

Johnson City Annual Plan (2023 - 2024)

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[G 1] K-12 Literacy

****By spring 2024, the Johnson City Schools will improve K-12 literacy (with a particular emphasis on 3 grade students and on students in grades 3-10 in the super subgroup) by increasing the percentage of students scoring at the met or exceeded expectations levels on the state ELA assessments.

Performance Measure

Increase the percentage of students who met or exceeded expectations from 64.3% (spring '23) to 66% on ELA achievement for grade 3 in 2024.

Increase the percentage of students in grades 3-10 identified as members of the super subgroup who met or exceed expectations on the ELA achievement from 39% (spring '23) to 42% in 2024.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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 and continue the implementation of new ELA materials in the 2023-24 school year.</p> <p>Benchmark Indicator Mid-term (each 4 1/2 weeks) and quarterly (end of each nine weeks) ELA interim common Mastery Connect results will be analyzed to determine individual and reportable student groups growth.</p>	<p>[A 1.1.1] ELA Curriculum Learning Labs and Literacy Walks Continue demo lessons and literacy walk-throughs once each semester conducted by ELA teachers at each grade level. Trends will be recognized and used to inform ongoing professional learning for teachers in the Curriculum Learning Labs. We will use the adapted "JCS Literacy Walk-through Tool" to identify trends that indicate strengths as well as those that represent areas that need to be targeted for further clarification and refinement. The SHHS instructional coach will collect and tabulate the walk-through trends documented by teachers walking classrooms during their planning times. Dr. Bryant and/or Dr. Timbs will share during Curriculum Learning Labs as well as through email communications with particular grade levels. Dr. Barbara Sutton, curriculum coach; Glenda Connor, curriculum coach; and Dr. Aaron Wood, assistant principal, will provide additional support in the labs as needed.</p>	<p>Dr. David Timbs/Dr. Carmen Bryant</p>	<p>05/26/2024</p>		
	<p>[A 1.1.2] High School ELA Materials Implementation The Science Hill High School 9th and 10th grade English teachers, including special education and</p>	<p>Dr. David Timbs/Dr. Barbara Sutton</p>	<p>05/26/2024</p>		

	<p>ESL, will continue to implement the selected high-quality materials with integrity during the 2023-24 school year. The implementation began in the summer of 2020 and continued through 2020-2021. In the current school year, support for implementation in grades 9-10 will be provided during the 2023-24 Curriculum Learning Lab days and ongoing by the high school curriculum coach. .</p> <p>Particular attention will be given to differentiation for ED, SWD and EL students guided by checkpoints and performance on class assignments.</p>				
	<p>[A 1.1.3] Technology Integration in Tier One Instruction</p> <p>Teachers will be provided with technology integration tools to enhance and personalize instruction for students using a blended learning approach. Technology tools provided by the district and/or school include: Canvas LMS, Google Classroom LMS, Edmentum, Canva, Reflex Math, Vocabulary.Com, Nearpod, Flocabulary, iXL, BoardWorks, and Hapara. Adopted textbook series technology tools are integrated by subject area.</p>	Dr. David Timbs	05/26/2024		
	<p>[A 1.1.4] Focus Student-Teacher Ratio on English 10</p> <p>In response to new federal accountability requirements and demonstrated need through data, school administration will ensure lower class sizes in English 10, re-assess support of ED students, students with disabilities and EL students. Re-assessment of staffing assignments and targeted professional learning will be emphasized as part of this strategy.</p>	Dr. David Timbs/Dr. Josh Carter	08/05/2023	General Program [\$70000.00]	
<p>[S 1.2] Grades K-8 ELA Achievement</p> <p>Grade 3-8 ELA educators will continue to implement high quality instructional materials for the 2023-24 school year that have the most potential to transform all students' learning experiences. In addition, ELA educators in grades K-5 will implement the state required early literacy</p>	<p>[A 1.2.1] Using Instructional Classroom Walkthroughs</p> <p>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</p>	Robbie Anderson/Todd Barnett	08/05/2026		

<p>foundational skills plan.</p> <p>Benchmark Indicator Mid-term (each 4 1/2 weeks), quarterly (end of each nine weeks) ELA interim assessment results, and 2022 TNready results will be analyzed to determine individual and reportable student group growth.</p> <p>Continue literacy walk-throughs once each quarter conducted by ELA teachers at each grade level. Trends will be recognized and used to inform ongoing professional learning for teachers in the Curriculum Learning Labs. Grades 3-8 will use the "JCS Literacy Walk-through Tool," and grades, K-2 will use "The Instructional Practice Guide" to capture trends that indicate strengths as well as those that represent areas that need to be targeted for further clarification and refinement. Administration will collect and tabulate the walk-through trends documented by grade level teachers walking classrooms during their planning times.</p> <p>Daily schedules (literacy block) for teachers in grades K-5 will reflect the necessary components of the district's posted plan.</p> <p>Teacher survey of coaching support conducted at the end of each semester.</p>	<p>followed by a "debriefing" discussion to identify elements that will be shared with teachers.</p>				
	<p>[A 1.2.2] Job Embedded Staff Development The district will employ the use of three literacy coaches to provide ELA teachers in grades K-8 with job embedded professional development. Coaches will work along side ELA teachers to strengthen instructional practices through collaborative planning, modeling, co-teaching, resource procurement, and analyzing student products and student assessment data. In addition to the district level coaches, the district will provide North Side teachers with a school-based coach to support instructional practices on a daily basis.</p>	<p>Robbie Anderson/Todd Barnett</p>	<p>05/31/2024</p>		

