



JOHNSON CITY SCHOOLS

Expect The Best!

Johnson City, Tennessee

Five-Year Strategic Plan

2022-2027

Approved
06/06/2022

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Johnson City Schools Five-Year Strategic Plan 2022-2027



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Johnson City Board of Education Members

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<i>Chair</i>	<i>Vice-Chair</i>	<i>Secretary</i>	

Dr. Ginger Carter	Herb Greenlee	Beth Simpson
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Johnson City Schools Superintendent

Dr. Steve Barnett



BELIEFS

To be successful, Johnson City Schools must:

- Provide the highest quality public education to all students;
- Attract, develop, and retain the very best teachers and staff;
- Engage families, business, community, and government;
- Stay on the cutting edge of educational leadership and practice; and
- Foster a caring, safe, and inclusive environment.

VISION

To be a progressive school system that is globally competitive in all areas, all students have an equal opportunity to learn and be successful while meeting high expectations and be provided the resources to be healthy, productive citizens and lifelong learners.

GOAL

Advance student achievement, participation, and support in all curricular and extracurricular programs.

GOAL

Strengthen stakeholder communication and community connections.

GOAL

Recruit, support, and retain a high-quality workforce.

GOAL

Create and enhance safe, effective learning environments.

GOAL

Promote physical, social, and mental wellness.

Key Result Area 1: Achievement

Goal

Advance student achievement, participation, and support in all curricular and extracurricular programs.

Current Status

One measure of student achievement is performance on state-required assessments. Tennessee Comprehensive Assessment Program (TCAP) state testing results from the 2020-2021 school year indicated that within the grades 3-8 achievement band, the percentage of Johnson City students scoring at the two highest levels (on-track or mastery) placed Johnson City Schools in the top 10 districts among 145 districts statewide in English language arts and science and in the top 20 for math and social studies. At the high school level, the percentage of students scoring at the two highest levels (on-track or mastery) in high school math placed Johnson City as the number 1, top ranked school district in Tennessee for the percentage of high school students passing end of course exams in math courses. Also, at the high school level, Science Hill students scoring at the two highest levels (on-track or mastery) in high school English placed Johnson City in the top 5 school districts. Johnson City Schools' most recent TVAAS Growth scores were a "5" in composite, math, literacy and math combined. Five of eleven Johnson City Schools were designated by the Tennessee Department of Education (TDOE) as Reward Schools for school year 2020-2021, and Science Hill had a TVAAS Composite Growth score of "5." The high school's 2020-2021 American College Testing (ACT) composite ranked among the top 10 in Tennessee and Johnson City's graduation rate and Ready Graduate percentage continue to exceed the statewide average. In addition, for students taking Advanced Placement (AP) exams, 361 scored a three or higher, which accounted for 64.8 percent of the students registered for an AP class. SHHS currently offers 29 of the possible 38 AP classes offered nationwide. SHHS students were also recognized for numerous awards in athletics and the arts.

Objectives, Action Steps, and Measures

1.1 Exceed all state and national academic achievement measure for all student groups.

- Plan and teach rigorous, standards-based curriculum using high-quality instructional materials and using effective research based instructional strategies.
- Develop K-12 content-specific curriculum maps.
- Adopt K-12 state-approved textbooks.
- Develop JCS standards-based checkpoints.
- Offer high quality interventions for most at-risk students.

1.2. Strengthen problem-solving, higher-order thinking and real-world connections across all content areas and grade levels.

- Include higher-level thinking in K-12 content-specific curriculum maps.
- Ensure K-12 lesson planning contains higher-level thinking activities.
- Focus on higher-level thinking strategies during teacher evaluation using the TEAM rubrics.
- Analyze student work by grade-level and content area teams to identify real-world connections.
- Utilize community partners to support opportunities for real world connections.
- Ensure cultural awareness, social-emotional learning, and character development through the school

counseling curriculum, library media resources, and the work of the JCS Committee for Equity.

- Support a K-12 student leadership model that builds leadership and life skills, creates a supportive school culture, and promotes student goal setting for sustained academic achievement.

1.3. Build student ownership of learning through use of checkpoint assessment data to measure growth and improvement toward mastery of state standards, inform teacher instructional decisions, and reduce the gap between students' current understanding and the students' instructional goals.

- Analyze TVAAS reports for patterns in achievement.
- Ensure JCS standards-based checkpoints data are reviewed each nine weeks with students.
- Utilize RTI assessment data including universal screeners to make decisions regarding student tier support.
- Monitor achievement progress for all student groups using JCS checkpoint data, state assessment data, and ACT data to create and implement a growth and improvement plan for each student.

1.4. Provide K-12 summer offerings to support and enrich the academic experience of students (i.e., K-5 STEAM Camp, Bookmobile, 6-12 summer school, and 9-12 CTE academies).

- Enroll students in summer programs to mirror school and district demographics.
- Provide pre-and post-summer school assessments.

