNReady in 2021.Increase the TVAAS academic growth in grade 6 ELA from -3.58 (2019) on TNReady to 1.0 in 2021.Increase the percentage of EL students who meet the WIDA exit criteria 18.3% to 30% by spring 2021.Increase the percent of on track or mastered on ENG I from 32% to 40% (BHN students) and from 15.4% to 27% for English language learners.Increase the growth on the English 9 EOC from .48 (2019) to 2.0 in 2021.Increase the growth on the English 10 EOC from -4.45 (2019) to 2.0 in 2021.Increase the RLA 3-8 participation rate for students with disabilities on the regular assessment of TNReady from 84.17% to at or above 90% in spring 2021.Increase the percent of growth for students with disabilities in grades 3-8 who are "at or above approaching" from 44.9% (spring '19) to 47.9% (+3.0%) on the 2021 TNReady ELA regular assessment.Increase the EOC ENG II participation rate for students with disabilities on the regular assessment of TNReady from 85.48% to at or above 90% in spring 2021.Increase the percent of growth for students with disabilities in "all grades" EOC ENG II who are "at or above approaching" from 60.4% (spring '19) to 63.4% (+3.0%) on the 2021 EOC ENG II regular assessment.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] English 9 and 10 ELA Curriculum and Standards Alignment SHHS will continue to emphasize a tightly focused standards-based approach in English 9 and 10 as we select and implement new ELA materials in the 2020-21 school year. **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.Continue demo lessons and literacy walk-throughs multiple times each semester. Trends will be recognized and used to inform ongoing professional learning for teachers in the Curriculum Labs.	**[A 1.1.1] Grades 9-10 ELA Materials Implementation** The Science Hill High School English teachers, including special education and ESL, will work to implement the selected high quality materials with integrity during the 2020-21 school year. The implementation will begin in earnest with work during the summer of 2020 culminating in a full day of training delivered by the vendor on July 27, 2020. Subsequent support for implementation in grades 9-10 will be provided during the 2020-21 Curriculum Learning Lab days.	David Timbs	05/28/2021		

	[A 1.1.2] ELA Literacy Walks/Curriculum 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 focus on standards, content, use of new ELA instructional materials, and student tasks design. Additionally, three literacy walks (possibly 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.	David Timbs	05/14/2021		
	[A 1.1.3] Student 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 9 and English 10.Initial conversation will occur within the first three weeks of class with subsequent, targeted conversations occurring after interim assessments and before the EOC. Particular attention will given to conversations with students from our BHN, SWD, and ED subgroups are we are targeting growth especially with these students.	David Timbs	09/14/2020		
[S 1.2] Grades 5-8 ELA Achievement Grade 5-8 ELA educators will select and implement high quality instructional materials for the 2020-21 school year that have the most potential to transform all students' learning experiences. **Benchmark Indicator** Mid-term (each 4 1/2 weeks), quarterly (end of each nine weeks) ELA interim assessment results, and 2021 TNready results will be analyzed to determine individual and sub-group growth.	**[A 1.2.1] Grades 5-8 ELA Materials Implementation** Grades 5-8 ELA teachers will dedicate professional time to unpacking, studying, organizing, and planning the infusion of the materials for their students. Materials training will be provided by the vendor in summer, 2020 with ongoing training during the 2020-21 school year including job embedded professional development provided by the 5-8 literacy coach.	Debra Bentley	05/21/2021		
	[A 1.2.2] High-Quality Performance Tasks By beginning with what students must know and be	Debra Bentley	05/21/2021		

