



DISTRICT: Public Plan

Federal Relief Spending

NOTE: If any of your answers to the following questions require additional space, please use the supplemental blank pages at the end of this document.

DISTRICT: Johnson City Schools

Public Plan - Federal Relief Spending



In response to COVID-19, the US Congress passed several pieces of legislation that sent billions in relief funding to states. Tennessee received \$4.2 billion for K-12 funding to be spent before 2024. This is the district's plan for spending, in compliance with federal law.

General Information

LEA Name	Johnson City Schools	Director of Schools	Dr. Steve Barnett
Address	100 East Maple Street Johnson City, TN 37605		
Phone #	(423) 434 - 5200		
District Website (where plan is posted):	www.jcschools.org		

Students & Enrollment

Mission & Vision		The mission of the Johnson City Schools is to enable all students to achieve excellence. The							
Grades Served		PreK-12	# of Schools	12		Total Student Enrollment	7831		
Race/ Ethnicity	American Indian/Alaska Native			.8	%	Asian		3.9	%
	Black/African American			14.5	%	Hispanic		10.9	%
	Native Hawaiian/Pacific Islander			.2	%	White		69.5	%
	Multiracial			4.2	%				
Economically Disadvantaged			38.2	%	English learners		6.4	%	
Students with Disabilities			13.3	%	Foster		.6	%	
Students Experiencing Homelessness			1.9	%	Students in Military Families		.2	%	
Migrant			0	%	Students with High-Speed Internet at Home		93	%	

Accountability

View the District Report Card:	https://reportcard.tnedu.gov/districts/901
--------------------------------	---

Funding

ESSER 1.0 Allocation	\$ 1,516,116.0	ESSER 2.0 Allocation	\$ 6,181,120.1	ESSER 3.0 Allocation	\$ 13,881,917.
ELC Allocation	\$ 2,164,743.2	Students Experiencing Homelessness Allocation:			\$ 30,000.00
TOTAL ALLOCATION:					\$ 23,773,894.
Possible Infrastructure Allocation (<i>projected as of May 24, 2021 as 80% of ESSER 2.0*</i>):					\$ 4,944,896.1

Summary of Requirements

	Yes	No
District Applied for TDOE Planning Grant to meet federal requirements (\$125,000 - \$200,000)?		●
Community Engagement Template submitted and posted on website?	●	
Health and Safety Plan submitted and posted on website?	●	
Needs Assessment submitted and posted on website?	●	
Translations of Health and Safety Plan, Needs Assessment, and Public ESSER Plans posted?	●	
Spending Plan submitted in ePlan and available to public?	●	

How will the district plans to meet the requirement to spend 20% of ESSER 3.0 on direct services to students to address learning loss? Note: If the district is fully participating in TN ALL Corps, then just write "TN ALL Corps Tutoring Program."

