

Memo



To: Board of Education
From: Dr. Karla Guseman, Superintendent
Date: May 17, 2022
Re: Strategic Plan Progress and Action Plan Update

The Board of Education was last updated on Strategic Plan Progress in January 2021. At that time, all remaining Action Plans were adopted.

Action Plan Leaders and administrative team members for each Action Plan were assigned by the Superintendent in collaboration with the Assistant Superintendents and Principals. Attached to this memo you find the annual progress of all the Action Plans that are still in progress.

Based on the review of the progress, it is recommended that the following action plans remain in progress for the 2022-2023 school year:

- 1.6: Provide structured academic support in the core subject areas during the regular school day.
- 1.8: Provide a comprehensive guidance program, which assists students in academic achievement and college/career preparation.
- 1.9: 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.
- 4.4: All students will develop and utilize a personalized career plan that will prepare them for their post-secondary experiences.
- 4.5: Students, families, and staff will utilize a digital college and career readiness platform that will connect high school academic achievement to post-secondary goals.
- 6.1: JTHS will implement a comprehensive, systematic process to support all underperforming students, with particular attention to African American males.
- 6.5: JTHS will implement a comprehensive program for students of color which promotes teaching as a vital and noble professional that provides experiences, supports and benefits to encourage students to become educators in District 204.

Based on the review of progress and current district priorities, it is recommended that the following Action Plan progress be shared with the Strategic Planning Team, but that work does not continue on these Action Plans as this time:

- 1.7: Transform School Improvement Days to provide targeted enrichment and support to all students.
 - *Rationale: This Action Plan was created prior to the establishment of the Annual School Improvement Day Committee in which a new SIP Structure was created.*
- 4.3: ESL and Bilingual students will experience elements of the ICP that include integrated curricula aligned to relevant standards and career development

opportunities.

- *Rationale: Based on a review of our EL and Bilingual Program, the Board Approved focus has been on expanding and enhancing the program. This remains the priority at this time. Joliet Central is currently designated as needing improvement in this area and the district is receiving additional grant funding. The district is also utilizing other grant funding to expand the program to West Campus. It is recommended that the focus continues to be the expansion and enhancement of the program district-wide in an effort to better support EL students.*

This information, along with all Operationalized Action Plans progress will be shared with the Strategic Planning Team this summer as the District begins creating a new Strategic Plan that will continue to guide our district in the future.

Thank you.

2021-2022

Action Plan

Strategy Number: 1

Plan Number: 6

Owner: Dianne McDonald,
Tino Villafior, Matt Narducci
Team: Missy Stapleton, Sean
Hackney, Nicole McMorris,
Jeff Riley, Angel Hauert

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

Action Step	Progress
1. Establish a committee to create a structured academic support program.	<ul style="list-style-type: none">• Math team composed of Nicole McMorris, John Ciolkosz, Sandi Green, Toni Dubczuk, Rebecca Stortz, and Dianne McDonald• Literacy team composed of Sean Hackney, Brian Newman, Lauren Carter, Kathleen Metzger, Jill Berscheid, Shannon Christ, and Dianne McDonald• MTSS grade level teams, facilitated by Academy Coordinators
2. Determine a structure for resource rooms (i.e. lunch& learn, kitchen table, tutoring, just in time help, credit recovery for a specific unit).	<ul style="list-style-type: none">• During the 2021-2022 school year, the MTSS grade level teams at Central established a writing center and math tutoring room available during the school day. Students dropped in and were given support.• Math Interventionists provided support to students at both campuses not in math block during the 2021-2022 school year, based upon teacher recommendations and STAR data.
3. Identify appropriate times during the school day to offer a resource room.	<ul style="list-style-type: none">• The Central writing center and math tutoring room were available to students during advisory periods, 4A-7B.• Math Interventionists provided support during period 3 and afterschool.• For the 2022-2023 school year, the Math Interventionists will be available period 1-7 or 2-8.
4. Develop a process to identify students who qualify for the academic support and	<ul style="list-style-type: none">• MTSS district action plan identifies the need to make data-based decisions based upon level of supports for students.<ul style="list-style-type: none">○ Audit of supports for math block and literacy, including assets mapping.