	able to do, teachers will choose tasks that require students to apply higher-order thinking and writing skills. Teachers will provide clearly-defined expectations that will lead to student proficiency and mastery. This action step will be guided by the 5-8 literacy coach.				
	[A 1.2.3] Using Instructional Classroom Walkthroughs Quarterly instructional classroom walkthroughs will take place by the ELA leadership team to determine use of texts, questions and tasks, and student ownership. The walkthroughs will follow specific protocols for the focus of the observations followed by a "debriefing" discussion to identify elements that will be shared with teachers. This action step will move forward as one component of the district's MOU with the state's CORE office.	Debra Bentley	05/21/2021		
[S 1.3] Extend the learning day Incorporate appropriate activities before/after the 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.	**[A 1.3.1] Summer School** The district will provide an additional 20 days of instruction to the school year by offering a summer program in the month of June. This program will serve academically at risk students who have completed grades K-4. The morning component will focus on ELA and math instruction. The afternoon component will focus on vocabulary and language development (including a specialized program for ELs).	Robbie Anderson	06/30/2021	Title III [$17000.00]	
[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 2020-21 first quarter and second quarter benchmarks will have higher ELA scores in grades 3-8 when compared to the 2019-20 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	05/28/2021		

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 sate'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. Using WIDA ACCESS data, state academic data, and local assessments, an individual learning plan (ILP) will also be developed for each English Learner (EL); this plan will be communicated to all teachers who work with an EL. Additional data will be gathered through an EL benchmark developed by the district and administered quarterly.District level personnel track and analyze data from WIDA, local benchmark assessments, and attendance and discipline reports in Power School. This information (along with teacher case loads) is used to make decisions regarding teacher assignment and other resources and support (i.e., ESL coach).In addition, the district will review the way ELs are scheduled to address the specialized needs of LTEL students (Long Term English Learners)--especially in grades 6-12. LTEL require a tailored intervention that addresses study skills as well as work habits.Finally, annual WIDA training on WIDA English language development standards will be required for all teachers who work with ELs. This training will be conducted through the district's Canvas platform. District level training professional development will be offered to teachers working with ELs to help improve student outcomes. This training will be offered to all teachers through the Teacher Center as well as through individual school faculty meetings.	Robbie Anderson	05/28/2021	Title III [$2000.00]	

	[A 1.4.3] Response to Intervention, K-12 The district will hire and assign staff 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	05/28/2021	Title I [$12405.50]	
	[A 1.4.4] TELN The district will continue to work in TELN through the CORE office (through an MOU for the 2020-21 school year); participating schools include Lake Ridge, Cherokee, South Side and Towne Acres. The school teams will consist of kindergarten teachers (or other grade levels to be selected by school principals). Through the use of improvement science, these school teams will identify needs, develop "if, then" statements, and test their hypotheses through PDSA cycles. Results will be shared within the TELN network of school teams as well as in the system.	Robbie Anderson/JoDee Dotson	05/28/2021		
[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] Adding an additional literacy coach to serve high poverty Title I Schools** District staff will analyze school data generated by the 2020-21 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 (including Read to be Ready training), ensuring students have access to well rounded and quality instruction.	Robbie Anderson	05/28/2021		

	[A 1.5.2] Class Size Reduction Teachers Using Title I funds, additional classroom teachers will be hired at Title I school wide projects in order to reduce class size below the state's mandated average in grade K-3. These positions will be placed at schools where SIPs (as developed by a school's site base council) have determined the need.	Robbie Anderson	05/28/2021		
	[A 1.5.3] 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 ELs; 2) create lesson-specific resources that are differentiated for the needs of ELs; 3) co-teach lessons with the general education classroom teacher to model researched-based EL 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.The ESL Coach reviews student progress to determine the types of interventions that can lead to student success on state WIDA testing and increase overall test performance and percentage of exit scores.	Robbie Anderson	05/28/2021	Title II [$95600.00]	
	[A 1.5.4] Adopt, Purchase, and Implement High Quality ELA Materials The district will complete an ELA textbook adoption process for grades K-12 by the end of the 2019-20 school year. Through this adoption process, our teachers will recommend a program of high-quality instructional materials that ensure standards-based alignment and rigor and relevance for students consistently at all grade levels. Upon purchase, our district will begin the implementation process for the 2020-21 school year by updating ELA pacing guides to the new materials with the assistance of	Robbie Anderson	08/03/2020		