1.5. Provide consistency in the instructional technology platforms within the elementary, middle, and high school grade bands for equitable access to support and enrichment and to ensure vendor cybersecurity compliance with student data.

- Ensure vendor agreements comply with district requirements for student and teacher privacy.
- Provide training to all PreK-12 teachers on district-approved platforms, applications and software.
- Monitor student and teacher traffic on district-approved platforms, applications and software to determine usage and effectiveness.

1.6. Strengthen opportunities across all grade levels/content areas to foster an environment that encourages all students to set goals and implement strategies to reach their post-secondary goals.

- Use data-informed decision making when advising students during 4-year plan meetings for high school registration to ensure equity among student groups in course enrollment specifically in honors and Advanced Placement courses.
- Identify ACT standards within the K-12 JCS curriculum maps and vertically align the curriculum to improve the essential skills and knowledge students need to become ready for college and career.
- Ensure related arts courses in grades K-8 are aligned to CTE offerings as appropriate.
- Incorporate goal setting for individual students within each course curriculum.
- Add CLEP exams to the high school early post-secondary offerings (EPSO).
- Expand CTE workplace related offerings.
- Develop a process for each high school student to create a personalized EPSO portfolio.
- Promote Career and Technical Student Organizations (CTSOs) to improve the quality and relevance of classroom instruction, develop student leadership, enhance citizenship responsibilities, and serve students of special populations.
- Increase student access to the workplace through apprenticeships, work-based learning, and industry credentials.

1.7. Provide quality extra curricular opportunities through excellence in the arts, athletics, clubs, and post-secondary readiness.

- Encourage and recognize stakeholder (student, family and community) involvement in extracurricular activities (i.e., JCS Hall of Fame, board recognition of community leaders, guest speakers).
- Expand access to extra curricular activities by removing barriers (including transportation) to access and aligning opportunities to student interests and needs.
- Develop citizenship and sportsmanship throughout all extra-curricular programming.
- Engage students in activities designed to develop an appreciation for the arts.
- Publish online calendar of activities.

Measures:

- TCAP Scores (1.1; 1.3)
- TVAAS Data (1.1; 1.3)
- Checkpoint data (1.1; 1.3)
- Usage reports from Major Clarity (1.5)
- Post-secondary success rates (1.6)
- ACT data (1.1; 1.3; 1.6)
- Pre-ACT to ACT data improvement for groups of students (1.1; 1.6)
- HOPE scholarship eligibility (1.1)
- College admission rates (1.1; 1.6)
- CTE surveys (1.6)
- Stakeholder involvement, participation, and surveys (1.7)
- Award and recognition programs (1.7)
- JCS press releases sharing school and system successes (1.7)
- Student clubs and athletic teams recognitions and records (1.7)
- Online calendar of activities (1.7)
- Student participation in extracurricular activities (1.4; 1.7)
- Student use of late bus transportation (1.7)
- Student participation in CTSOs and competitions (1.6)
- Citizenship and sportsmanship programs in extra-curricular activities (1.7)
- Arts clubs and classes recognitions and records (1.7)
- Middle school and high school program of study (1.2)
- Elementary school related arts inclusive of all areas of the arts--vocal, instrumental, theater, and visual (1.7)
- Partnerships with community organizations (1.2)
- Pre- and post-assessments of student perceptions (1.6)
- Opportunities for student leadership in schools and within the district (1.2)
- Integration of leadership and life skills in K-12 curriculum maps (1.2)

Key Result Area 2: Community Engagement

Goal

Strengthen stakeholder communication and community connections.

Current Status

Johnson City Schools knows the value of communication and engagement amongst the community. To communicate with families, Johnson City Schools primarily uses SchoolMessenger, Twitter, Facebook, Instagram, the district and schools' websites, email, media releases, and the Bloomz App. The district also uses the Johnson City Schools mobile app, which is available for download on both Apple and Android devices. Family surveys are administered on-line and through paper copies brought home by students. Educators participate in an annual survey regarding progress of their respective schools. Each school has implemented a family engagement plan that identifies programs, activities, and procedures designed to involve parents including those with limited English proficiency and parents of students with disabilities. Board Policy 4.502 (Parent/Family Involvement) supports parent and community involvement. The Johnson City Schools Communications Advisory Committee consists of representatives from each school, the district, and the Board of Education. In future meetings, the committee's objective is to provide recommendations as to how the district can better communicate with all stakeholders. Educators visit schools from other districts in the region to gain new insights and ideas. Schools' students and staff members benefit from partnerships with regional colleges and universities, local businesses, churches, and state professional training opportunities.

Objectives, Action Steps, and Measures

2.1. Build support for Science Hill High School by growing relationships with alumni and by building school pride amongst the community.