<p>communicate with parents, teachers, and other stakeholders.</p>	<ul style="list-style-type: none"> ○ Criterion for each intervention ● Placement guidelines are communicated to the sender schools. ● 9th grade placement into math block is based upon a base score of 380 on the PSAT 8 Math, teacher recommendation and STAR/MAP spring data. ● 9th grade placement into literacy is based upon a base score of 360 on the PSAT 8 ERW and teacher recommendation.
<p>5. Determine staffing needs and funding if necessary.</p>	<ul style="list-style-type: none"> ● Math Interventionist salaries and benefits were funded through the ARP grant. ● Teachers supporting the writing center and math tutoring room were released from their duty to staff both areas. <ul style="list-style-type: none"> ○ For the 2022-2023 school year, staff will be released from their duty to support the help rooms. Additional staff will be needed to support the writing and math learning labs.
<p>6. Determine a budget for the support materials associated with enrichment and support activities.</p>	<ul style="list-style-type: none"> ● For the 2022-2023 school year: <ul style="list-style-type: none"> ○ Math IXL will be funded out of Title 1. ○ Freckle will be funded out of Title 1. ○ Class set of student white boards for math block classrooms will be funded out of Title 1. ○ Newsela will be funded out of Title 1.
<p>7. Determine professional development needs for teachers to facilitate resource rooms and personalize instruction for individual students.</p>	<ul style="list-style-type: none"> ● For the 2022-2023 school year, math block teachers will need training on Math IXL and ongoing support by the Math Interventionists and Math Instructional Coaches. ● For the 2022-2023 school year, literacy teachers will need training on Freckle, Newsela, and ongoing support by the English Instructional Coaches.
<p>8. Establish a process for student accountability and progress monitoring for success.</p>	<ul style="list-style-type: none"> ● MTSS district action plan identifies the need to progress monitor in math block and literacy. <ul style="list-style-type: none"> ○ Audit current intervention practices in the classroom. ○ Fidelity check of intervention practices. ● For the 2022-2023 school year: <ul style="list-style-type: none"> ○ Students in math block will be progress monitored every two weeks using math IXL.

	<ul style="list-style-type: none"> ○ Students in literacy will be progress monitored every two weeks using Freckle. 																						
<p>9. Create and implement district-wide alternative learning opportunities for Grade Advancement Policy (GAP) students that are scheduled into the regular school day so that students earn credit and meet graduation requirements by the expected graduation date.</p>	<p>As of May 1, the GAP program has recovered 763 total courses for students as a part of their regular school day.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Central Campus</td> <td>543</td> </tr> <tr> <td>Algebra 1</td> <td>144</td> </tr> <tr> <td>Biology 1</td> <td>140</td> </tr> <tr> <td>English 1</td> <td>139</td> </tr> <tr> <td>World Affairs</td> <td>120</td> </tr> <tr> <td>West Campus</td> <td>220</td> </tr> <tr> <td>Algebra 1</td> <td>75</td> </tr> <tr> <td>Biology 1</td> <td>56</td> </tr> <tr> <td>English 1</td> <td>47</td> </tr> <tr> <td>World Affairs</td> <td>42</td> </tr> <tr> <td>Grand Total</td> <td>763</td> </tr> </table>	Central Campus	543	Algebra 1	144	Biology 1	140	English 1	139	World Affairs	120	West Campus	220	Algebra 1	75	Biology 1	56	English 1	47	World Affairs	42	Grand Total	763
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<p>10. Ongoing evaluation of the program and update as necessary.</p>																							

