

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"> • Policy 6:185 Remote Educational Program was approved by the Board of Education in January 2014. • Associated Remote Educational Plan was developed during the spring of 2014. • Blended learning courses were implemented at each campus during 2nd and 8th hour during the 2014-2015 and 2015-2016 school years. • Each campus designated areas for students who arrived to school early or remained on campus when classes did not meet. • The following blended courses were offered during 2014-2015: <ul style="list-style-type: none"> ○ Economics ○ Government ○ English 4 • Conditioning was offered during 2015-2016. • A three-year plan for additional blended offerings was developed for 2016 through 2019.
<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% 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</p>

	support. The Help Desk at each campus is also available to support both students and teachers.
4. Communicate offerings to students, parents and community.	<ul style="list-style-type: none"> • The blended learning page on the website was created during the spring of 2014 and is updated annually. • Parent University presentation were delivered. • School Board presentation was delivered. • All blended offerings are designated in the course offerings guide. • Email blasts were delivered to parents and students. • Presentations took place during the regular school day.
5. Evaluate the effectiveness of blended courses based upon student academic success.	<p>The following criteria will be used to evaluate the blended learning program during the 2016-2017 school year:</p> <ul style="list-style-type: none"> • Overall percentage of students earning credit for each blended course • Grade distribution by course and campus • Student perception survey • Staff perception survey

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"> • Policy 6:185 Remote Educational Program was approved by the Board of Education in January 2014. • Associated Remote Educational Plan was developed during the spring of 2014. • Blended learning courses were implemented at each campus during 2nd and 8th hour during the 2014-2015 and 2015-2016 school years. • Each campus designated areas for students who arrived to school early or remained on campus when classes did not meet. • Though it is not running, Foods 1 and 2 were offered for the 2016-2017 school year. • A three-year plan for additional blended offerings was developed for 2016 through 2019.
<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% or higher or they must attend the class on a daily basis. All instructional coaches, curriculum directors and some building administrators have participated in the Introduction to Blended Learning course and are available to provide on-going support. Instructional Technologists provide support to teachers. The Help Desk at each campus is also available to support both students and teachers.</p>
<p>4. Communicate offerings to students, parents and</p>	<ul style="list-style-type: none"> • The blended learning page on the website was created during the spring of 2014 and is updated annually. • Parent University presentation was delivered. • School Board presentation was delivered.

community.	<ul style="list-style-type: none"> • All blended offerings are designated in the course offerings guide. • Email blasts were delivered to parents and students. • Presentations took place during regular school day.
5. Evaluate the effectiveness of blended courses based upon student academic success.	<p>The following criteria will be used to evaluate the blended learning program during the 2016-2017 school year:</p> <ul style="list-style-type: none"> • Overall percentage of students earning credit for each blended course • Grade distribution by course and campus • Student perception survey • Staff perception survey

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 will be implemented district-wide for the 2016-2017 school year in the following 9th grade courses:</p> <ul style="list-style-type: none"> • Algebra 1 • Biology • English 1 • World Affairs <p>Students repeating the course will not be 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 will be 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 will complete modules and be 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</p>	<p>Based on teacher feedback through the pilot, failure reports were created to provide the necessary information for GAP teachers moving forward. Modules will be reviewed and refined during the summer of 2016 for district-wide implementation during 2016-2017. The Blended GAP program is individualized for each</p>

environment.	student's needs. Students will be able to progress independently with teacher interventions as needed.
5. Communicate offerings to students, parents and community.	A presentation from the pilot program at Joliet Central was presented to the Board of Education in January 2016.
6. Evaluate effectiveness of blended courses based upon student academic success.	<p>The following criteria will be used to evaluate the program during the 2016-2017 school year:</p> <ul style="list-style-type: none"> • Overall percentage of students earning credit for each course • Number of total credits earned by each student • Student perception survey • Staff perception survey

2015-2016

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 establish an all-inclusive welcoming environment to ensure that all stakeholders are informed and valued.

