

2018-2019

Action Plan

Strategy Number: 1

Plan Number: 3

Owner: Nicole McMorris

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: Courses which are essential to the completion of a student's program of study will be considered for approval through a variety of accredited academic institutions if they are not offered by the district.

Action Step	Progress
1. Establish a committee of stakeholders to identify and implement relevant and appropriate options for enrichment and college and career readiness.	The Curriculum Coordinating Council (CCC) consists of 26 members within the JTHS school community. This committee reviews, evaluates and implements curriculum district wide.
2. Identify, evaluate and select accredited institutions that will provide options for students (ongoing).	The CCC would be the approving body for any additional accredited institutions that would provide options for students.
3. Determine a budget and fee structure if necessary.	No budget is necessary; There are a variety of options already in place.
4. Review and revise appropriate school board policies including course registration procedures.	The CCC would be responsible for reviewing and revising appropriate school board policies, including course registration procedures.

<p>5. Develop a process for students to request these courses.</p>	<p>There is a process in place: "Request for High School Credit for Non-District Experiences Student Approval Form & Request for Physical Education Exemption Student Approval Form." Students may obtain these forms from their counselor.</p>
<p>6. Develop monitoring and support mechanisms for students in these courses.</p>	<p>School counselors would be responsible for monitoring and supporting students in these courses.</p>
<p>7. Communicate offerings to students, parents and the community.</p>	<p>The Assistant Superintendent for Educational Services meets three times per school year with all counselors. The counselors would assist in communicating information to students, parents and the community, along with the help of building administration.</p>

2018-2019

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.	Curriculum Directors collaborated with the staff in their areas to determine possible additions to the summer school offerings. This information was brought to building and district level administrative meetings for input.
2. Review and revise appropriate school board policies (i.e. early graduation, graduation requirements, elective limitations, two-strike policy).	No progress to report.
3. Survey students and staff to identify summer school enrichment opportunities.	Based upon the feedback from the student survey given the previous year and staff input, the following courses were recommended for summer school: <ul style="list-style-type: none">• Honors Geometry• World Affairs• Spanish 3 However, all three classes failed to run for the summer of 2019 due to low enrollment.

<p>4. Analyze data to determine needs for special education offerings.</p>	<p>Based upon the feedback from the Special Education Leadership Team and staff, the following courses were offered for summer school:</p> <ul style="list-style-type: none"> • Algebra I INS • Geometry INS • English 1 INS <p>However, all three classes failed to run for the summer of 2019 due to low enrollment.</p>
<p>5. Articulate with sender schools to determine the appropriate programs for 7th and 8th grade students.</p>	<p>At the conclusion of the JTHS Summer Academy 2018, a survey was sent to sender school families for input on potential camps. Based upon this feedback and JTHS staff input, additional camps were provided for the summer of 2019 during all three sessions. Students will have opportunities to engage in career exploration in our buildings working with JTHS staff.</p>
<p>6. Develop summer school offerings based on students' interests and needs.</p>	
<p>7. Determine the best methods for expanding summer school offerings (i.e. face-to-face, blended, on-line).</p>	<p>Blended summer school offerings have the highest enrollment with 90 students in 3 sections.</p> <p>Additional blended or fully online courses should be considered, as well as micro classes that do not disrupt the entire summer schedule.</p>
<p>8. Determine a budget for expanded summer school offerings (if necessary).</p>	<p>Summer school is funded through a fee charged to participants at the rate of \$160 per session.</p> <p>The JTHS Summer Academy is supported through the Healthy Community Grant at sum of \$101,000.</p>
<p>9. Evaluate the effectiveness of the expanded summer school offerings.</p>	<p>Summer School Session 1 enrollment is at 290 students as of 5/23/19 with 12 sections. Summer School Session 2 enrollment is ongoing though 6/20/19.</p> <p>JTHS Summer Academy 2019 enrollment is at 1,119 unique seats with 25 programs as of 5/23/19.</p>

2018-2019

Action Plan

Strategy Number: 1

Plan Number: 8

Owner: Matt Narducci, Tino
Villaflor & Chris McGuffey

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 a comprehensive guidance program, which assists students in academic achievement and college/career preparation.

Action Step	Progress
10. Establish a committee to develop a comprehensive guidance program.	<p>The team was comprised of counselors and administrators that collaborated on a regular basis throughout the 18-19 school year:</p> <ul style="list-style-type: none">• Mike Russell-Central Campus• Natalie O'Connell-Central Campus• Amanda Ringfelt-Central Campus• Yvette Justice-West Campus• Melanie Boseo-West Campus• Sandra Campbell-Pathways Campus• Patty Sewing-West Campus PPS Coordinator• JR Randich-Central Campus PPS Coordinator• Matt Narducci-West Campus Assistant Principal• Tino Villaflor-Central Campus Assistant Principal• Chris McGuffey-Curriculum Director• Dianne McDonald-Curriculum Director
11. Identify surveys to use with students to determine their social, emotional, and non-cognitive needs.	<p>The guidance curriculum was developed during the 2018-2019 school year for each grade level:</p> <ul style="list-style-type: none">• 9th grade<ul style="list-style-type: none">○ Transition to high school○ Career Exploration○ Freshman on Track• 10th grade<ul style="list-style-type: none">○ Acclimation to 10th grade○ Career Readiness○ Sophomore on Track• 11th grade<ul style="list-style-type: none">○ Acclimation to 11th grade○ Career Planning○ Junior on Track

