

# 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:** Blended courses will be developed so students will have access to this model in all core subject areas.

Action Step	Progress
<p>1. Develop any necessary policies and procedures related to blended learning courses (i.e. offerings, locations, open campus).</p>	<ul style="list-style-type: none"> <li>• Policy 6:185 Remote Educational Program was approved by the Board of Education in January 2014.</li> <li>• Associated Remote Educational Plan was developed during the spring of 2014.</li> <li>• Blended learning courses were implemented at each campus during 2<sup>nd</sup> and 8<sup>th</sup> hour during the 2014-2015 and 2015-2016 school years. Additional Blended Learning courses were implemented during the 2016-2017 school year.</li> <li>• Each campus designated areas for students that arrived to school early or remained on campus when classes did not meet.</li> <li>• An action plan for additional blended offerings was developed through 2019.</li> </ul>
<p>2. Provide professional development for the implementation of each blended course.</p>	<p>Introduction to Blended Learning ran in the spring and summer of 2014 and has continued to run. Only teachers that have been trained in blended learning will be selected to teach a blended section.</p>
<p>3. Develop and implement support for both the teacher and students in the blended environment.</p>	<p>Students must maintain a grade of 75 percent or higher or they must attend the class on a daily basis. All instructional coaches have participated in the Introduction to Blended Learning course and are available to provide on-going support. All curriculum directors and some building administrators have participated in the Introduction to Blended Learning Course and are also available to provide support, along with Instructional Technologists. The Help Desk at each campus is available to support both students and teachers.</p>

<p>4. Communicate offerings to students, parents and community.</p>	<ul style="list-style-type: none"><li>• The Blended Learning page on the website was created during the spring of 2014 and is updated annually.</li><li>• Parent University presentation was delivered.</li><li>• School Board presentation was delivered.</li><li>• All blended offerings are designated in the Course Offerings Guide.</li><li>• Professional development for counselors was implemented to ensure that all counselors are aware of blended options for students.</li><li>• Email blasts were sent to parents and students.</li><li>• Presentations were delivered to students during the regular school day.</li></ul>
<p>5. Evaluate the effectiveness of blended courses based upon student academic success.</p>	<p>The following criteria was used to evaluate the blended learning program during the 2016-2017 school year:</p> <ul style="list-style-type: none"><li>• Overall percentage of students earning credit for each blended course.</li><li>• Grade distribution by course and campus.</li><li>• Student perception survey.</li><li>• Staff perception survey.</li></ul>

# 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:** Expand blending learning courses beyond the core subject areas.

Action Step	Progress
<p>1. Develop any necessary policies and procedures related to blended learning courses (i.e. offerings, locations, open campus).</p>	<ul style="list-style-type: none"> <li>• Policy 6:185 Remote Educational Program was approved by the Board of Education in January 2014.</li> <li>• Associated Remote Educational Plan was developed during the spring of 2014.</li> <li>• Blended learning courses were implemented at each campus during 2<sup>nd</sup> and 8<sup>th</sup> hour during the 2014-2015 and 2015-2016 school years. Additional Blended Learning courses were implemented during the 2016-2017 school year.</li> <li>• Each campus designated areas for students that arrived at school early or remained on campus when classes did not meet.</li> <li>• An action plan for additional blended offerings was developed through 2019.</li> </ul>
<p>2. Provide professional development for the implementation of each blended course.</p>	<p>Introduction to Blended Learning ran in the spring and summer of 2014 and has continued to run. Only teachers that have been trained in blended learning will be selected to teach a blended section.</p>
<p>3. Develop and implement support for both the teacher and students in the blended environment.</p>	<p>Students must maintain a grade of 75 percent or higher or they must attend the class on a daily basis. All instructional coaches have participated in the Introduction to Blended Learning course and are available to provide on-going support. All curriculum directors and some building administrators have participated in the Introduction to Blended Learning Course and are also available to provide support. Instructional Technologists also provide support. The Help Desk at each campus is available to support both students and teachers.</p>

<p>4. Communicate offerings to students, parents and community.</p>	<ul style="list-style-type: none"><li>• The Blended Learning page on the website was created during the spring of 2014 and is updated annually.</li><li>• Parent University presentation was delivered.</li><li>• School Board presentation was delivered.</li><li>• All blended offerings are designated in the Course Offerings Guide.</li><li>• Professional development for counselors was implemented to ensure that all counselors are aware of blended options for students.</li><li>• Email blasts were delivered to parents and students.</li><li>• Presentations were delivered during the regular school day.</li></ul>
<p>5. Evaluate the effectiveness of blended courses based upon student academic success.</p>	<p>Though there were multiple blended learning options available to students outside the core subject areas, there was not enough student interest to run any sections. Therefore, there is not additional data to evaluate the program. The following criteria will be used to evaluate the blended learning program in the future:</p> <ul style="list-style-type: none"><li>• Overall percentage of students earning credit for each blended course.</li><li>• Grade distribution by course and campus.</li><li>• Student perception survey.</li><li>• Staff perception survey.</li></ul>

# 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>	<p>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 2016-2017 school year in the following 9<sup>th</sup> grade courses:</p> <ul style="list-style-type: none"> <li>• Algebra 1</li> <li>• Biology</li> <li>• English 1</li> <li>• World Affairs</li> </ul> <p>Students repeating the course were not placed in Freshman Academy sections.</p>
<p>2. Implement professional development for the implementation of the blended credit recovery model.</p>	<p>Introduction to Blended Learning ran in the spring and summer of 2014 and has continued to run. Only teachers that have been trained in blended learning will be selected to teach the blended GAP courses.</p>
<p>3. Develop a process and guidelines for students eligible for credit recovery based on each course.</p>	<p>Any student that 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 section. Teachers completed failure reports for students that failed during the 2015-2016 school year. Based upon failure reports and teacher gradebooks, students completed modules and were required to demonstrate mastery to earn credit.</p>