2021-2022

Action Plan

Strategy Number: 1

Plan Number: 7

Owner: Robin English, Maureen Pulaski

Team: Jamila Cage, Liz Gillespie, Jo Wooten, Steve Locke

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

Action Step	Progress
11. Establish a committee of stakeholders to identify and implement appropriate enrichment and support during School Improvement Days.	A committee comprised of 24 total administrators, deans, teachers, and paraprofessionals met during the 2019-2020 school year to analyze SIP day data and feedback to reformat the SIP day structure for both the student learning and teacher professional development portions of the day. Due to the Covid-19 pandemic the new format was not implemented until the 2021-2022 school year. Another committee of 18 individuals was convened this school year that was charged with reviewing the structure of SIP days and to plan the amount of SIP days for the 2022-2023 school year. This committee decided that we were too early in the implementation phase to change the SIP structure again but, based on student suggestions, teachers may need to be provided with a list of ideas in which the 25-minute periods can be better used. Additionally, the committee decided that there will be 11 SIP days next year.
12. Survey students and staff to identify enrichment opportunities.	

<p>13. Develop a variety of enrichment options based on students' interests and needs.</p>	
<p>14. Develop targeted supports based on various data points to support student learning.</p>	<p>Currently, the Freshman Track portion of the SIP day is being used to support students' SEL learning through a variety of activities and presentations. These supports are offered to everyone in a Tier 1 setting.</p>
<p>15. Identify staff to facilitate the various enrichment and support activities during School Improvement Days.</p>	<p>Grade 9 MTSS teams, which consist of four content teachers, social worker, counselor, and dean, are working to look at specific student needs and if support or enrichment can occur on SIP days.</p>
<p>16. Determine a budget for the support materials associated with enrichment and support activities during School Improvement Days.</p>	
<p>17. Develop and implement a schedule that will facilitate the interventions for student support.</p>	
<p>18. Evaluate the effectiveness of the enrichment and support opportunities conducted on School Improvement Days.</p>	

2021 – 2022

Action Plan

Strategy Number: 1

Plan Number: 8

Owner: Brett Marcum

Team: Tecara Parker, JR
Randich

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 curriculum was established during a previous school year. The Counselor Instructional Leadership Team met during the Summer of 2021 to make adjustments in response to the challenges presented by the COVID-19 pandemic. The Counselor Instructional Leadership Team will meet during the Summer of 2022 to make further adjustments to the counselor curriculum in response to the COVID-19 pandemic.
2. Identify surveys to use with students to determine their social, emotional, and non-cognitive needs.	JTHS 204 purchased a district license for the Panorama platform which was implemented during the 2021-2022 school year. The team worked with the School Psychologists to identify competencies most important to measure during the school year and students were assessed three times during the year: Fall, Winter, Spring.
3. Determine social, emotional, and non-cognitive skills to address in the comprehensive guidance program.	The Counselor ILT will review all Panorama survey outcomes during the Summer of 2022 to identify additional SEL competencies to address through the counselor curriculum during the 2022-2023 school year. The current (2021-2022) school year has consisted predominately of responsive support to students with significant needs.

<p>4. Explore opportunities for blended learning regarding the guidance program.</p>	<p>At Joliet Central and Joliet West, the lead grade level counselors utilize a Google Classroom to make information available to students. Resources, PowerPoint presentations, NearPod Activities, and Naviance directions are shared through this site and other varying electronic communication modalities with students and parents.</p>
<p>5. Determine the structure for the delivery of the comprehensive guidance program.</p>	<p>This area will continue to be a focus for improvement in the ongoing work of the Counselor ILT and the full Counseling team. Progress needs to be made on the utilization of the Advisory period and partnerships with core area classes should be enhanced to increase engagement and connectedness to learning.</p>
<p>6. Determine a budget to implement a comprehensive guidance curriculum.</p>	<p>There is currently no specific budget dedicated to the counselor curriculum. Big ticket items (Naviance, Panorama) are purchased from Federal Grant funding, while materials and supplies are purchased from the building PPS Budget. We will continue to explore opportunities to enhance funding for the Counselor Curriculum.</p>
<p>7. Evaluate the effectiveness of the comprehensive guidance curriculum.</p>	<p>The Developmental Counseling Model for Illinois Schools, which aligns to the American School Counselor Association model, identifies three domains of school counseling: academic, SEL, and post-secondary. The data points which are monitored by the ILT on an ongoing basis include: grade data, Panorama Surveys, Triangle Team Intervention Assignments, BHT Referrals and assignments, Naviance utilization, and annually reviewing of post-secondary enrollment and persistence data.</p>
<p>8. Evaluate the guidance counselor caseloads and reduce if necessary to support the personalization of the comprehensive guidance curriculum.</p>	<p>Counselor caseloads were reduced prior to the 2019-2020 school year through the addition of School Counseling positions. While the Counselor-Student ratio does not align to the recommended level of Recognized ASCA Model Program (RAMP) certification, it is lower than the state and national averages for other schools. The team leaders recommend ongoing monitoring of counselor curriculum implementation as we re-establish routines following the COVID pandemic.</p>