<p>[S 1.3] Learning Opportunities Beyond the Regular School Day Incorporate appropriate activities before/after the school day, during fall and spring breaks, and during an extension of the school year to improve academic achievement.</p> <p>Benchmark Indicator Enrollment numbers for each program show growth over the previous year's numbers.</p> <p>For those students engaged in the after-school tutoring program during the next school year, the 2023-24 first quarter and second quarter ELA benchmarks scores will be higher than their 2022-23 benchmark scores.</p> <p>Beginning of the year universal screener scores in ELA will indicate increase proficiency over the end of year universal screener results in ELA for those students participating in Summer 2023 learning opportunities.</p> <p>All elementary principals will maintain a spreadsheet listing every third grade student and their Spring 2024 ELA TCAP score, their EOY universal screening score and their different pathways to moving to fourth grade.</p>	<p>[A 1.3.1] After-school tutoring Students who are not reading on grade level, will be identified and provided after-school tutoring at school sites. Program design will follow requirements of 21st CCLC guidelines. Bus transportation will be provided as needed.</p> <p>In addition, after-school programming to address ELA deficits will be available at the remainder of the school sites through local and state funding. Regular classroom teachers will be recruited to extend their day through personal service contracts and will work with small groups of 3-5 students.</p>	Robbie Anderson	05/31/2024	21st Century [\$158794.00] General Purpose	
	<p>[A 1.3.2] Summer School The district will extend the school year by providing additional through a summer program in the month of June for students in rising grades K-12. This program will serve academically at risk students who are not performing on grade level. In grades, K-8, the morning component will focus on ELA and math instruction; the afternoon component will focus on RTI2 activities and on vocabulary and language development (including a specialized program for ELs). In grades, 9-12, students will work toward the completion of course credits. This</p>	Robbie Anderson	07/01/2024	state funds	

	program will be in compliance with the state's law on third grade promotion and retention.				
<p>[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.</p> <p>Benchmark Indicator The 2023-24 first quarter and second quarter benchmarks will have higher ELA scores in grades 3-8 when compared to the 2022-23 scores.</p> <p>Each school's RTI team will meet monthly to track students' movement in and out of tiers.</p>	<p>[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.</p>	Ginger Woods	05/31/2024		
	<p>[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. 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.</p> <p>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).</p>	Robbie Anderson	05/31/2024	Title III [\$2000.00]	

	<p>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.</p> <p>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.</p>				
	<p>[A 1.4.3] Response to Intervention, K-12 The district will hire and assign staff to serve as RTI educational assistants and teachers during the regular instructional day. These Individuals will work at the eight elementary schools as well as the two middle schools, 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 teachers and educational assistants will review and reinforce reading and written expression skills as well as progress monitor.</p>	<p>Roger Walk/Robbie Anderson</p>	<p>05/31/2024</p>	<p>Title I [\$12500.00]</p>	
	<p>[A 1.4.4] High-Dosage/Low-Ratio Tutoring for 4th Graders (and other K-3 students who have been retained) The district will provide eligible fourth grade students with high-dosage/low-ratio reading/language arts tutoring during the regular school day. This learning support will be designed to fulfill the requirements of Tennessee's third grade promotion and retention law. In addition, beginning in the 2023-24 school year, any student who has been retained in any of the grades, K-3</p>	<p>Robbie Anderson/Roger Walk</p>	<p>05/31/2024</p>		

	will be assigned a tutor for the upcoming school year; this tutor will follow the TN ALL Corps model of high dosage and low ratio as outlined in the revision of PC 338.				
<p>[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.</p> <p>Benchmark Indicator ELA checkpoint (Illuminate) assessment results will be analyzed each nine weeks to determine individual and student reportable groups growth for the Title I schools who are being served by the additional literacy coach to enable the coach to address any state standard mastered at a lower percentage than the district average.</p> <p>The lowest performing standards on the district ELA checkpoints will be identified each nine weeks to guide job embedded PD provided by the Title I literacy coach.</p> <p>The Individual Learning Plans (ILPs) of English Learners (who are students of the teachers with whom the ESL coach is working) will be reviewed each 4 and 1/2 weeks to ensure ELs are completing their regular classroom work with a grade of "C" or above.</p> <p>Google surveys will be sent to ELA teachers once each semester to identify the percentage of teachers who are fully implementing the district's ELA adopted materials; additional questions will address literacy support including coaching services.</p>	<p>[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 2022-23 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 ensuring students have access to well rounded and quality instruction.</p>	Robbie Anderson	05/24/2024		
	<p>[A 1.5.2] Class Size Reduction Teachers Using Title I funds, ESSER funds, and TISA funding, additional classroom teachers will be hired at Title I school wide projects in order to reduce</p>	Robbie Anderson	05/25/2024		

	<p>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.</p>				
	<p>[A 1.5.3] ESL Coach The addition of an ESL Coach at the middle grades level (6-8) 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.</p> <p>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.</p>	<p>Robbie Anderson</p>	<p>05/26/2024</p>		
	<p>[A 1.5.4] District Assessments Johnson City Schools will continue to administer a district-wide testing program in grades 2-11 for the purpose of assessing student progress toward grade level benchmarks and to provide information to teachers to inform Tier I instruction (Illuminate and Mastery Connect). Assessment results will include disaggregated data for the following student groups: economically disadvantaged, students with disabilities, Black/Hispanic/Native American, and English Language Learners.</p> <p>In addition, an EL benchmark of skills in the area of listening, speaking, reading, and writing will be</p>	<p>Roger Walk</p>	<p>06/28/2024</p>		