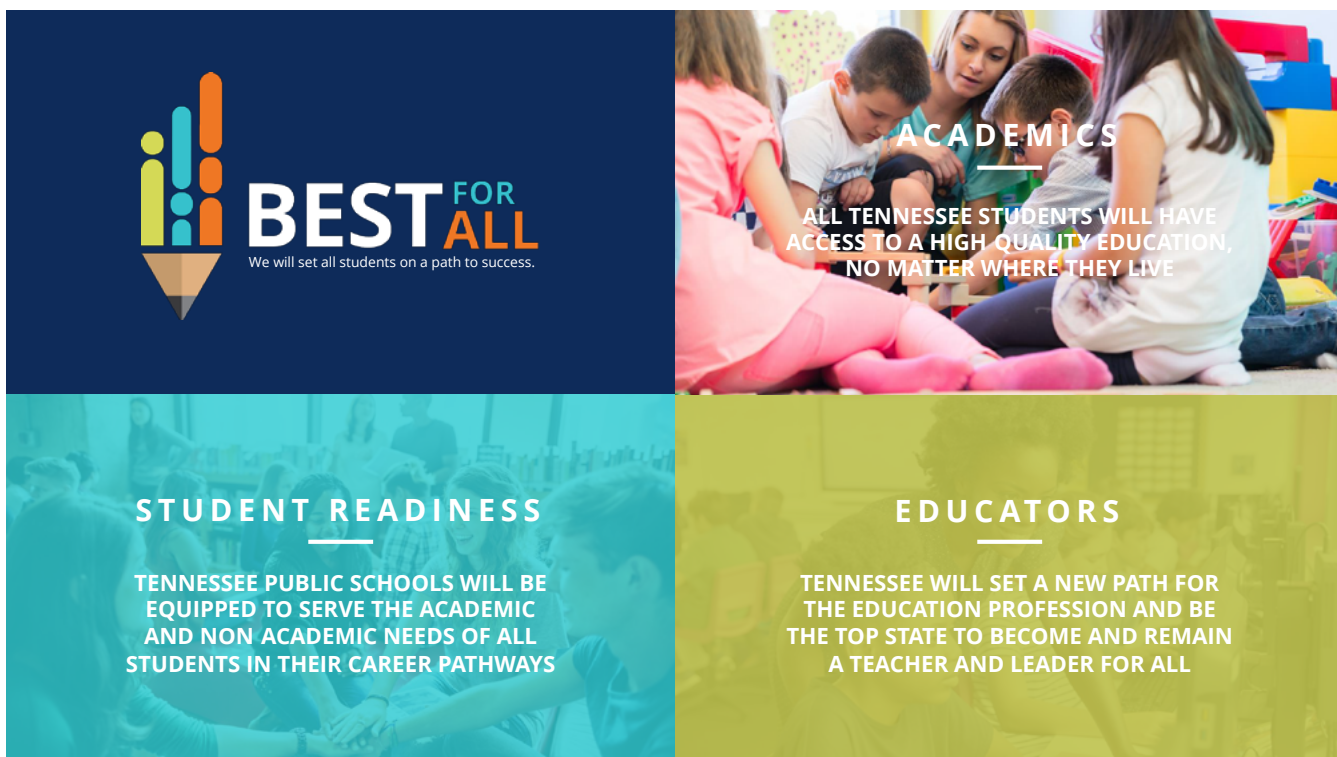
The Johnson City Schools is meeting the requirement through the following activities: K-12 after-school tu

Introduction

The federal relief funding is a significant opportunity for school districts in the state to **accelerate student achievement**. Outcomes achieved over these four years can set a policy and investment foundation for years to come. Tennessee is fortunate that public education did not face state budgetary cuts during the pandemic, instead experiencing a significant amount of additional state investment during the same time period. As such, we have a collective responsibility to invest strategically, monitor implementation, and report on quantifiable outcomes transparently.

The department believes that in order to demonstrate strong growth at the state and local levels, it remains important to **invest in a small number of high-impact items**, within a cohesive and aligned strategy. These investments should be rooted in research and best practice as the most critical for long-term student success.

The department's strategic plan, **Best For All**, outlines the critical and researched areas that must continue to be strengthened if all students are to continue to grow and thrive.¹ The department strongly encourages all LEAs to capitalize on this moment to create generational impact, lasting legacy, and a roadmap for investments that can and should be made in the future.



¹ LEAs have the responsibility to allocate funds within the policies and rules set forth by the U.S. Department of Education.

Summary

ACADEMICS		
Topic	Amount Spent	Percentage of Total
Tutoring Programs	\$ 1,500,000.00	6.31 %
Summer Programming (Supplement to State Funding)	\$ 663,946.33	2.79 %
Early Reading (Pre-K – 3rd)	\$ 550,000.00	2.31 %
Interventionists	\$ 1,040,350.00	4.38 %
Other	\$ 794,224.99	3.34 %

STUDENT READINESS		
Topic	Amount Spent	Percentage of Total
AP and Dual Credit/ Enrollment Courses	\$	%
High School Innovation	\$	%
Academic Advising	\$ 153,000.00	.65 %
Special Populations	\$ 426,669.64	1.79 %
Mental Health	\$ 1,130,261.39	4.75 %
Other	\$ 2,074,743.28	8.73 %

EDUCATORS		
Topic	Amount Spent	Percentage of Total
Strategic Teacher Retention	\$	%
Grow Your Own	\$	%
Class Size Reduction	\$ 913,084.00	3.84 %
Other	\$ 100,000.00	.42 %

