

Memo



To: Board of Education

From: Dr. Karla Guseman, Superintendent

Date: February 16, 2021

Re: Strategic Plan Progress and Action Plan Adoption Update

Due to the COVID-19 pandemic, the JTHS Administrative Team was not able to participate in a Strategic Planning Update as part of the annual Administrative Retreat during the 2020 summer. Action Plan Leaders did submit the attached progress documents. These documents depict the hard work and accomplishments made during the 2019-2020 school year through January 2021. Based on the review of the progress, action plans were determined to be operationalized, remain in progress or adopted as follows:

- Eight Action Plans Operationalized: 1.3, 1.5, 2.2, 2.3, 4.1, 5.1, 6.2, and 6.4
- Six Action Plans Remaining in Progress: 1.8, 1.9, 4.3, 4.4, 4.5, and 6.1
- Three Action Plans Adopted: 1.6, 1.7, and 6.5

Attached to this memo you find the list of all action plans that are operationalized, remaining in progress and adopted. Action Plan Leaders and administrative team members for each Action Plan will be assigned by the Superintendent in collaboration with the Assistant Superintendents and Principals.

Due to the current circumstances and the COVID-19 Pandemic, I am recommending that JTHS does not enter into a new strategic planning process at this time. The recommendation is that JTHS continues to respond to the current crisis and continues to work on the current Strategic Plan throughout the 2021-2022 school year and reassess in January 2022. Howard Fedema has served as the JTHS Strategic Planning Consultant since the district began the process in 2001 and was set to facilitate the process beginning in the Summer of 2020. However, due to the COVID-19 Pandemic, it was determined in consultation with the Board of Education that Strategic Planning needed to be delayed. I have spoken with Mr. Fedema and we agree that JTHS should seek out a new facilitator for the future due to his retirement.

Thank you.

Strategic Plan 2019-2020 through January 2021 Action Plan Adoption/Continue Progress

Operationalized

Strategy 1

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.

Action Plan 1.1 --- Operationalized 17-18

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

Action Plan 1.2 --- Operationalized 17-18

Expand blending learning courses beyond the core subject areas.

Action Plan 1.3 --- Operationalized 20-21

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

Action Plan 1.4 --- Operationalized 18-19

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

Action Plan 1.5--- Operationalized 20-21

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

Strategy 2

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.

Action Plan 2.1 --- Operationalized 18-19

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

Action Plan 2.2 --- Operationalized 20-21

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

Action Plan 2.3 --- Operationalized 20-21

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

Action Plan 2.4 --- Operationalized 17-18

JTHS will establish a Student Ambassador Program.

Action Plan 2.5 --- Operationalized 18-19

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.

Strategy 3

We will identify, model, reinforce, and measure the character attributes needed to compete and contribute as respectful, responsible and productive citizens.

Action Plan 3.1 --- Operationalized 18-19

Each high school student will demonstrate the character attributes through the completion of their ICP.

Strategy 4

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

Action Plan 4.1 --- Operationalized 20-21

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

Action Plan 4.2 --- Operationalized 18-19

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.

Strategy 5

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

Action Plan 5.1 --- Operationalized 20-21

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 Plan Owner(s): Dianne McDonald/Iman Ellis-Bowen

Action Plan Team: Brian Shaw, Jo Wooten, and Ilandus Hampton

Action Plan 5.2 --- Operationalized 18-19

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 Plan 5.3 --- Operationalized 18-19

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

Action Plan 5.4 --- Operationalized 18-19

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

Action Plan 5.5 --- Operationalized 18-19

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

Action Plan 5.6 --- Operationalized 18-19

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

Strategy 6

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.

Action Plan 6.2 --- Operationalized 20-21

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

Action Plan 6.3 --- Operationalized 18-19

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

Action Plan 6.4 --- Operationalized 20-21

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

Continue Progress

Strategy 1

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.

Action Plan 1.8--- Adopted in 2019-2020 – Continue Progress

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

Action Plan 1.9--- Adopted in 2019-2020 – Continue Progress

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.

Strategy 4 We will ensure our curriculum and assessments strengthen the implementation of the academy structure so that all students are college and career ready.

Action Plan 4.3 --- Adopted in 2018-2019 – Continue Progress

ESL and Bilingual students will experience elements of the ICP that include integrated curricula aligned to relevant standards and career development opportunities.

Action Plan 4.4 --- Adopted in 2015-2016 – Continue Progress

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

Action Plan 4.5 --- Adopted in 2018-2019 – Continue Progress

Students, families, and staff will utilize a digital college and career readiness platform that will connect high school academic achievement to post-secondary goals.

Strategy 6

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.

Action Plan 6.1 --- Adopted in 2017-2018 – Continue Progress

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

Adoption

Strategy 1

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.

Action Plan 1.6 – Adoption in January 2021

Provide structured academic support in the core subject areas during the regular school day.

Action Plan 1.7 – Adoption in January 2021

Transform School Improvement Days to provide targeted enrichment and support to all students.

Strategy 6

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.

Action Plan 6.5 – Adoption in January 2021

JTHS will implement a comprehensive program for students of color which promotes teaching as a vital and noble profession that provides experiences, supports and benefits to encourage students to become educators in District 204.