	our K-12 teachers and literacy coaches; this work will be a representation of teachers from each grade level. Local assessments will also be updated. Additionally, the district will provide teachers with on-going professional learning regarding the new materials throughout the upcoming school year.				
	[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.In addition, an EL benchmark of skills in the area of listening, speaking, reading, and writing will be developed by the ESL coach for use by ESL teachers, K-12. Data will be collected on a quarterly basis; results would be used to modify each student's ILP and guide ESL instruction.	Debra Bentley/Robbie Anderson	03/02/2021		
[S 1.6] Participation Rate in State Reading and Language Arts Tests Ensure students with disabilities participate in regular state tests at a 90% or greater rate. These tests include RLA (TNReady) in grades 3-8 and English II EOC. **Benchmark Indicator** IEP testing accommodations (reviewed monthly by sped teachers, educational diagnosticians, principals, and the sped supervisor) will review accommodations at monthly content meetings and principal meetings.) will show an increase in regular TCAP participation from last year's participation rate of of 84.17% in 3-8 RLA and 85.48% in EOC English II.	**[A 1.6.1] Implement Process for meeting SWD Participation Rate** The Director of Special Education (along with the educational diagnosticians) will review the district's current process for determining student participation in alternate assessments and implement a comprehensive plan to address the participation rates of SWDs inTNReady grades 3-8 RLA and math as well as the EOCs for English II and Algebra I. 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 students who do not meet the system's criteria of a	Ginger Woods	10/30/2020		

	significant disability to determine participation in the appropriate assessment.				
[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.As part of the application process for new hires for the 2020-21 school year who were previously employed in a Tennessee district, applicants will be asked to provide past LOEs and individual TVAAS if available.	**[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	06/14/2021		
	[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. The center will serve as a central site from which district level curriculum coaches can schedule workshops--incorporating aspects of adult learning theory as well as opportunities for feedback and reflection.	Robbie Anderson	06/30/2021	Title II [$57400.00]	
	[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	Debra Bentley	05/28/2021	Title II [$93100.00]	

	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.				
[S 1.8] Grades 5-8 ELA Sub-group Growth Using 2019-2020 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), quarterly (end of each nine weeks) ELA interim assessment results and 2021 TNReady scores will be analyzed to determine individual and sub-group growth.	**[A 1.8.1] 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. The 5-8 literacy coach will support this work by providing resources and collaborative planning opportunities.	Debra Bentley	05/21/2021		
	[A 1.8.2] Implementation of "Whooo's Reading" program Students will use the digital reading platform to choose and read books that require a post-quiz that will measure student comprehension and writing skills. Teachers will be able to access individual student reports that track their progress over time. The 5-8 literacy coach will monitor teacher use and management of the program platform.	Debra Bentley	05/21/2021		
	[A 1.8.3] Data/progress meetings with ELA classroom teachers, ESL teachers, and Special Education teachers Data conferences will be held, quarterly, with school data team members to discuss 9-week interim assessment results and other data sources to determine the alignment of daily classroom practices to student learning issues. District level supervisors will work with school administrators to ensure conferences are scheduled as planned and include general education teachers, ESL teachers, and SPED teachers (along with the ESL coach).	Debra Bentley/Robbie Anderson	05/21/2021		

[S 1.9] Improve academic growth for 6th-grade ELA students Grade 6 ELA teachers will continue to focus on effective strategies that promote rigor and challenge thinking **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. Teachers will receive intensive coaching from the ELA Curriculum Specialist.	**[A 1.9.1] Data Team meetings to dissaggerate ELA TVAAS data** Both 5th- and 6th-grade ELA teachers will participate in an August data meeting to conduct a deep dive into the 2020 TVAAS reports. Teachers will identify both individual and sub-group implications based on the Diagnostic reports.	Debra Bentley	08/28/2020		
	[A 1.9.2] Student Data Meetings All 5th- and 6th-grade ELA teachers will meet, individually, with students to discuss their prior testing history and set learning targets for each nine weeks. Specific focus will be on students who failed to make a year's growth based on 2020 TVAAS information.	Roger Walk/Debra Bentley	05/21/2021		
	[A 1.9.3] High-Quality Performance Tasks By a thorough knowledge of the state ELA standards (by beginning with what students must know and be able to do), teachers will choose tasks that require students to apply higher-order and critical thinking skills. Teachers will provide clearly-defined expectations that will lead to student academic growth. The 5-8 literacy coach will work closely with ELA teachers to develop high quality, standards aligned assignments.	Debra Bentley	05/21/2021		