	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.				
	<p>[A 1.5.5] Redesign ESL services to ELs in grades 9-12</p> <p>English Language Learners in grades 9-12 often arrive at SHHS with little or no prior public education. In order to graduate on time, students must learn English and master basic skills in reading, writing, and math in addition to acquiring the requisite number of credits. In order to adequately address all of these needs, ESL services at the high school need to be expanded to provide specific ESL instruction and basic skills review for at least two out of the four periods per day. A minimum of four certified ESL teachers will be hired and the scheduling of ELs will be reviewed to allow "newcomers" to stay in an ESL classroom for half of the school day for their first semester at Science Hill.</p>	Robbie Anderson	08/01/2023		
<p>[S 1.6] Participation Rate in State Reading and Language Arts Tests</p> <p>Ensure students with disabilities participate in regular state tests at a 90% or greater rate. These tests include RLA (TNReady) in grades 4 and 8 and English II EOC.</p> <p>Benchmark Indicator</p> <p>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 89.55% in Grades 4 and 8 ELA and 68.52% in EOC English II.</p>	<p>[A 1.6.1] Implement Process for meeting SWD Participation Rate</p> <p>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:</p> <ul style="list-style-type: none"> * 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 students who do not 	Ginger Woods	11/30/2023		

	meet the system's criteria of a significant disability to determine participation in the appropriate assessment.				
<p>[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 through new teacher orientation, job embedded professional development, TEAM evaluation process, and district wide workshops (provided through the teacher center).</p> <p>Benchmark Indicator Continue to hire 100% state certified and appropriately endorsed teachers.</p> <p>As part of the application process for new hires for the 2023-24 school year who were previously employed in a Tennessee district, applicants will be asked to provide past LOEs and individual TVAAS if available.</p> <p>The analysis of TEAM evaluation data by district leaders to look for trends and provide timely support.</p>	<p>[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.</p>	Steve Barnett	05/31/2024		
	<p>[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</p>	Robbie Anderson	06/28/2024	Title II [\$57400.00]	

	theory as well as opportunities for feedback and reflection.				
	<p>[A 1.7.3] Science/STEM coaches Two district level science and STEM coaches will work with certified teachers in grades K-8 and 9-12 and provide professional development to increase teacher effectiveness. Training on instruction of the recently adopted science and STEM 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.</p>	Julia Decker	05/31/2024	Title II [\$93100.00]	
	<p>[A 1.7.4] Substitute Teachers Recent increases in teacher absenteeism over the past two years has led to a need for additional substitute teachers. To address this issue, the district will continue to provide additional coverage to schools through the use of full-time designated substitute teachers assigned to each school site. The district will hire one permanent sub for each of the eight elementary schools, two for each of the two middle schools, and four for the high school.</p>	Lee Patterson	08/31/2023		

[G 2] K-12 Math

By spring 2024, the Johnson City Schools will improve K-12 math (with a particular emphasis on students in grades 3-11 in the super subgroup) by increasing the percentage of students scoring at met or exceed expectation levels on the state math assessments.

Performance Measure

Increase the percentage of students in grades 3-11 identified as members of the super subgroup who met or exceed expectations on the math achievement from 39% (spring '23) to 42% in 2024.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Implement high impact curricular/instructional strategies to meet growth targets for subgroups in Algebra I, Geometry, and Algebra II High school administrators and Algebra I/II and Geometry teachers will engage in purposeful</p>	<p>[A 2.1.1] Math Walks/Curriculum Learning Labs Learning Labs are designed to use Science Hill math classrooms as the platform to provide job-embedded professional learning by diving deeply into each subject's standards, enacting real-time instruction, collecting and analyzing</p>	Dr. David Timbs/Dr. Carmen Bryant	05/24/2024		

<p>professional development focused on data analysis and awareness strategies for our targeted student groups (BHN, SWD, EL, and ED).</p> <p>Benchmark Indicator Increase the percentage of BHN students who meet or exceed expectations from 33.8% to 35% on the Geometry EOC in 2023-24</p> <p>Increase the percentage of BHN students who meet or exceed expectations from 35% to 53% on the Algebra II EOC in 2023-24.</p> <p>Increase the percentage of ED students who meet or exceed expectations from 28% to 37% on the Algebra II EOC in 2023-24.</p> <p>Increase the percentage of ED students who meet or exceed expectations from 25.5% to 29% on the Geometry EOC in 2023-24.</p> <p>Increase the percentage of SWD students who meet or exceed expectations from 8% to 14% on the Geometry EOC in 2023-24.</p> <p>Increase the percentage of SWD students who meet or exceed expectations from 11.1% to 15% on the Algebra II EOC in 2023-24.</p> <p>Increase the percentage of all Geometry students who meet or exceed expectations from 54.9% to 58.4% on the Geometry EOC in 2023-24.</p> <p>Increase the percentage of students by subgroup in each course who are performing at or above expectations on the new Common Unit Assessments in 2023-24 as well as on the cumulative checkpoint.</p>	<p>evidence of student learning through structured walk-throughs, analyzing student work, and planning for next steps. Science Hill will provide three learning labs for Algebra 1, Geometry, and Algebra 2 teachers; SPED and ESL teachers will also be included. Additionally, three math walks will be conducted using the "JCS Mathematics Walk-through Tool" allowing 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.</p> <p>Particular attention will be given to the student groups of SWD, BHN, and EL.</p>				
	<p>[A 2.1.2] Technology Integration in Tier One Instruction</p>	<p>Dr. David Timbs</p>	<p>05/24/2024</p>		

	<p>Teachers will be provided with technology integration tools to enhance and personalize instruction for students using a blended learning approach. Technology tools provided by the district and/or school include: Canvas LMS, Google Classroom LMS, Edmentum, Canva, Reflex Math, Vocabulary.Com, Nearpod, Flocabulary, iXL, BoardWorks, and Hapara. Adopted textbook series technology tools are integrated by subject area.</p>				
<p>[S 2.2] Grades 6-8 Math Aggregate and Reportable Student Group Academic Growth Liberty Bell Middle School and Indian Trail Middle School should continue to expand strategic support for specific students who are making less progress than their peers across the state. Training and support sessions will be put in place and delivered by the math coach and effective math teachers.</p> <p>Benchmark Indicator Grades 6-8 Mathematic educators will identify, adopt and implement high quality instructional materials, including textbooks, for the 2023-24 school year. Common unit assessments as well as quarterly district level assessments (using Illuminate for grades 6-8 Math or Mastery Connect for Algebra) will be administered at both Indian Trail and Liberty Bell Middle Schools. Building administrators, building-level teachers and the math coach will analyze assessment results to determine individual and reportable student group growth.</p> <p>The district math coach will engage regularly with math teachers at both middle schools to support teachers as they implement new, high-quality instructional materials. Additionally, the coach will work with teachers to review student data to identify areas of concern and develop targeted supports for students who are demonstrating deficiencies in content knowledge.</p>	<p>[A 2.2.1] Technology Integration into Tier One Instruction Teachers will be provided with technology integration tools to enhance and personalize instruction for students using a blended learning approach. Technology tools provided by the district and/or school include: Canvas LMS, Edmentum, Vocabulary.Com, Nearpod, iXL, BoardWorks, Hapara, and Reflex (grades 2-8). Additional technology tools provided through the district's adopted textbook series are integrated by subject area.</p>	<p>Dr. David Timbs</p>	<p>05/25/2024</p>		