- Work with Science Hill High School to get a mascot that can be used to attend community functions, ballgames and other school district events at all schools.
- Create an alumni group, including an alumni council, that can identify alumni in community (including business owners) and foster relationships to build more school pride.
- Create a website where the Johnson City Schools community can purchase Johnson City Schools gear throughout the year and explore other options to make merchandise available.
- Create more Science Hill High School community outreach/partner opportunities that include Government Day and visits to schools from chorus, orchestra, art, sports, career and technical education, band and other student groups to recruit and build positive relationships.
- Strengthen relationships between Science Hill High School and other schools, including hosting school-specific nights at Science Hill High School events.
- Explore adding a student representative on the Johnson City Board of Education.
- Use #WeAreAllToppers on social media posts to help unify district.

2.2. Bolster partnerships with businesses, community, and the City of Johnson City

- Create a joint council to grow relationships between Johnson City Schools and city services, including Parks and Recreation.
- Strengthen current communication strategies with school PTAs and Council of PTAs.
- Engage families, city leaders, retirees, alumni, business owners and community members to interact with

students at all schools. (Community Service Days, Celebrations, All-Pro Dads, Grandparents Day, etc.)

- Host a community job fair for students.
- Build a possible framework for businesses to become Topper Certified Employers.
- Work with PTAs, local businesses and other entities to increase Johnson City Schools/individual school signage (yard signs, billboards, business message boards).
- Work with local businesses to create a community resource map to provide students with information about area businesses and how they support JCS students (Wi-Fi, employment, graduation support, etc.).
- Continue work with community partners and the JCS Committee for Equity.

2.3. Strengthen communication channels with media, community and families by providing accurate and timely information from teachers, schools, and district.

- Create an online library of resources, including videos, to show parents and community how we communicate as part of a new Parent University (Bloomz, Canvas Parent Observer, Parent Portal, etc.).
- Encourage each individual school to use social media to share school-specific information.
- Invite community into schools during special events designated by schools at particular times throughout the year.
- Create a proactive communications plan for district to outline transparent, timely communication expectations of schools and teachers to families.
- Develop a framework and goals for a new communications committee with stipend representatives as appropriate.
- Maintain user-friendly websites at all schools that are frequently updated from a funded web editor.
- Administer an annual communication survey for parents and constituents that is customizable and school-specific.
- Explore, as needed, new mediums and platforms for communication and digital forms for registration, field trips, etc.
- Plan and promote a media partnership day for Johnson City Schools.
- Enhance our presence by communicating early and often with our local media.

2.4. Enhance student engagement in all schools and within the community.

- Encourage district-wide Day of Service for students to give back to our community (opportunities coordinated with churches, city government and non-profits).
- Host real-life simulation fair for personal financial education and careers.
- Highlight athletic teams, fine arts and academic clubs available at all elementary schools.
- Create opportunities for identified school ambassadors or student groups to visit other schools within the district and perform within the community.
- Engage middle school students to be active mentors to elementary school students (academics, clubs, athletics, etc.).
- Explore “Adopt a Spot” for sports teams, organizations, clubs, etc. to clean and maintain.

2.5. Celebrate the accomplishments of schools, staff, and students by bringing attention to their achievements.

- Use community platforms (social media, board meetings, billboards, etc.) to celebrate school, student and staff success.
- Celebrate schools’ positive programs and unique qualities by highlighting the programs and staff through weekly social media posts.

- Designate funding for community promotions to spotlight students, school and staff.
- Create accolade webpages for schools and district to build through school year.
- Explore new approaches to highlight the accomplishments of Science Hill High School seniors.
- Create student groups who will become social media coordinators to upload content that celebrates their schools' achievements (high school students, possibly 7th and 8th grade students).
- Use community events (ETSU games, Johnson City Doughboys, First Friday, other city events) as platforms to highlight school programs.
- Use websites to showcase accomplishments of students and staff.

Measures:

- Number of social media posts and engagements (2.1; 2.3; 2.5)
- Number of page views for schools and district pages (2.3; 2.5)
- Documented recognitions of Science Hill High School seniors (2.5)
- Number of appearances at community events (2.1; 2.2; 2.4)
- Number of participants (2.1; 2.2; 2.3; 2.4)
- Communication strategy and documented participation in clubs, organizations, etc. (2.3; 2.4; 2.5)
- Percentage of students participating in clubs, sports and fine arts (2.4)
- Number of visits from students to other schools in the district (2.1)
- Number of mentors engaged with elementary students (2.2, 2.4)
- Number of locations adopted across the city by clubs, organizations, etc. (2.4)
- Parent University statistics (2.3)
- Individual school communication statistics shared at district communication meetings (meeting minutes) (2.3)
- Website analytics and availability of timely content (2.3)
- Survey results (2.3)
- Central office communication log with media inquiries and requests (2.3)
- Events coordinated and planned mutually with city government (2.2)
- Joint PTA events and communication campaigns (2.2)
- Social media analytics and number of events at schools (2.3)
- School events involving community stakeholders (2.1; 2.2; 2.4)
- Participation in career fair and personal financial simulation (2.2)
- Prevalence of signage, billboards and messages throughout the community (2.5)
- Number of correspondences between students and Johnson City Board of Education (2.1)
- Science Hill High School spirit day participation on school spirit days (2.1)
- Participating in district-wide Day of Service (2.4)
- Number of appearances of Science Hill High School mascot at events (2.1)
- Number of school-centered nights at Science Hill High School events (2.1)
- Membership in alumni group (2.1)
- Usage of #WeAreAllToppers (2.1)
- Continue the JCS Committee for Equity and updates to the board (2.2)

Key Result Area 3: Human Resources

Goal

Recruit, support, and retain a high-quality workforce.