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

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

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

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

Action Step	Progress
<p>1. Establish a committee of stakeholders to expand summer school offerings.</p>	<p>Curriculum Directors collaborated with the staff in their areas to identify possible additions to the summer school offerings. This information was brought to building and district level administrative meetings for input.</p>
<p>2. Review and revise appropriate school board policies (i.e. early graduation, graduation requirements, elective limitations, two-strike policy).</p>	<p>On-going.</p>
<p>3. Survey students and staff to identify summer school enrichment opportunities.</p>	<p>No new enrichment courses were added this school year to the current course offerings, which include the following: Honors Advanced Algebra, Honors Geometry, Probability and Statistics, Honors Physics, Medical Terminology, US Government, Economics, Foods 1 & 2, Photography, Tech CAD, and Computer Applications.</p> <p>Due to COVID and the restrictions of online summer school, the available courses for enrichment were reduced.</p>

<p>4. Analyze data to determine needs for special education offerings.</p>	<p>Based upon the phone calls made by the Special Services offices at both campuses, students were enrolled in INS English 1-2 and INS Math (Algebra and Geometry). The INS English classes ran both sessions, while the INS math ran only during session 1.</p>
<p>5. Articulate with sender schools to determine the appropriate programs for 7th and 8th grade students.</p>	<p>No further feedback was solicited from the sender schools for the summer programming.</p>
<p>6. Develop summer school offerings based on students' interests and needs.</p>	<p>Summer school offerings are responsive to the Programs of Study offered at JTHS, as well as areas students need for graduation.</p> <p>US History was offered as a summer school course; however, the course did not run due to low enrollment.</p>
<p>7. Determine the best methods for expanding summer school offerings (i.e. face-to-face, blended, on-line).</p>	<p>Based upon the experiences from remote learning and online summer school, there are courses that could run fully online, such as Government and Economics.</p> <p>Students taking classes for credit recovery struggle with motivation and would benefit from in-person instruction.</p>
<p>8. Determine a budget for expanded summer school offerings (if necessary).</p>	<p>Summer school is funded through a fee charged to participants at the rate of \$160 per session.</p>
<p>9. Evaluate the effectiveness of the expanded summer school offerings.</p>	<p>Summer school session 1 enrollment was 260 students and summer school session 2 enrollment was 244 students. Summer Academy 2020 did not run due to COVID.</p>

2019 – 2020 – January 2021

Action Plan

Strategy Number: 1

Plan Number: 8

Owner: Matt Narducci, Tino
Villaflor & Chris McGuffey

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

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

Action Step	Progress
1. Establish a committee to develop a comprehensive guidance program.	The counselor Instructional Leadership Team (ILT) has been established for 19-20 school year.
2. Identify surveys to use with students to determine their social, emotional, and non-cognitive needs.	Counselors used Naviance surveys to collect data from students struggling with SEL. Behavior Health Team (BLT) referral process was used to identify Social Emotional Learning (SEL) needs of individual needs. (Assessment Instruments)
3. Determine social, emotional, and non-cognitive skills to address in the comprehensive guidance program.	American School Counselors Association (ASKA) standards were met throughout the guidance curriculum with varying focuses on 3 units throughout the year. RECOMMENDATION: Evaluate the SEL curricula available for future adoption at to address Tier 1 intervention.

<p>4. Explore opportunities for blended learning regarding the guidance program.</p>	<p>Naviance Individualized Career Plan (ICP) curriculum is online to allow for the potential for remote learning.</p>
<p>5. Determine the structure for the delivery of the comprehensive guidance program.</p>	<p>The key learning events in each unit of the guidance curriculum will be delivered through multiple methods, such as the following:</p> <ul style="list-style-type: none"> • Presentation in advisory (small group) • Presentation in auditorium to advisory students (large group) • Online presentation through Naviance • Academic class <p>The counselors have established leads at each campus, pertaining to Naviance and the Instructional Leadership Team, and will provide guidance on the delivery of the curriculum.</p>
<p>6. Determine a budget to implement a comprehensive guidance curriculum.</p>	<p>Title 1 Grant supports Naviance cost.</p>
<p>7. Evaluate the effectiveness of the comprehensive guidance curriculum.</p>	<p>The Naviance Technology Committee oversees & evaluates implementation of the platform.</p> <p>Counselor School Improvement Plan (SIP) meetings were held to evaluate guidance curriculum implementation throughout the year. Counselor ILT meets in the summer to revise curriculum.</p>
<p>8. Evaluate the guidance counselor caseloads and reduce if necessary to support the personalization of the comprehensive guidance curriculum.</p>	<p>For 2019-2020, one additional counselor per campus was added to reduce the caseload per counselor.</p> <p>For 2019-2020, one additional Psychologist was added to the district.</p> <p>Work was continued to evaluate counselor responsibilities and alignment to ASCA standards with a stronger emphasis on direct services.</p>

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: 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).	The Director of Strategic Partnerships annually serves as the coordinator of the Summer Internship program for the school district.
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.	Due to the school closure, the annual advisory board meeting was canceled. It is recommended that in future years the Advisory Board should continue to meet annually during the summer to review work-based learning programs at JTHS.
3. Identify, recruit, and orient business partners for the internship program.	A Recruitment Event was held on 9/24/2019. Participation in community & Chamber of Commerce events is ongoing. There is a partnership page on the District Website. Site visits to potential business partners are ongoing.