	<ul style="list-style-type: none"> • 12th grade <ul style="list-style-type: none"> ○ Senior on Track ○ Career Implementation <p>Within each unit of instruction, counselors created key learning events that are aligned to the PACE framework, ASCA model, and JTHS acquisition statements. Based upon the given objectives, surveys are/will be created that will be used with students.</p>
12. Determine social, emotional, and non-cognitive skills to address in the comprehensive guidance program.	The guidance curriculum is aligned to the ASCA model with identified acquisition statements (students will..) in each unit. The key learning events are/will be created based upon the acquisition statements and language from ASCA.
13. Explore opportunities for blended learning regarding the guidance program.	The key learning events in each unit of the guidance curriculum can be delivered through the new online college and career readiness platform, Naviance. Counselors will determine the best method for delivery of each lesson.
14. Determine the structure for the delivery of the comprehensive guidance program.	<p>The key learning events in each unit of the guidance curriculum will be delivered through multiple methods, such as the following:</p> <ul style="list-style-type: none"> • Presentation in advisory (small group) • Presentation in auditorium to advisory students (large group) • Online presentation through Naviance • Academic class <p>The counselors have established leads at each campus, pertaining to Naviance and the Instructional Leadership Team, and will provide guidance on the delivery of the curriculum.</p>

<p>15. Determine a budget to implement a comprehensive guidance curriculum.</p>	<p>No progress to report.</p>
<p>16. Evaluate the effectiveness of the comprehensive guidance curriculum.</p>	<p>The Assistant Principals at each campus, Matt Narducci and Tino Villaflor, will be the lead administrators for the guidance curriculum. Both will work regularly with the guidance counselors to monitor the implementation, evaluation, and revision of the curriculum on a yearly basis.</p> <p>For the summer of 2019, the team will add to the current units of instruction, including the key learning events.</p>
<p>17. Evaluate the guidance counselor caseloads and reduce if necessary to support the personalization of the comprehensive guidance curriculum.</p>	<p>The committee recommended an addition of 1 counselor per campus to reduce the load per counselor. This was approved for the 2019-2020 school year.</p>

2018-2019

Action Plan

Strategy Number: 1

Plan Number: 9

Owner: Brett Marcum &
Iman Ellis-Bowen

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: Implement a continuum of work-based learning experiences that involves interaction between industry professionals, school, faculty, and students designed to help deepen curriculum and classroom instruction.

Action Step	Progress
18. Hire, assign, or appoint a work-based learning coordinator(s).	The Director of Strategic Partnerships annually serves as the coordinator of the Summer Internship program for the school district.
19. Establish an advisory board that includes internal and external stakeholders from all academies to define goals, intended focus and scope of an internship program that will be implemented at JTHS.	<p>The Work-based Learning Advisory Board was established during Fall Semester 2018. Bi-Annual Meetings were held in December & June.</p> <p>Advisory Board members include: 1.9 Committee members, Colleges/University Career Centers, Chamber of Commerce, and Workforce Centers.</p> <p>Meeting Agendas included: Career Exploration, Job Shadowing, Internships, Certifications, and Special Programs.</p>
20. Identify, recruit, and orient business partners for the internship program.	<p>This was accomplished through:</p> <ul style="list-style-type: none">• Creation of an "Internship Guide"• Information posted to the district website• A Business Recruitment Event held on October 29, 2018 attended by approximately 70 business and community leaders. The event will be held annually.• Site visits and orientations with local businesses took place throughout the school year (Director of Strategic Partnerships).

<p>21. Communicate and promote the internship programs to teachers, students, and parents.</p>	<ul style="list-style-type: none"> • Frequent communication with Curriculum Director for Career and Technical Education and Academy Coordinators took place regarding positions available in their areas. • Presentations were delivered at faculty meetings (West during fall of 2018). • Posted all available positions on the jths.org website including the link to apply. • Emailed all junior and senior students and parents with information about the program. Sent several follow up emails as positions were added.
<p>22. Review, evaluate, and revise the internship program with the advisory board on an annual basis.</p>	<p>Bi-annual meetings to be held in December and June.</p> <ul style="list-style-type: none"> • December – Plan for upcoming summer • June – Review positions/data.
<p>23. Plan and implement a career fair at each school in the fall for 9th grade students to inform their career academy choice.</p>	<p><i>Junior Achievement</i> met with the District Leadership Team (DLT) about assisting the district with finding speakers from a variety of career fields to participate in these events. A follow up meeting is scheduled for June with Freshman Academy Coordinators from both schools.</p>
<p>24. All academies will plan and implement opportunities for guest speakers applying to specific programs of study to share information about their training, work day, and the knowledge and skills required to pursue and be successful in their career.</p>	<p>Media Specialists and Academy Coordinators bring in speakers to discuss careers and training requirements during Academy Weeks.</p> <p><i>Junior Achievement</i> met with the DLT to discuss how they can assist with this moving forward at both campuses. There is a follow up meeting scheduled for June.</p>