	<p>[A 2.2.2] Prevention and Intervention in Mathematics Provide academic interventions and other focused supplemental supports to help close gaps in mathematical content, mathematical practice, and literacy for mathematical proficiency in grades 6-8.</p> <p>This will include students served in math RTI as well as students from targeted student groups (ED, SWD, BHN, and EL). Our math coach will engage regularly with teachers across the middle grades to provide specific, targeted support to students in our super sub-groups.</p>	Mr. Todd Barnett	05/24/2024		
<p>[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.</p> <p>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.</p> <p>We will also note performance of these students during instructional walk-throughs and within Curriculum Lab meeting days.</p> <p>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 checkpoint assessments 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.</p>	<p>[A 2.3.1] SHHS ESL Teachers' Schedule At the beginning of the 2023-24 school year, the 4 ESL teachers at SHHS will coordinate their schedules to provide daily, intensive ESL instruction for ELs who are non-speakers or emergent. Math classes will be scheduled in conjunction with an ESL course focused on basic math skills. 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 for the "push-in" model will be given to provide support for students enrolled in math classes.</p>	Robbie Anderson/Josh Carter	08/11/2023		
<p>[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</p>	<p>[A 2.4.1] Implement Process for meeting SWD Participation Rate During the first nine weeks of the 2023-24 school</p>	Ginger Woods	05/25/2024		

<p>TNReady math in grades 4 and 8 and Algebra I EOC.</p> <p>Benchmark Indicator IEP testing accommodations, reviewed by Special Education teachers, educational diagnosticians, Principals, and the Special Education Supervisor, at monthly content meetings and principal meetings will show an increase in regular TCAP participation from the 2021-22 participation rate of 88.81% in math grades 4 and 8 and 72.55% in EOC Algebra I. **(Note: This indicator will be updated in May when APR data is provided.)**</p>	<p>year, 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 in TCAP Achievement grades 3-8 RLA and math as well as the EOC for Algebra I. The plan includes the following:</p> <ul style="list-style-type: none"> * 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; and * schedule IEP meetings for student who do not meet the system's criteria of a significant disability to determine participation in the appropriate assessment. 				
<p>[S 2.5] Qualified Staff Continue to implement the district's process 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.</p> <p>Benchmark Indicator Continue to hire 100% state certified and appropriately endorsed staff.</p>	<p>[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. Math Instructional Coaches are employed to ensure hired staff receive the support and resources necessary to develop skill sets that maximize their effectiveness in the classroom.</p>	Lee Patterson	05/24/2024		
	<p>[A 2.5.2] Math Instructional Coaches Several educational studies explore how sustained classroom-based support from a qualified/knowledgeable academic coach who models research-based strategies leads to improved outcomes for students. Johnson City Schools currently employs three Mathematics Instructional Coaches with plans to continue this</p>	Todd Barnett	05/24/2024		

	<p>strategy for the 2023-2024 school year. Two of the math coaches are assigned to our eight elementary schools and one of the coaches is assigned to work with math teachers in grades six through Algebra II at the two middle schools, our high school and our Virtual Academy.</p>				
<p>[S 2.6] Prevention/Intervention Opportunities In The Area Of Mathematics The district will implement preventative measures such as on going tutoring, provide focused academic interventions and other supplemental supports to close gaps in mathematics among super subgroup populations.</p> <p>Benchmark Indicator The 2023-24 first quarter and second quarter checkpoint (Illuminate) assessments will have higher math scores in grades 3-8 when compared to the 2022-23 scores.</p> <p>Each school's RTI team will meet monthly to track students' movement in and out of tiers.</p>	<p>[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.</p>	Ginger Woods	08/04/2023		
	<p>[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 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. 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.</p> <p>Finally, annual WIDA training on WIDA English language development standards will be required for all teachers who work with ELs. This training will</p>	Robbie Anderson	08/11/2023		

	be conducted through the district's Canvas platform.				
	<p>[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 two middle schools 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 computation and problem solving as well as progress monitor each student's performance.</p>	Roger Walk	05/31/2024		
<p>[S 2.7] Learning Opportunities Beyond the Regular School Day Provide additional learning opportunities before/after the school day, during fall and spring breaks, and during an extension of the school year (2023 and 2024 summer program) for students in our super sub-groups and others identified as at risk academically in mathematics in grades K-12.</p> <p>Benchmark Indicator Enrollment numbers for each program will be recorded to demonstrate increased participation over the previous year's numbers.</p> <p>Students participating in these programs will demonstrate increased achievement as measured by checkpoint scores in mathematics (in grades 2-8) when compared to their SY 2022-2023 checkpoint scores.</p> <p>Beginning of the year universal screener scores in math will indicate increased proficiency over the end of year universal screener results in math for those students participating in Summer 2023 learning opportunities.</p>	<p>[A 2.7.1] Summer School Programming The district will offer an additional mathematics instruction for students in grades K-5 as well as mathematics instruction at both Indian Trail Middle School and Liberty Bell Middle School as summer programming during the months of June and July 2024. The programs will specifically target students at risk of failing to perform at grade level in mathematics. The day will be divided in two parts, with part one consisting of intensive core content area mathematics and vocabulary and part two consisting of supplemental activities such as participation in RTI2, Art, Technology and Physical/Mental Health. Students in grades 9-12 will be provided the opportunity to earn math credits during the summer.</p>	Robbie Anderson/Todd Barnett/David Timbs	07/12/2024		
	<p>[A 2.7.2] Before/After-School Tutoring During SY 2023-2024, students in K-12 will have</p>	Robbie Anderson/Todd	05/24/2024	ESSER	