<p>4. Communicate and promote the internship programs to teachers, students, and parents.</p>	<p>Not completed due to school closures resulting from COVID-19 pandemic.</p>
<p>5. Review, evaluate, and revise the internship program with the advisory board on an annual basis.</p>	<p>Feedback was reviewed at the Advisory Board meeting in June 2019 and was used to adjust for Summer 2020.</p> <p>These suggestions will be maintained for Summer 2021 if internships are allowed at that time.</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>JTHS staff partnered with <i>Junior Achievement</i> to implement a career fair at Joliet Central and Joliet West in November 2019.</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>JTHS staff partnered with <i>Junior Achievement</i> to bring together career panels for each Academy at Joliet Central and Joliet West during the 2019-2020 school year.</p> <p>Academy Coordinators worked with Media Specialists at the West Campus to host additional events related to the careers in each academy.</p>

<p>8. Continue to develop and implement the job shadowing program.</p>	<p>Job Shadowing was not completed during the 2019-2020 school year due to the school closure related to COVID-19. Changes made to the process that will be continued in future years include:</p> <ul style="list-style-type: none"> • Utilization of Google Forms to eliminate technological barriers to data collection • Winter and spring site visits to increase Option 3 availability • Summer communication to students and parents about Job Shadowing and Option 1 • Feedback from all stakeholder groups on program improvement
<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>The Curriculum Director for Career and Technical Education is working with staff on the development of CTSO (Career and Technical Student Organizations) which could participate in conferences/competitions. Current examples include:</p> <ul style="list-style-type: none"> • HOSA • FBLA • First Robotics • Engine Team • Welding

<p>12. Continue to develop opportunities for students to earn industry certifications.</p>	<p>Current Certifications offered include:</p> <ul style="list-style-type: none"> • ServSafe Food Handler • ServSafe Food Manager • Certificate of Achievement: National Restaurant Association • Automotive Technician 1 & 2 • Level 1 Early Childhood Education Certificate • Cosmetologist • Basic Life Support • Certified Nurse’s Assistant (CNA) <p>The district will continue to explore additional certification opportunities in alignment with Perkins V Reauthorization.</p>
<p>13. Plan and implement opportunities for students to recruit for their academies.</p>	<p>Some Academies continue to have Student Leadership Teams which meet with Academy Coordinators. Many academies use students to present to Freshmen Advisory classes about their academy prior to course requests each year.</p> <p>Clubs and activities continue online, many relating to academy objectives. A new webpage was launched that publicizes club/activity offerings to students and parents to increase participation.</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>

2019-2020 – January 2021

Action Plan

Strategy Number: 2

Plan Number: 2

Owner: Maureen Pulaski &
Constance Joubert

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

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

Action Step	Progress
1. Establish a customer service steering committee that is representative of all stakeholders.	The Cultural Responsiveness Steering Team was created during the 2019-2020 school year and the Parent Engagement Committee was created during the 2020-2021 school year. These committees are all focused on the specific result of fostering a culturally sensitive and responsive environment to ensure that all stakeholders are respected, valued, welcomed and included.
2. The steering committee will identify a customer service model (service philosophy).	JTHS must be responsive to student, parent and community questions and needs. An information email line is set up to ensure questions and concerns are addressed in a timely fashion and regular communication is sent to students and families from the campuses and the Superintendent.
3. Define and establish a welcoming first impression.	Automatic phone messages are set up at the district and buildings to better direct phone calls from parents and community and a goal has been established to minimize multiple transfers as calls are received. Regular training has been set up for office staff and office staff have been trained in making phone calls to parents to increase engagement during remote learning.

<p>4. 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>JTHS will continue to utilize Hanover Research to conduct annual or every other year climate and culture surveys for both internal and external stakeholders.</p>
<p>5. Develop a customer service handbook for all staff.</p>	<p>Customer Service training is now part of the JTHS onboarding sessions and on-going training is provided as needed.</p>
<p>6. Develop a differentiated professional development plan for all staff.</p>	<p>Professional development is implemented on an on-going basis. This will be able to be further implemented post-COVID.</p>
<p>7. Provide initial professional development on the customer service model (service philosophy) to all staff.</p>	<p>Professional development is implemented on an on-going basis. This will be further implemented post-COVID.</p>
<p>8. Develop and deliver on-going staff development for customer service for all new hires and areas of deficiencies.</p>	<p>Operationalized- This was completed through the onboarding process with Human Resources.</p>

<p>9. Develop an exit survey that all visitors will complete after leaving JTHS schools and facilities</p>	<p>A visitor exit survey was to be implemented for use in the future; however, due to COVID, there are not a large number of visitors to the building.</p>
<p>10. Develop and implement an on-going evaluation plan of the customer service practices. (Secret Shopper and embedded in employee evaluations)</p>	<p>JTHS will continue to utilize Hanover Research to conduct annual or every other year climate and culture surveys for both internal and external stakeholders.</p>
<p>11. Establish a reward system for gold standard customer service.</p>	<p>It has been determined that this component is best completed through the employee evaluation process.</p>
<p>12. 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>Operationalized- Cross reference Strategy 5.4.</p>
<p>13. 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>

2019-2020 – January 2021

Action Plan

Strategy Number: 2

Plan Number: 3

Owner: Robin English &
Maureen Pulaski

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

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

Action Step	Progress
1. Designate a liaison at each campus that will coordinate and manage effective and timely communication with all families. (Ethnicities, economic status, academic status)	The Family Liaison position has been established.
2. Establish a steering committee to develop an effective school-family engagement plan, including volunteering, and ensure all families are represented.	The Family Engagement Team was implemented during the 2020-2021 school year.
3. Implement professional guidelines to ensure that all certified staff engage all families to deliver information in a timely manner regarding student achievement.	Professional guidelines have been addressed through a variety of formats, such as faculty meetings, academy meetings, content meetings and the use of Remind. A Remote handbook was also developed for the 2020-2021 school year.

