

Joliet Township High School

Title 1 Plan

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PART 1: HIGH QUALITY EDUCATION AND STANDARDS

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards in the corresponding text boxes:

A. Please describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.

JTHS has developed a clear program of study and career academy structure designed specifically to meet the college and career readiness needs of each individual student. During the sophomore year, students enter the Career Academy that they have selected. In the JTHS Career Academies, students receive an individualized education related to their career interests. Students are provided with a rigorous and personalized curriculum that integrates course content and technology skills in alignment to the College and Career Readiness Standards and includes many opportunities to take Advanced Placement and Dual Credit courses in most subject areas.

Each Career Academy has unique and individualized Programs of Study, which are sequences of recommended courses that a student should take based on his or her career goal. Students also participate in a Job Shadowing Experience, which provides a personalized opportunity to experience career interests through hands-on interaction with professional employees. In these learning environments, students can see the connection between content and career pathways. Required curriculum in courses including English also require students to create documents such as resumes, and personal reflection essays designed to demonstrate student career and college readiness. This work is supported by a sophisticated college and career planning program as well as career planning curriculum developed and facilitated by district counselors.

District curriculum is aligned to Illinois State Learning Standards in all core subject areas.

B. What measures does the district take to use and create the identification criteria for students at risk of failure? Please list.

Internal data used to measure performance of Joliet Township High School students includes diagnostic testing in reading and math (completed by all students three times annually), state standardized tests and district mandated formative and summative core assessments. Diagnostic testing and the SAT suite of assessments allows the district to track longitudinal growth. To identify trends, student performance data is analyzed. This analysis provides trend data for the same grade level. The district student management system has provided ongoing data pertaining to student attendance and discipline that interfaces with a dashboard, that allows users to manipulate the data. Semester grade reports have been created and are analyzed for core classes. In addition, teachers in core areas are required to complete reports for individual students that

trigger short and long-term academic interventions with the goal of getting students back on track toward graduation as soon as possible.

Data related to English Language Learners is also collected, analyzed, and aligned to relevant and powerful instructional outcomes using additional data management tools and professional development.

The district works collaboratively with sender school districts to identify incoming students that are at risk in the following areas: truancy, tardiness, behavioral, and academic. A summer transition liaison works with sender schools to identify at-risk students, establish relationships with these students and their parents (through phone conversations and home visits) and develop an individual success plan that addresses specific obstacles to success. Students who have below grade-level reading and/or numeracy skills are placed in a support program which includes block classes and access to additional resources including teachers with advanced training.

C. Please describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.

JTHS has developed a district-wide curriculum that is aligned to the Illinois Learning Standards for every core course. Required common assessments have been developed for courses by teachers in order to measure student achievement of the course content and to ensure guaranteed and viable delivery of district curriculum instruction. Data will be reviewed in a variety of formats, for example: how students are performing in a particular course across the district, how students are performing in a course within a specific campus, and how individual students are performing within a classroom. Diagnostic exams are administered to all students in math and reading three times a year. Students are placed in literacy and math support classes based on their PSAT 8/9 scores, and/or teacher recommendations. Students in need of math support are placed in a double-blocked class. Teachers meet in teams on a regular basis to identify student needs and to develop interventions. During the 2020-21 and 2021-22 school years new Algebra and Geometry curriculum was adopted to better support at-risk, ELL and SPED students.

As a response to the COVID-19 pandemic, additional transitional programming has been developed and offered to incoming freshmen and struggling learners.

D. Please describe the instructional and additional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented.

Additional educational assistance is provided to individual students who need additional support in meeting State Standards through the following initiatives:

- Summer Bridge Program for incoming freshmen that offers academic support in the areas of math and reading for students who are entering high school below grade level.
- A self-paced credit recovery program students can take concurrently at no cost to recover core course credits and stay on-track for graduation.
- Online virtual tutoring offered to students at no cost.
- An extended day for freshmen in order to provide time for additional academic support in literacy and math.
- Literacy support classes for grade 9 and 10 students.
- Math support classes for students in Algebra 1, Geometry, and Advanced Algebra.
- Credit recovery programs over winter break and summer break.
- A credit recovery program that runs during the school day and focuses efforts on specific standards that students need to master before earning credit. This course allows students to take additional courses in an effort to get back on track for graduation.
- A co-teaching model is utilized for students with disabilities.
- A co-teaching model is utilized for English Language Learners.
- A fully implemented 1:1 technology initiative provides every student with a network computer to use 24/7 in an effort to make access to education available anytime and anywhere.
- Blended learning courses are offered in various subject areas including English, social science, and science.