[G 2] K-12 Math
By spring 2021, 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 2021.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 2021.Increase the percentage of Black/African American students who are on track or mastered from 42% to 50% on the Algebra I EOC in 2021.Increase the percentage of Black/African American students who are on track or mastered from 41.8% to 50% on the Algebra II EOC in 2021.Increase the percentage of all Algebra II students who are on track or mastered from 60.6% to 67% on the Algebra II EOC in 2021.Increase academic growth in grade 8 math from -1.96 (2019) to 1.5 based on 2021 TVAAS results.Increase the

math 3-8 participation rate for students with disabilities on the regular assessment of TNReady from 83.87% to at or above 90% in spring 2021.Increase the percent of growth for students with disabilities in grades 3-8 who are "at or above approaching" from 48.4% (spring '19) to 51.4% (+3.0%) on the 2021 TNReady math regular assessment .Increase the EOC math participation rate for students with disabilities on the regular assessment of TNReady from 84.21% to at or above 90% in spring 2021.Increase the percent of growth for students with disabilities in (all grades) Algebra I who are "at or above approaching" from 34.7% (spring '19) to 37.7% (+3.0%) on the 2021 EOC Algebra I regular assessment .

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Implement high impact curricular/instructional strategies to meet growth targets for subgroups in Algebra I and Algebra II High school administrators and Algebra I/II 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 percentage students who are on track or mastered on the Algebra I EOC as noted for the following subgroups:From 42% in 2019 to 50% in 2021 (Black/Hispanic/Native American)From 16.3% in 2019 to 25% in 2021 (Students with Disabilities)From 41.7% in 2019 to 50% in 2021 (Economically Disadvantaged)From 22.6% in 2019 to 35% in 2021 (English Language Learners)Progress will be monitored each nine weeks using departmental check points.Increase the percentage students who are on track or mastered on the Algebra II EOC as noted for the following subgroups:From 41.8% in 2019 to 50% in 2021 (Black/Hispanic/Native American)From 11.8% in 2019 to 25% in 2021 (Students with Disabilities)From 34.2% in 2019 to 42% in 2021 (Economically Disadvantaged)From 42.9% in 2019 to 50% in 2021 (English Language Learners)Progress will be monitored each nine weeks using departmental check points.Increase the percentage of students by subgroup in each course who are performing at or above	**[A 2.1.1] High School Math Curriculum Labs/Math Walks** Science Hill will provide three learning labs for Algebra I, Algebra II, and Geometry teachers (PD); SPED and ESL teachers will also be included. The labs will focus on standards, content, use of SpringBoard materials, and student tasks design. Additionally, three math walks (possibly in partnership with the CORE office) will be conducted and allow administrators and teachers to observe multiple lessons. Information derived from the math walks will be used to inform the content of the next learning lab.	David Timbs	05/14/2021		