Current Status

Johnson City Schools currently employs approximately 1200 people in both full-time and part-time positions. These numbers do not include seasonal non-faculty coaches or substitute teachers. We have 15 administrative staff, 12 building principals, 16 assistant principals and approximately 600 certified teaching staff. The remainder of our staff serve in support positions including bookkeepers, custodians, food service, nursing, Educare, early childhood teachers, crossing guards, educational assistants, secretaries, maintenance, family school coordinators, and permanent substitutes. Based on the employees who have self-reported their race, our current demographics are 64% white female; 20% white male; 5% black female; 2.5% black male; 1% Hispanic female; .25% Hispanic male; .33% Asian female; .25% Asian male; with unknown females at 5.3% and unknown males at 1.25%. We use an online application system to process all applicants. Positions on our website are posted for a minimum of five days in emergency situations and for at least 10 days in all other situations. We offer a signing bonus for hard to fill positions. We also post positions on statewide networks. All teachers who are new to our system are provided with a mentor teacher and they attend a new teacher orientation program. Teachers, administrators, and classified employees have access to high-quality, research-based professional learning opportunities throughout the school year in our Learning Center. Most of the opportunities can be attended virtually. For the 2020-2021 school year we ranked third overall in the state for average teacher salary. We pay teachers for advanced degrees and have a step increase for years of experience for both certified and other staff.

Objectives, Action Steps, and Measures

3.1. Recruit high-quality staff that reflect the diversity of the community.

- Conduct an intentional marketing campaign throughout the surrounding areas.
- Develop a marketing plan to focus on the recruitment of minorities.
- Evaluate new hire data on a quarterly basis.
- Maintain communication with all applicants.
- Seek applicant feedback.
- Ensure social media posts reflect diversity of Johnson City Schools.

3.2. Support the growth and well-being of all classified and certified staff under current employment.

- Conduct specific training for both certified and classified employees.
- Increase and formalize communication with new hires.
- Provide mentorship support systems.
- Review central office staff job descriptions/duties and adjust as needed.

3.3. Retain current classified and certified staff members by providing optimal pay and benefits as well as opportunities for professional growth.

- Continue pay increases in order to remain in the top 10 local education agency pay scales in the state.
- Recognize and reward employees for years of service at the school level.

Measures:

- Climate survey (3.2; 3.3)
- Annual demographics of new hires (3.1)
- Budget annual pay increases (3.3.)
- Training scheduled on a regular basis (3.2)
- Exit surveys (3.1)
- Pay comparisons with state LEAs (3.3)
- Recruitment plan reviewed with the board (3.1)

Key Result Area 4: Infrastructure

Goal

Create and enhance safe, effective learning environments.

Current Status

Johnson City Schools has a student population of just over 8,000 students who are housed in eight elementary schools, two middle schools (grades 6-8), and one comprehensive high school, which offers a variety of academic and career and technical education opportunities. In addition, Johnson City has one online school, the Johnson City Virtual Academy for students in grades 5-12. Our buildings are very well-maintained thanks to the hard work of our custodians and maintenance department. To transition to two 6-8 middle schools during the 2022-2023 school year, classroom space was added to South Side (4 classrooms), Lake Ridge (8 classrooms), and Woodland (8 classrooms). With the help of Elementary and Secondary School Emergency Relief (ESSER) funds, heating, ventilation, and air conditioning (HVAC) systems at Mountain View and Woodland are also being replaced. In addition, science labs are being renovated at Indian Trail and Science Hill. A long-term facilities study is also in the beginning stages for Science Hill High School. The City of Johnson City and Johnson City Schools have a good working relationship, and the city provided just over \$13 million needed for the classroom additions. The school district's 2020-2021 budget of \$81.3 million has multiple contributors, including 43 percent of the funding coming from the state of Tennessee, 37.37 percent from county taxes, and 13.37 percent from the City of Johnson City.

Objectives, Action Steps, and Measures

4.1. Provide a safe school environment.

- Evaluate student arrival and dismissal procedures to improve traffic flow and ensure student safety.
- Secure entry points by implementing electronic access in all schools.
- Install bulletproof film on all entry doors.
- Install, maintain, and monitor documentation equipment.
- Conduct regular checks of the grounds and entry points by custodians and school resource officers (SRO) along with security camera checks by administration.
- Conduct periodic faculty and staff trainings, including front office staff and substitute teachers through Canvas and in-person meetings (i.e.- Raptor/reunification, emergency drills).
- Conduct the annual safety plan and evaluation with school admin and SROs.

