

2017-2018

Owner: Dianne McDonald

Action Plan

STRATEGY: We will use data to personalize instruction and support in order to motivate and engage students to achieve identified growth targets, complete their Individual Career Plan (ICP) and graduate.

SPECIFIC RESULT: Students will have access to a blended learning credit recovery model for required courses.

Action Step	Progress
<p>1. Curriculum Directors will develop and implement a blended credit recovery model for required courses.</p>	<ul style="list-style-type: none"> • A module-based credit recovery model was piloted at Joliet Central during the 2015-2016 school year. This model was implemented district-wide during the last two school years in the following 9th grade courses: <ul style="list-style-type: none"> ○ Algebra 1 ○ Biology ○ English 1 ○ World Affairs • Students repeating the course were not placed in Freshman Academy sections.
<p>2. Implement professional development for the implementation of the blended credit recovery model.</p>	<ul style="list-style-type: none"> • Introduction to Blended Learning ran in the spring and summer of 2014 and has continued to run. • Only teachers who have been trained in Blended Learning will be selected to teach the blended GAP courses.
<p>3. Develop a process and guidelines for students eligible for credit recovery based on each course.</p>	<ul style="list-style-type: none"> • Any student who has failed a semester or full year of Algebra 1, Biology, English 1 or World Affairs and has not successfully earned credit through winter credit recovery, spring credit recovery, or summer school were scheduled into a Blended GAP 9 section. • Teachers completed failure reports for students that did not pass during the 2016-2017 school year. Based upon failure reports and teacher gradebooks, students completed modules and were required to demonstrate mastery to earn credit during the 2017-2018 school year.
<p>4. Develop and implement support for both the teacher and student in the</p>	<ul style="list-style-type: none"> • Failure reports provide the necessary information for GAP teachers. Modules are reviewed and refined during the summer. The Blended GAP 9 program is individualized for each student's needs.

<p>blended credit recovery environment.</p>	<ul style="list-style-type: none"> • The GAP 9 teachers also met as a cohort during the 2017 summer to review student data.
<p>5. Communicate offerings to students, parents and community.</p>	<ul style="list-style-type: none"> • Semester 1 data from the 2017-2018 school year was presented to the District Improvement Team. • Professional development for counselors was implemented to ensure that all counselors are aware of the GAP 9 credit recovery program.
<p>6. Evaluate effectiveness of blended courses based upon student academic success.</p>	<ul style="list-style-type: none"> • The following criteria was used to evaluate the program during the 2017-2018 school year: <ul style="list-style-type: none"> ○ Overall percentage of students earning credit for each course ○ Breakdown of student ethnicity and meal status ○ Number of total credits earned by each student ○ Student perception survey ○ Staff feedback survey

2017-2018

Action Plan

Strategy Number: 1

Plan Number: 5

Owner: Dan Markun, Dianne
McDonald

STRATEGY We will use data to personalize instruction and support in order to motivate and engage students to achieve identified growth targets, complete their Individual Career Plan (ICP) and graduate.

SPECIFIC RESULT: Provide summer school offerings that include additional opportunities for both enrichment and special education.

Action Step	Progress
1. Establish a committee of stakeholders to expand summer school offerings.	<ul style="list-style-type: none">• Curriculum Directors collaborated with content areas to identify potential get ahead classes to be offered in the summer.• Recommendations were presented at building and district level administrative meetings.
2. Review and revise appropriate school board policies (i.e. early graduation, graduation requirements, elective limitations, two-strike policy).	<ul style="list-style-type: none">• No progress made.
3. Survey students and staff to identify summer school enrichment opportunities.	<ul style="list-style-type: none">• A survey was created and sent out to all staff members regarding summer advancement opportunities for students in early October.
4. Analyze data to determine needs for special education offerings.	<ul style="list-style-type: none">• Director of Special Services collaborated with SPED leadership to identify summer offerings for Special Education.• These include instructional levels of Algebra 1, Geometry, and English 1.

<p>5. Articulate with sender schools to determine the appropriate programs for 7th and 8th grade students.</p>	<ul style="list-style-type: none"> • Healthy Community Grant was secured in April and teachers were asked to submit proposals that could be offered to students in grades 6-8 during the summer. • Teachers developed four-day lessons that integrated their content with the different career academies. • Information on the summer academy was sent to all sender schools in the area and was promoted throughout. • The summer academy is currently full.
<p>6. Develop summer school offerings based on students' interests and needs.</p>	<ul style="list-style-type: none"> • Summer school offerings include credit recovery opportunities, career specific electives, get ahead classes, and core classes to fulfill graduation requirements.
<p>7. Determine the best methods for expanding summer school offerings (i.e. face-to-face, blended, on-line).</p>	<ul style="list-style-type: none"> • Curriculum Directors, in collaboration with their teachers, will determine the best method for each course to be delivered.
<p>8. Determine a budget for expanded summer school offerings (if necessary).</p>	<ul style="list-style-type: none"> • Secured the Healthy Community Grant from the state of Illinois for \$72,000.
<p>9. Evaluate the effectiveness of the expanded summer school offerings.</p>	<ul style="list-style-type: none"> • 237 students were enrolled in the 1st session of Summer 2017 compared to 294 students currently enrolled for the 1st session of summer 2018. • Approximately 225 middle school students will be participating in each week of the JTHS Summer Academy.

2017-2018

Action Plan

Strategy Number: 2

Plan Number: 1

Owner: Teresa Gibson, Shad Hallihan, & Kristine Schlismann

STRATEGY We will ensure all JTHS personnel use effective communication internal and external communication to create a welcoming environment that develops positive relationships and engages all stakeholders in improving student achievement.

SPECIFIC RESULT: A comprehensive communication process will be developed and implemented to effectively communicate with our Spanish speaking families.

Action Step	Progress
1. Research and apply for grants to increase communication and involvement of our Spanish Speaking families.	<ul style="list-style-type: none">• Used Title I Grant funding to establish the Family Engagement Liaison (Bilingual) Positions.• Used Google Search for terms such as “Spanish Communication Grant,” “Language Access Grants for public schools,” and “Hispanic Family Engagement Grants,” but were unable to find any grants relevant to our schools.
2. Designate a bilingual liaison at each campus that will coordinate and manage effective and timely communication between the school and the Spanish speaking community.	<ul style="list-style-type: none">• Bilingual Family Engagement Liaisons started at both campus in July 2017.• Processes for accessing bilingual resources were established for both buildings (differences exist based on the building’s capacity to assist Spanish-speaking families).• All requests made of the Bilingual Liaison are acted on within 48 hours. Time for conclusion of the contact differs based on individual circumstances.
3. Provide professional development to staff to enhance communication and understand cultural context between staff and Spanish speaking families.	<ul style="list-style-type: none">• Professional development was provided by the Communication Specialist (Bilingual) and Family Engagement Liaisons to the following groups:<ul style="list-style-type: none">○ Administrators○ Teachers○ Clerical• “How to Work with Interpreters” professional development was provided to staff identified as working regularly with interpreters during meetings with families.

<p>4. Establish a proven method and protocol for collecting accurate data regarding language spoken at home during registration</p>	<ul style="list-style-type: none"> • Process has been established to annually collect and confirm home language preference via new student registration and schedule distribution. • Initial message to families in the preferred home language is sent at the beginning of the school year. • Student demographic information is updated as needed.
<p>5. Oversee the translation of district materials that include but are not limited to: district documents, signage, marquees, phone calls, web site, etc.</p>	<ul style="list-style-type: none"> • Process has been established for the translation of district materials and building materials. • Translated counselor and athletic department videos and shared with families as appropriate. • Established and maintains "En Español" section in the new website, which includes FAQs, forms, and announcements. • Ongoing translation of documents for all departments in each campus.
<p>6. Oversee the facilitation of all parent engagement activities.</p>	<ul style="list-style-type: none"> • List of regular parent engagement opportunities shared with 6.2 committee for reference and future community ambassadors. • Participation and support at Open House. • Assistance and support at Parent University. • Attended West Football games to promote HAC. • Parent sign up cards for HAC presented at each IEP meeting.
<p>7. Create a team of professional, certified interpreters that provides timely communication to Spanish speaking families.</p>	<ul style="list-style-type: none"> • Each Family Engagement Liaison accesses building and district staff to ensure that timely communication to Spanish speaking families occurs within 48 hours. • Workflow established to manage the requests • Communications Specialist (Bilingual) obtained Professional Interpreter in Education Certificate from University of Georgia. • Trained Family Engagement Liaisons and IEP Interpreter. • IEP Interpreter to receive Professional Interpreter in Special Education Certificate.