PART 2: SETTING GOALS AND SUPPORTING AT-RISK STUDENTS

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

- E. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.**

Joliet Township High School (JTHS) ensures that all staff hired to teach are certified teachers for the subjects being taught. JTHS utilizes a rigorous evaluation process to ensure teachers retained are effective and positively impact student achievement. The district has a rigorous induction program that lasts four years and includes intensive support from instructional coaches. In the 2018-2019 school year the district began a partnership with a leadership, planning, and analytics firm in order to ensure a more thorough review of assessment data with a focus on improving curriculum and assessment.

- F. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d): ***

The Joliet Township High School Strategic Plan is a comprehensive document that identifies the district's mission, objectives, strategies, parameters, and beliefs. The plan charts the future of the district and is a living document that is used to improve our schools. Every decision the district makes directly relates to the Strategic Plan, and all district and school improvement plans are directly aligned to the plan.

The Strategic Plan is a five-year plan; however, it is reviewed annually, and Periodic Updates and Renewals are held to make revisions that may be necessary due to changes in society, legislation, or circumstances of the district.

Each strategy contains a set of action plans that have specific steps written to accomplish the district's objectives. Every summer, the JTHS superintendent and administrative team review each set of action plans to assess progress and to determine implementation for the upcoming school year. JTHS administrators are responsible for action plan implementation and are evaluated annually based upon Strategic Planning progress.

The JTHS Strategic Planning process is led by an external facilitator to ensure an objective point-of-view. The Strategic Plan and all associated action plans are written collaboratively by diverse groups of individuals comprised of parents, students, teachers, administrators, Board of Education and community members. The collaborative approach to Strategic Planning ensures that all JTHS stakeholder groups are represented. This group is truly a microcosm of our community.

The objectives identified in the current strategic plan are: (1) Every student will meet or exceed annual growth targets as measured by classroom, district and standardized assessments. (2) The graduation rate will be 90 percent or higher. (3) Every student will develop and implement a challenging Individual Career Plan (ICP) to prepare for a successful transition to further education and a career endeavor of choice. (4) All students will consistently demonstrate the character attributes of Confidence, Compassion, Responsibility, Tolerance, Respect, Integrity and Perseverance.

The specific strategies identified in the current strategic plan for supporting at-risk students are:

- 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.
- Blended courses will be developed so students will have access to this model in all core subject areas.
- We will expand blending learning courses beyond the core subject areas.
- Students will have access to a blended learning credit recovery model for required courses.
- We will ensure our curriculum and assessments strengthen the implementation of the academy structure so that all students are college and career ready
- 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.
- 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.
- All students will develop and utilize a personalized career plan that will prepare them for their post-secondary experiences.
- We will secure and leverage our physical, technological and human resources to effectively support our students' education.
- We will implement an in-district program that runs during the school day for students who struggle either academically or behaviorally in the traditional learning environment.
- We will implement a comprehensive, systematic process to support all underperforming students, with particular attention paid to African American males.
- We 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.

PART 3: USE OF TITLE FUNDS

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

- G. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA:**
 - School Lunch: the number of children eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- H. Select the types of Title I programs the district is operating in all attendance centers.**
 - Schoolwide
- I. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?**

Yes
- J. Create and upload an attachment which lists each attendance center/school, by applicable program.**

RDCT code	Site Code	Attendance Center Name	School-wide, Targeted Assistance, or Not Served
<i>example:</i>			
<i>56-099-2040-17</i>	<i>0003</i>	<i>Joliet West High School</i>	<i>School-wide</i>
<i>56-099-2040-17</i>	<i>0001</i>	<i>Joliet Central High School</i>	<i>School-wide</i>

- K. Describe, in general, the targeted assistance and/or schoolwide programs the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children**

The schoolwide programs the district will operate include literacy and numeracy support for struggling learners, instructional coaching, academic summer camps targeting both struggling learners and potential honors students, cyber safety and digital literacy consultation, professional development for teachers (including multicultural training, restorative practices, supporting English Language Learners, Advanced Placement workshops and ongoing curriculum work), instructional materials and software, and Family Engagement Liaisons. The goal of all of these programs is to improve the academic achievement of all students.