Action Step	Progress
1. Establish a customer service steering committee that is representative of all stakeholders.	
2. The steering committee will identify a customer service model (service philosophy).	
3. Define and establish a welcoming first impression.	
4. Collect baseline data to measure the current status of customer service.	
5. Develop a customer service handbook for all staff.	
6. Develop a differentiated professional development plan for all staff.	

<p>7. Provide initial professional development on the customer service model (service philosophy) to all staff.</p>	
<p>8. Develop and deliver on-going staff development for customer service for all new hires and areas of deficiencies.</p>	
<p>9. Develop and implement an on-going evaluation plan of the customer service practices. (Secret Shopper and embedded in employee evaluations)</p>	
<p>10. Establish a reward system for gold standard customer service.</p>	
<p>11. Establish an orientation program for all new employees that covers the following:</p> <ul style="list-style-type: none"> • Chain of communication • Identification of purpose and people in each department • Frequently asked questions • Roles and responsibilities specific to various positions 	<p>Members of the Committee Include: Jo Wooten, David Gray, Brian Shaw, Joe Lopez, Chris Olson, Steve Locke, Steve Millsaps, Kristine Schlismann, Lynn Benson and Maureen Pulaski.</p> <p>We spent four meetings developing a survey to be given to employees that were hired in the last 2 ½ years. The employee groups were as follows: transportation, food service, clerical staff, business office, teachers, para professionals, maintenance and custodial staff. One hundred seventy surveys were distributed with 61 completed for a completion rate of 36%.</p> <p>Overall, the data from new employees is very positive. The survey data shows positive trends surrounding the hiring process, mentoring and the overall welcoming climate of the district. The overall key findings for Strategy 2.2 indicate that we are, from the majority of respondents' perspective, a welcoming</p>

District. The answers were transparent and reflective. The survey indicated that the welcoming environment is from all areas of our District (Admin. Center, Technology, Food Service, Instructional, Building). The overall positive responses speaks volumes to what a great place JT is to work and belong.

There is a great deal that we are doing right, but as suspected, there are a few areas in which we need to improve. First off, the District would benefit from an orientation program for ALL areas of employment. On the contrary, certain employment areas feel that they are given too much information at once, so perhaps a priority list needs to be established in order to determine what information is most critical and timely, and what information can wait until a later point in the school year and/or employee training. Part of this orientation could potentially include handbooks for employees with critical "first year" information. Also, many would like the opportunity to not only tour other buildings, but have the opportunity for a meet and greet with other employees outside of their given field.

The survey was categorized into four different sections: Hiring Process, Overall Orientation, Welcoming Environment, and First Day.

The committee identified areas to celebrate and areas for improvement.

Areas to Celebrate

- A welcoming environment as the new staff comes aboard has been established.
- Transparency in hiring process and HR Office process was noted as a strength.
- Overall, the data reflects that we are providing necessary information to employees.
- Data shows employees are engaged and connected. Half of the surveys were completed. Seven individuals wished to be part of the focus group.
- Data reflects that there is an interest in students and our environment is student-centered in nature.

- Employees feel welcomed from the time before they start the job (HR) to during the first days of employment (co-workers and supervisors).
- Instructional coaches are appreciated and serve as effective mentors.
- Technology and technology training was noted and appreciated.

Lowest response rates and areas for improvement

- Training on customer service was noted as lacking.
- New Teacher behavior management training was noted as an area that needs improvement. Currently only a half a day training is provided. Even the basics of referral generation seemed to be an area of concern.
- First year teachers experience a feeling of being overwhelmed
- Technology can be overwhelming and a manual or paper instructions/binder is needed.
- Differences between employee groups—cafeteria and custodial were 2 categories with low response rates.
- The category with the lowest average is the overall orientation category. This is also reflective of our strategic goals.
- Tour of the building and getting to know employees outside of job assignment was noted as a need. Security and cafeteria employees start the first day with students and have no training in regards to the building footprint and lay of the land.
- Restructuring orientation for teachers is an area that needs to be focused on. Investigate professional development for new teachers and veteran teachers. Should it be different training?