<p>8. Coordinate a system in which bilingual students can volunteer to help greet bilingual stakeholders. (cross-reference 2.4)</p>	<ul style="list-style-type: none"> ● Bilingual students (AP Spanish/Alpha Omega/Mr. & Miss J, and Student Ambassadors) were used regularly to communicate with Spanish audiences (Schedule Distribution, Open House, Parent University, etc.). Students worked with Communication Specialists and Family Engagement Liaison to prepare for working with families. <p>In addition to weekly tutoring at Mt. Carmel Church, students participated in:</p> <ul style="list-style-type: none"> ● August 2-9: HAC Trainings during Schedule Distribution ● September 6: Central & West Open House ● September 9: Fiesta en la Calle by Alianza & the Joliet Chamber of Commerce ● November 18-19: JT Ambassador Mt. Carmel Presentations ● December 6: Central Steelmen Academy Showcase & West Eighth Grade Preview ● February 7: SPED Family HAC Night ● March 8: Parent/Teacher Conferences at Woodlawn School ● April 8: HAC Sessions at Mt. Carmel Church ● April 19: Joliet Central Kermes ● April 28: Spanish Center Children’s Day
<p>9. Maintain open communication with local community organizations soliciting and mobilizing community volunteers.</p>	<ul style="list-style-type: none"> ● Family Engagement Liaisons have established or strengthened community relations with the following outside groups: ● Alianza de Negocios (Joliet Chamber) ● Spanish Community Center ● Familias Unidas Por La Educación ● Mount Carmel Church ● Hispanic Latino Coalition ● JT Staff and bilingual students presented HAC trainings at Mount Carmel Church on April 8, 2018 after each mass ● JT Staff and bilingual students participated in Spanish Community Center's First Annual Children's Day event ● Community organizations participated in the Joliet Central Kermes ● Community Ambassador draft plan shared with 6.2 committee to be revised over the summer of 2018

	<ul style="list-style-type: none"> • JT bilingual students were trained by Communications Specialist (bilingual) and interpreted for Woodlawn elementary school parent-teacher conferences.
<p>10. Educate Spanish speaking families about organizations and services provided to the community.</p>	<p>Family Engagement Liaisons and Communications Specialist (Bilingual) visited the following organizations to learn about their services and now inform families about these programs as needed:</p> <ul style="list-style-type: none"> • Joliet Public Library • Catholic Charities • YMCA • Spanish Community Center • Familias Unidas Por La Educación • Joliet Junior College OMSA • Joliet Junior College Annual Transition Conference
<p>11. Establish a protocol for providing certified interpreters for specialized school related meetings.</p>	<ul style="list-style-type: none"> • Bilingual paraprofessional is used for IEP meeting when Spanish is the preferred language. She has been trained in “Best Practices for Interpreting” by Communications Specialist (Bilingual) and is taking an online course "Interpreting for Special Education" through the University of Georgia. • Bilingual paraprofessional educates Spanish speaking parents on IEP process, student/ parent rights and special education resources/ services. • Created informational resources regarding IEP process in Spanish for parents.
<p>12. Measure the effectiveness of the communication process</p>	<ul style="list-style-type: none"> • Six percent of parents completed the 5 Essential Survey. • Family Engagement Liaisons (Bilingual) Spanish document and collect data regarding all parent encounters and outreach. Data is reported to Administrative Council and will be presented to the Board of Education. <p>Future considerations</p> <ul style="list-style-type: none"> • Develop a short customer service survey to send to parent after a specific communication encounter. • Use staff feedback for communication effectiveness between the home and school.

2017-2018

Action Plan

Strategy Number: 2

Plan Number: 2

Owner: Brian Shaw & Jo Wooten

STRATEGY We will ensure all JTHS personnel use effective internal and external communication to create a welcoming environment that develops positive relationships and engages all stakeholders in improving student achievement.

SPECIFIC RESULT: JTHS will foster a culturally sensitive and responsive environment to ensure that all stakeholders are respected, valued, welcomed and included.

Action Step	Progress
7. Establish a customer service steering committee that is representative of all stakeholders.	<ul style="list-style-type: none">• Committee 6.2 was formed during the 2017-2018 school year. This committee will be used to review and provide input to the work of the 2.2 District Committee.
8. The steering committee will identify a customer service model (service philosophy).	<ul style="list-style-type: none">• In progress. This will be presented to the 6.2 committee no later than the February 11 meeting.
9. Define and establish a welcoming first impression.	<ul style="list-style-type: none">• In progress. This will be presented to the 6.2 committee on October 22.
10. Obtain comprehensive baseline data that assesses the JTHS school climate and customer service by holding a series of focus groups as well as other means of collecting data conducted by a third party agency.	<ul style="list-style-type: none">• Look to collaborate with Hanover Research on ways to effectively gather and utilize data collected from a variety of venues and areas.<ol style="list-style-type: none">a. Parent Universityb. Registrationc. Food Serviced. Curriculum Preview Nighte. Athletic Eventsf. School visits (transcripts, 504's, IEP's, Deans)

<p>11. Develop a customer service handbook for all staff.</p>	<ul style="list-style-type: none"> • In Progress
<p>12. Develop a differentiated professional development plan for all staff.</p>	<ul style="list-style-type: none"> • This will be established by the end of next school year.
<p>13. Provide initial professional development on the customer service model (service philosophy) to all staff.</p>	<ul style="list-style-type: none"> • Initial training will occur during the summer of 2019 and at the start of school of the 2019-2020 school year. • Funding sources will need to be established.
<p>14. Develop and deliver on-going staff development for customer service for all new hires and areas of deficiencies.</p>	
<p>15. Develop an exit survey that all visitors will complete after leaving JTHS schools and facilities</p>	<ul style="list-style-type: none"> • Look to collaborate with Hanover Research on ways to effectively gather and utilize data collected from facilities. <ul style="list-style-type: none"> a. West Campus b. Central Campus c. Alternate d. Admin Center e. Transition Center f. Transportation g. Child Care • Visitor exit survey will be implemented for use in the future.
<p>16. Develop and implement an on-going evaluation plan of the customer service practices. (Secret Shopper and embedded in employee evaluations)</p>	<ul style="list-style-type: none"> • On hold until Customer Service Model has been established.

<p>17. Establish a reward system for gold standard customer service.</p>	
<p>18. Establish an orientation program for all new employees that covers the following:</p> <ul style="list-style-type: none"> • Chain of communication • Identification of purpose and people in each department • Frequently asked questions • Roles and responsibilities specific to various positions 	<ul style="list-style-type: none"> • Operationalized- Strategy 5.4
<p>19. Welcome all new staff/new position members with an announcement to the entire staff.</p>	<ul style="list-style-type: none"> • Operationalized Strategy 5.4
<p>20. Host a “Becoming a Board of Education Member” workshop in partnership with sender schools (LEAP) to welcome and inform community members interested in becoming a School Board candidate.</p>	<ul style="list-style-type: none"> • The Three Rivers Division of the Illinois Association of School Boards held the workshop prior to the elections. All interested parties were invited to attend.

2017-2018

Action Plan

Strategy Number: 2

Plan Number: 3

Owner: Teresa Gibson &
Shad Hallihan

STRATEGY We will ensure all JTHS personnel use effective communication internal and external communication to create a welcoming environment that develops positive relationships and engages all stakeholders in improving student achievement.