	<p>the opportunity to attend before/after school programming to address grade level math deficits. Regular classroom teachers will be recruited to work extended hours through a personal services contracts and will work with small groups of 3-5 students.</p>	<p>Barnett/David Timbs</p>			
<p>[S 2.8] Implementation of High Quality Math Materials All K-12 math teachers, including special education and ESL, will implement the newly adopted high-quality materials with integrity beginning in the fall semester of 2023. Support for implementation will be provided during the 2023-24 school year by instructional coaches and administrators with a specific focus on the Instructional Focus Documents.</p> <p>Benchmark Indicator K-12 district administrators and coaches will provide training and support during the 2023-24 school year to math teachers across the district in grades K-12. Agendas and sign-in sheets will be filed as supporting documentation. Math Instructional Coaches will also provide regular "Power Hours" for district teachers to provide on-going support for implementation of the instructional materials.</p>	<p>[A 2.8.1] Mathematics PD Professional development will be planned and provided by the district administrative team and math coaches throughout the school year 2023-2024. Initial training and additional support will also be provided by the textbook vendors during the 2023-24 school year in support of the newly adopted math materials.</p>	<p>Robbie Anderson/Todd Barnett/David Timbs</p>	<p>05/31/2024</p>	<p>General Purpose Textbook Funding</p>	
<p>[G 3] College and Career Readiness ****By spring 2024, the Johnson City Schools will improve our percentage of students meeting the Ready Graduate (21 ACT or EPSO attainment) and the percentage of students successfully graduating on time.</p> <p>Performance Measure **Ready Graduate:**</p> <p>Increase the percentage of graduates identified as Ready Graduates (21 ACT or EPSO attainment) from 55% in 2023 to 57% in 2024.</p> <p>**Graduation Rate Performance:**</p> <p>Increase the percentage of students identified as economically disadvantaged (ED) who graduate on time from 81.3% in 2022 to 88.3% in 2024.</p>					

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Targeted Score Improvement Science Hill High School will identify students who could move from 18-20 on the ACT to a composite of 21 or above.</p> <p>Benchmark Indicator SHHS will see improvement of 20% in the number of students moving from 18-20 on the ACT to 21 or above.</p> <p>Using TVAAS projections, Science Hill will identify students in the 18 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 an online ACT course. Staff will monitor student results on ACT practice assessments and provide intervention where needed.</p>	<p>[A 3.1.1] CTE and ACT Alignment SHHS will provide PD opportunities during CTE PD and monthly CTE PLT meetings for teachers, counselors, and administrators with emphasis on ACT standards integration in the CTE content standards. This will be facilitated by our proposed college and career counselor.</p>	Dr. David Timbs/Dr. Charles Corwin/Josh Jarnigan	08/05/2024		
	<p>[A 3.1.2] Pre-ACT Assessment During the 2023-24 school year, SHHS will administer a Pre-ACT type assessment to all sophomores as a tool for raising students' ACT scores in the junior year. Data from this assessment will be used to determine the best interventions to raise a student's score.</p>	Dr. David Timbs	03/15/2024	General Purpose [\$15000.00]	
	<p>[A 3.1.3] Embedded ACT Skills Opportunites Teachers in non-state tested subjects: World Language, Arts, Wellness, Social Studies, and Science will receive PD opportunities related to embedding ACT skills in their course content.</p>	Dr. Aaron Wood/Dr. Barbara Sutton	09/15/2024		
	<p>[A 3.1.4] ACT Data Conversations and Goal-Setting Using TVAAS projections, Science Hill will identify students in the 18 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 an online ACT</p>	Dr. David Timbs/Josh Jarnigan/Dr. Aaron Wood	08/05/2024		

	course. Staff will monitor student results on ACT practice assessments and provide intervention where needed.				
	<p>[A 3.1.5] Initiate a Parent Communication Strategy With Strong Emphasis on ACT and Graduation Rate</p> <p>School administration and counselors will work with Collin Brooks, district communication specialist, to initiate a communication plan for parents dedicated to ACT preparedness and graduation on-track status. A variety of communication methods will be used including Bloomz, Canvas, School Messenger, and appropriate social media platforms. Science Hill High School will also seek to designate a staff member as a Family Communication Coordinator (new position).</p>	Dr. David Timbs/Dr. Josh Carter/Josh Jarnigan	05/26/2024	General Program [\$30000.00]	
<p>[S 3.2] Increase number of students who are CTE Concentrators Meeting Ready Graduate</p> <p>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 160 by June 1, 2024.</p> <p>Benchmark Indicator</p> <p>CTE instructors will monitor student progress toward Ready Graduate status throughout the year under the supervision of the assistant principal at SHHS who works with the CTE director. 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 2023-24 school year.</p>	<p>[A 3.2.1] Promoting Industry Certification Pathways</p> <p>The CTE department will develop and implement a communication and marketing plan to promote industry certifications across the campus and in the school community. A new college and career counselor will spearhead this initiative.</p>	Dr. Julia Decker/Dr. Charles Corwin/Josh Jarnigan	12/16/2023	General Program [\$70000.00]	
	<p>[A 3.2.2] Aligning Industry Certifications</p> <p>The assistant principal of SHHS who is located at the CTE building along with department chairs will work together to create course alignments between CTE programs and graduation requirement courses so that students may see the connections</p>	Dr. Julia Decker/Dr. Charles Corwin	10/07/2023		