Information to be included in New Employee Orientation and/or Orientation Handbook:

- Tour of the District for all
- Strategic Plan
- Brief history of the district and community that we serve

	<ul style="list-style-type: none"> • Quick facts sheet • Administrator headshots and titles • Points of Pride and Annual Report • Clerical Who is Who.... Example, who do you call for transcripts • Key terminology...ex. Rails, JT Web... etc. • Web site cheat sheet. Where to find key information. • Brief overview and summary of data management systems, e-school, e-finance • Safety Procedures • Work place expectations: Appropriate dress, Phone etiquette, and Work hours/breaks • Technology “Cheat Sheets” • Key Policies (Sexual Harassment, etc.) • Where to go for: transcripts, health records, PPS forms, deans and counselors alpha/spread, summer reading, bullying report forms, transportation requests, department phone numbers • GCN training • District systems
<p>12. Welcome all new staff/new position members with an announcement to the entire staff.</p>	

2015-2016

Action Plan

Strategy Number: 2

Plan Number: 5

Owner: Karen Harkin

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
1. 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.)	FIS (SunGard)'s Family App has been identified as the solution due to the alignment with our Student Information System. Although not yet available in Spanish, it is a planned enhancement. We have placed an order for the APP and plan to implement it during the 2016-2017 school year.
2. Establish a link between JT Learn, HAC, and the student management system so data flows seamlessly.	An established link exists to HAC and the Student Management System. We are no longer interested in developing a link to the JT Learn calendar as teachers are now using other calendars.
3. Include transportation information capability for the APP.	This is an available feature.
4. Establish a link for parent information with regards to student fees and My LunchMoney so that parents only need to visit one location.	Link functionality is included.

<p>5. Develop protocols for the following:</p> <ul style="list-style-type: none"> • Standardized use of calendar in JT Learn • Standardized language used in gradebook • Expectations for the frequency of information inputted such as assignments and grades • Consistency of attendance information • Consistency of discipline information • Determine what news items will be included on the APP • Expectations for response time to parent e-mails and inquiries 	<p>Reinforce expectations in communications:</p> <ul style="list-style-type: none"> • JT Learn is not applicable • Standardized formative/summative language used in gradebook • Weekly updates of assignments and grades on Wednesdays (for Athletic Eligibility) • Timely recording of attendance information* • Use of appropriate information • Generally include mass messages being sent by phone • ASAP but no more than 24 hours <p>*Availability of this feature will be highlighted in promotional materials</p>
<p>6. Provide professional development for all staff for the use of the APP.</p>	<p>We will offer optional preview sessions to all staff.</p>
<p>7. Communicate and promote the APP to families on an annual basis.</p>	<p>Will take place minimally during registration each year.</p>
<p>8. Evaluate the use of program on an annual basis.</p>	<p>The first year we will pull the usage numbers monthly and annually thereafter.</p>
<p>Strategy team:</p>	<p>Robin English, Angel Hauert, Matt Narducci, Steven Millsaps, Brian Shaw, Katie Forster, Lea Sloan, Karen Harkin</p>

Action Plan

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

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

Action Step	Progress
<p>1. A process and timeline will be developed in order to audit each POS, which will include an examination of the instructional courses offered and the subsequent curriculum and assessments associated with each course.</p>	<p>The team has established a timeline of reviewing instructional courses currently offered and related curriculum.</p> <ul style="list-style-type: none"> • Year 1- Reading and Math • Year 2- Vocational Classes and Science • Year 3- AVAC/Transition, Electives <p>Other instructional content areas will follow the same timeline as the general education program. In addition, within the curricula developed and reviewed this year we 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> <ol style="list-style-type: none"> a. Course refinement b. Course development 	<p>Various stakeholders have recommended the following changes that will be implemented the school year of 2016-2017. Future recommendations have been made that will be implemented in subsequent years.</p> <p><u>Course Refinement:</u></p> <p>2016-2017</p> <ul style="list-style-type: none"> • Self-Improvement (curriculum addresses executive functioning and social emotional concerns) • Adult Living (post- secondary focus with an emphasis on independent living, social and vocational skills) <p>2017-2018</p> <ul style="list-style-type: none"> • Resource (support for students that are in the general education classes for more than 40% of the day)