2021-2022

Action Plan

Strategy Number: 1

Plan Number: 9

Owner: Shelley Clark, Chris McGuffey, Iman Ellis-Bowen, Lynda Shanks

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 (WBL) 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.	<p>The committee will work to identify who was solicited to serve on the advisory board which will meet annually in the Spring. In addition, The Director of Strategic Partnerships will continue to attend the Joliet Commerce meetings to keep a pulse of what is needed for students to attain and retain jobs in the community.</p> <p>21-22 Progress:</p> <ul style="list-style-type: none">- Joliet Commerce Board meetings attended. <p>22-23 Work:</p> <ul style="list-style-type: none">- Re-establish the Work Based Learning Advisory Board
3. Identify, recruit, and orient business partners for the internship program.	<ul style="list-style-type: none">• Will continue to participate in community and chamber of commerce events• Continue to augment our education preparation program• Potentially look at redesigning an IRO or Work Study program that will provide work study, job shadowing, and internships opportunities and vocational skills. Program would be offered during school day or after school.

	<ul style="list-style-type: none"> • Identify an organization or stakeholder that would be willing to sponsor/partner with the school district • Continue to work with the Director of CTE to identify certifications and programs that will allow diverse opportunities for students as well as job preparation. • Capitalizing on the current market as a result of COVID to provide vocational opportunities for our students. <p>21-22 Progress:</p> <ul style="list-style-type: none"> • Letter of Commitment for SkillsUSA Apprenticeship program. • Governor State / Mitsubishi Electric: CNC Lathe certification Summer 22 program. • Wesco Machine Job Placement Fall 21 • Joliet Historic Museum Internships • Redeemed Christian Ministry partnership • Established partnership for after school programs with After the Peanut (Dr. Nataly Coleman). <p>22-23 Work:</p> <ul style="list-style-type: none"> - Continue to identify and recruit business partners for internship opportunities.
<p>4. Communicate and promote the internship programs to teachers, students, and parents.</p>	<p>The team will develop a communication system to provide staff and community stakeholders with information regarding work study, internship, and job shadowing:</p> <p>Options: Steelman Showcase/West Tiger Day Course recommendation days 8th visit to JR high schools Landing page for vocational programs on JTHS website Community Events</p> <p>21-22 Progress:</p> <ul style="list-style-type: none"> - In progress <p>22-23 Work:</p> <ul style="list-style-type: none"> - Develop Counselor check-in meeting with to lay out a comprehensive 4-year plan

	<ul style="list-style-type: none"> ○ Graduation Requirements (course) ○ Dual Credit/Enrollment ○ Work Based Learning ○ Post-Graduation plan ○ Community Connection (Service hours) <p>- For use at Venues such as:</p> <ul style="list-style-type: none"> ○ Steelman show case ○ Open house ○ Parent teacher conferences
<p>5. Review, evaluate, and revise the internship program with the advisory board on an annual basis.</p>	<p>The target will be to establish the Advisory Board and have the first meeting in Spring 2022</p> <p>21-22 Progress:</p> <ul style="list-style-type: none"> - In progress <p>22-23 Work:</p> <ul style="list-style-type: none"> - Meet with revised Work-Based Learning Advisory Board and review and revise the Internship program and garner new ideas for student involvement within the community.
<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>Reached out to Junior Achievement to begin planning for the upcoming school year.</p> <p>Collaborate with the Academy Coordinators and librarians to plan and implement career fairs for Academy Weeks or days.</p> <p>Develop and implement speaker series for vocational</p> <p>To have job fairs where businesses would solicit interviews and complete hiring at the schools.</p> <p>21-22 Progress: None</p> <p>22-23 Work:</p> <ul style="list-style-type: none"> - Re-establish the 9th grade Career Fair at each campus. - 7:45-8:15 (Extra Freshmen SIP time) SIP time to explore Career Pathway opportunities including Programs of Study.