<p>4. Develop and implement support for both the teacher and student in the blended credit recovery environment.</p>	<p>Based on teacher feedback through the pilot, failure reports were created to provide the essential information for GAP teachers moving forward. Modules will be reviewed and refined during the summer of 2016 for district-wide implementation during the 2016-2017 school year. The Blended GAP program is individualized for each student's needs. The GAP teachers also met as a cohort during the 2017 January institute to review student data.</p>
<p>5. Communicate offerings to students, parents and community.</p>	<p>A presentation from the pilot program at Joliet Central was delivered to the School Board in January 2016. Semester 1 data from fall 2016 was presented to the District Improvement Team in January 2017. Professional development for counselors was implemented to ensure that all counselors are aware of the GAP credit recovery program.</p>
<p>6. Evaluate effectiveness of blended courses based upon student academic success.</p>	<p>The following criteria was used to evaluate the program during the 2016-2017 school year:</p> <ul style="list-style-type: none"> <li>• Overall percentage of students earning credit for each course.</li> <li>• Number of total credits earned by each student.</li> <li>• Student perception survey.</li> <li>• Staff perception survey.</li> </ul>

2016-2017

## Action Plan

Strategy Number: 1

Plan Number: 5

Owner:

**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.	A Team of Curriculum Directors recommended to Administrative Council that Honors Physics and Honors Advanced Algebra run during the summer of 2017. The District has continued to run Blended Government and Economics as "Get Ahead" options.
2. Review and revise appropriate school board policies (i.e. early graduation, graduation requirements, elective limitations, two-strike policy).	No policies/procedures are recommended for change at this time.
3. Survey students and staff to identify summer school enrichment opportunities.	No progress to report.

<p>4. Analyze data to determine needs for special education offerings.</p>	<p>No progress to report.</p>
<p>5. Articulate with sender schools to determine the appropriate programs for 7th and 8th grade students.</p>	<p>No progress to report.</p>
<p>6. Develop summer school offerings based on students' interests and needs.</p>	<p>No progress to report.</p>
<p>7. Determine the best methods for expanding summer school offerings (i.e. face-to-face, blended, on-line).</p>	<p>No progress to report.</p>
<p>8. Determine a budget for expanded summer school offerings (if necessary).</p>	<p>No progress to report.</p>
<p>9. Evaluate the effectiveness of the expanded summer school offerings.</p>	<p>No progress to report.</p>



2016-2017

## Action Plan

Strategy Number: 1

Plan Number: 9

Owner:

**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
1. Hire, assign, or appoint a work-based learning coordinator(s).	Director of Strategic Partnerships was assigned the coordination of pilot internship programs, both internal and external to the District, for the summer of 2017.
2. 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.	No progress to report.
3. Identify, recruit, and orient business partners for the internship program.	Paid Summer 2017 internships include the following: <ul style="list-style-type: none"><li>• JTHS IT Internship (4 students)</li><li>• Blue Ribbon Products (1 student)<ul style="list-style-type: none"><li>○ Distribution</li></ul></li><li>• Cadence Logistics (3 students)<ul style="list-style-type: none"><li>○ 2 Culinary</li><li>○ 1 Accounting/Safety Compliance</li></ul></li></ul>

<p>4. Communicate and promote the internship programs to teachers, students, and parents</p>	<p>No progress to report.</p>
<p>5. Review, evaluate, and revise the internship program with the advisory board on an annual basis.</p>	<p>No progress to report.</p>
<p>6. Plan and implement a career fair at each school in the fall for 9th grade students to inform their career academy choice.</p>	<p>No progress to report.</p>
<p>7. 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>No progress to report.</p>

<p>8. 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. Currently, 50 percent of students are completing their job shadowing requirement. As a result, we will begin to promote Job Shadowing opportunities for both option 1 and 2 during the summer over the next two years.</p>
<p>9. Create opportunities for students and business partners to participate in mock interviews.</p>	<p>No progress to report.</p>
<p>10. Have students conduct informational interviews via phone, video conferencing, or in person.</p>	<p>No progress to report.</p>
<p>11. Continue to plan and promote opportunities for students to participate in industry conferences and/or competitions.</p>	<p>There are currently opportunities in Technology and Engineering, Health and Medicine, Automotive, and Culinary.</p>
<p>12. Continue to develop opportunities for students to earn industry certifications.</p>	<p>There are currently industry certifications in Automotive, Culinary, Health and Medicine, and IT.</p>
<p>13. Plan and implement opportunities for students to recruit for their academies.</p>	<p>No progress to report.</p>

<p>14. Plan and implement school based enterprise operations for the district.</p>	<p>No progress to report.</p>
<p>15. 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>

2016-2017

## Action Plan

Strategy Number: 2

Plan Number: 1

Owners: 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"><li>• Used Title I Grant funding to establish the Family Engagement Liaison (Bilingual) Positions.</li><li>• Used grant funding to purchase Simultaneous Interpretation Technology Equipment for each campus.</li></ul>
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"><li>• Developed the Family Engagement Liaison (Bilingual) position for each campus. Began interviews in late April 2017. New hires will begin in July 2017.</li></ul>
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"><li>• Hired Communication Specialist (Bilingual) in July of 2016 who serves as a resource and provides guidance to staff and administration.</li><li>• Results of the Strategy 2 Focus groups were shared with members of the District Improvement Team on March 14, the Central Campus School Improvement Team on March 17 and the West School Improvement Team on April 20. Rich discussion surrounded the analyses of the data which resulted in practical</li></ul>

	<p>solutions to assist in further engaging parents.</p>
<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"> <li>• Student record documentation now records “Preferred Language of Correspondence” in eschool and SchoolMessenger to communicate in the parent/guardian’s preferred language.</li> <li>• Communications Specialist (Bilingual) sends email communication to Spanish speaking families at the beginning of the school year to serve as a resource to families and a bridge to the schools. The email also verifies that parents are receiving their communication in the preferred language of correspondence.</li> </ul>
<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>	<p>JT Shares translation request form has been created for staff submission of translation requests to the Communications Specialist (Bilingual).</p> <p>Communication Specialist (Bilingual) accommodates additional translation requests by e-mail from staff members, such as school counselors, teachers, and secretaries.</p> <ul style="list-style-type: none"> <li>• Translations include district and campus documents (e.g., the superintendent’s newsletter, the 2015-2016 Annual Report, and Meal Verification Forms).</li> <li>• Schoolmessenger District and Campus E-mail Newsletters are sent in English and Spanish (e.g., Eighth Grade Preview Night/Steelman Showcase flyers and invitations, Principal’s Newsletters, Campus Open House Information).</li> <li>• SchoolMessenger phone calls for both District and Campus information are sent in English and Spanish (e.g., vaccination reminders, schedule distribution, emergency contact test message).</li> <li>• Text messages are sent weekly in English and Spanish to communicate the link to the Principal’s email blast, as well as events and essential information.</li> <li>• Screencast technology was used to create YouTube video tutorials in English and Spanish.</li> </ul>