	and pathways available on campus in a more coherent way in the annual program of study.				
	<p>[A 3.2.3] Career Connections to CTE EPSO/Industry Certification Pathways School counselors and CTE teachers will develop school day and after-school opportunities for students to make connections to potential employers who are related to industry certifications offered at SHHS.</p>	<p>Dr. Julia Decker/Dr. Charles Corwin/Josh Jarnigan</p>	<p>10/07/2023</p>		
<p>[S 3.3] Increase the Graduation Rate at Science Hill High School Using a tracking system created by SHHS, school and district administration/student support team members meet every three weeks to review credit attainment toward both the SHHS regular diploma and the state diploma. Internal school staff meet weekly. A list of students at risk of not successfully completing graduation requirements will be maintained, including 11th graders, and those students will be provided with interventions (credit recovery, senior GAP lab, and on-track lab) as needed. Additional monitoring will be provided for our SWD and ELs. Note: There has been a noticeable decrease in the Graduation Rate at Science Hill High School due to COVID, particularly among our identified student groups which is why this tracking system has been revamped and more staff brought into the ongoing discussions.</p> <p>The graduation rate at Science Hill High School declined in 2021 (90.1%) but rebounded in 2022 (96.5%).</p> <p>* BHN (152 students) increased to 94.7% from 87.8% the previous year. * Economically Disadvantaged (169 students) increased to 92.3% from 81.2% the previous year. * English Learners (22 students) increased to 81% from 65% the previous year. * Students with Disabilities (68 students) increased to 94.1% from 60% the previous year.</p>	<p>[A 3.3.1] Senior GAP Lab The Senior GAP Lab at SHHS offers a flexible option for our most at-risk students to work in an online platform, Edmentum. Progress is monitored daily by the GAP Lab teacher and credit recovery teachers of record. Interventions and social-emotional learning supports are provided through a case management approach coordinated by the GAP Lab teacher and administrative liaison. The program uses a rolling enrollment and up to 30 students are served in this program at any one time.</p>	<p>Dr. David Timbs</p>	<p>05/26/2024</p>		

<p>Benchmark Indicator Increase the number of on-track graduates throughout the 2023-24 school year with dedicated personnel to ensure that the percentage of on-track, on-time graduates with a person dedicated to this task</p> <p>Increase the number of 12th grade students at Topper Academy and the Senior GAP Lab at SHHS who are working at a satisfactory pace toward diploma completion for the 2023-24 school year.</p> <p>Increase the number of SWD graduating with a regular education diploma to 95% in 2024.</p> <p>Increase the number of ED students graduating with a regular diploma to 95% in 2024.</p>					
	<p>[A 3.3.2] Credit Attainment Program Through the Credit Recovery program, students are able to engage in blended learning with SH teacher support in order to stay on track and on time to graduation while having the flexibility to have individualized plans created around attendance, academics, and behavior expectations. The primary content delivery is through Edmentum.</p>	<p>Dr. David Timbs</p>	<p>05/26/2024</p>		
	<p>[A 3.3.3] Graduation Tracking and Support Specialist SHHS will employ a Graduation Tracking and Support Specialist to assist school administration, counselors, and the student services team in tracking each student toward on-time graduation. The Specialist will track credit attainment, specifically identifying those most at-risk. For those students who are most at-risk, a "Graduate on Time" plan will be developed that case manages each student through progress monitoring, family-school partnerships, and counseling services for social-emotional and academic/post-secondary needs. Other specific activities to be completed by the Graduation</p>	<p>Dr. David Timbs/Mr. Wes Smith/Melanie Riden-Bacon</p>	<p>05/26/2024</p>		

	<p>Tracking and Support Specialist include locating potential dropouts/transfers, ensuring correct coding in SIS and EIS, coordinating services for students in Credit Attainment and GAP Lab, and working with students and families to ensure understanding of requirements to graduate on time.</p> <p>The Graduation Tracking and Support Specialist will develop specific sub-group tracking protocols. This will include students in foster care, students who are homeless, and students who are in the City of Johnson City Juvenile Justice System. Central Office staff serving as resources for these areas of focus include the Supervisor of Student Services, Homeless Education Program Coordinator, and Director of Special Programs.</p>				
	<p>[A 3.3.4] Graduation Cohort Case Management Through bi-weekly meetings, the SHHS administration and student services teams will case manage the cohort to determine the efficacy and sustainability of services designed and provided to improve student educational outcomes and welfare as it pertains to graduation on time. Particular attention will be paid to the targeted subgroups (BHN, ED, EL, and SWD). This will include monitoring student academic performance and attendance; raising the expectations for students in setting educational/career goals and providing advice about postsecondary options; improving student engagement in school; reducing the incidence of at-risk behavior and developing conflict resolution skills; addressing family issues or concerns; and referring students to community resources for further assistance.</p> <p>Monthly, the special education diagnostician will attend meetings and collaborate to monitor both the credit attainment of SWDs toward graduation at SHHS/TA and the potential drop-outs among the SWD served at SHHS/TA.</p>	<p>Dr. David Timbs/Melanie Riden-Bacon/Myra Santana</p>	<p>05/26/2024</p>		