<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>Reached out to Junior Achievement to begin planning for the upcoming school year.</p> <p>collaborate with the Academy Coordinators and librarians to plan and implement career fairs for Academy Weeks or days.</p> <p>Develop and implement speaker series for vocational</p> <p>To have job fairs where businesses would solicit interviews and complete hiring at the schools.</p> <p>Solicit individuals that would be a career coach/mentor to students that have jobs or who may be interested in a career</p> <p>21-22 Progress:</p> <ul style="list-style-type: none"> - Junior Achievement partnership with planned academy weeks. Up to 4-6 guest speakers per week. - ExxonMobil Guest speakers visited CTE classes (Fall 21). <p>22-23 Work: Continue to locate guest speakers to participate in:</p> <ul style="list-style-type: none"> ○ Apprenticeships ○ Work Based Learning ○ Career Academy Weeks ○ Career Fairs
<p>8. Continue to develop and implement the job shadowing program.</p>	<p>As available, the team will continue to monitor opportunities that will afford the district to continue job shadowing post COVID.</p> <p>21-22 Progress:</p> <ul style="list-style-type: none"> - Virtual Job Shadowing through Junior Achievement

	<p>22-23 Work:</p> <ul style="list-style-type: none"> - Meeting with English 2 teachers during summer 22 to re-establish job shadow project - Offer an optional authentic job shadowing experience for Juniors & Seniors who participated in Virtual Job Shadowing.
<p>9. Create opportunities for students and business partners to participate in mock interviews.</p>	<p>Work with Junior Achievement and staff to create opportunities at least twice during the year to prepare students for 21st interviewing which includes video interviews.</p> <p>Working with Junior Achievement and/or Disability Resource Center to see if they have curriculum to run an afterschool club.</p> <p>21-22 Progress:</p> <ul style="list-style-type: none"> - In progress <p>22-23 Work:</p> <ul style="list-style-type: none"> - Establish mock-interview opportunities during career fairs for juniors and seniors.
<p>10. Have students conduct informational interviews via phone, video conferencing, or in person.</p>	<p>Work with Junior Achievement and staff to create opportunities at least twice during the year to prepare students for 21st interviewing which includes video interviews.</p> <p>Working with Junior achievement and/or Disability Resource Center to see if they have curriculum to run an afterschool club.</p> <p>21-22 Progress:</p> <ul style="list-style-type: none"> - School to Apprenticeship (STA) students participate in Mock-interviews to qualify for program <p>22-23 Work:</p> <ul style="list-style-type: none"> - Combine with # 10

<p>11. Continue to plan and promote opportunities for students to participate in industry conferences and/or competitions.</p>	<p>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>21-22 Progress:</p> <ul style="list-style-type: none"> - SkillsUSA Regional Conference - FIRST Robotics Competition - IDEA Drafting Competition - JJC Welding Competition - Exploring the Teaching Profession students attended the Future Educator Conference at ISU <p>22-23 Work:</p> <ul style="list-style-type: none"> - Continue to Develop CTE Student Organizations (CTSO) implementation as a co-curricular experience.
<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>21-22 Progress:</p> <ul style="list-style-type: none"> - ServSafe Food Handler - ServSafe Food Manager