	<ul style="list-style-type: none"> <li>• Live interpretation was provided through the headset technology at school events.</li> <li>• Social Media translation is provided through the use of the Multilanguage Facebook Feature.</li> </ul>
<p>6. Oversee the facilitation of all parent engagement activities.</p>	<p>Principals, Communications Specialist (Bilingual) and Director of Community and Alumni Relations will work with the Family Engagement Liaisons to determine the scope of parent engagement activities.</p>
<p>7. Create a team of professional, certified interpreters that provides timely communication to Spanish speaking families.</p>	<p>Communications Specialist (Bilingual) will participate in professional development online (July 10-August 28, 2017) through the University of Georgia to obtain a Professional Interpreter in Education Certificate.</p> <p>Information will be shared with the Family Engagement Liaisons through professional development provided by the Communications Specialist (Bilingual).</p>
<p>8. Coordinate a system in which bilingual students can volunteer to help greet bilingual stakeholders. (cross-reference 2.4)</p>	<p>In addition to weekly tutoring at Mt. Carmel Church, JTHS Student Ambassadors participated in several bilingual outreach engagements:</p> <ul style="list-style-type: none"> <li>• September 10 Fiesta en la Calle by Alianza &amp; the Joliet Chamber of Commerce.</li> <li>• October 1 Nuevo Horizonte/New Horizons Hispanic Celebration.</li> <li>• October 22 District 86 Open House.</li> <li>• October 24 Coffee &amp; Community Conversation with Dr. McCarthy at the Spanish Community Center.</li> <li>• December 7 Central Steelmen Academy Showcase &amp; West Eighth Grade Preview.</li> <li>• December 9 Presentation at Mt. Carmel Church. The students spoke to the parents and students of “Familias Unidas” addressing the topic of “My Inspiration.” The headset technology was used.</li> </ul>
<p>9. Maintain open communication with</p>	<ul style="list-style-type: none"> <li>• JT Staff participated in Nuevo Horizonte’s Hispanic Heritage Celebration, Nuevo Horizonte SSIP’s</li> </ul>

<p>local community organizations soliciting and mobilizing community volunteers.</p>	<p>Immigrant Rights Fair and attended the Spanish Community Center and JJC Latinos Unidos fundraisers.</p> <ul style="list-style-type: none"> <li>• Communication Specialist (Bilingual) serves as a member of the Chamber’s Alianza Board.</li> <li>• Community and neighborhood organizations participated in the Joliet Central Kermes.</li> <li>• Community Engagement Ambassador draft plan was written and shared with the campus principals for consideration of implementation in Strategy 6. Parents/guardians, students and community members will have the opportunity to use their leadership (and bilingual skills if applicable) in support of meaningful communication between schools and the community.</li> </ul>
<p>10. Educate Spanish speaking families about organizations and services provided to the community.</p>	<ul style="list-style-type: none"> <li>• Spanish-language presentations were given at Open House, Eighth Grade Preview Night/Steelman Academy Showcase, and District 86 Parent University.</li> <li>• Joliet Central High School hosted Spanish Community Center Immigration Specialist and local college representatives on different occasions to talk to undocumented students about DACA.</li> </ul>
<p>11. Establish a protocol for providing certified interpreters for specialized school related meetings.</p>	<ul style="list-style-type: none"> <li>• An IEP Translation Resource Guide was created. This document serves as a resource and describes suggestions for improving the English/Spanish interpretation for Individualized Education Plan (IEP) meetings, as well other educational meetings that may require an English/Spanish interpreter’s services. The document also concludes with a list of additional references and resources regarding language and cultural considerations for IEP meetings, among others.</li> <li>• IEP Manager Job Description included Bilingual (Spanish) preference in job responsibilities.</li> </ul>
<p>12. Measure the effectiveness of the communication process</p>	<ul style="list-style-type: none"> <li>• To gather baseline data regarding how bilingual staff are utilized to translate and interpret, bilingual staff participated in face-to-face interviews to gain an understanding of our current communication to Spanish speaking families.</li> <li>• Joliet Township High School held a series of focus groups in January with Spanish-speaking parents/guardians, English-speaking parents/guardians, and district staff. The purpose of these focus groups was to gather information to effectively implement Strategy 2 Action Plans.</li> </ul>



	<ul style="list-style-type: none"><li>• Family Engagement Specialists (Bilingual) will document and collect data regarding all parent encounters and outreach. Data will be shared District-wide with recommendations to improve communication.</li></ul>
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2016-2017

## Action Plan

Strategy Number: 2

Plan Number: 2

Owner: Cheryl McCarthy

**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
6. Establish a customer service steering committee that is representative of all stakeholders.	Put on hold due to the formation and potential overlap of Strategy 6.
7. The steering committee will identify a customer service model (service philosophy).	Put on hold due to the formation and potential overlap of Strategy 6.
8. Define and establish a welcoming first impression.	Professional Development was held for the clerical staff at the West and Central Campuses. This professional development was led by Teresa Gibson and Shad Hallihan.

<p>9. 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.</p>	<p>A series of focus groups were conducted (Cross-reference Strategy 2-1). The data was shared with the District Improvement Team and the West/Central School Improvement Teams.</p>
<p>10. Develop a customer service handbook for all staff.</p>	<p>Put on hold due to the formation and potential overlap of Strategy 6.</p>
<p>11. Develop a differentiated professional development plan for all staff.</p>	<p>Put on hold due to the formation and potential overlap of Strategy 6.</p>
<p>12. Provide initial professional development on the customer service model (service philosophy) to all staff.</p>	<p>Put on hold due to the formation and potential overlap of Strategy 6.</p>
<p>13. Develop and deliver on-going staff development for customer service for all new hires and areas of deficiencies.</p>	<p>Put on hold due to the formation and potential overlap of Strategy 6.</p>
<p>14. Develop an exit survey that all visitors will complete after leaving JTHS schools and facilities</p>	<p>Put on hold due to the formation and potential overlap of Strategy 6.</p>