FOUNDATIONS		
Topic	Amount Spent	Percentage of Total
Technology	\$ 3,378,007.99	14.21 %
High-Speed Internet	\$ 137,590.31	.58 %
Academic Space: Facilities*	\$ 10,605,000.00	44.61 %
Auditing and Reporting (1% min. recommended)	\$	%
Other	\$ 306,516.50	1.29 %

ACADEMICS



All Tennessee students will have access to a high-quality education by learning to read and reading to learn with high-quality materials. This includes investments in Reading 360 (literacy) and TN ALL Corps (tutoring).

Description of strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district's needs assessment:

After reviewing the data collected in the Needs Assessment, Johnson City Schools identified several key areas to accelerate academic achievement including extending learning opportunities through after-school tutoring and summer programming. In addition, high quality materials for reading and math as well as an intervention program were identified as significant needs. An additional math coach in grades 6-10 was hired to work closely with teachers to accelerate student learning.

High Dosage, Low Ratio Tutoring

Definition: Maximum ratios of 1:3 in elementary and 1:4 in high school, with at least 3 sessions per week

Grade Band	Number of Students	Percent of Students	Frequency per Week	Ratio Provided	Description of Services
Kindergarten	64	10.4 %	3	1:3	Reading and/or math intervention
1 st Grade	64	11.3 %	3	1:3	Reading and/or math intervention
2 nd Grade	64	10.4 %	3	1:3	Reading and/or math intervention
3 rd Grade	64	10.7 %	3	1:3	Reading and/or math intervention
4 th Grade	64	10.2 %	3	1:3	Reading and/or math intervention
5 th Grade	64	10.7 %	3	1:3	Reading and/or math intervention
6 th Grade	64	10.8 %	3	1:3	Reading and/or math intervention
7 th Grade	64	11.0 %	3	1:3	Reading and/or math intervention
8 th Grade	64	10.3 %	3	1:3	Reading and/or math intervention
9 th Grade	80	13.2 %	3	1:4	English/Math/Science intervention
10 th Grade	80	13.2 %	3	1:4	English/Math/Science intervention
11 th Grade	80	12.2 %	3	1:4	English/Math/Science intervention
12 th Grade	70	12.2 %	3	1:4	English/Math/Science intervention

	Yes	No
* Participating in TN ALL Corps?		●
* Plan to use free high school tutoring services through TDOE?		●

ACADEMICS (continued)

Summer Programming

Brief Description of Summer Programming (Differentiate between [TN Learning Loss and Student Acceleration Act](#) and additional resources provided by the district):

During the Summer School term, Johnson City Schools used the TN Learning Loss and Student Acceleration funds to offer programming in grades K-8. ESSER 2.0 funds were used to fund Summer School programming at grades 9-12. In addition, the district plans to purchase an additional bus to help

Grade Band	# of Students Served	% of Total Students Served	Weeks per Summer	Hours per Week	Description of Services	Yes	No
Elementary	719	9.2 %	4	35	Reading and math intervention services to a		
Middle	144	1.8 %	4	35	Reading and math intervention services to a		
High School	325	4.1 %	4	35	Reading and math intervention services to a		
HS Transition	35	.44 %	4	35	Instructional programming was provided for		
* Applied to TDOE for transportation grant?						•	

Literacy

Link to TN Foundational Literacy Skills Plan: <https://www.jcschools.org/docs/district/pdf/johnson%20cit>

Spending Amount Planned on...		Description	Yes	No
Grade Band	Approved Instructional Materials	Professional Development		
Pre-K	\$	\$		
Elementary	\$ 650,000	\$		
Middle	\$	\$		
High School	\$	\$		
* Participating in Reading 360 Summer Teacher PD (elementary)?			•	
* Planning to participate in Reading 360 Advanced Literacy PD in Summer 2022 (secondary)?			•	
* Participating in Reading 360 PK-12 Literacy Implementation Networks?				•
* Participating in Reading 360 Early Reading Implementation Networks?				•
* Participating in Ready4K with TDOE and the Governor's Early Literacy Foundation?				•
* Using the Reading 360 Foundational Literacy Skills Curriculum Supplement and supports?				•
* Provided families with information on FREE at-home decodables?				•
* Using the free universal screener provided to districts?				•
* Considering use of free TDOE supplemental instructional materials for math (elementary)?			•	
* Considering use of free TDOE math professional development, implementation support and networks?			•	