	<ul style="list-style-type: none"> - ServSafe Allergen - OSHA-10 - Microsoft Office Specialist: Word - Microsoft Office Specialist: Excel - Early Childhood Level 1 ECE - CPR - Cosmetologist - CNA <p>22-23 Work:</p> <ul style="list-style-type: none"> - Continue to identify industry recognized credentials
<p>13. Plan and implement opportunities for students to recruit for their academies.</p>	<p>The team will continue to work with the academies to provide information and to recruit students to their academies</p> <p>21-22 Progress:</p> <ul style="list-style-type: none"> - In progress <p>22-23 Work:</p> <ul style="list-style-type: none"> - Idea: Senior capstone project, seniors in electives present a project/portfolio to freshmen and business partners.
<p>14. Plan and implement school-based enterprise operations for the district.</p>	<p>21-22 Progress:</p> <ul style="list-style-type: none"> - In progress <p>22-23 Work:</p> <ul style="list-style-type: none"> - Continue to explore opportunities - Re-Open West Coffee shop
<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> <p>21-22 Progress:</p> <ul style="list-style-type: none"> - In progress <p>22-23 Work:</p> <ul style="list-style-type: none"> - Senior Capstone Project from #13

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2021-2022

Action Plan

Strategy Number: 4

Plan Number: 3

Owner: Paul Oswald

Team: Jeff Riley, Matt Narducci

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• Build a bench of staff who are SIOP/ESL/Bilingual endorsed
<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</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. Subsequent English courses will occur each year thereafter.</p>

<p>POS within the career academy.</p>	<p>General education teachers will be SIOP/ESL endorsed and will provide direct instruction to ELs who show strong language development.</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>

2021-2022

Action Plan

Strategy Number: 4

Plan Number: 4

Owner: Brett Marcum

Team: Tecara Parker, JR
Randich

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
19. 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.	This area should be continued in the next strategic plan as specific progress has not been made. There are numerous ideas and recommendations, but this should be a priority moving forward.
20. 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.	The district has a license with Naviance to facilitate student planning for post-secondary opportunities. The activities and timeline are included in the counseling curriculum and are delivered in core classes, advisory classes, and in a blended fashion. The implementation of ICP should be reviewed by the Counselor Instructional Leadership Team on an annual basis during Summer Curriculum work.
21. A college and career curriculum (guidance curriculum) will be developed and implemented district wide	The curriculum was developed during the 2018-2019 school year. The first year of implementation occurred during the 2019-2020 school year which was shortened due to the emergency closing of schools in response to COVID-19. The 2020-2021 school year was modified due to the large number of students who participated remotely. Curriculum

<p>that identifies key learning events for the families of incoming 9th graders, as well as the current enrolled students, grade 9-12.</p>	<p>implementation during the 2021-2022 school year will be evaluated during the Summer of 2022 and adjustments will be made to the curriculum in response to the data acquired during the school year.</p>
<p>22. 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>Course selection now occurs through the new Student Management System of the district's Infinite Campus. The process occurs for all students in the district and involves time for conversations with all relevant stakeholders (i.e. counselors, students, teachers, and parents). There are opportunities for improvement which should continue through data analysis and a cycle of continuous improvement through the Instructional Leadership Team.</p>
<p>23. A system, including the ICP platform, will be developed and implemented district wide that will engage students and all stakeholders, in the planning of a student's high school and post-secondary pathway.</p>	<p>The district utilizes the Naviance platform in combination with lessons provided by counselors to facilitate post-secondary planning for students. Improvements in the frequency and specificity of conversations should be an area of focus for the district moving forward.</p>
<p>24. 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>The system currently centers around the use of the Naviance platform. Beginning in the 2022-2023 school year, parents will be able to access Naviance to increase awareness of their student's progress and engage in conversations with the child about their plans.</p>

<p>25. Annual evaluation of progress will be conducted and communicated to the School Board.</p>	<p>The district should consider the most appropriate way to disseminate progress to the Board of Education moving forward.</p>
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2021-2022