4.2. Update and replace aging facilities to increase capacity and provide added security.

- Build a new Towne Acres on existing school site.
- Conduct individualized facility assessments at each school site (i.e. including needs for renovation, adding capacity, and improved security).
- Comply with all American Disabilities Act (ADA) specifications for buildings, playgrounds, and athletic facilities.

4.3. Ensure both middle schools have equitable facilities for instruction and extracurricular activities.

- Request reports from middle school principals, middle schools' supervisor, and athletic coordinators.

4.4. Provide a progressive tech infrastructure with an emphasis on internet safety and security.

- Sustain current level of funding for technology while exploring other sources of funding.
- Continue to provide adequate internet access to students in and out of school.
- Find ways to integrate data to enable applications/platforms to share data.
- Continue to require vendors to sign privacy agreements for use of their product(s).

Measures:

- Annual review with school administration, SROs, Johnson City Transit, and community stakeholders (4.1)
- Car line wait times (4.1)
- Number of students riding the bus (4.1)
- Traffic accident reports (4.1)
- Installation and maintenance check documentation (4.1)
- Checklist to be completed during inspections (4.1)
- Sign-in sheets (4.1)
- Canvas course completion certificates (4.1)
- Monthly drill logs (4.1)
- Audit annual school safety trainings (4.1)
- Annual budget upgrades of security software and hardware (4.4)
- Audit annual internet safety trainings and staff modules (4.1)
- Checkout record of hotspots through Destiny software (4.1)
- Continual analysis of use/capacity of our networks (4.4)
- Privacy agreements for vendors (4.4)
- Development of architectural plans (4.2)
- Funding time table (4.2; 4.4)
- Facilities committee reports (4.2; 4.3)
- Review maintenance work orders submitted for each site (4.2)
- Facilities committee reports (4.2)
- City codes enforcement review for ADA compliance (4.2)
- Completed evaluation (4.1)
- Site safety plans (4.1)

Key Result Area 5: Wellness and Safety

Goal

Promote physical, social, and mental wellness.

Current Status

There are numerous components to help ensure that the wellness and safety of our students and faculty is a top priority. Some of the physical, mental health, and wellness components include health education, physical education, nutrition education, counseling, psychological and social services, healthy school environments, health promotion for staff, and family/community involvement. These areas are outlined in the system's Coordinated School Health Plan. Strategies have been developed and are analyzed annually by School Health Teams and the School Health Advisory Committee. General purpose funds have provided therapeutic counseling and care managers in every school to assist with mental health. Johnson City Schools employs nine Response to Intervention Behavior (RTI-B) staff to address students with Tier IV behavior plans. A safe and secure environment has been provided through new or renovated facilities and crisis intervention procedures. Cameras and safety control systems (including Raptor visitor management and reunification software) are present in all schools. In addition, the Johnson City Police Department's 2021-2022 budget provides funding for 12 school resource officers (SRO). The district has purchased and distributed an additional 10 automated external defibrillators (AED) throughout the school system. Coordinated School Health has developed and funded mini-grants to promote site-based healthy programs.

Objectives, Action Steps, and Measures

5.1. Create a comprehensive digital wellness program for Johnson City Schools grades K-12.

- Define digital wellness.
- Promote healthy social images in students (i.e. understanding differences of social media versus reality).
- Develop a comprehensive K-12 digital education program, including evidence-based, grade appropriate digital wellness lessons.
- Prepare and submit a proposal to Johnson City Board of Education for approval of a comprehensive digital wellness program.
- Create and maintain funding for ongoing digital wellness initiatives.
- Address stressors specific to our students related to social media.

5.2. Providing social media education for parents, possible outreach through the School Resource Officer (SRO) program, and education through parent engagement nights at all district schools.

- Implement parent education program.

5.3. Improve and expand the Coordinated School Health (CSH) program.

- Address substance abuse with positive and restorative practices.
- Increase care coordination for students with chronic disease management through interdisciplinary care teams and student care plans.

- Increase use of Healthy School Teams to implement action plan items and develop best practices across the district to facilitate a healthier school environment.
- Increase community and public health outreach to expand access to care, health promotion, and address social determinants of health.
- Purchase an electronic health record for the nursing department to improve quality of care, improve privacy of health information, and create a health portal for parents to provide access to their student's health records.
- Review and study feasibility of later school start time for middle/high school and earlier start time for elementary.
- Review and study feasibility of universal access to free breakfast and lunch for all students.
- Construct outdoor exercise area at Science Hill High School to promote physical activity for all Johnson City Schools faculty and students.
- Limit use of unhealthy/non-nutritious foods as a reward in individual classrooms.
- Implement a School Health Advisory Committee.
- Improve staff wellness through education related to community resources and opportunities through Johnson City Schools.
- Promote resources for staff through local agencies.
- Create and maintain partnerships with local resources to facilitate access to care for students and faculty.