SPECIFIC RESULT: JTHS will establish an effective student/family/teacher engagement process. (3-Way Communication)

Action Step	Progress
1. Designate a liaison at each campus that will coordinate and manage effective and timely communication with all families. (Ethnicities, economic status, academic status)	<ul style="list-style-type: none">• Bilingual Family Engagement Liaisons started at both campus in July 2017• Processes for accessing bilingual resources were established for both buildings (differences exist based on the building's capacity to assist Spanish speaking families)• All requests made of the bilingual liaison are acted on within 48 hours. Time for conclusion of the contact differs based on individual circumstances.
2. Establish a steering committee to develop an effective school-family engagement plan, including volunteering, and ensure all families are represented.	<ul style="list-style-type: none">• A 6.2 subgroup has been tasked with this assignment• Generated ideas on communication, but still need to work on an engagement plan
3. Implement professional guidelines to ensure that all certified staff engage all families to deliver information in a timely manner regarding student achievement.	<ul style="list-style-type: none">• Professional development and guidelines provided to all certified staff regarding communication expectations• Developed and shared Communication Expectation to staff• Communication expectations are review with staff regularly• #JTAchieve materials included the roles of parent, students and staff in effective school to home communication

<p>4. Provide professional development on two-way invitational communication that promotes and engages, safe, open, and empowering environments in which all participants feel valued.</p>	<ul style="list-style-type: none"> • This is the third year that parent engagement professional development has been provided to staff at Joliet West. Specific strategies are provided and practiced in effective communication between staff and families
<p>5. Implement a face-to-face communication process for students-parents/guardians-teachers. (e.g. student led conferences utilizing the Individual Career Plan)</p>	
<p>6. Measure the effectiveness of the school-home communication process.</p>	<ul style="list-style-type: none"> • Six percent of parents completed the 5 Essential Survey <p>Future considerations:</p> <ul style="list-style-type: none"> • Develop a short customer service survey to send to parent after a specific communication encounter
<p>7. Establish a School-Home Association (SHA) at each campus.</p>	<ul style="list-style-type: none"> • Central Campus currently has a Parent Club that serves in this role <p>Further considerations:</p> <ul style="list-style-type: none"> • Develop a comprehensive parent involvement plan

2017-2018

Action Plan

Strategy Number: 2

Plan Number: 5

Owner: Robin English &
Maureen Pulaski

STRATEGY We will ensure all JTHS personnel use effective internal and external communication to create a welcoming environment that develops positive relationships and engages all stakeholders in improving student achievement.

SPECIFIC RESULT: JTHS will provide a mobile APP for families so that real time, personalized student information is available such as student assignments, grades, attendance, and discipline.

Action Step	Progress
21. Investigate and identify the appropriate Mobile APP that aligns with our current student management system. (A priority should be given to APPS that are available to Spanish speaking families.)	<ul style="list-style-type: none">Eschool Plus has an APP that was selected for its connectivity to the current HAC system. There is no Spanish option within the program; however, language friendly picture icons are utilized in the APP. Additionally, information (handouts/videos) on signing up for the APP and its usage have been provided in both Spanish and English.
22. Establish a link between JT Learn, HAC, and the student management system so data flows seamlessly.	<ul style="list-style-type: none">The link exists through Eschool Plus coordination of HAC and the APP.
23. Include transportation information capability for the APP.	<ul style="list-style-type: none">Displays “Bus” or “Not eligible for bussing.”Link has been added to bus routing numbers.
24. Establish a link for parent information with regards to student fees and My LunchMoney so that parents only need to visit one location.	<ul style="list-style-type: none">Link functionality is included. Currently the following resources are linked: MySchoolBucks; Student Fees; JTHS Course Offerings; JTHS 204 Comment Codes/Codigos De Comentario; Bus Routes; and O365 Student Email.

<p>25. Develop protocols for the following:</p> <ul style="list-style-type: none"> • Standardized use of calendar in JT Learn • Standardized language used in gradebook • Expectations for the frequency of information inputted such as assignments and grades • Consistency of attendance information • Consistency of discipline information • Determine what news items will be included on the APP • Expectations for response time to parent e-mails and inquiries 	<ul style="list-style-type: none"> • Reinforced expectations in communications. • JT Learn calendar is no longer applicable (other platforms are being used). • Standardized formative/summative language used in gradebook. • Weekly updates of assignments and grades on Wednesdays (for Athletic Eligibility). • Timely recording of attendance information (Availability of this feature will be highlighted in promotional materials). • Information, procedures, and protocol is the same as HAC regarding confidential information. • Generally includes mass messages sent by phone. • Response time ASAP, but no more than 24 hours.
<p>26. Provide professional development for all staff for the use of the APP.</p>	<ul style="list-style-type: none"> • Staff were given access to videos and handouts about HAC and the APP. However, teachers cannot access the APP as a parent would.
<p>27. Communicate and promote the APP to families on an annual basis.</p>	<ul style="list-style-type: none"> • During schedule pick up week, summer technology sessions, and Open House, freshmen were routed to a computer lab to educate the parents on the use of HAC and the APP. Student representatives presented the information to parents and students in English and Spanish. A video in English and Spanish was available as well. <p>Schedule Pick Up Data:</p> <ul style="list-style-type: none"> • Central - 39 Student Volunteers, 474 Logins Picked Up • West - 28 Students Volunteers, 470 Logins Picked Up <p>Incoming Student Tech Orientation:</p> <ul style="list-style-type: none"> • District – 128 Parents/Guardians

<p>28. Evaluate the use of program on an annual basis.</p>	<ul style="list-style-type: none">• Data is pulled on a semester basis to examine parent usage statistics and the impact on Freshman attendance.• As the focus on usage remains a constant, the parental log-in percentage should continue to increase.• Next steps: Look at the APP in relation to the new learning management system.
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Action Plan

STRATEGY: We will ensure our curriculum and assessments strengthen the implementation of the academy structure so that all students are college and career ready.

SPECIFIC RESULT: All students in the career academies will complete a Program of Study (POS) that includes integrated curricula aligned to relevant standards and career development opportunities.

Action Step	Progress
<p>1. A process and timeline will be developed in order to audit each POS, which will include an examination of the courses offered and the subsequent curriculum and assessments associated with each course.</p>	<ul style="list-style-type: none"> • Utilized a process that was piloted with the Education & Training Program of Study within the Human Services Academy for the Health & Medicine Academy.
<p>2. The program of Studies within the career academies will be reviewed by a team of internal and external stakeholders to ensure JTHS is providing the most relevant sequence of coursework to the career area.</p> <ol style="list-style-type: none"> a. Course Elimination b. Course Refinement c. Course Development 	<ul style="list-style-type: none"> • A group of teachers, administrators, and counselors collaborated to create Program of Studies for both pathways within the Health and Medicine Academy. This included course elimination, refinement, and development. A group of external stakeholders from sender schools and higher education were assembled and provided input and feedback. • It is recommended that this process continue for the remaining Programs of Study for the 2018-2019 school year.

<p>3. Core courses will develop common Key Learning Events (Stage 3) and Assessments (Stage 2) aligned to the Desire Results (Stage 1) and each POS within the career academy.</p>	<ul style="list-style-type: none"> • No progress at this time.
<p>4. A student leadership team structure will be developed and implemented district-wide for each career academy that will focus on Service Learning, community outreach, and continuous improvement of the Academy.</p>	<ul style="list-style-type: none"> • No progress at this time.
<p>5. Capstone projects will be identified, developed and implemented within each POS.</p>	<ul style="list-style-type: none"> • No progress at this time.
<p>6. Identify/develop any courses/programs specific to each POS that should be offered during the summer to enhance students' Academy experience.</p>	<ul style="list-style-type: none"> • No progress at this time.
<p>7. Annual evaluation of progress will be conducted and communicated to the School Board</p>	

Action Plan

STRATEGY: We will ensure our curriculum and assessments strengthen the implementation of the academy structure so that all students are college and career ready.

SPECIFIC RESULT: All special education students in the career academies will complete a Program of Study (POS) that includes integrated curricula aligned to relevant standards and career development opportunities.

Action Step	Progress
<p>1. A process and timeline will be developed in order to audit each POS, which will include an examination of the instructional courses offered and the subsequent curriculum and assessments associated with each course.</p>	<p><u>During the 2017-2018 School Year:</u></p> <ul style="list-style-type: none"> • Review and revision of special education curriculum handbook • District course request sheet • Meeting with counselors to discuss changes to courses, course sequences, and supports for special education students <p><u>During the 2018-2019 School Year:</u></p> <ul style="list-style-type: none"> • Vocational Committee will meet quarterly to discuss post secondary and vocational opportunities • Identify assessments and resources that will prepare students for entrance into Junior Colleges • Align curriculum and vocational programming to PACE • Review and revise curriculum in the areas of reading and math to increase student success at the post secondary level • Discuss alignment between student’s identified career interest and Programs of Study to ensure that course of study provides students’ with experiences needed to be successful
<p>2. Instructional transitional/post-secondary courses will be reviewed by a team of internal and external stakeholders to ensure</p>	<p><u>Course Revisions and Refinement:</u></p> <ul style="list-style-type: none"> • Geometry • Reading for Everyday Living • English 2 and 4 • Instructional Biology (AVAC)