ACADEMICS *(continued)*

Other: Academics

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Math Inst. Materials	\$ 270,829.76	Increase in knowledge of state math	TNReady math assessment scores for the	Purchase quality instruction Math materials for K-8 and Algebra I, Algebra II, and Geometry.
Teacher Stipends	\$ 3,800.00	Increase in knowledge of science	TNReady science assessment	Teacher stipends to create workbooks for 5-8th Science
Library Books and Media	\$ 37,527.09	Increase in knowledge of ELA standards	TNReady ELA assessment scores for the	Library Books and Media
Teacher Stipends	\$ 28,860.14	the successful completion of the learning	the number of students passing online	Teacher stipends for teachers to create online learning modules in grades 9-12th.
Full-Time Substitutes	\$ 314,416.00	a reduction in the number of quarantine	overall district attendance	Substitutes to provide coverage when teachers were out due to quarantine/vaccination/caring for
Curriculum Coaching Stipends	\$ 27,000.00	increase in knowledge of state ELA.	TNReady ELA, math, and science	Create nine weeks assessments in reading, math, and science for grades in 2-8 to address learning loss.
Teacher Stipends	\$ 11,792.00	Increase reading skills	student success on Illuminate	Design revised ELA curriculum map for students in grades K-5.
After-school tutoring and transportati	\$ 1,500,000	Increase in knowledge in reading and	TNReady ELA and math assessments	After-school tutoring will following the "high dosage, low ratio" guidelines at each school site
Summer School (2021 and 2022)	\$ 663,946.33	Increase in EOC subjects and credit	Credits obtained through credit	Four-week summer school session at grades 9-12
Intervention ists	\$ 1,040,350	Increase in knowledge in reading and	TNReady ELA and math assessments	RTI personnel expenses, math coach for 2021-23, GAP lab teacher for grades 9-12, and library collection for RTI

STUDENT READINESS



Tennessee schools will be equipped to serve the academic and non-academic needs of all students by developing robust career pathway opportunities and connecting students to real-time support. This includes investments in articulated pathways for all students, innovative high schools linked to career opportunities and advanced coursework, and specialized supports for students who need them.

Description of strategic allocations to support **Student Readiness** and the **School-Related Supports** necessary to access high-quality instruction, including how allocations support the investments identified in the district's needs assessment:

After reviewing the data collected in the Needs Assessment, Johnson City Schools identified the following school-related resources to support student readiness: College and Career Readiness Coach for grades K-12, extension of Major Clarity Career Assessment platform to grades 5-6, additional materials and

Middle and High School Opportunities

Item	Spending	Description of Services
AP and Dual Credit/Enrollment Opportunities	\$	
High School Innovation	\$	
Academic Advising	\$ 153,500.00	Career Coach, Career exposure softward for grades 5-6
Other	\$ 220,000.00	Part-Time Band Instructor and Full-Time Orchestra Instructor
		Yes No
* Received an Innovative High School Grant?		☐ ☒
* Using or planning to use free ACT preparation courses?		☒ ☐
* Using or planning to use free and online AP Access for All?		☒ ☐
* Received an Early Postsecondary Expansion Grant?		☐ ☒
* Received a Middle School STEM and CTE Grant?		☐ ☒
* Received a STEM Designation?		☐ ☒
* Participating in the free Work Keys program?		☒ ☐
* Using or planning to use free STEAM Resource Hub?		☒ ☐
* Received a Governor's Civics Seal Grant?		☒ ☐
* Plan to participate in computer science networks and related grants?		☒ ☐