PART 4: HOMELESS AND COMMUNICATION

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

- L. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act:**

The district provides a variety of services to homeless students including financial support for transportation to and from school, school supplies, co-curricular activities (including tutoring and credit recovery opportunities) and personal supplies such as coats and other necessary clothing.

- M. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations:**

One of the most significant ways the district ensures parents, family members, and students are a part of LEA plans is to include them in the development of the district's Strategic Plan. The JTHS Strategic Planning process is led by an external facilitator to ensure an objective point-of-view. The Strategic Plan and all associated action plans are written collaboratively by diverse groups of individuals comprised of parents, students, teachers, administrators, Board of Education and community members. The collaborative approach to Strategic Planning ensures that all JTHS stakeholder groups are represented.

There are specific strategies identified in the current strategic plan to address communication (including communication about LEA plans):

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.

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

The district works to communicate LEA plans and activities through a variety of additional programs and modes of communication including: District and School Improvement Team meetings, consultation with the Bilingual Parent Organization, and Band, Orchestra and Choir Parents' Associations.

- N. If applicable, please describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. If the district does not offer early childhood education programs, please state so below:**

Not Applicable

- O. How will the district facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable: (A) Through coordination with institutions of higher education, employers, and other local partners;* and (B) through increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.**

All ninth graders begin their JTHS education in the Freshman Academy. This small learning community is structured to ensure the transition to high school is successful. Freshman students have an eight-period day and begin school earlier than their upper-class peers. This provides time within the school day for academic support in literacy and math, or the opportunity to take an extra elective if support is not needed. JTHS engages in ongoing articulation meetings with sender school districts which impact student placement as well as adjustments to the curriculum.

In addition to a rigorous academic curriculum, career exploration is woven into classroom lessons and delivered in advisory using a college and career exploration program. This career exploration ensures that students are prepared to select one of the five JTHS Career Academies which they enter their sophomore year.

The district provides mentorship and support to students in the transition from high school to college and career through a variety of programs including: Brother 2 Brother, Black Student Union, Fearless Females, Mentor 2.0, Parent Universities, Summer Bridge Academic Summer Camps, Advanced Placement Academic Summer Camps, The Y.M.C.A. Teen Achievers Program, and "get ahead" summer school courses. Beginning in the summer of 2018 the district implemented a summer academy program designed to engage middle school students in activities designed to raise awareness of the academy structure and improve academic skills.

The district offers students 23 dual credit courses in every subject area through Joliet Junior College, including clinical internships in nursing and the Advanced Integrated Maintenance Program.

The district currently has partnerships with Lewis and University and the University of St. Francis designed to help students transition into these specific post-secondary academic programs.

P. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.

The district works with the Will County Regional Office to provide services that benefit both students and parents that have been identified as McKinney Vento families as well as families At Risk. During this event that occurs twice a year, we involve all stakeholders in educating families regarding rights, changes in legislation, community services and resources, as well services provided within the schools. Furthermore, the district also participates in professional development training for administrators, teachers, and clerical staff on best practices and how to augment services for the identified population.

PART 5: COMPLIANCE, CTE AND ARTS

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

- Q. The process through which the districts will (i) reduce incidences of bullying and harassment, (ii) reduce the overuse of discipline practices that remove students from the classroom, and (iii) reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined: (I) each major racial and ethnic group; (II) economically disadvantaged students as compared to students who are not economically disadvantaged; (III) children with disabilities as compared to children without disabilities; (IV) English proficiency status; (V) gender; and (VI) migrant status.**

Joliet Township High School has a school board policy directly addressing bullying and aversive behavioral interventions: 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment requires a response plan as well as an annual evaluation and assessment of the policy's outcomes and effectiveness. The district reviews disaggregated discipline data as an administrative team annually and works in concert with a discipline committee to reduce the use of aversive behavioral interventions. The district has implemented professional development for faculty in order to reduce incidences of bullying and reduce the use of aversive behavioral interventions.