<p>JTHS is providing the most relevant sequence of coursework that will prepare students in the areas of social, independent, and vocational skills.</p> <ul style="list-style-type: none"> a. Course refinement b. Course development c. Course elimination 	<p><u>Course Development:</u></p> <ul style="list-style-type: none"> • AVAC English • AVAC Math • AVAC Pre Vocational <p><u>Course and Program Recommendations:</u></p> <ul style="list-style-type: none"> • Online courses (Alternate) • 3rd year Science Class • Instructional Blended Learning Class • CTE cohort <p><u>Curriculum:</u></p> <ul style="list-style-type: none"> • Unique Curriculum
<p>3. The development of transitional plans within the IEP will be reviewed to ensure that they align to the student’s ICP and the POS within the career academy.</p>	<p><u>During the 2017-2018 School Year:</u></p> <ul style="list-style-type: none"> • IEP manager training • IEP manager quarterly meetings • Special Services leadership meetings <p><u>During the 2018-2019 School Year:</u></p> <ul style="list-style-type: none"> • Vocational Committee will meet quarterly to discuss post secondary and vocational opportunities • Identify assessments and resources that will prepare students for entrance into junior colleges • Align curriculum and vocational programming to PACE • Review and revise curriculum in the areas of reading and math to increase student success at the post secondary level • Discuss alignment between student’s identified career interest and Programs of Study to ensure that course of study provides students’ with experiences needed to be successful
<p>4. Utilization of outside sources that provide job training opportunities and the current structure of the job program for AVAC/Transitional students will be assessed to create a district program that will allow</p>	<p><u>During the 2017-2018 School Year:</u></p> <ul style="list-style-type: none"> • Increased community and vocational experiences for students at the Alternate campus • CITGO partnership • Increase in District work experiences for students at the Transition Center • Professional development and training for job coaches • Increase in community relationships

<p>staff to develop relationships within the community to create job training opportunities for students.</p>	<p><u>During the 2018-2019 School Year:</u></p> <ul style="list-style-type: none"> • Transition planning and vocational curriculum alignment to PACE • Vocational Committee for Special Education-meet on quarterly basis • Simulated work environments • Increase work experiences for students within AVAC • PAES Lab
<p>5. Instructional Core courses will develop common Key Learning Events (Stage 3) and Assessments (Stage 2) aligned to the Desired Results (Stage 1) and each POS within the career academy.</p>	<ul style="list-style-type: none"> • This area was not addressed this year and will be a target for planning for the 2019-2020 school year.
<p>6. Assess college and career planning at the Alternate School and develop/revise program that will provide post-secondary support with an emphasis on leadership, service learning and community outreach.</p>	<p><u>During the 2017-2018 School Year:</u></p> <ul style="list-style-type: none"> • Continued to increase the number of students that are DORs clients • Worked with DHS to identify additional supports for students to provide vocational support and post secondary funding • Increased number of job training experiences • Increased number of community experiences for students • Additional campus based job training opportunities at West campus • Access to disability services at JJC <p><u>During the 2018-2019 School Year:</u></p> <ul style="list-style-type: none"> • Continue to explore mentoring opportunities for students at the Alternate Campus • Trade School Fair • Explore additional job training and internships • Reap to Sow summer work and job experiences • Explore additional vocational and post secondary opportunities for students

<p>7. Students within the instructional program will access the student leadership team structure that will be developed and implemented district wide for the career academies to ensure that their leadership skills are augmented with a similar focus to students within the general education program.</p>	<ul style="list-style-type: none"> • This area was not addressed this year and will be a target for the 2019-2020 school year.
<p>8. Additional job shadowing as well as student internship opportunities will be developed and implemented for students at the Alternate School.</p>	<p><u>During the 2018-2019 School Year:</u></p> <ul style="list-style-type: none"> • Explore mentoring and interships for students in instructional programs with a focus on students at the Alternate Campus • Work with a consultant to explore businesses and programs that would provide vocational experiences, including internships for students within the Special Education program • Explore opportunities at Will County Cooperative
<p>9. Capstone projects will be identified, developed and implemented within each POS.</p>	<ul style="list-style-type: none"> • This area was not addressed this year and will be a target for planning for the 2019-2020 school year.
<p>10. Identify/develop any courses/programs currently offered for students within the special education program with a focus on community, social, and vocational experience.</p>	<p>During the 2017-2018 school year the team will recommend the following:</p> <ul style="list-style-type: none"> • Development of recommendation and curriculum for 3rd year instructional science class • Instructional Blended Learning Class • Recommendations for additional opportunities for students to take classes at JJC • Plan and implement Trade Fair • Develop Action Plan to implement support for increased success and enrollment in CTE programs • Partnership with Citgo • Explore partnership with Will Cooperative

<p>11. Annual evaluation of progress will be conducted and communicated to the School Board.</p>	<p>Monitoring of this action step will continue to occur during:</p> <ul style="list-style-type: none">• Special Education Administrative Leadership meetings• Special Education ILT meetings• Curriculum committees• Director's meetings <p>Monitoring of the progress of this action step will be ongoing during the planning and implementation stages.</p>
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2017-2018

Action Plan

Strategy Number: 4

Plan Number: 4

Owner: Patty Sewing &
Jenine Barnes

STRATEGY We will ensure our curriculum and assessments strengthen the implementation of the academy structure so that all students are college and career ready.

SPECIFIC RESULT: All students will develop and utilize a personalized career plan that will prepare them for their post-secondary experiences.

Action Step	Progress
29. A process will be developed district wide in order to personalize registration of courses for incoming and current 9-11th grade students, which will include an examination of the time frame, resources, and stakeholders involved in the process.	<ul style="list-style-type: none">• The Naviance platform has been selected, and a plan for integration is in progress for 2019-2020 implementation.• The platform includes clusters of classes that can be linked to JTHS Programs of Study.• Integration of the roll out includes Professional Development on how to input courses and course descriptions prior to the beginning of the registration process for the 2020-2021 school year.
30. An ICP curriculum will be developed and implemented district wide that identifies key learning events for incoming 9th graders, as well as the current enrolled students, grade 9-12.	<ul style="list-style-type: none">• Identify the team that will align Naviance and PaCE components with ESSA requirements (Guidance Counselors, Building and District Admin., Teachers, & Students).• The team will align PaCE components within Naviance with the ESSA requirements for the 2019-2020 school year.• Assignment of key learning events to the PaCE framework.
31. A college and career curriculum (guidance curriculum) will be developed and implemented district wide that identifies key learning events for the families of incoming 9th graders, as	PaCE framework includes key learning events to include family support. Includes: <ul style="list-style-type: none">○ Open House○ Financial Literacy○ Parent University○ AP Information Night○ Principal Newsletters○ Twitter○ Weekly e-mail blasts from Principals

<p>well as the current enrolled students, grade 9-12.</p>	
<p>32. A Program of Study week will be developed and implemented district wide that will focus on student understanding of courses associated with their career interests, selecting courses in eSchool, and engaging in course specific conversations that involve all stakeholders.</p>	<p>In progress and includes:</p> <ul style="list-style-type: none"> • Academy weeks are held at West Campus • Program of Study Week • Course Recommendation Day - Central Campus (Adoption of Academy Week at Central and Course Recommendation Day at West) • Student course selection to be implemented in Naviance platform
<p>33. A system, including the ICP platform, will be developed and implemented district wide that will engage students and all stakeholders, in the planning of a student's high school and post-secondary pathway.</p>	<ul style="list-style-type: none"> • Naviance platform has been selected. Planning for integration is in progress for the 2019-2020 school year implementation. • The platform includes clusters of classes that can be linked to the JTHS Program of Study. • National Clearinghouse, within Naviance, will track graduated students.
<p>34. A system will be identified or developed that will engage students and families in the planning and tracking of post-secondary opportunities and experiences.</p>	<ul style="list-style-type: none"> • Parents are provided with a separate log-in to participate with their student in post-secondary opportunities. • Alerts will be sent to parents for college visits, etc.
<p>35. Annual evaluation of progress will be conducted and communicated to the School Board.</p>	<ul style="list-style-type: none"> • We will use the data reports from Naviance to develop and present the PaCE alignment and implementation to the School Board.

Action Plan

STRATEGY We will secure and leverage our physical, technological and human resources to effectively support our students' education.