<p>15. Develop and implement an on-going evaluation plan of the customer service practices. (Secret Shopper and embedded in employee evaluations)</p>	<p>Put on hold due to the formation and potential overlap of Strategy 6.</p>
<p>16. Establish a reward system for gold standard customer service.</p>	<p>Put on hold due to the formation and potential overlap of Strategy 6.</p>
<p>17. Establish an orientation program for all new employees that covers the following:</p> <ul style="list-style-type: none"> <li>• Chain of communication</li> <li>• Identification of purpose and people in each department</li> <li>• Frequently asked questions</li> <li>• Roles and responsibilities specific to various positions</li> </ul>	<p>The New Employee Orientation is now operationalized. Each new staff member receives a full-day comprehensive new employee orientation program which includes the following:</p> <ul style="list-style-type: none"> <li>• Strategic Plan Awareness presented by Dr. McCarthy, Dr. Guseman, and Dr. Hampton.</li> <li>• Business Services update presented by Dr. Hampton.</li> <li>• Communications and Alumni Services presentation by Ms. Schlismann, Ms. Gloria, and Ms. Smuksta.</li> <li>• Technology Presentation by Ms. Sloan, Ms. Barabe, and Ms. Harkin.</li> <li>• Human Resources presentation by Mr. Olson, and Ms. Guerrero.</li> <li>• Onboarding with Benefits presented by Ms. Guerrero and Ms. Tutko-Mangun.</li> <li>• Onboarding with Payroll presented by Ms. Kozlowski.</li> <li>• Onboarding with Human Resources presented by Ms. Turner- Classified and Ms. Cooper- Certified.</li> <li>• Tour of all District facilities is given.</li> <li>• Follow-up survey is administered.</li> </ul>
<p>18. Welcome all new staff/new position members with an announcement to the entire staff.</p>	<p>This action step has been completed. Each new staff member has their picture taken at the New Employee Orientation. The information is then posted on JT WEB.</p>

<p>19. 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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# Action Plan

**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 a Student Ambassador Program.

Action Step	Progress
<p>1. Create a specific area in a comfortable welcoming environment where student ambassadors can meet and greet visitors.</p>	<p>Student Ambassadors provide guest assistance at a variety of school and community events.</p> <p>Student Ambassadors provide Campus Tours (Example: Student Center Grand Opening and Alumni Tours).</p> <p>Ambassador outreach has expanded to include event photography services in partnership with Advanced Photography teachers, JROTC event assistance, and musical performances by the orchestra and band at community events.</p>
<p>2. Students from every grade level will be selected by a representative stakeholder committee to:</p> <ul style="list-style-type: none"> <li>• Promote school activities</li> <li>• Be a guide within the school</li> <li>• Attend sender schools</li> <li>• Provide information on specific school services</li> <li>• Attend community events</li> </ul>	<p>During the 2016-2017 school year, JTHS Student Ambassadors participated in 54 outreach activities, which included tutoring every Friday night at Mt. Carmel Church, providing guest assistance at school and community events such as the Salute to Service Partnership Event, African American Read In, and the Know Your Immigrations Right Resource Fair, just to name a few.</p> <p>Student Ambassadors delivered a variety of presentations throughout the City of Joliet to organizations such as the East Side Neighborhood Council, Noah Center, and the Joliet Jewish Congregation, just to name a few.</p> <p>Presentations included a comprehensive overview of Joliet Township High School and included facilities, demographics, the academy structure, technology, course offerings, Advanced Placement, blended learning, activities, athletics, scholarships and college preparation.</p> <p>Presentations to sender school parents and students included information to assist with the transition to high school. This</p>

	<p>information was presented at the District 86 Parent University and the Steelmen Academy Showcase/ West 8<sup>th</sup> Grade Preview. These presentations were delivered in both English and Spanish.</p>
<p>3. Develop the criteria used in the selection process for the student ambassador program.</p>	<p>In addition to the Mr./Ms. J and Alpha/Omega students, this year the JTHS Director of Community &amp; Alumni Relations emailed junior and senior English teachers to grow participation in the Ambassador Program. This resulted in 75 ambassadors this year, including one Alternate School student.</p> <p><b>What is a student ambassador?</b> The Student Ambassador Program is a leadership opportunity for JTHS juniors and seniors in which they serve and represent our schools. Student Ambassadors have a one-academic-year commitment to:</p> <ul style="list-style-type: none"> <li>• represent and share information about JTHS at community events</li> <li>• conduct campus tours</li> <li>• meet and greet visitors</li> <li>• tutor</li> <li>• volunteer at community events</li> <li>• participate in question and answer forums for incoming eighth graders</li> </ul> <p><b>What are the benefits of becoming a Student Ambassador?</b> Student ambassadors develop valuable leadership skills and connections by sharing their story, interacting with community members and becoming role models in our schools and in the community.</p> <p><b>What are the qualities of a student ambassador?</b> An ideal student ambassador demonstrates the 7 characteristics of responsibility, respect, confidence, perseverance, tolerance, compassion and integrity.</p> <p>The student must be a JTHS junior or senior who is dependable</p>

	and has his/her own transportation means, or can responsibly arrange their own transportation. Night and weekend events are typical for ambassador service.
4. The sponsor will provide information, mentoring and opportunities for students.	The Director of Community and Alumni Relations arranges all outreach opportunities and prepares students accordingly, which includes speech and presentation rehearsal.



2016-2017

## 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
20. 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.)	PowerSchool (FIS)'s Family App was identified as the solution due to the alignment with our Student Information System. Although not yet available in Spanish, it is an anticipated enhancement.  The Family App was launched in January 2017.
21. Establish a link between JT Learn, HAC, and the student management system so data flows seamlessly.	A link exists to HAC and our Student Management System. We decided not to develop a link to the JT Learn calendar as teachers are now using other calendars.
22. Include transportation information capability for the APP.	This is an available feature.
23. Establish a link for parent information with regards to student fees and My	Link functionality is included. Currently the following resources are linked:  1) MySchoolBucks 2) Student Fees 3) JTHS Course Offerings