<p>4. Provide professional development on two-way invitational communication that promotes and engages, safe, open, and empowering environments in which all participants feel valued.</p>	<p>Remind has been adopted by the district to meet this need.</p> <p>Infinite Campus Messenger has been adopted and is used by teachers and district staff to communicate information, including weekly list of missing assignments and grades on Monday.</p> <p>Ongoing discussions will take place through content, building meetings, and professional development provided by the technology department.</p> <p>Parent Teacher Conferences were implemented during the 2020-21 school year.</p>
<p>5. Implement a face-to-face communication process for students-parents/guardians-teachers. (e.g. student led conferences utilizing the Individual Career Plan)</p>	<p>Strategy 4.5 is addressing this action step.</p> <p>Parent Teacher Conferences were implemented during the 2020-21 school year.</p>
<p>6. Measure the effectiveness of the school-home communication process.</p>	<p>Data will be analyzed through Naviance and Remind.</p> <p>Additional examples of effective communication will continue to be addressed in academy and content meetings.</p>
<p>7. Establish a School-Home Association (SHA) at each campus.</p>	<p>Parent Universities have been implemented, but associations at both campuses have not been implemented. This will continue to be reviewed in the future.</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 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>During the 2018-2019 school year, the following schedule was designed to audit district Programs of Study:</p> <ul style="list-style-type: none"> • 2019-2020: No Academies • 2020-2021: Human Services & Health and Medicine • 2021-2022: Arts & Communication, BMIS, & STEM <p>After the above timeline was created, the ISBE came out with new guidance for pathways within Career and Technical Education. The Director of CTE has created a team with representatives from the district and each building to accomplish the work over the next three years.</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> <ol style="list-style-type: none"> a. Course Elimination b. Course Refinement c. Course Development 	<p>The following process was established by the team during the 2018-2019 school year:</p> <ol style="list-style-type: none"> 1. Curriculum Directors and Academy Coordinators associated to each Program of Study met to analyze current Programs of Study and suggest updates based on current courses being offered. 2. Current and suggested Programs of Study were presented to key internal stakeholders (teachers and counselors) for feedback and suggestions. 3. Current and suggested Programs of Study were updated with internal stakeholder suggestions before they were presented to a group of external stakeholders with experience/training in the applicable career fields.

	<ol style="list-style-type: none"> 4. Curriculum Directors and Academy Coordinators compiled all feedback and made a final draft for recommendation. 5. Final recommendations were presented to the District Leadership Team & Curriculum Coordinating Council. 6. Updates to the Programs of Study were then compiled and distributed via the district website and the Course Offerings Guide.
<ol style="list-style-type: none"> 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>It has been determined that this is not a priority at this time.</p>
<ol style="list-style-type: none"> 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>Some building-level academies have established Student Leadership Teams.</p>
<ol style="list-style-type: none"> 5. Capstone projects will be identified, developed and implemented within each POS. 	<p>This is an on-going project as curriculum work is completed.</p>
<ol style="list-style-type: none"> 6. Identify/develop any courses/programs specific to each POS that should be offered during the summer to enhance students' Academy experience. 	<p>JTHS has attempted to run summer school courses in the CTE area; however, there has not been student interest. JTHS implemented the Summer Academies for students in 5th through 8th grade as an alternative.</p>

<p>7. Annual evaluation of progress will be conducted and communicated to the School Board</p>	<p>Strategic Plan updates are presented to the Board on an annual basis. Changes in courses and new courses are brought to the School Board for approval on an on-going basis.</p>
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Action Plan

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

SPECIFIC RESULT: ESL and Bilingual students will experience elements of the ICP that include integrated curricula aligned to relevant standards and career development opportunities.

Action Step	Progress
<p>1. A process will be developed in order to identify which elements of the ICP can be integrated into the ESL/Bilingual curricula, which will include an examination of the ESL and Bilingual courses offered and the subsequent curriculum and assessments associated with each course.</p>	<p>Before we decided to investigate the Individual Career Plan for our EL students, we first had to revise our Transitional Bilingual Program, which included:</p> <ul style="list-style-type: none"> • Develop a program at the West Campus • Articulation with sender schools (District 86 & Troy) • Revise our course selections within the English Language Learner Program to provide a curriculum centered on literacy and language acquisition • Review the curricular needs of our students • Implement additional opportunities to support our students’ native language abilities by promoting our Spanish Language Arts courses • Develop a district-wide focus on EL instruction • Develop a plan for supporting general education teachers with EL students
<p>2. ESL and Bilingual Core courses will develop common Key Learning Events (Stage 3) and Assessments (Stage 2) aligned to the Desired Results (Stage 1) and each POS within the career academy.</p>	<p>Starting with our freshmen, both campuses will implement a co-taught English 1 course for ELs that are comprised of a general education and ESL/Bilingual endorsed teacher.</p> <p>Spanish-speaking students will have access to our Spanish Language Arts courses (Heritage I & II) to help strengthen their native language and the secondary language.</p> <p>Bilingual core courses will align directly with the general education curriculum and assessments with modifications for secondary language acquisition.</p>