STUDENT READINESS *(continued)*

Special Populations

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Economically Disadvantaged	\$ 168,486.00	Improved student	Home School Coordinator, eight part-time
Students with Disabilities	\$ 182,175.64	Remediation of ski	Additional Staffing, Supplies and Materials
Students in Foster Care	\$		
Students Experiencing Homelessness	\$ 30,000.00	Supports consist	Provide short-term housing supports, tra
Migrant	\$		
Mental Health Supports	\$ 1,130,261.3	Improved mental l	On-site Counseling for students in grade
Other	\$ 46,008.00	improved attenda	Full-time Interpreter/Community Liaison

	Yes	No
* Applied for and received a TDOE trauma informed school grant?		●
* Will receive a supplemental grant for serving students experiencing homelessness?	●	
* Applied for and received the ELC grant to support health and wellness activities?	●	
* Planning to apply for mental health grants (\$100,000 - \$200,000)?	●	
* Applied for an IDEA Partnership Grant to support students with disabilities?	●	
* Plan to use attendance support to identify and re-engage missing students?	●	

Other: Student Readiness

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Nurses	\$ 1,062,919.0	improved	improved	Nursing staffing, mileage expenses, and
Guidance	\$ 400,323.68	improved	lower	Salary and benefits for 5 additional
COVID	\$ 391,500.00	decrease in	increase in	COVID-19 Testing Services
	\$			
	\$			

EDUCATORS



Tennessee will set a new path for the education profession. This includes investments in Grow Your Own programs, educator networks and pathways, and strategic compensation and recruitment efforts.

Description of strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district's needs assessment:

After reviewing the data collected in the Needs Assessment, Johnson City Schools identified several strategies to support classroom teachers including the hiring of 14 additional classroom teachers to reduce class size in grades K-2 and additional professional learning related to virtual/remote learning.

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Strategic Teacher Retention	\$		
Establishing Sustainable Teacher Recruitment Models	\$		
Class Size Reduction	\$ 913,084.	an increase in socia	In 2020-21, three additional CSR teachers were h
Other	\$		

	Yes	No
* Participating in Grow Your Own?	●	
* Participating in Aspiring Assistant Principal Network?		●
* Participating in Diverse Leaders Network?		●
* Participating in Rural Principal Network?		●
* Participating in Turnaround Principal Network?		●
* Participating in Principal Supervisor Network?		●
* Participating in TASL Academies?	●	
* Participating in TDOE Special Education and ESL additional endorsement grants?		●
* Using the TN Teacher, Substitute and/or Teacher Job Connect and Job Board?	●	
* Encouraged participation in or actively utilized Best For All Central?	●	

EDUCATORS (continued)

Other: Educators

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Professional Development	\$ 10,000.00	Increase in knowledge of state	Increased performance on state	Develop a series of on-line professional learning modules.
Professional Development	\$ 50,000.00	less crowding due to increase in	reduction in the number of students who	Faculty and staff for grades 6th - 8th to prepare for Middle School Reconfiguration to address facility
Professional Development	\$ 40,000.00	maximize learning opportunities	successful completion of student course	Teacher training specific to planning for delivery of instruction in a virtual setting.
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			

FOUNDATIONS



Description of strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district's needs assessment:

After reviewing the data collected in the Needs Assessment, Johnson City Schools identified the following strategies to support the advancement of student learning: student devices in grades 2-12, teacher devices, an updated centralized data center, an enhanced firewall, upgraded cabling within buildings,

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Technology	\$ 3,378,00	continued preparedness for	comparing student scores	Student Devices, Digital Learning Platforms, Distance Learning
High-Speed Internet	\$ 137,590.	improved connectivity as well	daily coursework	Replace cabling at Science Hill High School to improve connectivity.
Academic Space: Facilities*	\$ 10,605,0	This improvement in new HVAC	overall improvement	Replace HVAC systems at Woodland, Lake Ridge, and Mountain View
Monitoring, Auditing and Data Collection and Reporting	\$			
Other	\$			

	Yes	No
* Participated in the TDOE device grant program?	●	
* Participated in the TDOE connectivity grant?	●	
* Participating in the TDOE-T-Mobile partnership to increase high-speed internet?	●	

OTHER

Description of **Additional Strategies** designed to accelerate academic achievement:

After reviewing the data collected in the Needs Assessment, Johnson City Schools identified the following strategies to support the advancement of student learning: student devices in grades 2-12, teacher devices, an updated centralized data center, an enhanced firewall, upgraded cabling within buildings, several instructional technology platforms, student WiFi hotspots for connectivity, distance learning

Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
UV-C Sanitizer	\$ 4,866.50	decrease in transmiss	decrease in stuc	used to sanitize mobile devic
Personal Protective E	\$ 125,000.	decrease in transmiss	decrease in stuc	Masks, disinfectants, hand sa
Parcel Drop Boxes	\$ 2,500.00	decrease in transmiss	decrease in stuc	Located outside of school bu
Food Service Hazard I	\$ 174,150.	reduction in the nun	numbers of stuc	Hazard Pay for Food Service I
	\$			

Contingency Plans: Infrastructure Bill Passes and/or Initiatives with Remaining Funds

If a federal infrastructure bill passes, LEAs could receive an amount similar to that received under ESSER 2.0. Should this pass, districts may need to shift funds previously budgeted for infrastructure in ESSER 1.0, 2.0, and/or 3.0 to this new funding source. Therefore, LEAs should have contingency plans for how they would spend the balance remaining in ESSER funds. This will provide transparency for decision-making and allow for LEAs to make changes quickly, having already communicated intent, and limit concerns related to reversion of funds. This could also be used as contingency funding for projects that are unspent or underspent.

Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Mountain View HVAC	\$ 3,200,00	This improvement in	overall improve	Replace HVAC at Mountain V
	\$			
	\$			
	\$			
	\$			

Monitoring, Auditing and Reporting

The LEA should outline how they will actively monitor their allocations; how they will conduct interim audits to ensure an appropriate application of funds; how they will collect and manage data elements required to be reported; and how they will report this information to the community. As a note, the department will be releasing guidance for required elements at the state and federal levels once clarified by the U.S. Department of Education. The department recognizes that this will be a significant requirement and strongly encourages districts to allocate at least 1% of their funding capacity toward monitoring, auditing and reporting. LEAs should outline their plans for this work in the space below.

The administration of ESSER 3.0 will be overseen by the district's Finance Director, Director of Accountability and School Improvement (Federal Projects) and the Superintendent. The Finance Director will be responsible for developing the budget. The Superintendent will be responsible for final approval of program allocations. The Director of Accountability and School Improvement will be responsible for ensuring the district adheres to all rules and regulations associated with the ESSER 3.0 grant application. The Finance Director and Superintendent's salaries and benefits are both 100% funded through general purpose funds. The Director of Accountability and School Improvement is 25% Title I funded and 75% general purpose funds. In addition, bookkeeping for ESSER 3.0 will be conducted by the district's Federal Project's Accountant, a position funded 100% out of general purpose.

Family and Community Engagement

The LEA should outline how they plan to meaningfully engage with families and communities throughout the life of the ESSER and other relief funds.

First, the district level planning committee consists of members who represent the various stakeholders in the system. During the development of the ESSER plans, this committee met once a week on Wednesday afternoons. This committee will continue to meet on a regular basis under the direction of the superintendent. Required ESSER documents will be posted on the district's home web page. In January, 2022, this group will be expanded to include additional stakeholders and will address the use of ESSER and other relief funds in relation to the development of the district's ePlan in InformTN. In addition, during the 2021-2022 school year, a group of stakeholders composed of parents, students, community members, educators, and board members will be assembled (over a period of several months) to develop objectives and strategies that support the Board of Education's five year plan goals; this expanded group of stakeholders will be kept updated on the use of all relief funds. The outcome of their work will be approved by the school board in June of 2022, published as the Board's Five Year Plan, and available to the general public on the district's website.

Finally, monthly administrative meetings with principals and central office staff also provide opportunities for ongoing review of student data and discussion of strategies/budgets as it relates to

SUPPLEMENTAL RESPONSES

Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and *be sure to include which area you are adding a response to at the beginning.*

SUPPLEMENTAL RESPONSES *(continued)*

Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and ***be sure to include which area you are adding a response to at the beginning.***

SUPPLEMENTAL RESPONSES *(continued)*

Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and ***be sure to include which area you are adding a response to at the beginning.***