SPECIFIC RESULT: Implement an in-district program that runs during the school day for students who struggle either academically or behaviorally in the traditional learning environment

Action Step	Progress
<p>36. Research in-district programs at surrounding schools and identify program components that would benefit JTHS students.</p>	<ul style="list-style-type: none"> • The Action Plan team conducted research at surrounding programs which include: <ul style="list-style-type: none"> ○ Minooka Project Indian ○ Plainfield Academy ○ Lincoln-Way Educational Options ○ Valley View Phoenix Program ○ Lincoln School • The team conducted a site visit to Lincoln-Way Educational Options.
<p>37. Determine curriculum, facility, and staffing needs</p>	<ul style="list-style-type: none"> • Utilization of space and support staff at the Alternative building <ul style="list-style-type: none"> ○ Special Education Teacher ○ General Education Teacher • Proposed online curriculum presented to the Curriculum Directors for alignment to the JTHS curriculum.
<p>38. Establish criteria and recommendation procedures for student participation in the program.</p>	<ul style="list-style-type: none"> • Utilization of the CARE Team for placement recommendation. The CARE team is a school-based group, the core members of which are counselors, social workers, psychologist, and Student Assistance Coordinator, who come together on a regular basis to collaborate in finding solutions to the problems of at-risk students and families. • In addition to the core CARE Team members, other stakeholders, including deans and community-based organizations that provide support to students in the building, are invited to engage in student-based discussions. Individuals throughout the school and community-based organizations each have pieces of the puzzle.

	<ul style="list-style-type: none"> • CARE Team collects as many pieces as possible and constructs as complete a picture of the situation as it can, which informs the intervention planning and progress monitoring process. • CARE Team provides an infrastructure that assists in the coordination of services and in preventing fragmentation and duplication of services. • CARE Team works to address students' mental health and behavioral health concerns that manifest in the school setting and interfere with academic performance. • Long-term homebound students- The program cost is \$20.00 per course. If students are intermittent they can be included in the site license plan at \$10.00 per student with access to unlimited courses.
<p>39. Create and provide necessary professional development.</p>	<ul style="list-style-type: none"> • Staff development will be determined once the online curriculum platform is established. • Staff development surrounding the online platform is included in the startup cost. District pays the cost for airfare and lodging. Training site is in Kansas City, Kansas. • Staff development is provided surrounding placement for the CARE team.
<p>40. Communicate program to appropriate stakeholders.</p>	<ul style="list-style-type: none"> • Stakeholders include: <ul style="list-style-type: none"> ○ Care team members ○ PPS ○ BLT ○ District Administration
<p>41. Implement the program and develop a plan for the program's sustainability.</p>	

<p>42. Evaluate the effectiveness of the program annually.</p>	<ul style="list-style-type: none">● Evaluation includes:<ul style="list-style-type: none">○ Enrollment numbers○ Graduates○ Return to home school○ Return to program○ Students removed from the program○ Credits earned○ Attendance○ Student Success Plan<ul style="list-style-type: none">1. Goals and objectives for the student in the program2. Length of time in the program3. Attendance4. Behavior
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alternative day
program outline.do



Student Success
Plan 3.20.18 2177.d

Pass code is 2177 for success plan

2017-2018

Action Plan

Strategy Number: 5

Plan Number: 2

Owner: Ilandus Hampton

STRATEGY We will secure and leverage our physical, technological and human resources to effectively support our students' education.

SPECIFIC RESULT: JTHS will maintain, enhance, and expand our facilities focusing on equity, security, and building infrastructure to support the curricular, co-curricular, and extra-curricular opportunities for our stakeholders.

Action Step	Progress
43. Conduct a demographic study to determine the best usage of current facilities and property.	<ul style="list-style-type: none">• In progress: Based on current sender schools data, a demographic study is not needed at this time.
44. Utilize existing staff input reports and the facilities master plan team report, and compile a list of immediate needs.	<ul style="list-style-type: none">• Completed October 2016.
45. Prioritize the list of immediate needs giving special consideration to : a) Student collaboration space for blended learning opportunities at the West and Central Campus b) Space for an additional culinary arts room at the West Campus c) Land acquisition or usage of current facilities to provide space for a regular education/alternative education program	<ul style="list-style-type: none">• In progress: Continual analysis is being conducted to prioritize list of project recommendations.

<p>d) Locker room facility at the Central Campus</p> <p>e) New and easily distinguishable main entrance at the West Campus</p>	<ul style="list-style-type: none"> • Reviewing option and specifications with the Architects. • The Main Entrance at the West Campus was completed spring of 2018.
<p>46. Develop a facilities master plan from the input of stakeholders, utilizing the expertise of professional designers when needed.</p> <ul style="list-style-type: none"> • Classroom upgrades • Site facilities – softball fields, tennis courts, locker rooms • HVAC upgrades at both campuses • Life safety work • Floor finishes • Identified testing space • Athletic upgrades – gym floors, curtains, track, bleachers and turf maintenance • Renovate auditoriums • 4th floor of Central Campus • Parking lot renovations • Roof replacements • Restroom renovations 	<ul style="list-style-type: none"> • Completed October 2016 <p>West:</p> <p>Completed Projects</p> <ul style="list-style-type: none"> • Baseball backstop installed • Paving of road from maintenance • PA system survey- 96 speakers added <p>Projects in Progress</p> <ul style="list-style-type: none"> • Field House curtain replacement • Baseball Press Boxes • Re-stripping Field House Track • Upgrades to Fitness Center, Weight Room, and Dance Room <p>Central:</p> <p>Completed Projects:</p> <ul style="list-style-type: none"> • Upgrade to central weight room • Field House perimeter curtains- replacement scheduled • Salt building roof replaced • Boiler house roof replacement scheduled • Pa survey -7 additional speakers added • Traffic signal project <p>Projects in Progress</p> <ul style="list-style-type: none"> • Baseball Press Boxes • Stadium Locker Rooms • Re-stripping Field House Track • Replacement of 1950’s Steam Boiler <ul style="list-style-type: none"> • District Network and Electrical Upgrades • District Upgrades to Security Systems

<p>47. Acquire the funding necessary to complete all of the immediate needs.</p>	<ul style="list-style-type: none">• In progress: the selling of Bond over the next 8 years has identified (27.8). The 1st Phase of Bond proceeds was completed March 2017, for 7 million.• \$10.85M in 2021• \$10M in 2024
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2017-2018

Action Plan

Strategy Number: 5

Plan Number: 3

Owner: Karen Harkin

STRATEGY We will secure and leverage our physical, technological and human resources to effectively support our students' education.

SPECIFIC RESULT: JTHS will upgrade technology infrastructure in order to provide additional capacity, redundancy, and room for future growth at all district facilities.

Action Step	Progress
48. Survey and evaluate current technological infrastructure.	<ul style="list-style-type: none">Completed August 2015. Consulted with field experts to assess current network infrastructure.
49. Survey and evaluate the physical environment for optimal infrastructure placement of distribution points.	<ul style="list-style-type: none">Completed August 2015. Plans made and reviewed with buildings to support new technologies.
50. Build a Bill of Materials for the necessary equipment needed to update and provide redundancy and growth (fiber, cable, switches, wireless access points, uninterrupted power supplies, etc.)	<ul style="list-style-type: none">Completed August 2015. New technologies to support interoperability, added redundancy and with built in growth potential identified.
51. Gain approval to obtain the space for distribution points with building stakeholders.	<ul style="list-style-type: none">Completed February 2017. Confirmation of new distribution locations with building leadership.

<p>52. Evaluate and build out facility infrastructure to support distribution points (ie. Power and Cooling)</p>	<ul style="list-style-type: none"> • Updated goal is by July 2018. <p>New generators and rack cooling are in the process of being installed.</p>
<p>53. Build out determined distribution points to provide connectivity to endpoints</p>	<ul style="list-style-type: none"> • Most of the network cabling project was completed last summer and the remaining (labs/additions/testing) began once school was out. We used E-Rate funding for \$725,420 of this \$912,200 project.
<p>54. Create installation plan to phase in without interruption of services</p>	<ul style="list-style-type: none"> • Weekly meetings are scheduled with plans to switch over the end of the first week of July 2018. The plan is for both networks to be up for the switch to provide continuous service during regular business hours..
<p>55. At completion of installation and approval of new technological infrastructure, develop a plan for abatement of the retired infrastructure</p>	<ul style="list-style-type: none"> • Work to begin after a successful switch over. Bids were solicited for the abatement, along with the Network Cabling Project, and was awarded to Peak Electric Inc., the company that is also doing the network cabling.
<p>56. Remove and recycle any retired technological components</p>	<ul style="list-style-type: none"> • Work to start on this after a successful switch over.
<p>57. Implement a system for evaluating needs annually of all district facilities</p>	<ul style="list-style-type: none"> • Work to start on this after a successful switch over.

2017-2018

Action Plan

Strategy Number: 5

Plan Number: 4

Owner: Karla Guseman, Patty Sewing, Jenine Wright, Iman Ellis Bowen, Jo Wooten, Brian Shaw, Joe Lopez, David Gray, Karen Harkin, Chris Olson, Chris McGuffey, Steve Locke and Steve Millsaps

STRATEGY: We will secure and leverage our physical, technological and human resources to effectively support our students' education.