<p>c. Course elimination</p>	<p><u>Course Elimination:</u> 2016-2017 The following courses were eliminated:</p> <ul style="list-style-type: none"> • Instructional Driver’s Education • Instructional Computer Application • Instructional Foods • Instructional Literacy Support <p><u>Course Development:</u> 2016-2017</p> <ul style="list-style-type: none"> • Reading (phonemic awareness, fluency, reading comprehension, vocabulary, and decoding) • Reading for Everyday Living (reading comprehension, reading fluency, and vocabulary) • Applied Math <p>*In addition the following math classes were blocked to provide students with additional support</p> <p>Algebra Fundamentals and Instructional/Math Support Geometry (students will be recommend for support within their IEPs)</p> <p>2017-2018</p> <ul style="list-style-type: none"> • 3rd year science class
<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>At the end of the 2014-2015 school year, professional development was provided to staff on how to develop thorough transitional plans. Monitoring of the transition plans has been done through discussion and review at staffings. However, this is an area which will be ongoing in order to continue to communicate the alignment between students ICPs, POS and their transitional plan.</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</p>	<p>At the end of the 2016-2017, the district terminated services with Midwest Services which provided job training for students in AVAC/Transition. In addition, during the year, a committee of stakeholders have met to develop a district program that will establish relationships within the community and within the buildings.</p> <ul style="list-style-type: none"> • Students from the Alternate campus working with teachers and students at the Transition Center • Reap What You Sow summer program was established for Transition students). Next year,

<p>staff to develop relationships within the community to create job training opportunities for students.</p>	<p>students will be identified at the Alternate Campus to work during the summer.</p> <ul style="list-style-type: none"> • Establishing job opportunities for students in AVAC and Transition at USF • Job opportunities (TJ MAXX, Home Goods) <p>Future Recommendations:</p> <ul style="list-style-type: none"> • Simulated work environments • Simulated living environments • Professional development and training for job coaches • Internships/Job Shadowing within the buildings • Microbusiness/Virtual environments • PAES Lab • Expansion of community relationships
<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 2016-2017 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 students at the Alternate school welcomed JJC staff into the classrooms to discuss the CTE program. In addition, students participated in the Reap What You Sow initiative.</p> <p>Beginning the 2016-2017 school year the District Transitional Coordinator will begin to meet with Alternate staff to determine the following:</p> <ul style="list-style-type: none"> • Post-secondary preparation • Vocational preparation • Additional job shadowing opportunities • Acquisition of community jobs • Reap to Sow summer work • Introduction and access to the STAR program at JJC
<p>7. Students within the instructional program will</p>	<p>This area was not addressed this year and will be a target for planning for the 2016-2017 school year.</p>

<p>access the student leadership team structure that will be developed and implemented district wide for the career academies to ensure that their leadership skills are augmented with a similar focus to students within the general education program.</p>	
<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 for the 2016-2017 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 for the 2016-2017 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>For the 2016-2017 school year the following will be implemented:</p> <ul style="list-style-type: none"> • Adult Living Course- Focus on post-secondary preparation with an emphasis on healthy living, legal responsibilities, mental health, social skills, finances, communication, independent living, and vocational skills. • Applied Math- Will incorporate mathematical skills that students will need in workplaces, the community, as well as in post-secondary institutions. Students will also focus on skills assessed on vocational and post- secondary assessments. • Reading for Everyday Living-Will integrate reading skills with strategies needed to be successful in POS as well as in the community. Topics will cover: communication, community reading, meeting human needs, health and

	<p>medicine, STEM, legal language and documents, and business and employment.</p> <p>Next year, teams will focus on the following areas and courses:</p> <ul style="list-style-type: none"> • Job shadowing opportunities • Transitional support for students • OVE and IRO • Increasing community experiences for instructional students
<p>11. Annual evaluation of progress will be conducted and communicated to the School Board.</p>	<p>Monitoring of this action step will continue to occur during:</p> <ul style="list-style-type: none"> • Special Education Coordinator Meetings • SPED ILT Meetings • Curriculum Committees <p>Monitoring of the progress of this action step will be ongoing during the planning stages.</p>