Action Plan

Strategy Number: 4

Plan Number: 5

Owner: Brett Marcum

Team: Tecara Parker, JR
Randich

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
<p>26. A system will be identified that will engage students, families, and JT staff in the planning, accessing and tracking of student post-secondary opportunities and experiences.</p>	<p>The district administration and counselor Instructional Leadership Team are exploring the most efficient and effective ways to collect information regarding post-secondary opportunities and experiences. This currently occurs in numerous locations due to the technical limitations of the various technological platforms being utilized in the district. Planning and exploration activities occur in the Naviance platform and documentation of experiences (dual credit, work-based learning, etc.) are best situated in Infinite Campus to facilitate communication of data with the Illinois State Board of Education.</p>
<p>27. A timeline will be developed in order to implement the digital platform for each stakeholder:</p> <ul style="list-style-type: none">• PPS/Admin• Students• Families• Teachers	<p>Initial training for all staff and students occurred during the 2019-2020 school year. The counselor instructional leadership team is pursuing Single Sign-on (SSO) options moving forward to eliminate barriers to accessing the platform. In addition, the counselor ILT and administration are requesting that the technology department facilitate the establishment of parent accounts to increase opportunities for families to support their children in post-secondary planning.</p>
<p>28. Professional development will be identified and provided for initial implementation of the digital platform for each stakeholder:</p> <ul style="list-style-type: none">• PPS/Admin	<p>Initial training for all staff and students occurred during the 2019-2020 school year. The counselor ILT and administration are requesting that the technology department facilitate the establishment of parent accounts to increase opportunities for families to support their children in post-secondary planning.</p>

<ul style="list-style-type: none">• Students• Families• Teachers	
<p>29. Ongoing professional development targeted to the needs of each stakeholder group will be identified and provided throughout the school year.</p>	<p>This action step should be a continued focus for the counselor curriculum as the district proceeds with implementation of the Naviance platform.</p>
<p>30. Annual evaluation of progress will be conducted and communicated to the School Board.</p>	<p>The district should consider the most appropriate way to disseminate progress to the Board of Education moving forward.</p>

2021-2022

Action Plan

Strategy Number: 6

Plan Number: 1

Owner: Shad Hallihan,
Teresa Gibson

Team: Dianne McDonald

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

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

Action Step	Progress
1. Audit policies and procedures to determine which may adversely impact student achievement, other forms of success and access to resources (such as GAP policy, graduation requirements (particular courses), access to building and resources, period 1 instruction, availability of transportation).	<ul style="list-style-type: none">● New Math curriculum (Algebra 1 & Geometry) for college prep, instructional math and bilingual math<ul style="list-style-type: none">○ English Language Learning program at both campuses○ Continue to improve the educational environment<ul style="list-style-type: none">▪ Continue Restorative Practices Training▪ Continue Cultural Responsiveness Training
2. In collaboration with our sender schools, create an outreach program (K-8) designed to identify and support underperforming students.	<ul style="list-style-type: none">● LEAP meetings with sender school superintendents● Summer Academy Camps● Sending schools identified incoming students for support – 210 currently identified

<p>3. Utilize JT students to deliver a K-8 mentoring program for African American males.</p>	<ul style="list-style-type: none"> • No progress to report
<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>	<ul style="list-style-type: none"> • Cross reference 1.6 • Literacy 1 and 2 for students with reading deficits • Double Blocking of Algebra 1, Geometry, and Advanced Algebra for students with the most pronounced deficits • Math Interventionist – <ul style="list-style-type: none"> ○ providing pull out support for math deficient students in single period classes ○ providing push in support for math deficient students in single period classes
<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>	<ul style="list-style-type: none"> • ILT and MTSS teams utilized 5 Labs, Panorama, and iCampus to analyze behavior, attendance, and grade data.
<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</p>	<ul style="list-style-type: none"> • Partnership with YMCA Teen Achievers • Established Gateway 2.0 to provide education in a non-traditional setting on campus during the school day. • Established Gateway 1.0 to provide education in a non-traditional setting outside of the school day. • Expanded access to Lincoln School programs.