<p>3. Assess college and career planning in the ESL/Bilingual program that will provide post-secondary support with an emphasis on leadership, service learning and community outreach.</p>	<p>The ELL Program will provide opportunities for students by offering flexible scheduling to allow for additional student choice in elective courses. General education teachers will be provided with Sheltered Instruction Observation Protocol (SIOP) training to help them work with ELs in their classes.</p> <p>ELs can use Naviance to begin exploring career and college readiness as they progress through the ELL Program.</p>
<p>4. Capstone projects will be identified, developed and implemented within the ESL/Bilingual Program.</p>	<p>Language acquisition and meeting expectations in ELA and math will be the focus until the program can achieve full development after 3 to 4 years.</p> <p>There is no progress with a capstone project at this time.</p>
<p>5. Annual evaluation of progress will be conducted and communicated to the School Board.</p>	<p>EL student ACCESS and PSAT/SAT scores will be evaluated along with qualitative data from teachers, students, and parents to determine the efficacy of the ELL Program.</p>

2019-2020 – January 2021

Action Plan

Strategy Number: 4

Plan Number: 4

Owner: Chris McGuffey,
Matt Narducci & Tino
Villaflor

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

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

Action Step	Progress
<p>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>	<p>The Naviance Tech Committee evaluated a 4-Year course planner. The Infinite Campus course planner will be developed in 2020-2021</p> <p>The Incoming 9th Grade Student Individualized Recommendation and Course Selection Process includes:</p> <ul style="list-style-type: none">• October to December—The 8th grade articulation process is used to collect entrance test results (PSAT 8/9) and 8th grade teacher recommendations.• January--PSAT benchmarks are established for initial course recommendations for math, English, science, and social studies courses. Benchmarks are established for referrals to 9th grade support classes (Literacy, Algebra Block).• January--Test score recommendations and 8th grade teacher recommendations are made available to counselors prior to 8th grade registration.• February--Students, parents and counselors meet to discuss and record course selections at 8th grade registration. <p>Month of November Naviance Task--Manage my Course Plans includes:</p> <ul style="list-style-type: none">• (Grades 9, 10, 11) students will use their understanding of the career academies and Programs of Study to select courses that align with their career goals at JTHS.

	<ul style="list-style-type: none"> • (Grade 9) The course planning activity is completed at the end of Course Recommendation Week following the activities below: Career Academy Application Strategy, which includes: • (Grades 9, 10 11) Goal Setting, which includes Career Goals, POS, Next Course/Program Enrollment –Completed by all teachers • (Grades 9 and 10) Course Selection Presentation Completed in Advisory with Counselor presentations • (Grades 9, 10, 11) Naviance Lesson: <i>Success Skills: Choosing Courses</i>—Completed by Advisory Teacher
<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>	<p>The Counselor Instructional Leadership Team developed an ICP curriculum for 9-12 graders through Naviance that is aligned to PaCE and ASCA standards.</p>
<p>3. 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>The Naviance College & Career Curriculum was paired with counselor presentations to deliver the necessary information to complete ICP tasks related to college & career readiness from step 2 above.</p>
<p>4. A Program of Study week will be developed and implemented district wide</p>	<p>POS week is utilized districtwide to ensure teachers develop a lesson/activity to build conversation with students about appropriate courses to meet their ICP.</p>

<p>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 weeks adopted at Central Campus for 2019-2020 to bring in community partners which assisted students with focusing on career interests.</p> <p>There is still progress to be made on eSchool Infinite Campus course selection.</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>Naviance was used as the student's ICP platform/hub to communicate and engage students in career exploration.</p> <p>There is still progress to be made on family engagement in Naviance.</p> <p>The addition of pathways will be developed starting 2020-2021.</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>Naviance, Infinite Campus, & counselor emails to families are used to notify students and families about post-secondary opportunities occurring locally.</p> <p>Tracking of attendance needs to be developed.</p>
<p>7. Annual evaluation of progress will be conducted and communicated to the School Board.</p>	<p>Naviance presentation to the Board (from Strategy 4.5) will include ICP task progress.</p> <p>We will report ESSA indicators to the Board as Infinite Campus reports to State Student Information System.</p>

2019-2020 – January 2021

Action Plan

Strategy Number: 4

Plan Number: 5

Owner: Tino Villaflor, Matt Narducci & Chris McGuffey

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

SPECIFIC RESULT: Students, families, and staff will utilize a digital college and career readiness platform that will connect high school academic achievement to post-secondary goals.

Action Step	Progress
1. A system will be identified that will engage students, families, and JT staff in the planning, accessing and tracking of student post-secondary opportunities and experiences.	Cross Reference Strategy 4.4 – Action Step 6: Naviance implementation to individualize POS experiences. Infinite Campus: to track and identify completed ESSA indicators for upload to state SIS.
2. A timeline will be developed in order to implement the digital platform for each stakeholder: <ul style="list-style-type: none">• PPS/Admin• Students• Families• Teachers	The timeline for 2019-2020 was established (see linked document). The Naviance Tech Committee will continue to re-evaluate the timeline and new systems integration as the use of Naviance matures at JT. (Infinite Campus)
3. Professional development will be identified and provided for initial implementation of the digital platform for each stakeholder: <ul style="list-style-type: none">• PPS/Admin	Two SIP Days were used for Naviance staff training. Optional period 1 & 8 trainings were held for teachers. Progress on family integration needs to be completed.