2015-2016

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
1. 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>October - Parent University presentations on My ICP and Career Goals</p> <p>Director of Community Relations sent screencasts to all parents in December. The screencast included academies, programs of study and course selection. Counselors also send this out to the families.</p> <p>January - During the Class of 2020 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>Throughout the year, during advisories and individual conversations, the students updated their ICP and career goals.</p>
2. 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>January - During Class of 2020 registration, parents and students were introduced to My ICP and course selections that mirrored the career path if the student was eligible to take an elective.</p> <p>Counselors will work in the Fall to make adjustments and develop additional key learning events.</p>
3. A college and career curriculum (guidance curriculum) will be	<p>Counselors deliver information to all advisory students. Topics include: Programs of Study Programs of Study Selection</p>

<p>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>College /Career Exploration Career Path</p> <p>Counselors support students in the job shadowing experience.</p>
<p>4. 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>Academy Coordinators developed a week of activities during October.</p> <p>October - Parent University presentations on My ICP and Career Goals</p>
<p>5. 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>Counselors sent out email blasts to students and parent/guardians to stress the importance of working together on the ICP. Counselors then met with students individually to check progress.</p> <p>Information was also sent via Twitter and Facebook.</p>
<p>6. 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 been utilizing Overgrad, Cappex and individually designed materials.</p>
<p>7. Annual evaluation of progress will be conducted</p>	<p>The PPS team and 4.4 strategy team members will continue to evaluate and refine current practices in order</p>

and communicated to the School Board.	to effectively guide students in developing and utilizing a personalized career plan that will prepare them for their post-secondary experiences.
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Action Plan

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
<p>1. Conduct a demographic study to determine the best usage of current facilities and property.</p>	<p>Discussing with administrators and staff the needs of each campus and logistics. Demographic study TBD.</p>
<p>2. Utilize existing staff input reports and the facilities master plan team report, and compile a list of immediate needs.</p>	<p>Team discussed present facilities plan and discussed future needs. Each member identified needs of their campus and departments. (Completed April 2016)</p>
<p>3. Prioritize the list of immediate needs giving special consideration to :</p> <ul style="list-style-type: none"> a) Student collaboration space for blended learning opportunities at the West and Central Campus b) Space for an additional culinary arts room at the West Campus c) Land acquisition or usage of current facilities to provide space for a regular education/alternative education program 	<p>Currently prioritizing a list of immediate needs.</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>4. Develop a facilities master plan from the input of stakeholders, utilizing the expertise of professional designers when needed.</p> <ul style="list-style-type: none"> • Classroom upgrades • Site facilities – softball fields, tennis courts, locker rooms • HVAC upgrades at both campuses • Life safety work • Floor finishes • Identified testing space • Athletic upgrades – gym floors, curtains, track, bleachers and turf maintenance • Renovate auditoriums • 4th floor of Central Campus • Parking lot renovations • Roof replacements • Restroom renovations 	<p>Currently prioritizing projects to develop future master facility plan.</p>
<p>5. Acquire the funding necessary to complete all of the immediate needs.</p>	<p>Determining funding based on projects:</p> <ul style="list-style-type: none"> • Projects that can be completed through yearly operational budgets. • Projects that will be completed through other revenue resources. • Working with Bond Counsel to identify revenue resources

Action Plan

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
1. Survey and evaluate current technological infrastructure.	Analysis of current hardware including age, condition and lifecycle. (Completed 8/2015)
2. Survey and evaluate the physical environment for optimal infrastructure placement of distribution points.	Survey for more strategic placement of equipment to reduce costs and increase accessibility. (Completed 8/2015)
3. 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.).	Identified current technology offerings to target to meet immediate and future needs. (Completed 8/2015)
4. Gain approval to obtain the space for distribution points with building stakeholders.	Planned for summer of 2016