expectations on the new Common Unit Assessments in 2020-21 as well as on the nine-week checkpoint.					
	[A 2.1.2] High School Math Data Conversations All EOC math 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, Algebra II, and Geometry.Initial conversation will occur within the first three weeks of class with subsequent, targeted conversations occurring after interim assessments and before the EOC. Particular attention will given to conversations with students from our BHN, SWD, EL, and ED subgroups as we are targeting growth especially with these students.	David Timbs	09/14/2020		
	[A 2.1.3] High School Math Curriculum Retraining Several years ago, the high school adopted and purchased the SpringBoard curriculum for use in Algebra I, Algebra II, and Geometry. The implementation failed as teachers did not receive training to adapt the materials to a 4 x 4 block schedule. Math walks in Algebra II in 2019-20 revealed a need for more consistent materials.During the summer of 2020, a plan will be established to have SpringBoard retrain our staff with an emphasis on using the materials on a block schedule.	David Timbs	08/28/2020		
[S 2.2] Grade 8 Math Aggregate and Sub-Group Academic Growth The school should continue to expand strategic support for specific students who are making less progress as similar students across the state. Training and support sessions will be put in place and delivered by the math coach and effective math teachers. **Benchmark Indicator**	**[A 2.2.1] Professional learning sessions for math teachers** Teachers will work with the math coach to identify math tasks that produce the maximum return. These tasks will align to the highest level of the standards. Teachers will be trained in the implementation and the assessment of the tasks and how to give meaningful feedback to students.	Debra Bentley	05/21/2021		

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 2.2.2] Conduct math instructional walkthroughs in 8th grade classrooms Educators and administrators trained in conducting math instructional walkthroughs will visit math classrooms using the walkthrough guide and the Mathematical Task Analysis Guide. The information from the data collection will provide teachers actionable feedback to inform instruction.	Debra Bentley	05/21/2021	
[S 2.3] English Learners in 9-12 math classrooms Mathematical reasoning and problem solving are closely linked to language and rely upon a firm understanding of basic math vocabulary. Provide push-in support from a high school ESL teacher.Additional support will be provided by the ESL teacher and regular classroom teacher for any EL student who is not progressing toward on track for passing the course. **Benchmark Indicator** Science Hill's administrative team will review EL performance on common unit math assessments in Algebra I, Algebra II, and Geometry and on district check points to ensure students are passing the course. Common assessments will be administered every two to three weeks; district check point formative assessments will be administered twice per semester.	**[A 2.3.1] Redesign of ESL Teachers' Schedule** The 2 teachers at SHHS will coordinate their schedules to provide daily, intensive ESL instruction for ELs who are non-speakers or emergent. A "push-in" model will be used to provide support to ELs who are intermediate or who are ready to transition out of direct service. First priority will be given to provide support for students enrolled in math classes.	Robbie Anderson	08/03/2020	
[S 2.4] Participation Rate in State Math Tests Ensure students with disabilities participate in state tests at a 90% or greater rate. These tests include TNReady math in grades 3-8 and Algebra I EOC. **Benchmark Indicator** IEP testing accommodations (reviewed monthly by sped teachers, educational diagnosticians, principals, and the sped supervisor) will review	**[A 2.4.1] Implement Process for meeting SWD Participation Rate** The Director of Special Education (along with the educational diagnosticians) will review the district's current process for determining student participation in alternate assessments and implement a comprehensive plan to address the participation rates of SWDs inTNReady grades 3-8 RLA and math as well as the EOCs for English II	Ginger Woods	10/30/2020	

accommodations at monthly content meetings and principal meetings.) will show an increase in regular TCAP participation from last year's participation rate of 83.87% in math 3-8 and 84.21% in EOC Algebra I.	and Algebra I. 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.				
[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	06/14/2021		
[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] 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	02/28/2021		
	[A 2.6.2] 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 sate's requirement of a 1 to 35 pupil/teacher system wide ratio. In addition, provide staff development, supplies, and equipment above	Robbie Anderson	02/28/2021	Title III [$2000.00]	

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
	and bbeyond what is available through the general purpose budget to enable all ESL teachers to effectively implement the state adopted WIDA standards. An individual learning plan (ILP) will also be developed for each English Learner (EL); this plan will be communicated to all teachers who work with an EL.Finally, annual WIDA training on WIDA English language development standards will be required for all teachers who work with ELs. This training will be conducted through the district's Canvas platform.				
	[A 2.6.3] Response to Intervention, K-12 The district will 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	02/28/2021	Title I [$124075.50]	

[G 3] College and Career Readiness
By spring 2021, 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 2021. (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 2021. (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 2021. (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 2021. (The percentage was 8.6% in 2017.)Increase the average ACT composite for CTE Concentrators for 21.4 to 21.6 in the 2020-21 school year.Increase the number of students who are CTE Concentrators who meet the Ready Graduate standards from 136 to 150.