<p>LunchMoney so that parents only need to visit one location.</p>	<p>4) JTHS 204 Comment Codes/Codigos De Comentario</p>
<p>24. Develop protocols for the following:</p> <ul style="list-style-type: none"> <li>• Standardized use of calendar in JT Learn</li> <li>• Standardized language used in gradebook</li> <li>• Expectations for the frequency of information inputted such as assignments and grades</li> <li>• Consistency of attendance information</li> <li>• Consistency of discipline information</li> <li>• Determine what news items will be included on the APP</li> <li>• Expectations for response time to parent e-mails and inquiries</li> </ul>	<p>Reinforced expectations in communications:</p> <ul style="list-style-type: none"> <li>• JT Learn is no longer applicable.</li> <li>• Standardized formative/summative language used in gradebook.</li> <li>• Weekly updates of assignments and grades on Wednesdays (for Athletic Eligibility).</li> <li>• Timely recording of attendance information.*</li> <li>• Use of appropriate information.</li> <li>• Generally include mass messages being sent by phone.</li> <li>• Response time ASAP but no more than 24 hours.</li> </ul> <p>*Availability of this feature will be highlighted in promotional materials.</p>
<p>25. Provide professional development for all staff for the use of the APP.</p>	<p>Optional preview sessions will be offered to all staff.</p>
<p>26. Communicate and promote the APP to families on an annual basis.</p>	<p>The Family App will be promoted during registration each year.</p>
<p>27. Evaluate the use of program on an annual basis.</p>	<p>We will pull the usage numbers monthly for the 2017-2018 school year, and annually thereafter. Data will also be analyzed to see if freshmen attendance improved through the use of the app.</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 courses offered and the subsequent curriculum and assessments associated with each course.</p>	<p>Developed a pilot process that was applied to the Education &amp; Training Program Of Study within the Human Services academy. Future collaboration with members of the 4.1 team will take place to refine and make any necessary improvements.</p>
<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"> <li>a. Course Elimination</li> <li>b. Course Refinement</li> <li>c. Course Development</li> </ul>	<p>A group of teachers, administrators, and counselors met and developed a new template for the Program of Studies and made recommendations for the Education &amp; Training Program Of Study within Human Services. 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.</p>

<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>Recommend this action step be adopted for the 2017-18 school year.</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>No progress at this time.</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>No progress at this time.</p>

<p>7. Annual evaluation of progress will be conducted and communicated to the School Board</p>	
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2016-2017

## Action Plan

Strategy Number: 4

Plan Number: 2

Owner: Iman Ellis

**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>	<ul style="list-style-type: none"><li>• Curriculum Work 2016-17<ul style="list-style-type: none"><li>• OVE</li><li>• English 1, 2, 3, 4</li><li>• Applied Math</li><li>• Adult Living</li><li>• Instructional Level Math courses</li><li>• Physical Science</li></ul></li><li>• Curriculum Work 2017-18<ul style="list-style-type: none"><li>• Recommended 3<sup>rd</sup> year Instructional Science Class</li><li>• Instructional Blended Learning Class</li><li>• AVAC/Transition Common Curriculum</li><li>• Curriculum Handbook for Special Education Department</li><li>• Resource class –credit .25</li><li>• Freshman Academy Consultation</li></ul></li></ul> <p>Other instructional content areas will follow the same timeline as the general education program. In addition, the curricula developed and reviewed this year included an emphasis on POS and post-secondary preparation.</p>

<p>2. Instructional transitional/post-secondary courses will be reviewed by a team of internal and external stakeholders to ensure 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"> <li>a. Course refinement</li> <li>b. Course development</li> <li>c. Course elimination</li> </ul>	<p><u>Course Revisions/Refinement:</u></p> <ul style="list-style-type: none"> <li>• Adult Living</li> <li>• Applied Math</li> <li>• OVE</li> <li>• English</li> <li>• Consumer Economics</li> <li>• Physical Science</li> <li>• Vocational Resource (Transition program)</li> <li>• Unique Curriculum (AVAC)</li> <li>• Project Discovery (AVAC)</li> <li>• Resource Class</li> <li>• Freshman Academy Resource Program</li> </ul> <p>2017-2018</p> <ul style="list-style-type: none"> <li>• Orientation to Vocational Education</li> <li>• Geometry</li> <li>• AVAC/Transition Common Curriculum</li> <li>• 3<sup>rd</sup> Year Science Class</li> </ul>
<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>During the 2016-2017 school year, meetings and trainings were held with the IEP managers regarding facilitation of meetings, the transition plan, and ICP. Beginning July 1<sup>st</sup>, IEP managers and other staff members will participate in comprehensive training regarding the transition plan, district programs, and curriculum. We will also revisit facilitation of IEP meetings and following the meeting agenda.</p>
<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 staff to develop relationships within the community to create job</p>	<p>During the 2017-2018 school year:</p> <ul style="list-style-type: none"> <li>• Students from the Alternate Campus working with teachers and students at the Transition Center</li> <li>• Restructured IVO for AVAC</li> <li>• Increased opportunities for students at the Alternate Campus</li> <li>• Restructured USF work opportunities</li> <li>• Increased opportunities for students within AVAC/Transition.</li> </ul> <p>Future Recommendations:</p> <ul style="list-style-type: none"> <li>• Simulated work environments</li> <li>• Simulated living environments</li> </ul>

<p>training opportunities for students.</p>	<ul style="list-style-type: none"> <li>• Professional development and training for job coaches</li> <li>• Internships/Job Shadowing within the buildings</li> <li>• Microbusiness/Virtual environments</li> <li>• PAES Lab</li> <li>• Expansion of community relationships</li> </ul>
<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>	<p>This area was not addressed this year and will be a target for planning for the 2017-2018 school year</p>
<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>During the 2016-2017 school year, the department:</p> <ul style="list-style-type: none"> <li>• Increased number of students that are DORS clients</li> <li>• Increased number of job training and experiences</li> <li>• Increased community experiences for students</li> </ul> <p><u>2017-2018</u></p> <ul style="list-style-type: none"> <li>• Mentoring opportunities for students at the Alternate Campus</li> <li>• Opportunities through JJC for summer opportunities such as job shadowing and summer work</li> <li>• Additional campus-based job training/internships</li> <li>• Reap to Sow summer work</li> <li>• Introduction and access to the STAR program at JJC</li> <li>• Acquisition of summer internships and training</li> </ul>
<p>7. Students within the instructional program will access the student leadership team structure that will be developed</p>	<p>This area was not addressed this year and will be a target for planning during the 2017-2018 school year.</p>