SPECIFIC RESULT: JTHS will implement a comprehensive and differentiated professional development system that is aligned to district and staff needs.

Action Step	Progress
<p>12. Expand the new teacher orientation program to a four year program that is differentiated in both structure (blended, F2F, online) and in regards to content that is designed to meet the needs of new staff members.</p>	<p>The Assistant Superintendent for Educational Services continued to work with building administrators, curriculum directors, instructional coaches, and instructional technologists to pilot the following tracks during the 2017-2018 school year:</p> <ul style="list-style-type: none"> • Personalize Learning with Technology • Differentiated Instruction for Math based Curricula • Planning and Assessment • Working with Students with Disabilities • Action Research <p>All 2nd year teachers moving into their third year in the district chose a professional development track for the 2018-2019 school year. This track was to align to their professional growth goals within their summative evaluation.</p> <p>The Summer New Teacher Orientation (NTO) program was reviewed and restructured for the summer of 2018. The program was reduced from six days to five days in August based on feedback from new teachers, instructional coaches and administrators.</p>
<p>13. Update policies and procedures associated with professional development for certified staff to ensure JTHS is meeting legislative mandates and providing</p>	<p>No policies or procedures were in need up refinement at this time.</p> <p>Legislative mandates continue to be reviewed annually and GCN requirements are updated each year and communicated July 1st.</p>

<p>certified staff with high quality staff development opportunities needed for licensure.</p>	
<p>14. Evaluate the current professional development program for each employee group based on its contribution to accomplishing our mission, and its alignment to district initiatives.</p>	<p>Presentation to Administrative Council on May 16, 2018 included professional development implemented during the 2017-2018 school year.</p>
<p>15. Address gaps in professional development according to alignment to mission, initiatives, and staff needs.</p>	<p>Presentation to Administrative Council on May 16, 2018 included the goals identified for the 2017-2018 school year and the evaluation of those goals. The presentation also included priorities and goals for the 2018-2019 school year.</p>
<p>16. Assess the professional development needs of all staff on a yearly basis and utilize this information to create and implement a targeted Professional Development program for each employee group annually.</p>	<p>Presentation to Administrative Council on May 16, 2018 included and the evaluation of the professional development implemented during the 2017-2018 school year.</p>
<p>17. Proposed professional development programs will be presented to the Administrative Council in April for approval and implementation beginning each August.</p>	<p>Presentation to Administrative Council on May 16, 2018 included areas of focus for the 2018-2019 school year. It was also discussed and determined that the annual presentation needs to occur in May each year.</p>

<p>18. Evaluate the implemented professional development program for each employee group annually.</p>	<p>Presentation to Administrative Council on May 16, 2018 included and the evaluation of the professional development implemented during the 2017-2018 school year.</p>
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2017-2018

Action Plan

Strategy Number: 5

Plan Number: 5

Owner: Teresa Gibson &
Shad Hallihan

STRATEGY We will secure and leverage our physical, technological and human resources to effectively support our students' education.

SPECIFIC RESULT: JTHS will refine the current behavior management program or adopt a program to ensure instructional time is maximized.

Action Step	Progress
1. Establish a committee of stakeholders which includes staff, administrators, deans, parents and students to accomplish the action plan.	16-17 - Meetings regarding behavior management happened during School Improvement Team meetings and the Dean-Teacher summit at each campus on the January Institute Day. 17 – 18 - Refinements made during the summer after the administrator-dean meeting, administrative retreat, and summer DLT meeting.
2. Evaluate current behavior management system to identify strengths and deficiencies in cooperation with all stakeholders.	Completed in 2015-2016 through discussions with the School Improvement Teams (SIT) at each campus and the Strategy 5.5 team. Held additional discussions during SIT meeting during 2016-2017. Teachers completed a survey in May 2017 soliciting feedback about the current behavior management system.
3. Investigate behavior management programs.	Made tweaks to the current management system and emphasize a proactive approach with students and staff.
4. Refine current program or adopt an alternate behavior management program.	Revisions to consequences and structure of ISS made during 2016-2017. These changes were reviewed throughout the year by administration and discussed during School Improvement Team meetings.
5. Revise policies and procedures as necessary.	Made tweaks to the current management system and emphasize a proactive approach with students and staff.

<p>6. Design professional development for consistent implementation.</p>	<p>Regularly emphasized regular attendance, arriving to class on time and appropriate hallway behavior</p> <p>Monthly Teach Like a Champion techniques that infuse positive approach to classroom management</p>
<p>7. Annually evaluate the effectiveness of the program.</p>	<p>Working with outside agencies to evaluate effectiveness of classroom management policies and procedures</p>

Action Plan

STRATEGY We will secure and leverage our physical, technological and human resources to effectively support our students' education.

SPECIFIC RESULT: JTHS will expand the in-district program to decrease the number of special education students placed outside of the district.

Action Step	Progress
<p>58. Research in-district programs at surrounding schools and identify program components that would benefit JTHS students.</p>	<ul style="list-style-type: none"> • <u>During the 2017-2018 school year:</u> <ul style="list-style-type: none"> ○ Explored programs that support social/emotional and students with anxiety ○ Visited program for students with Autism ○ Visited programs for students with vision impairments • <u>During the 2018-2019 school year:</u> <ul style="list-style-type: none"> ○ Continue to explore programs that support social/emotional and students with anxiety ○ Identify programs that are psycho educational with a drug/alcohol dependency component ○ Continue to explore programs for students with Autism
<p>59. Determine curriculum, facility and staffing needs.</p>	<ul style="list-style-type: none"> • <u>During the 2017-2018 school year:</u> <ul style="list-style-type: none"> ○ Unique Curriculum ○ Course sequence for AVAC program ○ Align courses to District graduation criteria • <u>During the 2018-2019 school year:</u> <ul style="list-style-type: none"> ○ Programming: <ul style="list-style-type: none"> ▪ PAES Lab ○ Vocational Preparations: <ul style="list-style-type: none"> ▪ Job shadowing opportunities ○ Curriculum: <ul style="list-style-type: none"> ▪ Online Courses for Alternate Campus • Staffing Needs: <ul style="list-style-type: none"> ○ Job Coaches ○ Space for AVAC and Transition Center

<p>60. Establish criteria and recommendation procedures for student participation in the program.</p>	<ul style="list-style-type: none"> • The team will continue to refine criteria for students returning to the district as well as develop Action Plans for supporting students within the District.
<p>61. Create and provide necessary professional development.</p>	<ul style="list-style-type: none"> • <u>During the 2017-2018 school year:</u> <ul style="list-style-type: none"> ○ Behavioral Health Team ○ CBITS ○ Working with students with Autism ○ CPI ○ Addressing behaviors exhibited by students with cognitive disabilities ○ Working with students in a movement room ○ Restructuring of the Functional Program • <u>During the 2018-2019 school year:</u> <ul style="list-style-type: none"> ○ Behavioral Health Team ○ CBITS ○ Thinkfirst ○ Behavior and Intervention Strategies (Safe and Civil Schools) ○ Strategies to reduce anxiety within the classroom ○ Data collection made easy and relevant for students with behaviors ○ CPI
<p>62. Communicate program to appropriate stakeholders.</p>	<ul style="list-style-type: none"> • <u>During the 2017-2018 school year:</u> <ul style="list-style-type: none"> ○ IEP manager summer training ○ IEP quarterly District meetings ○ Meetings with Transition Coordinator (semester) ○ Mayors Special Services Community meeting ○ AVAC and Transition Staff Meeting • <u>During the 2018-2019 school year:</u> In addition to the stakeholders above: <ul style="list-style-type: none"> ○ 5.6 Strategy Committee team meetings monthly ○ Meetings with community agencies and businesses ○ Combined coordinators meetings with District 86

<p>63. Implement the program and develop a plan for the program's sustainability.</p>	<ul style="list-style-type: none"> • <u>During the 2018-2019 school year:</u> <ul style="list-style-type: none"> ○ Implement online courses at the Alternative School ○ Develop an Action Plan to retain and support returning students back to the District
<p>64. Evaluate the effectiveness of the program annually.</p>	<ul style="list-style-type: none"> • Monitoring of the progress of this action step will be ongoing during the planning stages. • Monitoring of this action step will continue to occur during: <ul style="list-style-type: none"> ○ Special Education Coordinators meeting ○ SPED ILT meetings ○ 5.6 Strategy Committee Team ○ Special Services meeting (semester)

2017-2018

Action Plan

Strategy Number: 6

Plan Number: 1

Owner: Terri Schrishuhn,
Tino Villaflor & Nicole
McMorris

STRATEGY We will, in partnership with families and community, develop and implement plans to deliver a culturally responsive educational experience and expand the diversity of our faculty and administration in order to close the achievement gap.

