

**Joliet Township High School District 204
Strategic Planning: Second Session
December 1, 2022**

Beliefs: A statement of the organization's fundamental convictions, its values, its character.

We Believe:

- High quality schools are essential to the quality of life for the whole community.
- Each individual possesses inherent worth and equal value.
- A safe environment is essential for every individual.
- Every individual deserves to be supported.
- Diversity strengthens and enriches society.
- An inclusive school community acknowledges, celebrates, and respects all cultures.
- Empathy, honesty, integrity, respect, and mutual trust are essential in building and maintaining a strong community.
- Life-long learning is necessary to thrive in a continuously changing world.
- Individuals learn at different rates, in different ways, and in a variety of settings.
- High expectations positively influence individual growth.
- Individuals are accountable for their own choices.
- Motivation, perseverance, determination, and a growth mindset strengthen the ability of an individual to reach potential.
- The family environment has a strong influence on the development of each of its members.
- Education is a collaborative responsibility among students, family, staff, and the community.
- An educated and informed public enriches our democracy.
- All people can learn.

Parameters: Strict pronouncements that established the boundaries and limits within which the organization will accomplish its mission.

- We will always leverage the benefits of our diversity to enrich and strengthen our programs.
- We will always maintain a safe, secure, and supportive environment.
- We will always use data, effective instruction, and a continuum of academic and social-emotional support to improve student success.
- We will always work in collaboration with our sender school districts to provide cohesive and rigorous educational programs.
- School and District Improvement Plans must always be consistent with the Strategic Plan.
- We will not tolerate behavior which demeans the self-worth or dignity of any individual or group.
- We will never accept or retain a program or service 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.
- We will always focus on developing college and career readiness in each student while considering their individual goals.
- We will always ensure District practices, policies, and procedures are equitable and inclusive.

Mission: The loftiest aspiration of the organization

The mission of Joliet Township High School, a historically rich, inclusive, and innovative learning community that values and embraces diversity, is to maximize every student's potential to positively impact our community and thrive in a global society by providing an equitable, personalized, and rigorous education.

Objectives: An expression of the desired measurable, observable, or demonstrable results for the organization.

- Each student will achieve their growth targets as measured by district and standardized assessments.
- The achievement gap among all subgroups will decrease annually as measured by district and standardized assessments.
- The graduation rate among all subgroups will be 90% or higher.
- By 2027, each senior will complete a post-secondary plan.
- The average chronic absenteeism rate will decrease on an annual basis among all subgroups.

Strategies: The broadly stated means of deploying resources to achieve the organization's mission and objectives.

1. We will, in partnership with families and community, implement a systemic approach to culturally sustaining experiences and restorative justice to deliver an equitable educational experience while expanding the diversity of our faculty and administration in order to remove systemic educational barriers.
2. We will establish a culture and organizational structure that will foster a positive, safe, inclusive, and supportive climate that engages all stakeholders.
3. We will implement a holistic approach to supporting students through family, community, and student engagement, targeted supports, and flexible learning opportunities to improve student attendance and academic performance.
4. We will maximize the district's resources to update facilities, improve collaborative and functional spaces, and develop creative programming and scheduling to meet the ever-changing needs of our students and community.


Specific Results: These are the most important elements of the Action Plan. Specific results should be measurable and consistent with the strategy. When all the specific results are achieved the strategy should be fully implemented.

Specific Results

Strategy One: We will, in partnership with families and community, implement a systemic approach to culturally sustaining experiences and restorative justice to deliver an equitable educational experience while expanding the diversity of our faculty and administration in order to remove systemic educational barriers.	
Action Plan 1-1	Implement a comprehensive approach to authentic community engagement which will result in increased trust between the school and community and improved outcomes for all student sub-groups.
Action Plan 1-2	Establish organizational procedures which are inclusive of all stakeholder groups and work to address current practices which result in disproportionate negative outcomes based on the race and culture of the student.
Action Plan 1-3	Implement comprehensive processes which are designed to increase staff efficacy and provide opportunities to increase the diversity of staff within the school district.
Action Plan 1-4	Establish the instructional and academic identity of the school district to increase the focus on holistic student development and preparation for post-secondary success in a variety of career pathways.
Action Plan 1-5	Implement a holistic and inclusive approach to restorative justice practices in student discipline in order to minimize the impact of staff bias and behavior outcomes on student achievement.
Strategy Two: We will establish a culture and organizational structure that will foster a positive, safe, inclusive, and supportive climate that engages all stakeholders.	
Action Plan 2-1	Implement an administrative structure that fosters collaboration, focuses on student success, and ensures all programs are equitably supported.
Action Plan 2-2	Provide supportive programming that improves the success of all student subgroups to increase the graduation rate and post-secondary success.
Action Plan 2-3	Recruit, develop, and retain high quality staff through support programs, mentorship, and high-quality professional development.
Action Plan 2-4	Build social-emotional (SEL), behavioral, and academic support systems for successful transition to JTHS.
Action Plan 2-5	Embed Social-emotional Learning (SEL) Standards within all core curricula.