<p>25. Continue to develop and implement the job shadowing program.</p>	<p>Job Shadowing continues to occur during the 10th grade year and is anchored in the English 2/English 2 Honors Course. According to data from the JT Learn completion survey, approximately 53% of students are completing their job shadowing requirement. As a result, we will begin to promote Job Shadowing opportunities for option 1 during the summer. We will also explore housing the information currently on JT Learn through a different online platform. Surveys were also administered to teachers and business partners to identify potential improvements to the Job Shadowing program moving forward.</p>
<p>26. Create opportunities for students and business partners to participate in mock interviews.</p>	<p>JTHS is exploring a program offered through <i>Junior Achievement</i> designed to address this action step. Review will continue into 2019-2020 school year.</p>
<p>27. Have students conduct informational interviews via phone, video conferencing, or in person.</p>	<p>No progress to report.</p>
<p>28. Continue to plan and promote opportunities for students to participate in industry conferences and/or competitions.</p>	<p>Current Opportunities include: Technology and Engineering, Health and Medicine, Automotive, Culinary, and Business (Future Business Leaders of America).</p>

<p>29. Continue to develop opportunities for students to earn industry certifications.</p>	<p>Current Industry Certification opportunities include: ServeSafe Food Handler, ServeSafe Manager, Certification of Achievement: National Restaurant Association, Automotive Technician I and II, Level 1 Early Childhood Education Certificate, A+ Computer Repair, Cosmetologist, Basic Life Support, and Certified Nurse's Assistant (CNA).</p> <p>The district will continue to explore opportunities for students to earn industry certifications while reviewing and updating curriculum documents.</p>
<p>30. Plan and implement opportunities for students to recruit for their academies.</p>	<p>Some Academies have "Student Leadership Teams" which meet regularly with Academy Coordinators. Some students (in collaboration with their academy coordinators) also have the opportunity to present information about their academy to Freshman advisory classes in the fall of each school year.</p>
<p>31. Plan and implement school-based enterprise operations for the district.</p>	<p>No progress to report.</p>
<p>32. Plan and implement senior presentations to business community to celebrate partnerships, recruit new business partnerships, and promote work-based learning to teachers, students, and our community.</p>	<p>No progress to report.</p>

2018-2019

Action Plan

Strategy Number: 2

Plan Number: 2

Owner: Maureen Pulaski &
Constance Joubert

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
8. Establish a customer service steering committee that is representative of all stakeholders.	Representatives from Strategy 2.2 will work in partnership with members of the Strategy 6.2 Family and Community Group to form this committee.
9. The steering committee will identify a customer service model (service philosophy).	Survey results have been analyzed and will be used to develop the customer service model.
10. Define and establish a welcoming first impression.	This was accomplished through our customer service statement: Joliet Township High School District 204 prides itself on a welcoming environment with a strong commitment to customer service. We will listen, validate, and respond to all of our guests' needs in an approachable and patient manner.

11. 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.	Focus Groups were conducted in March of 2019. This data will inform the development of the customer service model. Hanover data was also reviewed.
12. Develop a customer service handbook for all staff.	The customer service handbook will be drafted by the end of 2019. This handbook will be implemented by the 2021-2022 school year.
13. Develop a differentiated professional development plan for all staff.	Administrators and district/school leaders will establish professional development by June 2020.
14. Provide initial professional development on the customer service model (service philosophy) to all staff.	Initial training will occur once the customer service model has been established. A series of professional development will be provided for the various employee groups.
15. Develop and deliver on-going staff development for customer service for all new hires and areas of deficiencies.	This will be implemented in new employee orientation. A train the trainer model will be developed.

16. Develop an exit survey that all visitors will complete after leaving JTHS schools and facilities	A visitor exit survey will be implemented for use after the creation and implementation of the customer service model. This will be a user-friendly survey for all stakeholders.
17. Develop and implement an on-going evaluation plan of the customer service practices. (Secret Shopper and embedded in employee evaluations)	To be determined after implementation of the customer service model.
18. Establish a reward system for gold standard customer service.	To be determined after implementation of the customer service model.
19. Establish an orientation program for all new employees that covers the following: <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 	Operationalized – Cross Reference Strategy 5.4.
20. Welcome all new staff/new position members with an announcement to the entire staff.	Operationalized – Cross Reference Strategy 5.4.

<p>21. 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>	<p>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.</p>
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2018-2019

Action Plan

Strategy Number: 2

Plan Number: 3

Owner: Robin English &
Maureen Pulaski

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)	The Family Liaison position has been established.
2. Establish a steering committee to develop an effective school-family engagement plan, including volunteering, and ensure all families are represented.	This has been accomplished through Strategy 6.2.
3. Implement professional guidelines to ensure that all certified staff engage all families to deliver information in a timely manner regarding student achievement.	Professional guidelines have been addressed through a variety of formats, such as faculty meetings, academy meetings, content meetings, and the use of Remind.