<p>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>	
<p>8. Additional job shadowing as well as student internship opportunities will be developed and implemented for students at the Alternate School.</p>	<p>This area was not addressed this year and will be a target for planning during the 2017-2018 school year</p>
<p>9. Capstone projects will be identified, developed and implemented within each POS.</p>	<p>This area was not addressed this year and will be a target for planning during the 2018-2019 school year</p>
<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"> <li>• 3<sup>rd</sup> year Instructional Science Class</li> <li>• Instructional Blended Learning Class</li> <li>• PAES Lab (AVAC and Alternate)</li> <li>• Recommendations for additional opportunities for students to take classes at JCC.</li> <li>• Recommended support to increase participation of students in CTE programs</li> </ul>
<p>11. Annual evaluation of progress will be conducted and</p>	<p>Monitoring of this action step will continue to occur during:</p> <ul style="list-style-type: none"> <li>▪ Special Education Coordinator Meetings</li> <li>▪ SPED ILT meetings</li> <li>▪ Curriculum Committees</li> </ul>

communicated to the School Board.	Monitoring of the progress of this action step will be ongoing during the planning stages.
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2016-2017

## 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
<p>28. 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>	<p>Parent University presentations were delivered on My ICP and Career Goals.</p> <p>September - Joliet Central's Open House (separate session for Spanish speaking only)</p> <p>October - Joliet West presentation</p> <p>Worked with Kristine Schlismann in sending screencasts to all parents in December (prior to January registration). The screencast includes academies, Programs of Study and course selection. Guidance Counselors also send information to students and families.</p> <p>January - During the Class of 2021 registration, parents and students were introduced to My ICP and course selections that mirrored the career path, if the student was able to take an elective.</p> <p>A continued push was made during advisory and individual conversations for students to continually update their ICP and career goals.</p>

<p>29. 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>Social Science - The ICP is implemented in grades 9 through 12 in the core curriculum. When the Programs of Study are all revised, we will look into creating capstone experiences in our electives.</p> <p>ICP's are reviewed to ensure completion.</p> <p>January - During the Class of 2021 registration, parents and students were introduced to My ICP and course selections that mirrored the career path, if the student was able to take an elective.</p> <p>Counselors will continue to work during the fall semester to make adjustments and develop additional key learning events.</p>
<p>30. 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 well as the current enrolled students, grade 9-12.</p>	<p>Counselors deliver an ongoing process of communicating information to all advisory students in their presentations and 1:1 consultation.</p> <p>Topics include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Programs of Study (POS)</li> <li>• Academic and academy pathway</li> <li>• College/Career Exploration</li> <li>• Career path</li> </ul> <p>Counselors support students' job shadowing choice and experience.</p>
<p>31. 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</p>	<p>Joliet West - Full weeks dedicated to the academies/POS as well as involving speaker panels, breakout EDU's and thematic advisory displays and interactive stations.</p> <p>Joliet Central - Continue the career talks in English classes.</p> <p>Academy Coordinators developed weekly activities in October.</p>

<p>stakeholders.</p>	<p>Parent University presentations included ICP and career goal focus.</p>
<p>32. 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>Guidance Counselors sent out email blasts to students and parent/guardians regarding the strong emphasis on working on the ICP together. A greater area of focus was made on communication with each other and partnering with the teacher in the academy. Counselors followed up with individual counseling to check the progress.</p> <p>Social Media connection through Twitter and Facebook.</p> <p><b>Recommendation:</b> Implement "ICP check-in's" in English class and/or advisories. Teachers could assist in ensuring students are completing sections of the ICP appropriately.</p>
<p>33. 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>Counselors have used individually designed material and relied upon the student/family connection.</p> <p>Systems continue to be investigated and evaluated to determine an appropriate tracking system for post-secondary opportunities and experiences.</p>
<p>34. Annual evaluation of progress will be conducted and communicated to the School Board.</p>	<p>The PPS Team and other Strategy 4.4 team members will continue to evaluate and refine current practices in order to effectively guide students in developing and utilizing a personalized career plan that will prepare them for their post-secondary experiences.</p>

2016-2017

## Action Plan

Strategy Number: 5

Plan Number: 1

Owner: Brian Shaw & Jo Wooten

**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
35. Research in-district programs at surrounding schools and identify program components that would benefit JTHS students.	<p>The action plan team conducted research at surrounding programs which include:</p> <ul style="list-style-type: none"><li>• Minooka Project Indian</li><li>• Plainfield Academy</li><li>• Lincoln-Way Educational Options</li><li>• Valley View Phoenix Program</li><li>• Lincoln School</li></ul> <p>The team conducted a site visit to Lincoln-Way Educational Options.</p>
36. Determine curriculum, facility, and staffing needs	<p>Utilization of space and support staff at the Alternative building:</p> <ul style="list-style-type: none"><li>• Special Education Teacher (Humanities)</li><li>• General Education Teacher (Math/Science)</li><li>• Access to Support staff for individual counseling/support groups</li></ul> <p>Online curriculum through Acellus Learning Systems</p> <ul style="list-style-type: none"><li>• NCAA approved courses</li><li>• College Board AP courses Approved</li><li>• iNACOL Institutional Member</li><li>• Start up cost with Acellus End of the Year Matching Grant- \$3422</li><li>• \$10.00 per student</li><li>• \$500.00 per year for server</li></ul> <p><a href="https://www.science.edu/acellus/">https://www.science.edu/acellus/</a></p>

<p>37. Establish criteria and recommendation procedures for student participation in the program.</p>	<p>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. 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, 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.</p> <p>Long-term homebound students- Program cost \$ 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>
<p>38. Create and provide necessary professional development.</p>	<p>Staff development will be determined once online curriculum platform is established.</p> <p>Staff development surrounding the online platform is included in the startup cost. District pays cost for airfare and lodging. Training site is in Kansas City, Kansas.</p> <p>Staff development surrounding placement for CARE team.</p>

<p>39. Communicate program to appropriate stakeholders.</p>	<ul style="list-style-type: none"><li>• Care team members</li><li>• PPS</li><li>• BLT</li><li>• District Admin</li></ul>
<p>40. Implement the program and develop a plan for the program's sustainability.</p>	
<p>41. Evaluate the effectiveness of the program annually.</p>	<ul style="list-style-type: none"><li>• Enrollment numbers</li><li>• Graduates</li><li>• Return to home school</li><li>• Return to program</li><li>• Students removed from the program</li><li>• Credits earned</li><li>• Attendance</li> <li>• Student Success plan<ol style="list-style-type: none"><li>1. Goals and objectives for the student in the program</li><li>2. Length of time in the program</li><li>3. Attendance</li><li>4. Behavior</li></ol></li></ul>



2016-2017

## 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
42. Conduct a demographic study to determine the best usage of current facilities and property.	In Progress: Based on current sender schools data, a demographic study is not needed at this time.
43. Utilize existing staff input reports and the facilities master plan team report, and compile a list of immediate needs.	Completed in October 2016.
44. 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	In Progress: The committee will be meeting over the Summer/Fall of 2017-18 to prioritize the list of project recommendations.  The Main Entrance at the West Campus was approved and construction began June of 2017.