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.	**[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	David Timbs	08/24/2020		

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.	emphasizes improvement strategies in all four ACT sub-test areas.				
	[A 3.1.2] Adopt an ACT Predictive Assessment to Use with All 10th Graders All 10th graders will complete the Pre-ACT (purchased from ACT) in Fall 2020. Results from the assessment will be used by counselors, teachers, and administrators to determine specific needs of students as well as curricular adjustments.The funds have been appropriated in the regular budget.	David Timbs	10/01/2020		
	[A 3.1.3] 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.	David Timbs	10/01/2020		
[S 3.2] Increased enrollment in Advanced Placement, Statewide Dual Credit Courses, and Industry Certification Courses SHHS will deliberately recruit non-traditional students to Advanced Placement (AP), Statewide Dual Credit (SDC), and Industry Certification courses. **Benchmark Indicator** During the pre-registration process for 2020-21, SHHS administration, counselors, and teachers have provided specific student recommendations	**[A 3.2.1] Expand AP Offerings (including online) to More Content/Subject Area** 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 Art, AP French, and AP Computer Science during the 2020-21 school year. 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.	David Timbs	07/31/2020		

for courses based on intentional student conversations, parent conferences, and previous test scores. These recommendations will flag a note for parents and students in a new online registration portal being used at SHHS for the first time this year. SHHS administrative team will keep track of the number of students who are recommended for AP, SDC, and industry certification courses and compare that number to the number who actually enroll. The number of individual students enrolled in AP Courses will increase from 614 students taking 1,184 tests (2018-19) to 750 students taking 1,400 tests in 2020-21 with an emphasis on ED, SWD, and BHN students.The number of students enrolled in SDC Courses will increase from 476 (2018-19) to 600 (2020-21) with an emphasis on ED, SWD, and BHN students.The number of students receiving an Industry Certification will increase from 46 in 2019 to 60 in 2021.					
	[A 3.2.2] 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.	David Timbs and Julia Decker	07/31/2020		
	[A 3.2.3] Intentional Recruitment of Students into AP Courses Based on Teacher Identification and TVVAS Teachers in AP courses will organize recruitment sessions using flyers, announcements, and class visits to 9th and 10th grade courses to recruit	David Timbs	08/07/2020		

	non-traditional students identified by feeder teachers into AP courses.AP teachers and school administration will use TVAAS projections to counsel non-traditional students into AP courses.A cohesive relationship between SHHS and LBMS ensures that early post-secondary opportunities at SHHS are clearly communicated to middle school students.				
	[A 3.2.4] Increase recruitment of non-traditional students into CTE Courses with Industry Certification The district will continue an active recruitment of non-traditional students, including students with disabilities, into CTE courses that lead to an Industry Certification.	Julia Decker	05/21/2021		
[S 3.3] Increase number of students who are CTE Concentrators Meeting Ready Graduate SHHS CTE students will increase the number of CTE concentrators/completers meeting the Ready Graduate requirement (21 ACT and/or EPSO attainment, including Industry Certification) from 136 in 2019 to 150 by June 1, 2021. **Benchmark Indicator** CTE instructors will monitor student progress toward Ready Graduate status throughout the year under the supervision of the assistant CTE director, who also serves at the school testing coordinator. He will update the tracking document monthly with new data including ACT scores and EPSO attainment. This tracking system will also emphasize the Ready Graduate status of our subgroups throughout the 2020-21 school year.	**[A 3.3.1] ACT Strategy Training for CTE Educators** Administration will incorporate ACT strategy training into PLTs for the CTE teachers in 2020-21.All CTE teachers will incorporate these strategies into their daily classes and CTE administration will monitor on a regular basis and through evaluations.	Julia Decker	05/29/2020		
[S 3.4] Increase the Graduation Rate at Science Hill High School Using a tracking system created by SHHS, school administration will review credit attainment toward both the SHHS regular diploma and the state diploma on a weekly basis during Friday morning staff meetings. A list of students at risk of not successfully completing graduation requirements	**[A 3.4.1] Senior GAP Lab on SHHS Main Campus** Science Hill High School will continue to offer a flexible day in the Senior GAP lab for those 12th graders who need an alternative environment in which to complete their remaining credit on their own pace using Edmentum. The GAP lab teachers will provide side-by-side instructional support as	David Timbs	05/21/2021		