SPECIFIC RESULT: JTHS will implement a comprehensive, systematic process to support all underperforming students, with particular attention to African American males.

Action Step	Progress
<ol style="list-style-type: none"><li data-bbox="305 751 678 1260">1. Audit policies and procedures to determine which may adversely impact student achievement, other forms of success and access to resources (such as GAP policy, graduation requirements (particular courses), access to building and resources, period 1 instruction, availability of transportation).	<ul style="list-style-type: none"><li data-bbox="719 720 1157 751">• Developing Program of Work:<ol style="list-style-type: none"><li data-bbox="768 751 1369 888">1. Build an Inventory of Student Resources Developed a list of programs and services available to all students that impact student achievement<li data-bbox="768 898 1369 1035">2. Develop Success Metrics Use enrollment data, grade distribution and other data to determine success of programs and success of subgroups<li data-bbox="768 1045 1385 1182">3. Evaluate Access to Resources/Success of Resources by Targeted Subgroups Review Data - Make Recommendations as a team<li data-bbox="768 1192 1336 1260">4. Review Low Enrollment Courses; Infuse curriculum into required courses
<ol style="list-style-type: none"><li data-bbox="305 1381 678 1591">1. In collaboration with our sender schools, create an outreach program (K-8) designed to identify and support underperforming students.	<ul style="list-style-type: none"><li data-bbox="768 1350 971 1381">• Developing.

<p>2. Utilize JT students to deliver a K-8 mentoring program for African American males.</p>	<ul style="list-style-type: none"> • Developing. • Increasing use of Student Ambassadors. Consideration of B2B and other programs for student mentoring.
<p>3. Implement an academic response program which will provide students with mandated opportunities during day school to remediate deficiencies and/or provide just in time help. (Cross reference 1.6)</p>	<ul style="list-style-type: none"> • Tied to Action Step 1. • Already providing "Just In Time" Services.
<p>4. Add standing agenda item pertaining to student achievement results, (goal/unit tests, exams, labs, etc.) specific to race and gender, to content specific school improvement activities, professional development and other platforms such as DLT, BLT, etc.</p>	<ul style="list-style-type: none"> • Members share out at District Coordinator's Meetings and Building Leadership Team Meetings.
<p>5. Cultivate supports from entities outside the school system in an effort to provide African American males post-secondary opportunities. Create additional learning opportunities during and outside of normal school hours for those students who require a more non-traditional format based on personal need.</p>	<ul style="list-style-type: none"> • Developing. • Review work internship programs.

<p>6. Create visible, meaningful and globally accessible academic resources for underachieving students, particularly students of color. These resources will include both students and teachers of color. (Cross reference 6.2)</p>	<ul style="list-style-type: none"> • Developing. • Tied to Action Step 1 - Building an inventory of student resources.
<p>7. Evaluate the effectiveness of any new programming initiatives with metrics pertaining to graduation rate (4 and 5 year), matriculation rate, freshmen on track rate, ACT, SAT and AP test results, participation in AP/honors, etc. including details pertaining to subgroups.</p>	<ul style="list-style-type: none"> • Tied to Action Step 1 • Developed data sets tying grade distribution tables to demographics. • Continuing to tie these metrics to graduation data.
<p>8. Summarize and communicate, in various modes, an annual progress report to the Board of Education regarding Joliet Township's initiative to close the achievement gap.</p>	

Action Plan

STRATEGY We will, in partnership with families and community, develop and implement plans to deliver a culturally responsive educational experience and expand the diversity of our faculty and administration in order to close the achievement gap.

SPECIFIC RESULT: JTHS will create an implement a family and community group that aggressively builds relationships between District 204 families and staff in order to enhance the educational experience of all students.

Action Step	Progress
<p>1. Create a family and community group, with on-going recruitment, comprising of students, families, staff and community members.</p>	<ul style="list-style-type: none"> • An invitation was sent during the month of August to students, families, staff and the community. The invitation was sent through the Website, JT Web Rails, Twitter, Facebook, Principal’s Newsletter, Patch, Herald News, and Tribune. • Thirty-seven individuals signed up for the committee with representation from each of the areas listed. Attendance for the 17-18 school year is as follows: <ul style="list-style-type: none"> ○ 9/25/2017 --- 32 Individuals ○ 10/16/2017 --- Meeting canceled due to the ○ rescheduled Central/West football game ○ 11/27/2017 --- 27 Individuals ○ 1/29/2018 --- 29 Individuals ○ 2/26/2018 --- 23 Individuals ○ 4/23/2018 --- 20 Individuals ○ May 21, 2018 --- 16 Individuals • The Committee will receive a survey this summer to evaluate the meetings for potential improvements for next year. They will also be asked about their ongoing commitment for next year and new members will be recruited from the areas in which we lose members. • Meeting dates for next year are as follows: 9/24, 10/22, 11/19, 1/14, 2/11, 4/15, 5/13

<p>2. Make recommendations to the Vision Committee regarding diversity training and culturally responsive professional development.</p>	<ul style="list-style-type: none"> • There were no recommendations from the committee during this school year. The committee spent the majority of the meetings developing plans to meet the specific result. • The committee was apprised of the Implicit Bias training that was provided to administrators and the Culturally Proficient cohort.
<p>3. Provide ongoing professional development for the family and community group and members.</p>	<ul style="list-style-type: none"> • Presentations were provided during the meetings. Presentations included: information about school safety, JJC TRIO Program, Student Ambassadors, New Website, Parent Focus Group Data, and a discussion about student fees.
<p>4. Identify and create resources for the family and community group to use with its members.</p>	<ul style="list-style-type: none"> • The new website contains a Family Resource tab with two subsections: Community Bulletin Board and Student and Family Supports. • These contain important resources for family and community.
<p>5. Identify opportunities to work with the community to enhance the educational experience for all students.</p>	<ul style="list-style-type: none"> • The committee established three priorities after identifying ways to achieve the specific result. <ul style="list-style-type: none"> ○ Priority 1: Establish a formalized Community Ambassador Program. ○ Priority 2: Implement a cross-cultural event that unites students, families, and community members from all backgrounds. ○ Priority 3: Determine and implement messages of high importance essential to student achievement.
<p>6. Partner with local business and community organizations to ensure all populations served by JTHS are supported.</p>	<ul style="list-style-type: none"> • We partnered with Mount Carmel Church to attend mass and explain/teach families to use Home Access Center in English and Spanish. • Other businesses and community organizations were not identified through the work of the committee at this time.

<p>7. Establish opportunities for family-counselor, family-dean and/or family-teacher conferences for students. (Cross reference 2.3)</p>	<ul style="list-style-type: none"> • This action step will be accomplished by the Strategy 2.3 team. The committee will offer any support as needed.
<p>8. Establish listening tours within the community to gain insight into ways to enhance the educational experience for all students.</p>	<ul style="list-style-type: none"> • The Community Ambassador Program will begin during the 2018-2019 school year. • All committee members are invited to attend the Superintendent/Board Community Conversations. This year “listening tours” were held on 8/28/17 (Central Campus), 10/23/2017 (West Campus), 1/22/2018 (Unity CDC), and 3/19/18 (Spanish Center). • Next year’s dates are as follows: 8/27, 10/29, 2/25, 4/29. These dates will be provided to the 6.2 Committee as well as the Community Ambassadors.



Community
Ambassador Interest



2018 JTHS
Community Ambassac

Action Plan

STRATEGY We will, in partnership with families and community, develop and implement plans to deliver a culturally responsive educational experience and expand the diversity of our faculty and administration in order to close the achievement gap.

SPECIFIC RESULT: JTHS will implement comprehensive recruitment, hiring, retention and promotion policies and procedures to increase diversity of faculty and administration.