5.4. Establish and maintain secure and safe environments and physical facilities.

- Create more flexibility for SROs and school nurses to be available for events and activities occurring after normal school hours.
- Use the camera network efficiently and effectively with a central monitoring station and a common “naming” approach to cameras throughout the district.
- Create a Johnson City Schools first response nursing team.
- Use “STOPit” (Solution Application/Implement Tele-Help) through Frontier Health Program to fast track suicidal and homicidal ideation.
- Implement the Anonymous Reporting System (ARS) related to suicide, harassment, security threats, and bullying.
- Strengthen current threat assessment program to regularly review and implement best practices.
- Identify areas of vulnerability in both physical facilities and within our processes and procedures.
- Develop a comprehensive plan for access control for Johnson City Schools.

5.5. Identify and update capital projects needs to secure schools and school grounds.

- Complete construction projects.
- Review and study the possibility of using technology (gates, badges, etc.) to improve access control.
- Coordinate with the Johnson City Commission to identify funding plans.
- Continue Johnson City Board of Education Safety Committee.
- Review and study potential security upgrades to Science Hill High School and adjacent facilities.

Measures:

- Review of facility use times, both school and non-school related activities. (5.4)
- Use state safety assessment to determine usage of money funded for access control. (5.5)
- Complete installation and upgrades of controls and devices. (5.4)

- Review records to measure Flex SRO/Nurse encounters and interactions. (5.4)
- Review and measure the benefit of Tele-Help for students across the district. (5.4)
- Review of records and outcomes associated with Tele-Help and ARS contacts. (5.4)
- Ongoing, regular meetings of school-level and district-level threat assessment teams. (5.4)
- Maintain funding to continuously improve facility and environmental safety. (5.1; 5.3; 5.4)
- Track instances of reported substance abuse in schools. (5.3)
- Discipline referrals related to substance abuse. (5.3)
- Information gathered to make an informed decision regarding universal free breakfast and lunch. (5.3)
- Outdoor exercise stations at Science Hill completed for student and faculty use. (5.3)
- Healthy rewards for students used in place of food/snacks. (5.3)
- Identify School Health Advisory Committee. (5.3)
- Annual surveys, including initial survey to establish baseline data, of students and staff to measure effectiveness of digital wellness curriculum. (5.1)
- Johnson City Board of Education approval of agreed upon definition of digital wellness as well as comprehensive digital wellness page for students and parents (5.1; 5.2)

Johnson City Schools 5-Year Plan
Sub-Committee Participants

Dr. Robbie Anderson, Committee Chair

Achievement Subcommittee Co-Chairs (4) & Members (29)

Co-Chair: Dr. Julia Decker (Administrator)
Co-Chair: Dr. Carmen Bryant (Assistant Principal)
Co-Chair: Dr. Holly Flora (Principal)
Co-Chair: Dr. Karen Reach (Principal)
 Dr. Roger Walk (Administrator)
 Dr. Ginger Woods (Administrator)
 Dr. JoDee Dotson (Assistant Principal)
 Kathy Hall (Board Member)
 Dr. Bettina Chirica (Certified Staff)
 Dr. Lori Church (Certified Staff)
 Ben Davenport (Certified Staff)
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 Chelsea Lee (Certified Staff)
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 Stephanie Robinette (Certified Staff)
 Sarah White (Certified Staff)

Dana Lilly (Classified Staff)
 Adam Dickson (Community Member)
 Dr. Virginia Foley (Community Member)
 Tongai Leslie Tendai Maodzwa (Community Member)
 Rick Norwood (Community Member)
 Casey A. Sears II (Community Member)
 Alexis Arnold (Parent)
 Meredith Berry (Parent)
 Caitlin Chapman-Rambo (Parent)
 Molly Hagemeyer (Parent)
 Angela Livingston (Parent)
 Mitch Miller (Parent)
 Julia Turpin (Parent)
 Lizanne Woodson (Parent)
 George Laoo (Principal)
 Julia Gilmore (Student)

Community Engagement Subcommittee Co-Chairs (3) & Members (19)

Co-Chair: Dr. David Timbs (Administrator)
Co-Chair: Collin Brooks (Classified Staff)
Co-Chair: Kaytee Jones (Principal)
 Jesse Cigarroa (Assistant Principal)
 Dr. Charles Corwin (Assistant Principal)
 Dr. Aaron Wood (Assistant Principal)
 Beth Simpson (Board Member)
 Glynn Carruthers (Certified Staff)
 Stacy Carter (Certified Staff)
 T.R. Dunn (Community Member)
 Deborah Harley-McClaskey (Community Member)

Rebecca Henderson (Community Member)
 Theresa Shaw (Community Member)
 Victoria Hawkins (Parent)
 Rebecca Horvath (Parent)
 Courtney Murphy (Parent)
 Amanda Prunkard (Parent)
 Missy Reece (Parent)
 Mark Rowe (Parent)
 Christine Whatron (Parent)
 Dr. Josh Carter (Principal)
 Camden Copenhaver (Student)