<ul style="list-style-type: none"> • Students • Families • Teachers 	
<p>4. Ongoing professional development targeted to the needs of each stakeholder group will be identified and provided throughout the school year.</p>	<p>A Counselor SIP day standing agenda item is Naviance support.</p> <p>Professional Development hours from Naviance were used for counselors to receive training on eDocs.</p> <p>Professional Development shifted to focus on students using train the trainer (advisory teacher to student)</p>
<p>5. Annual evaluation of progress will be conducted and communicated to the School Board.</p>	<p>In progress.</p>

2019-2020 – January 2021

Action Plan

Strategy Number: 5

Plan Number: 1

Owner: Dianne McDonald &
Iman Ellis-Bowen

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

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

Action Step	Progress
1. Research in-district programs at surrounding schools and identify program components that would benefit JTHS students.	No additional research was completed this year. Pathways Campus provided a differentiated educational environment to students during the 2019-2020 school year for students that struggled in the traditional learning environment.
2. Determine curriculum, facility, and staffing needs	Curriculum: <ul style="list-style-type: none">• Regular education curriculum was delivered through a blended format utilizing APEX and the JTHS curriculum.• Special Education JTHS curriculum was delivered through direct instruction and utilized the online APEX courses to provide additional opportunities for students, including elective and core classes. Staffing: <ul style="list-style-type: none">• Pathways Campus administrative staff included a director to oversee the entire program.• Pathways Campus instructional staff included one math teacher, one English teacher, and six special education teachers.• Pathways Campus support staff included one social worker, one psychologist, one dean, and one counselor.• Pathways Campus non-certified staff included security and paraprofessionals.

	<p>Facility:</p> <ul style="list-style-type: none"> • The interior of the pathways campus was painted, and new lighting was provided to brighten the inside. • Inspirational quotes were hung throughout the building. • Each classroom received new furniture that promoted collaboration and was student friendly, such as high-top chairs and pods. • Classrooms were identified as APEX, special education and BIT. • The entry way was reimaged to reflect a welcoming environment.
<p>3. Establish criteria and recommendation procedures for student participation in the program.</p>	<p>The team worked with the Behavioral Health Team and the building leadership to place students into the Pathways Campus based upon established criteria.</p> <p>Amended procedures and recommendations were created to identify students for the program, including the length of time to enroll students.</p> <p>Mid-point and end-of-school year evaluations were carried out to review student progress in the APEX program that included students, families, and staff.</p>
<p>4. Create and provide necessary professional development.</p>	<p>Pathways campus certified instructional staff were provided professional development specific to APEX in July and with follow up coaching sessions throughout the school year.</p>
<p>5. Communicate program to appropriate stakeholders.</p>	<p>Communication regarding the Pathways Program was done during the 2018-2019 school year and continues.</p>

<p>6. Implement the program and develop a plan for the program's sustainability.</p>	<p>The Director of Special Services met regularly with the Pathways Director to ensure success of the program.</p> <p>The Curriculum Director of Science met regularly with the APEX teachers to support the new program.</p>
<p>7. Evaluate the effectiveness of the program annually.</p>	<p>98 semester credits were earned by the APEX students during the 2019-2020 school year.</p> <p>APEX is now being utilized for the Gateway to Graduation Program.</p>

Action Plan

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

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

Action Step	Progress
<p>1. Audit policies and procedures to determine which may adversely impact student achievement, other forms of success and access to resources (such as GAP policy, graduation requirements (particular courses), access to building and resources, period 1 instruction, availability of transportation).</p>	<p>The GAP policy was omitted in 2018-2019.</p> <p>Students are permitted to get assistance from their teacher 1st period, during advisory, and after school.</p> <p>The number of students increased with IEPs in the General Education setting</p> <p>The Restorative Practices Implementation Team examined policies and procedures and offered the following recommendations to reduce exclusionary discipline:</p> <ul style="list-style-type: none"> • Attendance and tardy concerns are classroom managed behaviors – exclusionary discipline should not be used as a consequence • Eliminate out-of-school suspensions for any first offense • Remove out-of-school suspension as an available consequence for minor misconducts and lower the number of suspension days permitted for repeated offenses • Provide opportunities for students to engage in reflective and restorative conversations so that student act in accordance with school policy and procedures

<p>2. In collaboration with our sender schools, create an outreach program (K-8) designed to identify and support underperforming students.</p>	<p>A Database of incoming freshman students who struggled in junior high is created annually by sender schools and shared with JTHS staff.</p> <ul style="list-style-type: none"> ○ Each of these students will be assigned to a community building group hosted by Dean/Counselor. It is a best practice to intervene early – before targeted behaviors occur. ○ Academy coordinators contacted these students/families to enroll in Summer Bridge
<p>3. Utilize JT students to deliver a K-8 mentoring program for African American males.</p>	<p>Athletic Director and Academy Coordinator visited sender schools.</p> <p>JTHS Student Ambassadors visited sender schools to share information about high school. They provided strategies for a successful transition and answered questions.</p>
<p>4. Implement an academic response program which will provide students with mandated opportunities during day school to remediate deficiencies and/or provide just in time help. (Cross reference 1.6)</p>	<p>Students are enrolled in credit recovery English, Biology, Algebra, and World Affairs so that they can get back on track.</p> <p>The use of APEX was examined for future remediation opportunities.</p>
<p>5. Add standing agenda item pertaining to student achievement results, (goal/unit tests, exams, labs, etc.) specific to race and gender, to content specific school improvement activities, professional development and other platforms such as DLT, BLT, etc.</p>	<p>Building Leadership Teams (BLT) and School Improvement Teams consistently evaluate subgroup data and plan strategies to address the achievement gap.</p>