<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>	<p>Remind has been adopted by the district to meet this need. Ongoing discussions will take place through content, building meetings, and professional development provided by the technology department.</p>
<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>Strategy 4.5 is addressing this action step.</p>
<p>6. Measure the effectiveness of the school-home communication process.</p>	<p>Data will be analyzed through Naviance and Remind. Additional examples of effective communication will continue to be discussed in academy and content meetings.</p>
<p>7. Establish a School-Home Association (SHA) at each campus.</p>	<p>This has been accomplished through Strategy 6.2.</p>

2018-2019

Action Plan

Strategy Number: 4

Plan Number: 1

Owner: Multiple

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
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>As of May 2019, all Programs of Study have been audited and updated with internal and external stakeholders. The proposed timeline for future audits and reviews is bi-annually starting in 2020-2021. The cycle of academies is as follows:</p> <ul style="list-style-type: none">• 2019-2020: No academies for review• 2020-2021: Human Services and Health & Medicine• 2021-2022: Arts & Communication, BMIS, & STEM

<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> <ul style="list-style-type: none"> a. Course Elimination b. Course Refinement c. Course Development 	<p>The process utilized to audit and suggest updates to the remaining Programs of Study consisted of the following steps:</p> <ol style="list-style-type: none"> 1. Curriculum Directors and Academy Coordinators associated to each Program of Study met to analyze current Programs of Study and suggest updates based on current courses being offered. 2. Current and Suggested Programs of Study were presented to key internal stakeholders (teachers and counselors) for feedback and suggestions. 3. Current and suggested Programs of Study were updated with internal stakeholder suggestions before being presented to a group of external stakeholders with experience/training in the applicable career fields. 4. Curriculum Directors and Academy Coordinators compiled all feedback and made a final draft for recommendation. 5. Final recommendations were presented to District Leadership Team & Curriculum Coordinating Council. 6. Updates to the Programs of Study are then compiled and distributed via the district website and the Course Offerings Guide.
<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>	<p>No progress at this time.</p>

<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>	<p>Some academies have piloted a Student Leadership Team structure.</p>
<p>5. Capstone projects will be identified, developed and implemented within each POS.</p>	<p>No progress at this time.</p>
<p>6. Identify/develop any courses/programs specific to each POS that should be offered during the summer to enhance students' Academy experience.</p>	<p>Courses were suggested by external stakeholders during the review of the Programs of Study. This will continue to be reviewed moving forward.</p>
<p>7. Annual evaluation of progress will be conducted and communicated to the School Board</p>	<p>No progress at this time.</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: ESL and Bilingual students will experience elements of the ICP that include integrated curricula aligned to relevant standards and career development opportunities.

Action Step	Progress
1. A process will be developed in order to identify which elements of the ICP can be integrated into the ESL/Bilingual curricula, which will include an examination of the ESL and Bilingual courses offered and the subsequent curriculum and assessments associated with each course.	<p>There is an ongoing look into the organizational and logistical elements found within the ELL Program. Along with district administrators, representatives from both campuses, including assistant principals, academy coordinators, special education coordinators and counselors, met during the year to discuss issues that are facing the ELL program, resolutions to these issues, and a proactive plan for the program moving forward.</p> <p>Some of these issues dealt with transportation between buildings, credit recovery, scheduling, and registration. In addition, stakeholders were able to review our ELL data to begin to plan for meeting the needs and challenges of our students.</p> <p>Overall, these meetings provided all stakeholders at the building and district level with a shared understanding of the ELL program.</p>
2. ESL and Bilingual 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>As a result of our meetings and looking at the data of our courses, the team proposed the addition of the double block of math to help our struggling ELL students in that area of need. Upon this recommendation, a new teacher was hired in the ELL program to account for this new course.</p> <p>In addition, ELL teachers will begin to use ACCESS scores to develop assessments in their ESL courses that reflect the skills that are assessed on that exam. ELL teachers</p>

	will have the opportunity to work with ACCESS scores to develop an action plan for working with students that are deficient in certain identified skills.
3. Assess college and career planning in the ESL/Bilingual program that will provide post-secondary support with an emphasis on leadership, service learning and community outreach.	No progress at this time.
4. Capstone projects will be identified, developed and implemented within the ESL/Bilingual Program.	No progress at this time.
5. Annual evaluation of progress will be conducted and communicated to the School Board.	No progress at this time.

2018-2019

Action Plan

Strategy Number: 4

Plan Number: 4

Owner: Chris McGuffey,
Matt Narducci & Tino
Villaflor

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
22. 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.	<p>Incoming 9th Grade Student – Individualized Recommendation and Course Selection Process includes:</p> <ul style="list-style-type: none">• October to December—The 8th grade articulation process is used to collect entrance test results (PSAT 8/9) and 8th grade teacher recommendations.• January--PSAT Benchmarks are established for initial course recommendations for math, English, science, and social studies courses. Benchmarks are established for referrals to 9th grade support classes (Literacy, Algebra Block).• January--Test score recommendations and 8th grade teacher recommendations are made available to counselors prior to 8th grade registration.• February--Students, parents and counselors meet to discuss and record course selections at 8th grade registration. <p>Month of November</p> <p>Naviance Task--Manage my Course Plans:</p> <ul style="list-style-type: none">• (Grades 9, 10, 11) Students will use their understanding of the career academies and Programs of Study to select courses that align with their career goals at JTHS. View Courses• (Grade 9) The course planning activity is completed at the end of Course Recommendation Week following the activities below:<ul style="list-style-type: none">○ Career Academy Application