will be maintained and those students will be provided with interventions (credit recovery and senior GAP lab) as needed. Note: There has been a noticeable stagnation in the Graduation Rate at Science Hill High School, particularly among our subgroups which is why this tracking system has been created.The graduation rate at Science Hill High School declined in 2019 (92.1%) from 2018 (93.1%). The three previous years were 91.9% (2016), 91% (2017), and 91.8% (2018). The total of graduates in the 2018-19 cohort was 529. Sub-group graduation rates fell in all areas:BHN (121 students) decreased to 90.9% from 94.2% the previous year.Economically Disadvantaged (177 students)decreased to 83.6% from 84.2% the previous year.English Learners (12 students)decreased to 83.3% from 87.5% the previous year.Students with Disabilities (72 students) decreased to 71.2% from 71.9% the previous year. **Benchmark Indicator** Increase the number of on-track graduates throughout the 2020-21 school year with dedicated personnel to ensure that the percentage of on-track, on-time graduates with a person dedicated to this taskIncrease the number of 12th students at Topper Academy and the Senior GAP Lab at SHHS who are working at a satisfactory pace toward diploma completion	well as direct the graduation plan and pacing for the student.A flexible day will be determined with input from administration and student services team members.				
	[A 3.4.2] Graduation Tracking Specialist/Coach Science Hill High School will employ a Graduation Tracking Specialist/Coach to assist school administration and student services team members in better tracking each individual student in the graduating cohort. The specialist/coach will track credit attainment of each student identified as at-risk during the first two weeks of school. A "graduate on time" plan will be developed for each identified student.Specific activities may include locating potential drop-outs/transfers and ensuring correct coding, coordinating services for students in the Credit Recovery and Senior GAP labs, and	David Timbs	08/21/2020	Title IV [$15000.00]	

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
	working with student and parents to ensure students are focused on the necessary courses required for a Tennessee diploma.				
	[A 3.4.3] Emphasize College and Career Connections at Topper Academy Topper Academy will continue to emphasize "real world" exposure to post-secondary opportunities for students who have a long term placement at the alternative school. Guest speakers, off campus experiences, externship opportunities, and career success counseling will give extra layers of support and goal-setting to our most at-risk students.A comprehensive trauma-informed approach will form the basis of the work at Topper Academy and school staff will receive training and support to keep students on track to both graduate as well as develop the skill sets necessary for success after leaving Topper Academy.	David Timbs	05/28/2021	Title IV [$180000.00]	

[G 4] Climate and Access
By spring 2021, 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 student groups, the district will focus the majority of its initiatives on Black/Hispanic/Native American students.

Performance Measure
The percentage of chronically absent students, K-12, Black/Hispanic/Native American students will decrease from 12.2% (in 2019) to 9.4% for the 2020-21 school year.The percentage of chronically absent students, K-12, will decrease from 11.5% (in 2019) to 9.5% for the 2020-21 school year.The percentage of chronically absent students, 9-12, will decrease from 19.3% (in 2019) to 16.0% for the 2020-21 school year.The percentage of chronically absent students, 7-8, will decrease from 15.8% (in 2019) to 13.0% for the 2020-21 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	05/28/2021	Title I [$187046.00]	