<p>6. Cultivate supports from entities outside the school system in an effort to provide African American males post-secondary opportunities. Create additional learning opportunities during and outside of normal school hours for those students who require a more non-traditional format based on personal need.</p>	<p>The partnership with the Joliet Junior College TRIO program, and Teen Achievers, provides students opportunities for college visits and post-secondary goal setting and planning.</p> <p>The Pathways Program provides students an alternative to the traditional school format.</p>
<p>7. Create visible, meaningful and globally accessible academic resources for underachieving students, particularly students of color. These resources will include both students and teachers of color. (Cross reference 6.2)</p>	<p>Academic resources include tutoring, double block of math, and literacy classes.</p> <p>Adoption of Carnegie Math Curriculum and Professional Development to improve the performance of underachieving students.</p> <p>An appropriate and meaningful SEL curriculum was delivered to all students to ensure they have the social-emotional skills to navigate high school and beyond (Tier1: universal preventions for all students, implemented schoolwide). JTHS will specifically emphasize equity when implementing SEL supports.</p>
<p>8. Evaluate the effectiveness of any new programming initiatives with metrics pertaining to graduation rate (4 and 5 year), matriculation rate, freshmen on track rate, ACT, SAT and AP test results, participation in AP/honors, etc. including details pertaining to subgroups.</p>	<p>Data was examined in July 2020.</p>

<p>9. Summarize and communicate, in various modes, an annual progress report to the Board of Education regarding Joliet Township's initiative to close the achievement gap.</p>	<p>Presented to the Board of Education an overview of professional development and School Improvement work directly related to Strategy 6 and efforts to close the achievement gap (e.g. Cultural Responsive Cohort, Implicit Bias Training, Restorative Practices, etc.)</p>
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Action Plan

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

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

Action Step	Progress
<p>1. Create a family and community group, with on-going recruitment, comprising of students, families, staff and community members.</p>	<p>The group was created during the 2017-2018 school year and continued during the 2018-2019 and 2019-2020 school years.</p> <p>Post-COVID, this group will be incorporated into the District Improvement Team as a sub-committee. A committee structure will be created to ensure the various committee report out to the larger District Improvement team in an effort to improve communication and accomplish goals of the district.</p>
<p>2. Make recommendations to the Vision Committee regarding diversity training and culturally responsive professional development.</p>	<p>All JTHS employees receive implicit bias training.</p> <p>Culturally responsive cohort training took place for staff, including the Board.</p>
<p>3. Provide ongoing professional development for the family and community group and members.</p>	<p>Family and Community Group meetings were held four times during the 2019-2020 school year. Topics included: District demographics, Strategy 6.2 analysis and the Strategic Plan; District Hiring Protocol, Journey to Education, and the USF MERIT Program; Problem Solving Circles and the Culturally Responsive Cohorts; and a Strategy 6 Progress Update.</p>

<p>4. Identify and create resources for the family and community group to use with its members.</p>	<p>Various presentations were done for the 6.2 team as well as other committees such as Grandparents Raising Children, Bridgebuilders, JREIC, and the Family Engagement Committee.</p>
<p>5. Identify opportunities to work with the community to enhance the educational experience for all students.</p>	<p>On Sept. 19, an orientation session was held for over 50 Student Ambassadors, including a cohort of bilingual ambassadors. In the evening, an orientation session was held for Bridge Builder Ambassadors. Returning Bridge Builders include Edna Brass, Tara Cicero, Mary Kay Keith, Jonetta Knight, Sabrina Price, Amy Walsh, and Mary White (7). New Bridge Builders include Ranisah Brown, Andrea Chandler, Mary Denson, Corina Chavez, Curry Green, Lorraine Neumayer Guerrero, Erica Holmes and Alma Montero (8). There were a total of 15 Bridge Builders during the 2019-2020 school year.</p> <p>Bridge Builders and Student Ambassadors participated in school and community events, which included presentations to the community such as a presentation to the East Side Neighborhood Council, East Side Neighborhood Council, Elwood School, 8th grade preview, and Parent University.</p> <p>Post COVID the Bridgebuilder Ambassador Program will expand with the creation of a webpage that will house an application form that parents and the community can complete if they wish to establish a partnership.</p>
<p>6. Partner with local business and community organizations to ensure all populations served by JTHS are supported.</p>	<p>JTHS partnered with United Way of Will County; Catholic Charities, Diocese of Joliet; and Community Services Council to hold the MLK Day of Service.</p> <p>JTHS partnered with the National Hook Up of Black Women to host the African American Read In.</p> <p>JTHS partnered with Bridge Builder Mary White to host the Grandparents Raising Children support group, which included a Grandparents spa event.</p>