	<p>--Social Science Teachers</p> <ul style="list-style-type: none"> • (Grades 9, 10 11) Goal Setting: Career Goals, POS, Next Course/Program Enrollment --All Teachers • (Grades 9 and 10) Course Selection Presentation --Completed in Advisory with Counselor presentations • (Grades 9, 10, 11) Naviance Lesson: Success Skills: Choosing Courses --Advisory Teacher
<p>23. 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.</p>	<p>9-12th grade students will follow the guidance curriculum as it defines specific events to complete the Illinois Post-Secondary and Career Expectations (PaCE) Framework which includes 11 – 15 specific indicators. Each year students will meet or be supported to meet in the following areas:</p> <ul style="list-style-type: none"> - Career Exploration & Development - Financial Aid & Literacy - Post-Secondary Education Exploration, and Selection. <p>Individual Career Plan (ICP) activities are built into the guidance curriculum with multiple stakeholders participating to support and guide students in activities including:</p> <ul style="list-style-type: none"> - Teachers - Advisors - Counselors - Administrators - Family members <p>Students will complete various surveys, activities, and assessments within Naviance and upload specific artifacts as evidence to support their post-secondary goals with their ICP.</p>
<p>24. 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</p>	<p>Cross reference Strategy 1.8 Specific Result: Provide a comprehensive guidance program, which assists students in academic achievement and college/career preparation</p> <p>Key learning activities for each stakeholder (see above) have been identified within the guidance curriculum as laid out by the (PaCE) framework.</p>

<p>graders, as well as the current enrolled students, grade 9-12.</p>	
<p>25. 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>The guidance curriculum provides a variety of schoolwide weeks that give special attention to the academy structure, their associated Program of Study, and how students should use those to plan their course selections so that they align to their post-secondary goals.</p> <ul style="list-style-type: none"> - Academy Weeks: Take place throughout the year <ul style="list-style-type: none"> o Academy Coordinators will showcase information that pertains to their Academy in the library: <ul style="list-style-type: none"> ▪ Special Programs ▪ Career Speakers ▪ Clubs/Activities - Course Recommendation Week: <ul style="list-style-type: none"> o All Teachers will have individual conversations with students about: <ul style="list-style-type: none"> ▪ Career Goals ▪ POS ▪ Next course/program to enroll in <p>Course Recommendation Week will serve as a time for all teachers to engage in meaningful conversations in their content area and all courses that relate to each individual student's Program of Study.</p>
<p>26. 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>	<p>The current "My ICP" platform on JT Learn will be removed from the student's JT Learn page. Naviance will serve as the platform for students to:</p> <ul style="list-style-type: none"> - Tailor career options that best fit their personalized needs based on: interests, learning styles, career aspirations, and financial status. <ul style="list-style-type: none"> o Research career options o Explore college/university options o Set academic goals o Build and refine a 4-year course plan <p>Naviance will serve as the hub for the student and their Individualized Career Plan. All stakeholders will have access to engage students in meaningful conversation to guide them to their post-secondary plans.</p>

<p>27. 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>	<p>Through the guidance curriculum, activities including after school presentations (in a variety of venues) will communicate post-secondary opportunities to families, including:</p> <ul style="list-style-type: none"> - Open House - Freshmen Preview/Steelmen Showcase - College/Career Night <p>Families will track student progress in Naviance through their family login.</p> <p>Communications will be delivered to students and families through Naviance alerts, emails, and Remind text messages.</p>
<p>28. Annual evaluation of progress will be conducted and communicated to the School Board.</p>	<p>Through Strategy 1.8, the School Counselor ILT will determine measures for the guidance curriculum to determine progress and rates of success.</p> <p>Naviance reports will be analyzed to develop communications within the district to inform progress and guide decisions.</p> <p>Naviance reports will be used to develop communications 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: Students, families, and staff will utilize a digital college and career readiness platform that will connect high school academic achievement to post-secondary goals.

Action Step	Progress
29. A system will be identified that will engage students, families, and JT staff in the planning, accessing and tracking of student post-secondary opportunities and experiences.	<p>Strategy 4.4 - Action Step 6</p> <p>Through the guidance curriculum, activities including after school presentations (in a variety of venues) will communicate post-secondary opportunities to families, including:</p> <ul style="list-style-type: none"> - Open house - Freshmen Preview/Steelman showcase - College/Career night <p>Families will track student progress in Naviance through their family login.</p> <p>Communications will be pushed out to students and families about the above mentioned through: Naviance alerts, emails, and Remind text messages.</p>
30. A timeline will be developed in order to implement the digital platform for each stakeholder: <ul style="list-style-type: none"> • PPS/Admin • Students • Families • Teachers 	<p>The Mega Strategy Implementation Plan 19-20' was developed to identify implementation timeline and parties responsible. Link in Strategy 4 Library</p>
31. Professional development will be identified and provided for initial implementation of the	<p>PPS:</p> <ul style="list-style-type: none"> - Counselors initial training took place on 4/25 & 5/9 during 2x separate 6-hour trainings. - Naviance Lead counselors completed the eDocs training on 6/3 during a 3x hour online training. <p>Teachers:</p>