<p>5. Evaluate and build out facility infrastructure to support distribution points (ie. Power and Cooling).</p>	
<p>6. Build out determined distribution points to provide connectivity to endpoints.</p>	
<p>7. Create installation plan to phase in without interruption of services.</p>	
<p>8. At completion of installation and approval of new technological infrastructure, develop a plan for abatement of the retired infrastructure.</p>	
<p>9. Remove and recycle any retired technological components.</p>	
<p>10. Implement a system for evaluating needs annually of all district facilities.</p>	
<p>Action Planning Team (met twice during 2015-16 SY):</p>	<p>Ilandus Hampton, David Gray, Joe Lopez, Amy Walsh, Wendy Davis, Bradley Uffelmann, Jonathan Humphrey</p>

Action Plan

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

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

Action Step	Progress
<p>1. 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>	<ul style="list-style-type: none"> A. Face to face meeting times reduced due to: <ul style="list-style-type: none"> a. Incorporation of blended learning elements to professional development b. Reduction of building meetings to quarterly meetings in year 1 due to support available through administration, instructional coaches/technologists, and informal support through veteran staff B. Syllabus format to: <ul style="list-style-type: none"> a. Place emphasis on professional learning b. Ensure all information is organized and explicitly detailed in one central location (online shares site to be created and updated regularly) C. Three days to focus on technology prior to the already established New Teacher Induction, along with restructuring of summer NTO sessions D. A minimum requirement for individual teacher meetings with Instructional Coaches/Technologists over a four year period (24, 18, 12, 6) based on evaluator goals/teacher needs E. Teachers to document the time they meet with who and why--electronically F. Formal summative reflection and evaluation by teachers submitted to site for administrators and instructional coaches/technologists to evaluate program success and assist in future planning G. Choice in required professional development in years 2 through 4 as decided by evaluator, Principal, and teacher

	<ul style="list-style-type: none"> H. Formal recognition and compensation for participation annually, totaling 151 professional development credits and 5 JIU credits I. Committee established to update/evaluate annually
<p>2. 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>	
<p>3. 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>	<ul style="list-style-type: none"> A. Clerical Vision Team established in SY 15-16. B. Vision Team meets twice a month to assess/plan professional development.
<p>4. Address gaps in professional development according to alignment to mission, initiatives, and staff needs.</p>	
<p>5. 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>	<ul style="list-style-type: none"> A. Clerical Vision Team established in SY 15-16. B. Vision Team meets twice a month to assess/plan professional development. C. NTO proposal approved to extend to a 4 year process. D. Assistant Superintendent and Curriculum Directors meet with Instructional Coaches monthly to focus specifically on professional development.

<p>6. Proposed professional development programs will be presented to the Administrative Council in April for approval and implementation beginning each August.</p>	<p>A. 4 year NTO was approved in April. 2016.</p>
<p>7. Evaluate the implemented professional development program for each employee group annually.</p>	<p>A. Done in both Clerical Vision Team and Certified Vision team through evaluations and surveys.</p>

Action Plan

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

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

Action Step	Progress
<p>1. Establish a committee of stakeholders which includes staff, administrators, deans, parents and students to accomplish the action plan.</p>	<p>Committee of students, parents, teachers and administrators met throughout the 2015-2016 school year.</p>
<p>2. Evaluate current behavior management system to identify strengths and deficiencies in cooperation with all stakeholders.</p>	<p>When School Improvement Teams examined behavior the management plan, the teams identified the following strengths and deficiencies:</p> <ol style="list-style-type: none"> 1. Teachers opinions are asked, but teachers feel that the decision is already made 2. Teacher writes a referral, dean interprets it a different way than teacher intended 3. Inconsistent standards between deans & teachers- different meanings of severe 4. Inconsistency among deans 5. Everyone has control in their own classroom 6. Administrator Plan- what does the word standard actually mean? 7. Rules & Consequences- 10 years old; newer teachers had no voice in system 8. Teach students to adjust from teacher from teacher 9. Consequence (ISS) carries over into other classes 10. Lack of confidence in the system 11. Not trusting staff, lack of control- students are not fearful of consequences 12. ISS- not effective; losing instructional time