*If applicable, please describe the district's support for programs that coordinate and integrate the following: **

- R. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and**

Joliet Township High School's significant Career and Technical Education offerings for students include 69 possible CTE related courses in 25 unique CIPs, across Arts Audio/Video Technology And Communications, Architecture And Construction, Health Sciences & Technology, Human & Public Services, Information Technology, Law Public Safety Corrections and Security, Stem and Manufacturing, Transportation Distribution and Logistics. Programs are sequenced to encourage exploration, industry skill development, and a deeper understanding of potential related careers.

CTE courses are offered within fourteen programs of study. Students are guided to take a four-year sequence to prepare for a career in their established career pathway. Students have the opportunity to participate in authentic learning experiences such as the JC Engineering project where students designed and constructed a prosthetic hand for a youth in the community. Numerous business partnerships have been developed with the local community to increase the number of opportunities for students. Students have opportunities to participate in a number of career related competitions to include welding, drafting, automotive, robotics, technology, culinary arts, and health occupations. Students have opportunities to earn industry certifications such as Illinois Department of Public Health Certified Nurse Assistant, CompTia A+ Certification, Automotive Service Excellence, ProStart (culinary arts), ServSafe Sanitation, and Early Childhood Education Level 1. Dual Credit opportunities are available in some of these same areas such as computer-aided drafting, automotive, nurse assistant program, fire science/emergency medical services, industrial maintenance, electrical controls, wiring and circuit design, and industrial fluid power.

S. Work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

JTHS offers a variety of programs to address the needs of the local business community. The School-to-Apprenticeship program is one example of a work-based learning program that allows students to work with local union/trade coordinators to learn about careers in the construction trades and to build skills to prepare for a summer internship program. Another example would be students working at Abri credit union, which is housed within the school buildings. JTHS has partnered with Joliet Junior College to offer students coursework and/or field experiences within the Nurse Assistant Program, Fire Science & Emergency Medical Services, Advanced Integrated Maintenance, and Architecture, Construction Management, Engineering.

How will the district fulfill the following:

T. Describe how the district will identify and serve gifted and talented students by using objective criteria.

In District 204's screening process, no single criterion will exclude a student from consideration. Rather, placement in honors level courses is based on the following criteria: standardized test results, teacher recommendations, and parent or student requests for more rigorous course schedules. In addition, summer honors/AP academic camps are in place for students in need of extra support for the district's honors and AP program.

U. What are the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement? *

The school library program at Joliet Township High Schools is staffed by five full-time librarians. The program supports students who visit the library, and librarians also support teachers and curriculum by providing lessons for students on online research and digital literacy. Librarians also provide professional development for teachers on topics including database use and digital copyright laws. The library media centers have achieved recent goals related to expanding digital collections and providing student workshops on topics including Office 365 and Google applications.

V. Describe the approach of the district in developing and supporting the arts (music, dance, and other fine arts) to provide students an opportunity to develop an appreciation of the arts and improve academic achievement. *

The district supports a significant fine arts curriculum as well as many fine arts extra-curricular activities. There are currently five music teachers in the district and three art teachers. Course offerings in the fine arts include twelve music courses, including AP Music Theory; six art courses, including AP Studio Art; and two drama courses. Fine arts activities or clubs include: Anime Club, Art Club, Ballroom Dance Club, Band, Choir, Contest Play, Drama Club, Madrigals, Orchestra, Show Choir, Theater, National Art Honor Society, Jazz, Group Interpretation, Speech Team, and the Heavy Metal Club.

Title 1 Plan Consultation Requirements

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

Such stakeholders must include, but are not limited to, the following:

- teachers,
- principals,
- other school leaders,
- paraprofessionals,
- specialized instructional support personnel,
- charter school leaders (in a local educational agency that has charter schools),
- administrators (including administrators of programs described in other parts of this title),
- other appropriate school personnel, and
- parents of children in schools served under this part