<p>digital platform for each stakeholder:</p> <ul style="list-style-type: none"> • PPS/Admin • Students • Families • Teachers 	<ul style="list-style-type: none"> - Teachers are to make their first use of Naviance after the first SIP day of 19-20' at the Naviance kickoff. - Teachers will learn their logins and the features necessary to assist students with their ICP including artifact uploading, college/career research, and task completion. <p>Students:</p> <ul style="list-style-type: none"> - Student training is built into the guidance curriculum. Students are to login after the initial Naviance kick off (first SIP of 19-20') <p>Families:</p> <ul style="list-style-type: none"> - Communications through email, social media, & Remind text message will include directions to use the family login on Naviance. - After school academic events will include a Naviance component when applicable.
<p>32. Ongoing professional development targeted to the needs of each stakeholder group will be identified and provided throughout the school year.</p>	<p>PPS:</p> <ul style="list-style-type: none"> - Additional training will be assigned as the need is identified. - PPS will take on the role of trainer for PD to teachers and when working with students. <p>Teachers:</p> <ul style="list-style-type: none"> - SIP Tracks to include components of Naviance throughout the year. <p>Students:</p> <ul style="list-style-type: none"> - Ongoing training to take place from counselors and teachers throughout the year. <p>Families:</p> <ul style="list-style-type: none"> - Communications through email, social media, & Remind text message will include directions to use the family login on Naviance. - After school academic events will include a Naviance component when applicable.
<p>33. Annual evaluation of progress will be conducted and communicated to the School Board.</p>	<p>Naviance usage reports will be pulled to develop communications within the district to inform progress and guide further trainings for Naviance and related Mega Strategy actions.</p> <p>Those same reports will be used to develop communications to the school board.</p>

2018-2019

Action Plan

Strategy Number: 5

Plan Number: 1

Owner: Dianne McDonald &
Iman Ellis-Bowen

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
34. Research in-district programs at surrounding schools and identify program components that would benefit JTHS students.	<p>The team utilized the research from the previous year and participated in conference calls with current programs to determine the components needed for a JTHS program.</p> <p>The team toured schools with similar programs to determine furniture, forms, processes and procedures.</p>
35. Determine curriculum, facility, and staffing needs	<p>The team utilized the research from the previous year and participated in conference calls with current programs to determine needs which include:</p> <ul style="list-style-type: none">• Regular education curriculum delivered through a blended format utilizing APEX that will be aligned to JTHS curriculum.• Special Education JTHS curriculum delivered through direct instruction and will also take advantage of APEX courses, such as electives, to provide additional opportunities for students.• Certified staffing needs include one math teacher, one English teacher, and five special education staff members.• Certified support staffing includes one social worker, one psychologist, one dean, and one counselor.• Non-certified support includes security and paraprofessionals.• Facility use for the program will make use of the Alternate Campus.• The facility needs identified through the assistance of the Assistant Superintendent of Business Services and the Director of Buildings and Grounds includes the following:

	<ul style="list-style-type: none"> ▪ Entire interior will be re-painted ▪ Inspirational quotes will be added to each room on the walls. ▪ Furniture will be purchased to support a warm, welcoming and collaborative environment. ▪ Rooms identified for specific programs <ul style="list-style-type: none"> • APEX • Special Education • BIT ▪ Entry way reimaged to reflect a welcoming environment ▪ Name change on the building from Alternate Campus to Pathways Academy.
36. Establish criteria and recommendation procedures for student participation in the program.	<p>The team worked with the Behavioral Health Team and the building leadership to finalize criteria and recommendation procedures for student participation in the program. The committee reviewed the draft and finalized procedures that will begin August of the 2019-2020 school year.</p> <p>Presentations regarding the recommended program, criteria, and recommendation procedures were provided to the Board of Education, staff, paraprofessionals and the students at Alternate School.</p> <p>Amended procedures and recommendations were created to identify students for the program, including the length of time to enroll students.</p>
37. Create and provide necessary professional development.	<p>In May, the team that will be assigned at the Pathways Academy met to discuss professional development for the summer and the year, which include:</p> <ul style="list-style-type: none"> • June-- Members of the Pathways team will attend a Special Education Law Conference. • July--Members of the Pathways team will attend the Restorative Justice and Naviance Training. • July-- The team will receive APEX training

	<ul style="list-style-type: none"> • August-- The team will participate in team building activities and prepare for the new school year.
38. Communicate program to appropriate stakeholders.	<p>Communication includes:</p> <ul style="list-style-type: none"> • January--A recommendation of the Pathways program was provided to the Board of Education which included the vision, an overview of the program, and services for the students. • March--A presentation was provided to the staff which provided details of the program, students, and staffing for the program. • May--A presentation was given to the staff and students at Alternate with information regarding the building, new students, and programming for next year. • March--An overview of the program was provided to the Joliet Region Interfaith Education Council
39. Implement the program and develop a plan for the program's sustainability.	<p>This was accomplished through the following:</p> <ul style="list-style-type: none"> • March/April—The committee worked with the Behavioral Health Team to discuss the selection process for students. • Staffing for the building finalized . • April—The buildings submitted names of students recommended for the program. • May—The names of recommended students were finalized. • May-The building contacted the parents of the students. • June—Letters were sent to parents. • June/July--Intake meetings were held for students recommended for the program. • July-Renovations for the program will be finished. • August—The erogram will open. • Throughout the year, the program will be evaluated.