***Johnson City Schools 5-Year Plan
Sub-Committee Participants (Cont.)***

Human Resources Subcommittee Co-Chairs (3) & Members (14)

Co-Chair: Lee Patterson (Administrator)
Co-Chair: Richard Hutson (Principal)
Co-Chair: Dr. Melissa Stukes (Principal)
 Herb Greenelee (Board Member)
 Michelle Treece (Board Member)
 LaDawn Hudgins (Certified Staff)
 Dr. Jill Winiger (Certified Staff)
 Sheri Cooper (Classified Staff)
 Barbara Jane Gemar (Classified Staff)

Diana Leonard (Community Member)
 Clara Faye Hart Rutledge (Community Member)
 Melanie Bowen Sluder (Community Member)
 Judith A. Belzer (Parent)
 Laura Garrett (Parent)
 Kelly Grieger (Parent)
 Carol McGill (Principal)
 Jonathan Mateos Perez (Student)

Infrastructure Subcommittee Co-Chairs (3) & Members (12)

Co-Chair: Leia Valley (Administrator)
Co-Chair: Dr. James Jacobs (Principal)
Co-Chair: Dr. Josh Simmons (Principal)
 Melony Surrett (Administrator)
 Tom Hager (Board Member)
 Robert Williams (Board Member)
 John Hunter (Community Member)
 Dr. Anne Littleford (Community Member)

Mary Barton Nees (Community Member)
 Karen Rowell (Community Member)
 Tiffany Cook (Parent)
 Jenn Owen (Parent)
 Derek Tharpe (Parent)
 Paula Treece (Parent)
 Dr. Renee Wood (Principal)

Wellness and Safety Subcommittee Co-Chairs (3) & Members (18)

Co-Chair: Todd Barnett (Administrator)
Co-Chair: Dr. Greg Wallace (Administrator)
Co-Chair: Jennifer Norton (Certified Staff)
 Karen McGahey (Administrator)
 Tammy Pearce (Administrator)
 Tim Vanthournout (Assistant Principal)
 Dr. Ginger Carter (Board Member)
 Rebecca Reed (Certified Staff)
 Khia Hudgins-Smith (Community Member)
 Jonathan Kinnick (Community Member)
 Ben Putland (Community Member)

Lucy Timbs (Community Member)
 Christine Cassell (Parent)
 Lanetta White Forney (Parent)
 Deborah Keely (Parent)
 Bobby Patrick (Parent)
 Dr. Samuel Pettyjohn (Parent)
 Gary Purchase (Parent)
 Megan Spence (Parent)
 Dr. Sharon Pickering (Principal)
 Mariam Shams (Student)

Glossary for terms inside JCS 5-Year Plan

Accountability - Accountability in K-12 education typically refers to the process of holding school districts and schools responsible for student performance. Federal accountability requirements are described in the Every Student Succeeds Act (ESSA), passed by Congress in December 2015 to replace both the No Child Left Behind (NCLB) Act and states' related NCLB waivers. The Tennessee Department of Education (TDOE) received approval of its accountability plan under ESSA from the U.S. Department of Education in August 2017. Tennessee transitioned to the new district and school accountability model in the 2017-18 school year.

Achievement Gap - Achievement gap refers to the disparity in academic performance between groups of students. The term is often used to refer to the performance gaps between white students and minorities, or students from higher-income and lower-income backgrounds. Other subgroups for which achievement gaps may be shown include male and female students, students who are learning English and native English speakers, and nondisabled students and students with disabilities.

American College Test (ACT) - The ACT is a national college admissions test created by ACT Inc., a nonprofit organization that provides assessment, research, and other services to support college and career readiness. ACT Inc. offers several assessments for students to gauge their skills and knowledge at the middle school, high school, and college levels. ACT also offers assessments for adults in the workforce to gauge their skills and knowledge. State law requires that all grade 11 students take an exam to assess "student readiness for postsecondary education." Districts may use the ACT or SAT to fulfill this requirement.

The ACT includes subject level tests in English, math, reading, and science. Students receive scores that range from 1 to 36 on each subject and an overall composite score (which is an average of the four subject test scores).

Advanced Placement (AP) - The Advanced Placement (AP) program, which is administered by the College Board, provides high school students with rigorous, college-level courses taught by high school teachers in over 30 different subject areas. If students score a 3 or higher on the 5-point AP exams offered at the end of each course, many postsecondary institutions will award students college credit. Tennessee's public universities and community colleges may award college credit to students with passing AP exam scores.

American with Disabilities Act (ADA) – became law in 1990. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else.

Automated External Defibrillator (AED) – A medical device designed to analyze the heart rhythm and deliver an electric shock to victims of ventricular fibrillation to restore the heart rhythm to normal.