	<p>13. Increase in communication among deans, counselors, & teachers</p> <p>14. Student background, teacher perception of experiences- a student's background impacts their behaviors</p>
3. Investigate behavior management programs.	A few behavior management programs were examined but all appeared similar to the current district management plan.
4. Refine current program or adopt an alternate behavior management program.	<p>Three subgroups met based on feedback of the larger group to investigate the follow:</p> <ul style="list-style-type: none"> • Comprehensive in-school behavior change system for all students (PIR for all) • Revisions to ISS • Behavior management simplified
5. Revise policies and procedures as necessary.	
6. Design professional development for consistent implementation.	Recommendation for specific professional development related to the behavior management system quarterly.
7. Annually evaluate the effectiveness of the program.	Use disciplinary infractions to determine if changes positively impacted student behavior.

Action Plan

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

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

Action Step	Progress
<p>1. Research in-district programs at surrounding schools and identify program components that would benefit JTHS students.</p>	<p>Over the course of the year, members of the team visited six schools: Ray Graham, Southside Occupational Academy, Wheaton School District, Plainfield HS, District 218, and Glenbard School District. The team’s focus was on programs, instructional practices, and structures that could provide current students, as well as students that have been outplaced, services that could address their needs. This was specifically for students with Autism and other cognitive/physical disabilities. The team will continue with this action step for the 2016-2017 school year with a focus on students with behavior and social emotional concerns.</p>
<p>2. Determine curriculum, facility and staffing needs.</p>	<p>The team will continue to be in the planning stage for this area for the next year however, the team has researched and recommended the following:</p> <p>Programming:</p> <ul style="list-style-type: none"> • PAES LAB • Jewels Grocery Lab • Office Max Lab • Simulated Living Environment Lab <p>Curriculum:</p> <ul style="list-style-type: none"> • Unique Curriculum • Project Discovery (currently only in Transition, however would like for AVAC to implement it) • Self- Improvement (2016-2017 school year) <p>Vocational Preparation:</p> <ul style="list-style-type: none"> • Virtual Retail • Job shadowing opportunities <p>Staffing Needs:</p> <ul style="list-style-type: none"> • Job Coaches • Teachers

	<ul style="list-style-type: none"> • Social Workers (1 additional social worker will be added to the Central and West campuses for the 2016-2017 school year). Social work services will be provided to the AVAC/Transition program at the beginning of the school year.
<p>3. Establish criteria and recommendation procedures for student participation in the program.</p>	<p>This year seven 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"> • Progress on level systems • Comparison of services • Re-entry plans for students • Transitional opportunities for students
<p>4. Create and provide necessary professional development.</p>	<p>The following professional development has been recommended. Continuous Professional development will begin the school year of 2016-2017</p> <ul style="list-style-type: none"> • Developing and Completing Functional Behavior Analysis and Behavior Intervention Plans • Working with students with Autism • Applied Behavior Analysis Training • Addressing behaviors within the classroom • Addressing behaviors exhibited by students with cognitive disabilities • De-escalation strategies • Data collection made easy and relevant for students with behaviors • Executive functioning strategies for staff • Strategies to reduce anxiety within the classroom • Developing relationships in adverse situations
<p>5. Communicate program to appropriate stakeholders.</p>	<p>Communication has been minimal this year in the planning phase. Through IEP meetings, staff have communicated the District's vision to our alternative facilities to assist with identifying students who could return to the District. In addition, a proposal has been proposed to administration that will allow students in the low incidence population to remain within the District. For the 2016-2017 school year, the focus will be to solicit teacher and related staff input so that we can begin to implement the action plan.</p>

<p>6. 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, we will continue to be in the planning stages for the 2016-2017 school year.</p>
<p>7. 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"> • Special Education Coordinator Meetings • SPED ILT meetings • 5.6 Strategy meetings <p>Monitoring of the progress of this action step will be ongoing during the planning stages.</p>