<p>[S 3.4] Increase Enrollment in EPSOs SHHS/JCVA will deliberately recruit traditionally underrepresented students to Advanced Placement (AP), Statewide Dual Credit (SDC), Local Dual Credit (LDC), Dual Enrollment (DE), CLEP, and Industry Certification (IC) courses.</p> <p>Benchmark Indicator During the pre-registration process for 2023-24, SHHS administration, counselors, and teachers will provide specific student recommendations for courses based on intentional student conversations, parent conferences, and previous test scores. These recommendations will flag a note for parents and students in an online registration portal. 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.</p> <p>We will emphasize that the number of students enrolled in AP courses will mirror the school demographics for ED and BHN. Our goal in 2023-2024 is to increase the percentage of ED students enrolling in AP courses from 8% to 13% and increase the percentage of BHN students enrolling in AP courses from 21% to 24%.</p> <p>The number of students enrolled in SDC Courses (Speech, Criminal Justice, Plant Science, and TAP II) will increase.</p> <p>The number of students receiving an Industry Certification will increase from 61 in 2023 to 70 in 2024.</p>	<p>[A 3.4.1] Maintain AP Offerings The district will continue support of the Advanced Placement offerings at Science Hill High School. 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.</p>	<p>Dr. David Timbs</p>	<p>08/05/2023</p>		
	<p>[A 3.4.2] Increase individualized planning with students delivered by counselors The district will support training for high school counselors at the high school level to provide more targeted advisement for students regarding course</p>	<p>Dr. David Timbs/Mr. Wes Smith</p>	<p>08/05/2023</p>	<p>General Program [\$70000.00]</p>	

	selection. To reach the maximum impact, a lowered counselor-student ratio is desired along with intensive training and data tracking regarding success in scheduled courses.				
	[A 3.4.3] Participation in AP Access for All The district will maintain its partnership with Niswonger (AP Access for All) to ensure we provide as many opportunities as possible for access to AP courses. Students who cannot access a desired AP class at SHHS will be referred to the AP Access for All platform. All virtual students desiring an AP class will be served through the Access for All platform.	Dr. David Timbs/Dr. Aaron Wood	05/26/2024		

[G 4] Climate and Access

By spring 2024, the Johnson City Schools will decrease the percentage of students who have been identified as chronically absent.

Performance Measure

The percentage of chronically absent students as economically disadvantaged (ED) in grades K-5 will decrease from 11.5% (in 2021-2022) to 10% in the 2023-24 school year.

The percentage of chronically absent students as economically disadvantaged (ED) in grades 6-8 will decrease from 20.5% (in 2021-2022) to 17.8% in the 2023-24 school year.

The percentage of chronically absent students as economically disadvantaged (ED) in grades 9-12 will decrease from 37% (in 2021-2022) to 32.3% in the 2023-24 school year.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Parental Involvement Promote effective parental involvement in the planning, implementing, and evaluating of district improvement activities.</p> <p>Benchmark Indicator Parent participation as documented in sign-in sheets as well as feedback from parent surveys.</p> <p>Monthly attendance reports will reflect fewer numbers of chronically absent students than in the 2022-2023 school year.</p>	<p>[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. In addition, consider hiring a Community Liaison who would work specifically with the Hispanic students and families in the community to build trust and rapport between home and school--answer questions, provide resources, and support student learning.</p>	Robbie Anderson	05/31/2024	Title I [\$1877046.00]	

	<p>[A 4.1.2] Translation Services for Parents of English Learners</p> <p>Maintain a full time Spanish translator/interpreter to improve home/school communication. This person works at the district level and translates system level documents including report cards, code of conduct, student handbooks, and attendance procedures and correspondence. This person is also used as an interpreter when needed at parent-teacher conferences and tiered attendance meetings.</p> <p>In addition, other translation services will be used including TransAct and Language Line Solutions.</p>	Robbie Anderson	06/28/2024		
	<p>[A 4.1.3] Transition Supports</p> <p>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 kindergarten classrooms to provide students with a smaller student/adult ratio at 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</p>	Robbie Anderson/Todd Barnett/David Timbs/Ginger Woods	05/26/2024		

	<p>early childhood students with an IEP to ensure accurate data entry.</p> <p>In addition, the district will support transition meetings for students moving from 5th to 6th 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.</p> <p>This additional communication between school and home will aid in a better understanding by parents of the importance of student attendance. School staff should also stress the importance of parents signing up for School Messenger so they will receive communication from school regarding attendance, etc. 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.</p> <p>NOTE: the parents of all students with IEPs are invited to attend a transition IEP meeting at the end of each school year.</p>				
	<p>[A 4.1.4] Community Liaison Hire a community liaison to work with Hispanic families in the area. This person will help parents with school translations, parent meetings, and access to community resources and supports.</p>	Robbie Anderson	05/24/2024	Title III [\$41000.00]	
<p>[S 4.2] Safe and Secure Schools Ensure student attendance is not adversely impacted due to an unsafe school environment.</p> <p>Benchmark Indicator Bullying incidents at the school level should be reviewed each nine weeks to look for patterns and repeated incidents.</p>	<p>[A 4.2.1] Anti-Bullying 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.</p>	Greg Wallace	05/25/2024		

<p>Safety drills and incidents should be reviewed each nine weeks to ensure compliance.</p> <p>The number of suspensions (both in-school and out-of-school) should be recorded in Power School and reviewed by the principal, Supervisor of Safety, and the Superintendent.</p>					
	<p>[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 a district provided care counselor (formerly hired through Frontier Health) assigned to the school; and Tier IV will include the addition of an RTIB assistant. In addition to the previous supports, the special education department will hire five RTI B assistants to serve special education students identified with behavioral needs.</p>	Greg Wallace	05/25/2024		
	<p>[A 4.2.3] SROs Continue the MOU between the district and the Johnson City Police Department to provide SROs.</p>	Greg Wallace	05/25/2024		
	<p>[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, and scoliosis. In addition, school nurses will monitor all student health records including immunizations.</p>	Greg Wallace	05/25/2024		
	<p>[A 4.2.5] Alternative Education Opportunities 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 6-12. Alternative settings for the 2023-24 school year will include the following: Hawks Academy at Indian Trail Middle School (grades 6-8), Patriot Academy at Liberty Bell Middle School (grades 6-8); Topper Academy (grades 9-12);</p>	Todd Barnett/David Timbs/Greg Wallace	05/25/2024	Stronger Connections Grant [\$1100000.00]	