Action Step	Progress
<p>2. Develop a robust diversity statement and publicize it prominently on all materials.</p>	<ul style="list-style-type: none"> This will be addressed in the Strategy 6.2 Community Committee. It was determined that the development of this statement should involve a variety of stakeholders.
<p>3. Ensure that a culturally diverse hiring team is established for the hiring process.</p>	<ul style="list-style-type: none"> All hiring teams for the past two hiring cycles (2017-2018 and 2018-2019 school years) have included at minimum of one Hispanic member and one African American member. There were over 50 committees. An electronic approval process was put in place to ensure the committees are diverse. This information is housed on our internal JT Shares Human Resources Site.
<p>4. Expand recruitment opportunities for minority applicants by seeking applicants through a variety of resources such as Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HIS), student teaching, marketing, job fairs and outreach, and networks of current and former JTHS employees and alumni.</p>	<ul style="list-style-type: none"> Historically Black Colleges and Hispanic Serving Institutions have been directly emailed concerning our initiative and our openings. We are currently advertising in the National Minority Update on a quarterly basis. We continue to attend job fairs in the fall and spring. Please refer to the presentation below for job fairs attended: Annual Hiring Update 2018

<p>5. Establish and document written criteria for each step of the hiring process.</p>	<ul style="list-style-type: none"> • Refer to the link below. The hiring procedures are reviewed annually and presented at DLT in the spring. <p>Hiring Procedures</p>
<p>6. Implement a conflict of interest policy regarding hiring and promotional practices.</p>	<ul style="list-style-type: none"> • A conflict of interest policy was adopted and is part of the hiring committee’s pre-interview training. We also cover the conflict of interest policy in our hiring training for team members. Please see the link for the policy. <p>Conflict of Interest Statement</p>
<p>7. Formalize the rating of candidates and create a rubric for scoring.</p>	<ul style="list-style-type: none"> • Administrators received 6 hours of hiring training. During that time, a rubric and a rubric helper were developed by the administrative staff. Please see the links below. <p>Rubric Helper Interview Rubric</p>
<p>8. Ensure each member of the hiring committee has an equal voice.</p>	<ul style="list-style-type: none"> • We have changed our hiring teams from a leader to a co-leader. These individuals screen applicants and conduct the phone interviews together. • All committee members are given an opportunity to write comments for all candidates and have an open discussion for teacher interviews at the conclusion of all candidate interviews. • The open discussion will consist of consensus of the committee on which candidates move forward for Principal (Director) interviews.

<p>9. JTHS will consider both internal and external applicants for all positions.</p>	<ul style="list-style-type: none"> • JTHS now considers all applicants for positions. • All postings for teaching positions are internal and external after all internal transfer requests are considered. • For administrative positions, all positions are posted internally and externally. • In the last two hiring seasons, we have interviewed external candidates for all teaching and administration positions.
<p>10. Mandate implicit bias training to mitigate the impact of inevitable bias for anyone involved in the hiring process.</p>	<ul style="list-style-type: none"> • All administrators, supervisors, and instructional coaches received 10 hours of implicit bias training from an outside agency (Troy Cicero). • On June 18, 2018, a group of hiring team members will receive a 7-hour training on implicit bias in hiring and the workplace environment from Troy Cicero. • All hiring teams are trained on the meaning of implicit bias.
<p>11. Establish and widely publicize the general requirements to be a strong candidate for administrative positions and promotion.</p>	<ul style="list-style-type: none"> • All requirements are described in postings and job descriptions. Postings are shared on our applicant tracking system, website, internal Jtweb, IASA job bank and through various diverse websites, including the Association of Latino Administrators and Superintendents and the National Minority Update. Those postings are pushed out to other national organizations.
<p>12. Track diversity data.</p>	<ul style="list-style-type: none"> • All hiring data is tracked and filed by the Office of Human Resources.
<p>13. Strategize ways for the district to cultivate diversity allies, forging partnerships and building relationships across cultures internally and externally (e.g. NAACP or other groups).</p>	<ul style="list-style-type: none"> • Postings are regularly sent to the local NAACP (Mike Clark).

<p>14. Provide additional support for faculty and administrators of color (e.g. mentoring, support groups, etc.).</p>	<ul style="list-style-type: none"> • A cohort was established for teachers and administrators concerning cultural responsiveness. This training/support was a total of 40 hours for 35 individuals during the 2017-2018 school year. • Administrators that were not included in the entire training were included in a 3-hour session at the end of the training.
<p>15. Summarize and communicate, in various modes, an annual progress report to the Board of Education.</p>	<ul style="list-style-type: none"> • A presentation was delivered to the Board of Education in February of 2018 regarding hiring practices, recruitment and data. Refer to the PowerPoint below. Annual Hiring Update 2018
<p>16. Share periodic progress reports with various stakeholder groups.</p>	<ul style="list-style-type: none"> • Progress is shared with Administrative Council and District Leadership Team annually. Refer to the links below. Annual Hiring Update 2018 Hiring Presentation 2018

2017-2018

Action Plan

STRATEGY We will, in partnership with families and community, develop and implement plans to deliver a culturally responsive educational experience and expand the diversity of our faculty and administration in order to close the achievement gap.

SPECIFIC RESULT: JTHS will implement professional development that will result in staff demonstrating ownership of practices that enhance the academic and social emotional advancement for students of colors.

Action Step	Progress
<p>9. Research and select consultants that will work with the district to explore and recognize unconscious biases for JTHS staff within a safe environment.</p>	<ul style="list-style-type: none"> • Research was conducted on potential consultants and based on that research, Educational Equity Consultants were selected as a consultant during the 2017-2018 school year. • Phil Hunsberger from Educational Equity Consultants presented at the August 2017 Institute session and ensured faculty were aware of the cohort opportunity during the 2017-2018 school year. • Over 60 staff were interested in the cohort and 35 were chosen to participate. • The cohort began with a 2-day seminar in October with four additional follow-up sessions. • A survey was given to all participants after the conclusion of the cohort to determine if JTHS should continue the partnership with Educational Equity Consultants. • Based on the survey, it was determined that JTHS should move forward with a second cohort during the 2018-2019 school year.
<p>10. With the assistance of the consultant, all stakeholders will complete a perception assessment/survey to provide data to the district regarding the cultural climate.</p>	<ul style="list-style-type: none"> • Not accomplished during the 2017-2018 school year. • The District has contracted Hanover Research to conduct an assessment of the cultural climate at JTHS during the 2018-2019 school year.

<p>11. During administrator retreats and other professional growth opportunities, administration will participate in diversity training and professional development that embeds practices and common language of supporting students of color, supports teachers with professional development and training, and monitors the accountability of the school community.</p>	<ul style="list-style-type: none"> • In addition to the opening day institute session and the cohort, Phil Hunsberger also presented to the District Leadership Team on October 26th to ensure administration had a general awareness of the two-day seminar for the cohort. • All administrators and supervisors participated in Implicit Bias training developed and implemented by Troy Cicero.
<p>12. District 204 staff will receive ongoing culturally responsive and diversity training which includes but is not limited to:</p> <ul style="list-style-type: none"> • Understanding the historic context regarding the African American and Latino students • Exploring personal bias and how it impacts the academic environment 	<ul style="list-style-type: none"> • The JTHS cohort of 35 teachers and administrators began in October of 2017 and was designed as an approach to both explore an individual’s stance toward diversity and as well, introduce strategies to be used to create an inclusive cultural responsive classroom and school environment. • This program began in 2002 and over the years has been used by countless school districts to address issues of oppression and disenfranchisement encountered by students.
<p>13. Staff will be afforded other professional development opportunities (workshops, seminars, conferences, or in-services) outside of the district with an intentional focus on diversity training, meeting the needs of students of color, and cultivating a culturally responsive environment.</p>	<ul style="list-style-type: none"> • Staff attended the following workshops, seminars, conferences and in-services during the 2017-2018 school year: <ul style="list-style-type: none"> ○ Illinois Coalition for Immigrant & Refugee Rights ○ Applying Culture & Language Lenses to Family Engagement ○ Latinx Student Empowerment Conference ○ Conversational Spanish for Educators ○ Illinois Deep Equity Institute ○ Sharing the Dream Conference

<p>14. Annually, students will participate in an in-service to share with teachers, staff and administrators their perceptions of cultural awareness, as well as, to voice their views regarding their educational experiences as well as current issues that affect their academic environment.</p>	<ul style="list-style-type: none"> • Not accomplished during the 2017-2018 school year.
<p>15. Evaluate the professional growth component of teacher, administrator, and classified staff evaluations to embed language in which encourages staff to incorporate professional development and training in their instructional practices.</p>	<ul style="list-style-type: none"> • Not accomplished during the 2017-2018 school year.
<p>16. Annual feedback will be solicited from staff and students through the use of a survey regarding the implementation of information provided through professional development trainings, workshops, and diversity training.</p>	<ul style="list-style-type: none"> • Needs Assessment was revised to include questions specific to cultural responsiveness training. • Survey was given to cohort. • Survey was given to participants in Implicit Bias Training.
<p>17. Annual evaluation of progress will be conducted and communicated to staff and the school board.</p>	<ul style="list-style-type: none"> • The presentation prepared for annual progress update will be shared with the school board.