<p>c) Land acquisition or usage of current facilities to provide space for a regular education/alternative education program</p> <p>d) Locker room facility at the Central Campus</p> <p>e) New and easily distinguishable main entrance at the West Campus</p>	
<p>45. 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"> <li>• Classroom upgrades</li> <li>• Site facilities – softball fields, tennis courts, locker rooms</li> <li>• HVAC upgrades at both campuses</li> <li>• Life safety work</li> <li>• Floor finishes</li> <li>• Identified testing space</li> <li>• Athletic upgrades – gym floors, curtains, track, bleachers and turf maintenance</li> <li>• Renovate auditoriums</li> <li>• 4th floor of Central Campus</li> <li>• Parking lot renovations</li> <li>• Roof replacements</li> <li>• Restroom renovations</li> </ul>	<p>Completed in October 2016.</p>
<p>46. Acquire the funding necessary to complete all of the immediate needs.</p>	<p>In Progress: The selling of Bonds over the next 5 years has been identified (\$18 million). The 1<sup>st</sup> Phase of Bond proceeds was completed March 2017, for 7 million.</p>

2016-2017

## 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
47. Survey and evaluate current technological infrastructure.	Completed in August 2015.
48. Survey and evaluate the physical environment for optimal infrastructure placement of distribution points.	Completed in August 2015.
49. 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.)	Completed in August 2015.

<p>50. Gain approval to obtain the space for distribution points with building stakeholders.</p>	<p>Completed in February 2017.</p>
<p>51. Evaluate and build out facility infrastructure to support distribution points (ie. Power and Cooling)</p>	<p>Next Step: The goal is to have all this completed by May 2018.</p>
<p>52. Build out determined distribution points to provide connectivity to endpoints</p>	<p>In Progress: Work on the network cabling project began May 2017 and the goal is to complete it prior to the start of the 2017-2018 school year. The deadline is November 2017. Note that E-Rate funding has been applied for to pay \$725,420 of this \$912,200 project.</p>
<p>53. Create installation plan to phase in without interruption of services</p>	<p>In Progress: We are planning to have both networks up for the transition in order to provide continuous service during regular business hours.</p>
<p>54. At completion of installation and approval of new technological infrastructure, develop a plan for abatement of the retired infrastructure</p>	<p>Bids were solicited for the abatement along with the Network Cabling Project and was awarded to Peak Electric Inc., a company that is also doing the network cabling.</p>
<p>55. Remove and recycle any retired technological components</p>	
<p>56. Implement a system for evaluating needs annually of all district facilities</p>	

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2016-2017

## Action Plan

Strategy Number: 5

Plan Number: 4

Owner: Karla Guseman

**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
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>The Assistant Superintendent for Educational Services worked with the building administrators, curriculum directors, instructional coaches, and instructional technologists during the 2015-2016 and 2016-2017 school year to develop a four year program. All first year teachers will continue with Teach Like a Champion (TLAC) training during their first year and second year teachers will continue with CRISS Training. The third and fourth year training will be aligned to teacher need as determined by the evaluation process. The following Tracks will be piloted during the 2017-2018 school year:</p> <ul style="list-style-type: none"><li>• Personalize Learning with Technology</li><li>• Differentiated Instruction for Math based Curricula</li><li>• Planning and Assessment</li><li>• Working with Students with Disabilities</li><li>• Action Research</li></ul>
13. Update policies and procedures associated with professional development for certified staff to ensure JTHS is meeting legislative mandates and providing certified staff with high quality staff development opportunities needed for licensure.	<p>No policies or procedures were in need up refinement at this time.</p> <p>Legislative mandates are reviewed annually and GCN requirements are updated each year and communicated July 1<sup>st</sup>.</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>This will be done annually through the evaluation process for each employee group and information gathered will be shared annually during the required meeting in April/May.</p>
<p>15. Address gaps in professional development according to alignment to mission, initiatives, and staff needs.</p>	<p>This will be done annually through the evaluation process for each employee group and information gathered will be shared annually during the required meeting in April/May.</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>This will be done annually through the evaluation process for each employee group and information gathered will be shared annually during the required meeting in April/May.</p>
<p>17. Proposed professional development programs will be presented to the Administrative Council in April for approval and implementation beginning each August.</p>	<ul style="list-style-type: none"> <li>• A four-year New Teacher Orientation was approved in April 2016.</li> <li>• All assigned supervisors responsible for professional development shared professional development initiatives from the 2016-2017 school year and priorities for the 2017-2018 school year during the May 17, 2017 Administrative Council Meeting. It was discussed that evaluation of implementation must be included beginning in the 2017-2018 school year.</li> <li>• A presentation regarding professional development for certified staff was presented during the May 18, 2017 DLT meeting.</li> </ul>

<p>18. Evaluate the implemented professional development program for each employee group annually.</p>	<p>It was discussed that evaluation of implementation must be included for all employee groups beginning in the 2017-2018 school year. This information will be part of the presentation annually each April.</p>
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2016-2017

## 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
57. Establish a committee of stakeholders which includes staff, administrators, deans, parents and students to accomplish the action plan.	Meetings regarding behavior management took place during School Improvement Team meetings and the Dean-Teacher Summit at each campus on the January Institute Day.
58. 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.
59. Investigate behavior management programs.	A few behavior management programs were examined but all appeared similar to the current district management plan.