<p>outside of normal school hours for those students who require a more non-traditional format based on personal need.</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>Cross reference 6.2</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>	<ul style="list-style-type: none"> • Begin the process of utilizing ILT and MTSS teams to evaluate the effectiveness of programming and make recommendation for improvement.
<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>Presentations and subsequent recommendations in the following areas were presented to the School Board:</p> <ul style="list-style-type: none"> • Math • ELA/English Language Learners • School Environment

2021-2022

Action Plan

Strategy Number: 6

Plan Number: 5

Owner: Steve Seper, Dan

Markun, Chris McGuffey

Team: Corinne Zimmerman,

Shelley Clark, Nicole

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 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 Step	Progress
<p>6. Evaluate current district programs that seek to promote the profession of teaching among minority students.</p>	<p>21-22 Progress:</p> <ul style="list-style-type: none"> - EIU Minority Teacher Identification & Enrichment Program June 14 – July 2 (1 Student scholarship per campus) - Education Pathway Grant to fund new initiatives in this area. - Future Educator Club - Child Development & Early Childhood education students working with preschool students from the community. <p>22-23 Work:</p> <ul style="list-style-type: none"> - Career Pathway Completer: Educator Pathway - Exploring the Teaching Profession students observing in sender schools. - Vertical alignment from Child Development to promote Exploring the Teaching Profession. - Target 2nd semester sophomores to foster the idea of becoming a teacher.
<p>7. Research similar programs in other like districts.</p>	<p>21-22 Progress:</p> <ul style="list-style-type: none"> - In Progress <p>22-23 Work:</p> <ul style="list-style-type: none"> - Round table of students to meet across multiple years to discuss and foster entering the education field.

<p>8. Establish a viable and relevant professional learning community for current students of color interested in the field of education.</p>	<p>21-22 Progress:</p> <ul style="list-style-type: none"> - Exploring the Teaching Profession observing classes. - Exploring the Teaching Profession Future Educator Conference @ ISU. - Canceled SIP day observation for Exploring the Teaching Profession. - Child Development & Early Childhood Education observations in the Pre-School lab. <p>22-23 Work:</p> <ul style="list-style-type: none"> - Continue the progress from above. - Explore if observation hours count towards USF program. - Current staff/alumni to present alongside Director of Strategic Partnerships to sender schools to help promote the educational field to 8th graders. - Plans with Lewis University to establish fieldtrip opportunities to Lewis' campus. - Plans to connect JTHS' and Lewis University's Educator Rising chapter to offer authentic Post-secondary connections and experiences with students.
<p>9. Based on the evaluation of current district programs, promote opportunities that offer relevant experiences in the field of education for current JTHS students of color.</p> <p>mil</p>	<p>21-22 Progress:</p> <ul style="list-style-type: none"> - EIU opportunity from #1 <p>22-23 Work:</p> <ul style="list-style-type: none"> - MERIT: program with USF - Foundation Scholarship for a student of color to continue their training in the education field. - JTHS Foundation to provide a scholarship for students of color - Plans to establish a connection with Lewis University for a student field trip to consist of scholarship searching and preparation.
<p>10. Identify and promote scholarship opportunities for students of color interested in entering the teaching profession.</p>	<p>21-22 Progress:</p> <ul style="list-style-type: none"> - JJC Progress on ECE. Dual Credit planned for 22-23 school year.

	<p>22-23 Work:</p> <ul style="list-style-type: none"> - Lewis University is working on a draft proposal for JT and area high schools to offer a 5-course sequence (15 Credits) in the Education Pathway. Courses could include: <ul style="list-style-type: none"> o Educational Psychology o Introduction to Education o Social Justice and Empowerment: Oppression, Privilege, and Diversity o Exceptional Learners in Inclusive Communities o Child and Adolescent Literature
<p>6. Increase the number of partnerships with additional colleges and universities.</p>	<p>Targeted conversations with athletes about becoming a teacher/coach.</p> <p>Targeted conversations with Fine Arts students about becoming a teacher/director.</p> <p>Promote summer camp counselor positions to students.</p>