

Student Support Services and Educational Environment Presentation Update

July 20, 2021

District Mission & JTHS Diversity Statement



- The mission of Joliet Township High School, a historically rich, unified and innovative learning community, is to empower every student to compete and contribute positively to our community and global society by providing a rigorous and personalized education through an academy environment.
- Joliet Township High School District 204 is committed to cultivating an inclusive community that values and embraces diversity and respects the humanity of all people.

District Strategic Objectives



- Every student will meet or exceed annual growth targets as measured by classroom, district and standardized assessments.
- The graduation rate will be 90% or higher.
- By the year 2018, 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.
- All students will consistently demonstrate the character attributes of Confidence, Compassion, Responsibility, Tolerance, Respect, Integrity and Perseverance.

District Beliefs

We Believe:

- Every human being possesses inherent worth.
- Individuals are responsible for their own actions.
- Diversity strengthens and enriches society.
- High expectations positively influence performance.
- Empathy, honesty, integrity and respect are essential in building and maintaining mutual trust.
- A safe environment is essential for every individual.
- High quality schools are essential to the quality of life for the whole community.

District Parameters



- We will capitalize on the benefits of our diversity to enrich and strengthen our educational programs.
- We will always maintain a safe and secure environment.
- We will not tolerate behavior which demeans the self-worth or dignity of any individual or group.
- No new program or service will be accepted unless it is consistent with the strategic plan, its benefits clearly justify the cost, and provisions are made for staff development with sufficient time for effective implementation and program evaluation.
- No program will be retained unless the benefits continue to justify the costs, and the program makes an optimal contribution to the mission.
- We will always use data, effective instruction, and a continuum of academic support to improve student achievement.
- We will always work in collaboration with our sender school districts to provide a cohesive, rigorous educational program to ensure all students are college and career ready.
- School and District Improvement Plans must always be consistent with the strategic direction of the district.
- We will establish scheduling priorities that support student academic achievement within an academy environment.

District and School Improvement: Student Support Services and Educational Environment



Goals:

- Improve Student Academic Performance
- Improve Student Behavior and Social and Emotional Competencies

District and School Improvement: Student Support Services and Educational Environment



Strategies to meet goals:

- Continual Improvement of climate and culture within each building
- Restructure Administrative responsibilities
- Expansion and improvement to the JTHS Multi-Tiered System of Support (MTSS)

Continual Improvement of Climate and Culture within each Building

Continue Professional Development in the Areas of Cultural Responsiveness and Restorative practices

- Continue Implicit Bias Training of all staff (Action Plans 6.2 & 6.4) and the expansion with student groups.
- Continue a 4th Cultural Responsiveness Cohort during the 2021-2022 school year which continues to include both certified and classified staff (Action Plans 6.1 & 6.4)
- Continue to work with our Culturally Responsive Coaches who were trained by our Equity Consultants to provide additional training to staff (Action Plans 6.1 & 6.4)
- Continue to implement a Cultural Responsiveness component to the New Teacher Training during the summer (Action Plans 6.1 & 6.4)
- Implement a Cultural Responsiveness Track as part of the 4-year induction program at JTHS that is also open to tenured staff (Action Plans 6.1 & 6.4)
- Continue Restorative Practices Training (Action Plans 6.1 & 6.4)

Implicit Bias

Continue Implicit Bias Training of all staff (Action Plans 6.2 & 6.4) and the expansion with student groups.

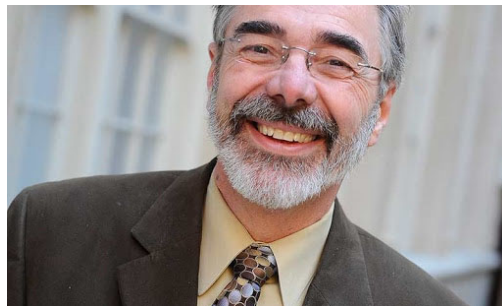
- Training provided by Troy Cicero, MulticultuReal Communications
 - Continuation of training staff
 - Expansion to identified student groups
- Cost Estimate \$30,000 funded through Title 1



Cultural Competency

Continue a 4th Cultural Responsiveness Cohort during the 2021-2022 school year which continues to include both certified and classified staff (Action Plans 6.1 & 6.4)

- Training provided by Educational Equity Consultants
 - Two-day retreat in October 2021
 - Follow up sessions throughout the school year
- Cost estimated at \$28,000 funded through Title 1



Cultural Competency

Continue to work with our Culturally Responsive Coaches who were trained by our Equity Consultants to provide additional training to staff (Action Plans 6.1 & 6.4)

- Team facilitated by Corinne Zimmerman, Shelley Clark, and Steve Seper



Restorative Practices

Continue Restorative Practices Training (Action Plans 6.1 & 6.4)

- Training provided by Sarah-Bess Dworin, Restoring Community, LLC
 - Cost estimated at \$76,100 funded through Title 4
- Training provided by Elma Dzanic-Bass, E. Dzanic Bass Consulting, LLC
 - Cost estimated at \$105,000 funded through Title 4





Professional Learning



- Engaging, relevant, and mindset-shifting professional learning for all-staff:
 - Academy Coordinators & Curriculum Directors
 - Teachers & Paraprofessionals
 - PPS teams
 - Safety & Security Officers
 - Transportation Department
 - Student Support Circles Facilitators
 - ISS Coordinators
- Customized curriculum tailored to staff & faculty roles
- Alignment of language and skills across the district to promote Social and Emotional Learning and Restorative Practices



Technical Assistance for Teams



- Coaching for school and district-wide teams to ensure the structural and procedural implementation of SEL & Restorative Practices:
 - PPS staff: Deans, Counselors, Social Workers, ISS Coordinators
 - Culture & Climate Team
 - 'Triangle' PPS Teams
- Codesign a framework for Student Services with a menu of behavior & attendance interventions and supports
- Support teams to reach benchmarks to reduce racial disproportionality in exclusionary discipline and increase attendance rates



Leadership Support

JTHS
District 204

- Coaching for administrators and discipline leads to build capacity and promote the speed and sustainability of culture change
 - District & Building Leadership
 - Director of Student Support Services
 - PPS Coordinators
- Alignment of leadership priorities with MTSS systems, procedures, and teaming structure