	<p>JTHS partnered with Bag Lady Outreach to implement the Hygiene Locker Program.</p> <p>Joliet Region Interfaith Education Council meetings.</p> <p>Coffee and Community Conversation held at the Spanish Community Center.</p> <p>2020-2021 Outreach includes:</p> <ul style="list-style-type: none"> -Three mobile food pantries: Sponsorship from Zonta Club of Joliet Area, Bag Lady Outreach, and Exelon. Toiletry bags and light bulbs also distributed. -MLK Day of Service Produce & Hygiene Project in partnership with Visitation Aid Society. - Collins Street Neighborhood Presentation (Superintendent) -Community Services Council Presentation (Assistant Superintendent) -Bilingual Communications Specialist attending Community Service Council meetings and joined Chamber’s Alianza - District 86 Student Ambassador Partnership (Book reading and advice to middle school students) - Upcoming March food pantries sponsored by Exelon (2)
<p>7. Establish opportunities for family-counselor, family-dean and/or family-teacher conferences for students. (Cross reference 2.3)</p>	<p>Parent teacher conferences were implemented during the 2020-2021 school year.</p>

<p>8. Establish listening tours within the community to gain insight into ways to enhance the educational experience for all students.</p>	<p>Coffee and Community Conversation was held at Joliet Central, West and the Spanish Community Center.</p> <p>A survey was developed and delivered to the Strategy 6.2 Family and Community Group to gain feedback on Strategy 6 progress and to solicit recommendations for improvement.</p>
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Action Plan

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

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

Action Step	Progress
<p>1. Research and select consultants that will work with the district to explore and recognize unconscious biases for JTHS staff within a safe environment.</p>	<p>Refer to progress from 2017-2018.</p>
<p>2. With the assistance of the consultant, all stakeholders will complete a perception assessment/survey to provide data to the district regarding the cultural climate.</p>	<p>The district contracted with Hanover Research to conduct a parent survey regarding cultural climate at JTHS. The survey analysis was presented to the School Board in December 2018 and the information was also shared with the 6.2 committee and internal stakeholders.</p> <p>The district contracted with Hanover Research to conduct a student and staff cultural climate survey at JTHS that was completed during the 2019-2020 school year. The results were examined by multiple internal committees and the information was presented to the Board of Education.</p>

<p>3. During administrator retreats and other professional growth opportunities, administration will participate in diversity training and professional development that embeds practices and common language of supporting students of color, supports teachers with professional development and training, and monitors the accountability of the school community.</p>	<p>Refer to progress from 2017-2018.</p> <p>Most employees were provided with Implicit Bias Training during the 2019-2020 school year; however, the training schedule was interrupted by the on-going COVID-19 pandemic. Training will begin again when we are allowed to have in-person training or when there is a viable virtual option.</p> <p>Sixteen past cultural responsiveness cohort members participated in a train the trainer session in August 2020. These participants will plan and implement cultural responsiveness training for staff throughout the 2020-2021 school year.</p>
<p>4. District 204 staff will receive ongoing culturally responsive and diversity training which includes but is not limited to:</p> <ul style="list-style-type: none"> • Understanding the historic context regarding the African American and Latino students • Exploring personal bias and how it impacts the academic environment 	<p>The third cohort for cultural responsiveness was implemented during the 2019-2020 school year. Over 100 staff members have participated to date and the third cohort also included classified staff as well as certified staff.</p> <p>The train the trainer session that was held in August 2020 includes the two bullet points outlined in this action step. We have received training materials that we will modify and implement with staff during the 2020-2021 school year.</p> <p>Trainers are conducting tracks during the 2020-2021 school year.</p>

<p>5. Staff will be afforded other professional development opportunities (workshops, seminars, conferences, or in-services) outside of the district with an intentional focus on diversity training, meeting the needs of students of color, and cultivating a culturally responsive environment.</p>	<p>Staff continue to be afforded the opportunity to attend professional development outside of the school district.</p>
<p>6. Annually, students will participate in an in-service to share with teachers, staff and administrators their perceptions of cultural awareness, as well as, to voice their views regarding their educational experiences as well as current issues that affect their academic environment.</p>	<p>Student voice was part of the January 2021 Institute session. Students were interviewed live so that staff could hear the current perceptions of students.</p> <p>We are currently working with a consultant to plan and implement learning opportunities for students.</p> <p>The staff who participated in the train the trainer sessions were also encouraged to plan and implement opportunities for students during the 2020-2021 school year.</p>
<p>7. Evaluate the professional growth component of teacher, administrator, and classified staff evaluations to embed language in which encourages staff to incorporate professional development and training in their instructional practices.</p>	<p>The Culturally Responsiveness Steering Committee will continue to review and make suggestions to the Evaluation Review Team.</p>

<p>8. Annual feedback will be solicited from staff and students through the use of a survey regarding the implementation of information provided through professional development trainings, workshops, and diversity training.</p>	<p>The district contracted with Hanover Research to conduct a student and staff cultural climate survey at JTHS that was completed during the 2019-2020 school year. The results were examined by multiple internal committees and the district will merge the content from restorative practices and cultural responsiveness and implement professional development throughout the 2020-2021 school year.</p>
<p>9. Annual evaluation of progress will be conducted and communicated to staff and the school board.</p>	<p>Progress is shared with the School Board on an on-going basis.</p>