Career and Technical Education (CTE) - Career and Technical Education (CTE), also referred to as vocational education, comprises programs of sequenced courses aligned with industry needs that provide students with skills and knowledge in specific career areas. Typically offered to high school students, CTE is required by state law to also be made available to students in grades 6-8 beginning in 2019-20.

College and Career Readiness - College and career readiness generally refers to whether students graduate from high school with the knowledge and skills needed for success in first-year college courses or entry-level work. Tennessee measures achievement of college and career readiness using specific scores on college entrance exams or other college placement tests, primarily ACT testing products. Tennessee requires all public high school juniors to take the ACT, although students have the option to substitute the SAT.

Checkpoint(s) – District created student assessment for grades 2-8 in math and English language arts given every nine weeks. These assessments are intended to identify progress and to inform teacher instruction.

College-Level Examination Program (CLEP) – CLEP exams allow degree seekers with prior knowledge of introductory college topics the opportunity to take an exam demonstrating their mastery rather than taking the class itself. The overall purpose of CLEP exams is to reward existing knowledge and make it easier for students to earn college credit.

Coordinated School Health (CHS) – Coordinated School Health is an effective approach designed to connect health (physical, emotional and social) with learning. CSH improves children's health and their capacity to learn through the support of families, communities and the schools working together

Early postsecondary opportunities (EPSOs) – allow students to earn postsecondary credits while in high school, become familiar with postsecondary expectations, and decrease the time and cost of completing a certificate or degree. Early postsecondary opportunities available in Tennessee vary widely by school district. Examples include dual enrollment, local dual credit, statewide dual credit, advanced placement (AP), Cambridge International Examinations (CIE), International Baccalaureate (IB), College Level Examination Program (CLEP), and Student Industry Certification (SIC).

Healthy School Teams – Each Johnson City School has a team created of staff members from multiple departments to identify ways to make schools healthier places for students and staff.

HOPE Scholarship – Tennessee's HOPE Scholarship is a lottery-funded, merit-based scholarship for postsecondary education. Eligible students must have either an overall high school grade point average (GPA) of at least 3.0 or attain a composite ACT score of at least 21 (or combined SAT score of at least 1060). Since 2015, full-time freshmen and sophomores at four-year institutions and two-year institutions with on-campus housing receive up to \$1,750 per semester; full-time juniors and seniors receive up to \$2,250 per semester. The HOPE Scholarship awards up to \$1,500 per semester for other two-year institutions.

Post-secondary – Any education beyond high school.

Ready Graduate – Tennessee’s Ready Graduate indicator measures the percent of students who earn a regular high school diploma and meet specific milestones that increase the probability for postsecondary success. Students are considered Ready Graduates if they meet at least one of the following four criteria (a student can only count once):

- earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT) OR
- complete four EPSOs OR
- complete two EPSOs and earn an industry certification OR
- complete two EPSOs and earn a score of 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualification Test (AFQT).

Reward School – Reward schools are the top 5 percent of schools in the state for performance – as measured by overall student achievement levels – and the top 5 percent for year-over-year progress – as measured by schoolwide value-added data. Under the state’s federal education plan, developed under the Every Student Succeeds Act (ESSA), Tennessee will continue to annually recognize, as it has since 2012, reward schools.

Response to Intervention (RTI) – RTI is a tiered approach that educators use to identify and address learning needs for individual students. In Tennessee, RTI is known as RTI², which stands for Response to Instruction and Intervention. Under RTI², general education teachers, special educators and specialists use data to identify which students are underperforming and to what degree, then target academic interventions accordingly.

Students are placed in one of three tiers based on academic need and intensity of the intervention, with Tier I instruction provided to all students as a baseline, and Tiers II and III provided to students that need more intensive assistance to progress. Progress of Tier II and Tier III students is regularly monitored by instructors.

Tennessee Comprehensive Assessment Program (TCAP) – The Tennessee Comprehensive Assessment Program (TCAP) was established as the state’s standardized testing program in 1988. It includes:

- General education assessments (also known as TN Ready) in math, English language arts, social studies, and science, for students in grades 3-8 and for high school students enrolled in classes with End of Course exams;
- TCAP Alternate (TCAP-Alt) assessments in science and social studies for students with significant cognitive disabilities (students with significant cognitive disabilities take the Multi-State Alternate Assessments (MSAA) in math and English language arts); and
- the optional grade 2 assessment for districts that choose to participate.

Tennessee Value-Added Assessment System (TVAAS) – The Tennessee Value-Added Assessment System, known as TVAAS, is a statistical method based on standardized test data that is used to measure the influence of a district, school, or teacher on the academic progress (growth rates) of individual students or groups of students from year to year. The concept behind

TVAAS is that schools should add value every school year for each student, regardless of whether the student begins the year above, at, or below grade level.

TEAM Rubrics – In July 2011, Tennessee became one of the first states in the country to implement a comprehensive, student outcomes-based, statewide educator evaluation system: the Tennessee Educator Acceleration Model (TEAM). Rubrics guide the determination of specific performance levels in the following areas: planning, instruction, environment and professionalism.