<p>40. Evaluate the effectiveness of the program annually.</p>	<p>The program will be reviewed monthly with the Director of Alternative Services.</p> <p>Data that has been identified to determine the effectiveness of the program will be reviewed at the end of each quarter.</p> <p>Program performance will be included in the Special Services presentation provided to the Board of Education.</p>
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2018-2019

Action Plan

Strategy Number: 6

Plan Number: 1

Owner: Teresa Gibson &
Shad Hallihan

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
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).	<p>Curriculum Coordinating Council (CCC) voted to approve a recommendation to the board to eliminate the Grade Advancement Policy (GAP).</p> <p>Period 1 courses continue to be available to upperclassmen and courses run if enrollment justifies it.</p> <p>Examined the discrepancy in the number of African American males in Special Education in comparison to the other sub-groups. Currently developing plans that with support special education students in the general education setting.</p>
2. In collaboration with our sender schools, create an outreach program (K-8) designed to identify and support underperforming students.	<p>Database of incoming freshman students who struggled in junior high was created by sender school staff and shared with JTHS.</p> <p>There is a plan in place for Freshman Academy Coordinators to make personal contact with each of these students and his/her family prior to the start of the 2019-2020 school year.</p> <p>Developing a plan to provide supports to the identified students through "groups" based on why students were identified as "at-risk."</p>

3. Utilize JT students to deliver a K-8 mentoring program for African American males.	JTHS Student Ambassadors visited sender schools to share information about high school, provide strategies for a successful transition, and answer questions.
4. 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)	Freshman students are scheduled into common advisory periods by team, allowing teachers to send students between advisories for remediation/assistance. (Central) Establishment of Freshman Help Room and AP Help Room to support students within the school day. (West)
5. 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.	Building Leadership Teams (BLT) and School Improvement Teams consistently evaluated subgroup data and planned strategies to address the achievement gap.
6. 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	No progress.

on personal need.	
7. 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)	Academic resources include tutoring, double block of math, and literacy classes.
8. 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.	These evaluations will take place during July 2019.
9. 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.	Presented to the Board of Education an overview of professional development and School Improvement work directly related to Strategy 6 and efforts to close the achievement gap (e.g. Cultural Responsiveness Cohort, Implicit Bias Training, Restorative Practices, etc.).

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 and 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
1. Create a family and community group, with on-going recruitment, comprising of students, families, staff and community members.	<p>The focus for this year was the Bridge Builder Program and the development of the robust diversity statement.</p> <p>Refer to the December 18, 2018 Board of Education minutes for information pertaining to the approval of the JTHS Diversity Statement. The diversity statement reads: Joliet Township High School District 204 is committed to cultivating an inclusive community that values and embraces diversity and respects the humanity of all people.</p>
2. Make recommendations to the Vision Committee regarding diversity training and culturally responsive professional development.	A presentation was made to the Strategy 6.2 Committee with regards to the Professional Development Plan for the 2019-2020 School Year.
3. Provide ongoing professional development for the family and community group and members.	Mr. Troy Cicero was utilized to provide professional development to the group, and he facilitated the creation of the district's robust diversity statement.

4. Identify and create resources for the family and community group to use with its members.	Refer to the Bridge Builder information listed below.
5. Identify opportunities to work with the community to enhance the educational experience for all students.	Refer to the Bridge Builder information listed below.
6. Partner with local business and community organizations to ensure all populations served by JTHS are supported.	Refer to the Bridge Builder information listed below.
7. Establish opportunities for family-counselor, family-dean and/or family-teacher conferences for students. (Cross reference 2.3)	This action step was delegated to the Strategy 2.3 team.

<p>8. Establish listening tours within the community to gain insight into ways to enhance the educational experience for all students.</p>	<p>Community Conversations were held on 8/27, 10/29, 2/25, and 4/29.</p> <p>In addition, the committee met Dr. Mike Hanson via video conferencing at the last meeting of the year.</p>
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JTHS Family & Community Group Seeks 2018-2019 School Year Members

JTHS invites all parents, guardians, community members, staff, and students to participate in the Strategy 6.2 Action Plan Family & Community Committee.

The purpose of the committee is to accomplish the Strategy 6.2 Action Plan specific result which calls for the “creation and implementation of 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.” The work for the 2018-2019 school year focuses on the implementation of the JTHS Bridge Builders Community Ambassador Program, improved communication, the creation of an inclusive and welcoming school environment, and the development of a robust diversity statement.

To serve on this committee, participants must attend all committee meetings, which take place from 6 to 8 p.m. at the JTHS Administrative Center, 300 Caterpillar Drive in Joliet, during the dates listed below. Dinner is provided at all meetings.

Meeting Dates

September 24, 2018

October 22, 2018

November 19, 2018

January 14, 2019

February 11, 2019

April 15, 2019

May 13, 2019



STRATEGY 6.2 ACTION PLAN **FAMILY & COMMUNITY COMMITTEE**

All committee meetings will take place from 6 to 8 p.m. at the JTHS Administrative Center, 300 Caterpillar Drive. Dinner will be provided.

Meeting Dates:

September 25, 2017

October 16, 2017

November 27, 2017

January 29, 2018

February 26, 2018

April 23, 2018

May 21, 2018

Participants should plan to attend all committee meetings. Contact Carly Ringo by September 15, 2017 at cringo@jths.org or (815) 727- 6796 if you would like to participate in this committee.