	[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 needed at parent-teacher conferences and tiered attendance meetings.In addition, other translation services will be used including TransAct and Language Line Solutions.	Robbie Anderson	06/30/2021		
	[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, Child Find staff meet with the parents of all 4 year old students with disabilities to update IEPs in preparation for kindergarten placement; special education prek teachers also co-teach with the regular classroom kindergarten teachers for the first two weeks of school to ensure a smooth transition. Moreover, Johnson City Schools' Easy IEP Administrator will provide training on entering early childhood outcome data for all school personnel responsible for ECO data. Johnson City Schools will require all school personnel responsible for ECO to participate in the Early Childhood Technical Assistance Center Childhood outcome online training modules. The Easy IEP Administrator will monitor ECO data for all exiting early childhood students with an IEP to ensure accurate data	Robbie Anderson/Debra Bentley/David Timbs/Ginger Woods	05/28/2021		

	entry.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.NOTE: the parents of all students with IEPs are invited to attend a transition IEP meeting at the end of each school year.				
[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 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 4.2.1] Anti-Bulling Initiative** The district will continue to employ the Olweus Anti-Bullying Program and provide staff with a consistent definition of and response to bullying. School counselors will be trained at each school. All teachers will be trained during new teacher orientation.	Greg Wallace	05/28/2021		
	[A 4.2.2] RTIB Program The district will implement a Response to Intervention for Behavior program. The program will consist of four tiers. Tier I will be behavior strategies used in the classroom setting; Tier II will include the support of the school counselor; Tier III will include the support of to Frontier Health counselor assigned to the school; and Tier IV will include the addition of an RTIB assistant.	Greg Wallace	05/28/2021		

	[A 4.2.3] SROs Continue the MOU between the district and the Johnson City Police Department to provide SROs.	Greg Wallace	05/28/2021		
	[A 4.2.4] School Nurses Employ school nurses to implement student health plans, provide first aid and student health assistance, and to screen for vision, hearing, scoliosis. In addition, school nurses will monitor all student health records including immunizations.	Greg Wallace	05/28/2021		
	[A 4.2.5] Alternative Education Opportunties The district is committed to providing a focused and cohesive approach to serving potentially at risk students in a variety of non-traditional settings in grades 5-12. Alternative settings for the 2020-2021 school year will include the following: Hawks Academy (grades 5-6), Patriot Academy (grades 7-8); Bridge to Success (grade 9); Topper Academy (grades 9-12); Reset (grades 9-12); and Online Blended Learning (grades 9-12).	Debra Bentley/David Timbs	05/28/2021	Title IV [$178062.34]	
[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 steps are in place for each tier.Review Power School attendance data from the district level on a weekly basis.	**[A 4.3.1] Attendance Monitor** Two part-time individuals will use the model known as "check and connect" to monitor the attendance of students in grades 9-12 who are at risk for chronic absenteeism including Black/Hispanic/Native American. This strategy is a series of early intervention activities (including phone calls, face-to-face meetings, checking-in on classes, etc.).	Tammy Pearce	05/28/2021	Title IV [$15000.00]	
	[A 4.3.2] Increase participation of middle school and high school students into CTE Courses Appoint a committee to explore the possibility of extending CTE opportunities to at-risk students for attendance in seventh and eighth grades. This strategy is an opportunity to guide students in pursuing a foundation for the future therefore enhancing motivation for improved school attendance. The committee will explore sources of	Tammy Pearce	05/28/2021		

	funding, investigate models being used in other districts as well as utilize on-line assessments to identify student interests.				

[G 5] Pre-K Programs
The district will increase access to quality early childhood experiences in the 2020-21.

Performance Measure
Provide a district-wide Child Find program in 100% compliance with all rules and regulations 2020-21 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 2020-21 school year.Each regular education prek teacher will complete and submit two continuous quality improvement plans/reports.

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 and continue on into the 2020-21 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	05/28/2021	Title I [$195132.76]	
[S 5.2] Child Find Child Find services will seek to identify students ages 3-21 who are suspected of having a disability. The Child Find Coordinator will collaborate with community agencies for early identification. **Benchmark Indicator**	**[A 5.2.1] Monthly Diagnostician Meeings** 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	Ginger Woods	12/18/2020		

The December 1 count will show 100% compliance with the Child Find indicator.	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 2020-21 school year.				