<p>60. Refine current program or adopt an alternate behavior management program.</p>	<p>Revisions to consequences and structure of ISS were made during 2016-2017. These changes were reviewed throughout the year by administration and discussed during School Improvement Team meetings.</p>
<p>61. Revise policies and procedures as necessary.</p>	<p>Deans met with administrators on May 30, 2017 to discuss potential revisions to procedures and what staff development is needed.</p>
<p>62. Design professional development for consistent implementation.</p>	<p>2016 – 2017 Monthly TLAC professional development related to climate and environment.</p>
<p>63. Annually evaluate the effectiveness of the program.</p>	<p>Collected baseline data.</p> <p>Surveyed staff.</p>

2016-2017

## Action Plan

Strategy Number: 5

Plan Number: 6

Owner: Iman Ellis

**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
64. Research in-district programs at surrounding schools and identify program components that would benefit JTHS students.	During the 2016-2017 school year: <ul style="list-style-type: none"><li>• Programs that focused on social, life, and independent skills were visited.</li><li>• Curriculum was researched and adopted for the AVAC program.</li><li>• Staff from the AVAC program visited 4 schools in the Fall of 16-17 and used information to analyze and expand the AVAC/Transition program.</li><li>• Vocational Resource Class (Transition).</li></ul>
65. Determine curriculum, facility and staffing needs.	During the 2016 school year: <ul style="list-style-type: none"><li>• Implemented the Unique Curriculum.</li><li>• Project Discovery for AVAC.</li><li>• Course sequence and descriptions for AVAC/Transition.</li><li>• Eliminated names of courses and revised courses based on instruction given in class.</li></ul> As we continue to expand the following will continue to be a recommendation: Programming: <ul style="list-style-type: none"><li>• PAES Lab</li><li>• Jewel's Grocery Lab</li><li>• Office Max Lab</li><li>• Simulated Living Environment Lab</li></ul>

	<p>Vocational Preparations:</p> <ul style="list-style-type: none"> <li>• Virtual Retail</li> <li>• Job Shadowing opportunities</li> </ul> <p>Staffing Needs:</p> <ul style="list-style-type: none"> <li>• Job Coaches</li> <li>• Teachers</li> <li>• Space for AVAC and Transition Center</li> </ul>
<p>66. Establish criteria and recommendation procedures for student participation in the program.</p>	<p>This year two students have returned to the district. The team has looked at the following and will continue to establish criteria for students to return to district programs:</p> <ul style="list-style-type: none"> <li>• Progress on level systems</li> <li>• Comparison of services</li> <li>• Re-entry plans for students</li> <li>• Transitional opportunities for students</li> </ul>
<p>67. Create and provide necessary professional development.</p>	<p>The following professional development was provided during the 2016-2017 school year and will be recommended for next school year. Continuous Professional Development will begin during the 20117-2018 school year:</p> <ul style="list-style-type: none"> <li>• Developing and Completing Functional Behavior Analysis and Behavior Intervention Plans</li> <li>• Applied Behavior Analysis Training</li> <li>• Addressing behaviors within the classroom</li> <li>• Addressing behaviors exhibited by students with cognitive disabilities</li> <li>• De-escalation strategies</li> <li>• Data Collection made easy and relevant for students with behaviors</li> <li>• Executive Functioning strategies for staff</li> <li>• Strategies to reduce anxiety within the classroom</li> <li>• Developing relationships in adverse situations</li> </ul>

<p>68. Communicate program to appropriate stakeholders.</p>	<p>During the 2016-2017 school year the following occurred:</p> <ul style="list-style-type: none"> <li>• Parent Focus Meetings (October and May)</li> <li>• IEP manager summer training</li> <li>• IEP quarterly district meetings</li> <li>• Monthly meetings with Transition Coordinator and Director of Alternative Services</li> <li>• Meetings with community agencies and businesses</li> </ul> <p>During the 2017-2018, the following has been recommended:</p> <ul style="list-style-type: none"> <li>• District visits to the campuses for recommended returning students</li> <li>• Student interviews for returns</li> <li>• Meetings with all directors/principals of outside placements</li> <li>• Training regarding placement</li> </ul>
<p>69. Implement the program and develop a plan for the program's sustainability.</p>	<p>The team continues to return students to district programming so that funding can be utilized for staffing and programming needs. However, during the 2017-2018 school year, the committee will meet to develop an action plan that will be implemented to continue to augment programs to support returning students.</p>
<p>70. Evaluate the effectiveness of the program annually.</p>	<p>Monitoring of this action step has been done during</p> <ul style="list-style-type: none"> <li>• Special Education Coordinator Meetings</li> <li>• SPED ILT meetings</li> <li>• 5.6 Strategy meetings</li> </ul> <p>Monitoring of the progress of this action step will be ongoing during the planning stages.</p>

2016-2017

Strategy Number: 6

Plan Number: 3

Owner: Chris Olson

## 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
16. Develop a robust diversity statement and publicize it prominently on all materials.	
17. Ensure that a culturally diverse hiring team is established for the hiring process.	This is a procedure that has been added to our Hiring Practices. Each hiring team is submitted to the HR Director for final approval.
18. 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 (HSI), student teaching, marketing, job fairs	The Director of HR has expanded recruitment opportunities. All opportunities will be communicated at the annual presentation.

and outreach, and networks of current and former JTHS employees and alumni.	
19. Establish and document written criteria for each step of the hiring process.	Completed. See Hiring Practice document.
20. Implement a conflict of interest policy regarding hiring and promotional practices.	Completed. See Hiring Practice document.
21. Formalize the rating of candidates and create a rubric for scoring.	Completed. This will be reviewed at the completion of the hiring season for the 17-18 school year.
22. Ensure each member of the hiring committee has an equal voice.	Completed. See the Hiring Practices document.

<p>23. JTHS will consider both internal and external applicants for all positions.</p>	<p>Completed. See the Hiring Practices document.</p>
<p>24. Mandate implicit bias training to mitigate the impact of inevitable bias for anyone involved in the hiring process.</p>	<p>In progress. Contract for services through MultiCultural – Troy Cicero has begun.</p>
<p>25. Establish and widely publicize the general requirements to be a strong candidate for administrative positions and promotion.</p>	
<p>26. Track diversity data.</p>	<p>In progress</p>
<p>27. 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>	<p>In progress</p>
<p>28. Provide additional support for faculty and</p>	



administrators of color (e.g. mentoring, support groups, etc.).	
29. Summarize and communicate, in various modes, an annual progress report to the Board of Education.	
30. Share periodic progress reports with various stakeholder groups.	