Bridge Builders Report 2018-2019

JTHS Bridge Builders are parent and community volunteers who help bridge the gap between the home and school through face-to-face outreach with parents and the community. The objectives of the program are to increase parent knowledge about their child's school and education, to engage parents in the district's community building efforts, to stimulate the involvement of parents in advocating for their students, and to share information with the school and district.

2018-2019 Bridge Builders

Garrett Beene, Edna Brass, Tara Cicero, Tammy Hunsaker, Mary Kay Keith, Jonetta Knight, Sabrina Price, Amy Walsh, Mary E. White



2018-2019 Bridge Builders

Community Presentations

Bridge Builders presented alongside Student Ambassadors during community presentations. They shared the parent's perspective and provided information regarding the Bridge Builder program and how to make the most of the JTHS education. Presentations included:

- *Collins Street Neighborhood Association, Jan. 23 at the Spanish Community Center
- *Joliet Public Library, March 6 at the Ottawa Street Branch
- *Elwood School, April 4



Joliet Public Library Presentation



Collins Street Neighborhood Association Presentation

Event Attendance

Bridge Builders represented Joliet Township High School at community and school events. Informational tables were set up and information was shared.

Event attendance included:

West Campus Class of 2023 Registration, Jan. 26
Troy Students vs. Staff Basketball Game, Feb. 15
West Campus Class of 2023 Registration, Feb. 2
Band Booster Spaghetti Dinner, Feb. 16
Orchestra Concert, April 24
Wake Up Call, April 11
HERO Helps, May 3
Central Talent Show, May 10



Wake Up Call



Class of 2023 Registration

Relationship Building & Opportunities

Bridge Builders opened the doors to new relationships that created opportunities to connect our community, parents, and grandparents.

Elwood

Bridge Builder Amy Walsh arranged three presentations in her home town of Elwood. On Feb. 23 JTHS Student Ambassadors presented to 8th graders at Elwood School during the school day. An evening community presentation to Elwood parents and students took place on April 4. On Jan. 9, the Elwood City Council publicly recognized the achievements of Joliet Central High School seniors residing in Elwood at their City Council meeting.



City Council Recognition



Elwood School Presentation

Grandparents Raising Grandchildren

JTHS worked closely with Bridge Builder Mary White as she has developed the Grandparents Raising Children Group. Working in partnership with Ms. White, Joliet Township High School provides meeting space and publicizes the group to the community via the district's communication channels. The group is open to all grandparents raising children and is not limited to those who have children within our school system. New in its formation, the group has met three times and has quickly gained momentum and steady attendance. The most recent meeting topic, "Medication Management," was presented by Dr. Rita Gray from the Will County Health Department. The meeting was attended by over 15 people, and the grandparents in attendance received valuable information relevant to the special needs of the children they are raising. At this time, two additional meetings have been planned. In May, Barry Kolanowski, Executive Director for Senior Services of Will County will present on the topic, "Senior Services & Self-Care," and the June meeting topic is "Adoption, Guardianship, Adult Guardianship & Back Up Planning" Presented by Patti Fell, from the Center for Law & Social Work. Meeting attendees may also participate in the Senior Grocery Box Program through Northern Illinois Food Bank in partnership with Senior Services of Will County. JTHS has provided a letter of support for the Brookdale Relatives as Parents Grant. The grant would

provide additional resources and support to grandparents and relatives raising children.



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
9. Research and select consultants that will work with the district to explore and recognize unconscious biases for JTHS staff within a safe environment.	Refer to progress from 2017-2018.
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>The district contracted with Hanover Research to conduct a parent survey regarding the cultural climate at JTHS. The survey analysis was presented to the School Board in December 2018 and the information was also shared with the 6.2 committee and internal stakeholders.</p> <p>The district plans to contract with Hanover Research to conduct an assessment of the cultural climate at JTHS through a student survey during the 2019-2020 school year.</p>

<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>	<p>Refer to progress from 2017-2018.</p> <p>All new administrators will continue to participate in Implicit Bias Training.</p>
<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 	<p>The second JTHS cohort of 34 teachers and administrators began in October of 2018 and was designed as an approach explore an individual's stance toward diversity and introduce strategies to create an inclusive culturally responsive classroom and school environment.</p> <p>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>
<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>	<p>Staff continue to be afforded the opportunity to attend professional development outside of the school district.</p>

<p>14. Annually, students will participate in an inservice 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>	<p>This was not accomplished during the 2018-2019 school year.</p> <p>The Culturally Responsiveness Steering Committee was established, and this is an area they will continue to work on during the 2019-2020 school year.</p>
<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>	<p>This was not accomplished during the 2018-2019 school year.</p> <p>The Culturally Responsiveness Steering Committee was established, and this is an area they will continue to work on during the 2019-2020 school year.</p>
<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>	<p>The Needs Assessment was revised to include questions specific to cultural responsiveness training.</p> <p>A Survey was given to the second cultural responsiveness cohort.</p> <p>The district plans to contract with Hanover Research to assess the cultural climate at JTHS through a student survey during the 2019-2020 school year.</p>
<p>17. Annual evaluation of progress will be conducted and communicated to staff and the school board.</p>	<p>A presentation of annual progress was shared with the school board during the May Board of Education meeting.</p>