	Reset (grades 9-12); and Online Blended Learning (grades 9-12). Funding from the Stronger Connections Grant (SCG) program will also provide participating at-risk students with access to case managers and to a substance abuse interventionist to support them as they transition back into a regular classroom setting.				
<p>[S 4.3] Promote Chronic Absenteeism Awareness</p> <p>Maintain support from Attendance Interventionists to track, communicate and implement interventions and supports for identified chronically absent students. Continued implementation of a system-wide attendance plan to improve and maximize parent communication and understanding of chronic absenteeism.</p> <p>Benchmark Indicator</p> <p>Review Power School attendance data from the district level on a weekly basis. Provide schools with rosters of students who are absent 10% or more monthly throughout the school year.</p> <p>Principals will collaborate with teachers quarterly to gather feedback regarding specific individualized strategies and interventions for students implemented and the effectiveness of each.</p> <p>Awareness of the importance of attendance will be reinforced and communicated to teachers, parents and students at the school level through bulletin board displays, SMORE, Bloomz, social media and school personnel.</p>	<p>[A 4.3.1] Chronic Absenteeism Interventionists</p> <p>Continue to employ Attendance Interventionists at the elementary, middle schools and high school. These positions will track chronically absent students and work with both students and families to provide education and support regarding the importance of attendance. Interventions will be implemented for individual students to improve attendance through motivation, check-in, rewards system and contracts. Family communication will be delivered through home visits, telephone calls, flyers, and a multi level media campaign.</p>	Tammy Pearce	05/24/2024		
	<p>[A 4.3.2] Virtual Learning Option for Absent Students</p> <p>Students may be provided a temporary virtual learning option, with appropriate physician documentation, and do not qualify for homebound services when absences occur due to a medical diagnosis that prevents students from attending in person.</p>	Tammy Pearce	05/24/2024		

	<p>[A 4.3.3] Topper Mentor Club Students involved in the Topper Mentor Club will offer support to chronically absent students in grades K-8. Members of the club visit the feeder schools and meet both individually and in group settings making connections with students and encouraging and promoting good and improved attendance.</p>	Tammy Pearce/Cody Ewing	05/24/2024		
	<p>[A 4.3.4] Success Mentors In grades 9-12, establish success mentors who can form supportive relationships with chronically absent students to help solve their problems, change behaviors, and reinforce that they are wanted in school everyday and that everyday matters.</p>	Tammy Pearce/Josh Carter	02/24/2024		
	<p>[A 4.3.5] Bus Transportation Behavior Tiered Intervention Students who violate behavior and safety rules on school buses will receive a written referral to the school administration. The school's principal will identify one assistant principal to resolve bus referrals. This individual will meet with students to determine an appropriate consequence for inappropriate behavior based on a districtwide set of tiered interventions.</p>	Greg Wallace	05/24/2024		
<p>[S 4.4] Innovative School Model The ISM will provide instruction and support for student sub-groups (ED, SWD, EL, and BHN) in grades 6-12 in order to decrease chronic attendance and to close achievement gaps .</p> <p>Benchmark Indicator Review Power School attendance data from the district level on a weekly basis. Provide schools with rosters of students who are absent 10% or more monthly throughout the school year.</p> <p>Review district level benchmark tests for grade 6-8 each nine weeks.</p>	<p>[A 4.4.1] Instructional Materials Purchase career sets and instructional materials in math and in language arts to support the English acquisition of ELS and the classroom success of students in RTI who are working to close an achievement gap.</p>	Julie Decker	05/30/2024	Innovative School Model [\$100040.00]	

	<p>[A 4.4.2] Transportation Transportation is often a barrier for at-risk students and the ISM grant funds will be used to purchase two vans (one for each of the middle schools) in order to provide transportation to after school activities including work-based learning experiences.</p>	Julie Decker	12/15/2023	Innovative School Model [\$60000.00]	
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[G 5] PreK Programs

The district will increase access to quality early childhood experiences during the 2023-24 school year.

Performance Measure

Provide a district-wide Child Find program in 100% compliance with all rules and regulations 2023-24 school year.

The district target is for 30% of children ages 3-5 to receive the majority of their special education services in the regular early childhood programs with a 15% target for the first semester of 2023-24 school year. The district will provide integrated related services such as speech, OT and PT in the general education classroom. The district anticipates to pay tuition for approximately 25 children with disabilities to attend a pay preschool program.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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, and IDEA grants will all be considered as funding sources.</p> <p>Benchmark Indicator Student nine week reports (with readiness skills). Enrollment numbers for 3 and 4 year old programs for the 2023-24 school year will exceed the enrollment for the 2022-2023 school year. LRE reports indicating participation percentages of 3 and 4 year olds with IEPs during the 2023-24 school year should be higher than participation percentages in the 2022-23 school year.</p>	<p>[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, the district will fund three additional prek classroom (through general purpose funds) to work in blended situation prek IDEA teachers. One blended classroom will be located at North Side and service 4-year-olds. Two blended classrooms will be located at South Side; one class will serve three year olds, and one class will service four year olds. Students who are age three or four who have an IEP and who would benefit from 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</p>	Ginger Woods/Robbie Anderson	05/31/2024	Title I [\$195132.76]	

	special education services in regular early childhood programs with a 15% target for the first semester.				
	<p>[A 5.1.2] Speech Therapy Services</p> <p>In the past, the district's speech therapist has only provided pull-out services to three and four year old students with IEPs resulting in a lower percentage of students with disabilities being served in a general education setting. Beginning with the 2022-2023 school year, the speech therapist began to serve three and four year old students with an IEP in the general education classroom and will continue this practice during the 2023-2024 school year.</p>	Ginger Woods	05/31/2024		
<p>[S 5.2] Child Find</p> <p>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. In addition, the district will develop a plan to more effectively identify students with disabilities.</p> <p>Benchmark Indicator</p> <p>The December 1, 2023 count will show 100% compliance with the Child Find indicator.</p>	<p>[A 5.2.1] Monthly Diagnostician Meetings</p> <p>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:</p> <ul style="list-style-type: none"> * 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. 	Ginger Woods	12/15/2023		