Strategy Three: We will implement a holistic approach to supporting students through family, community, and student engagement, targeted supports, and flexible learning opportunities to improve student attendance and academic performance.	
Action Plan 3-1	Strengthen students' academic and developmental college and career readiness skills through the completion of a personalized, student-centered Post-Secondary Plan.
Action Plan 3-2	Increase the attendance rate to 90% or greater by implementing proactive, positive and collaborative approaches and programs.
Action Plan 3-3	Improve family engagement by more readily responding to the various needs of all families.
Action Plan 3-4	Educate staff on equitable grading practices and implement equitable grading in all content areas.
Strategy Four: We will maximize the district's resources to update facilities, improve collaborative and functional spaces, and develop creative programming and scheduling to meet the ever-changing needs of our students and community.	
Action Plan 4-1	Expand programming to address the ever-changing needs and interests of our students and staff.
Action Plan 4-2	Implement and refine a safe, secure, and accessible educational environment for all stakeholders.
Action Plan 4-3	Structure the school day to provide flexible scheduling options and targeted support to meet the individualized needs of students and foster a collaborative and supportive environment for staff.
Action Plan 4-4	Leverage and modernize physical spaces to maximize functionality and create flexible, collaborative, and inclusive areas for all stakeholders.


Action Plan 1-1

<p>Strategy: We will, in partnership with families and community, implement a systemic approach to culturally sustaining experiences and restorative justice to deliver an equitable educational experience while expanding the diversity of our faculty and administration in order to remove systemic educational barriers.</p> <p>Specific Result: Implement a comprehensive approach to authentic community engagement which will result in increased trust between the school and community and improved outcomes for all student subgroups.</p>	
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1	<p>Increase opportunities to engage in an authentic dialogue with the community in a variety of settings, on a quarterly basis, regarding the implementation of the strategy, which includes both dissemination of data disaggregated by subgroups and the opportunity for meaningful dialogue amongst all stakeholder groups.</p> <ul style="list-style-type: none"> ● Meeting should be communicated frequently throughout the school year ● Meeting locations should rotate throughout the community, with a majority happening off campus
2	<p>Establish and implement student advisory committees which are diverse and representative of the overall student body in order to discuss district and building policies, procedures, and programs in order to provide feedback to the Principals, Superintendents, and Board of Education.</p>
3	<p>Develop or improve intentional methods of engagement targeted towards historically marginalized subgroups, including but not limited to:</p> <ul style="list-style-type: none"> ● Families of newcomers ● Parents of African American Males ● Spanish-speaking families ● McKinney-Vento Families ● Grandparents raising children ● Young adults serving as guardians <ol style="list-style-type: none"> 1. Encourage participation in parent universities, which address topics identified by parents, through effective communication of events and incentivizing participation (i.e., childcare, food, raffles, fee waivers, language interpretation, various start times, etc.). 2. Establish programs and networks which offer support for parents to help their children be more successful in school. 3. Develop a form for students who support their parents with younger siblings to request that the school reach out to their parents to offer support on navigating the school system. 4. Provide opportunities to include families on the post-secondary exploration process through the use of campus visits and engagement with colleges and universities.


4	<p>Increase support and communication with families to provide more authentic engagement with the community in settings beyond just the school and address both culture and language access.</p> <ul style="list-style-type: none"> ● Add an employee group specifically for translation and interpretation ● Expand the number and role of family engagement liaisons, to include more than linguistic support, and focus more on authentic engagement and support <ul style="list-style-type: none"> ○ Due to the expanded role, the recommendation is to add to the current 4 positions. ● Promote phone calls as the primary mode of communication with families ● Provide opportunities for English speaking staff to develop and utilize Spanish language proficiency. ● Ensure that the district has a plan to support families whose home language is not English or Spanish.
5	<p>Increase and expand activities for students and families which honor diverse cultures within the school and community.</p>
6	<p>Explore opportunities to make the school buildings more accessible to the community.</p>
7	<p>Explore opportunities to provide unique incentives to students who are following school-wide expectations. Ideas to consider may include:</p> <ul style="list-style-type: none"> ● Fee waivers ● Open Campus Lunch ● Free tickets to school events
8	<p>Evaluate the action plan annually.</p>

Action Plan 1-2

<p>Strategy: We will, in partnership with families and community, implement a systemic approach to culturally sustaining experiences and restorative justice to deliver an equitable educational experience while expanding the diversity of our faculty and administration in order to remove systemic educational barriers.</p> <p>Specific Result: Establish organizational procedures which are inclusive of all stakeholder groups and work to address current practices which result in disproportionate negative outcomes based on the race and culture of the student.</p>	
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1	<p>Research, identify and select an outside firm to conduct a holistic equity audit of academic and disciplinary practices.</p> <ul style="list-style-type: none"> ● A part of the contract with the outside firm should include multiple presentations of findings accessible by all stakeholder groups. ● Following the external presentations of audit findings, the district will convene a team through an open enrollment process, which is representative of all stakeholder groups, to review the findings and recommend updates to the Strategic Plan.
2	<p>Designate staff to have a specific focus on diversity, equity, and inclusion with the positional authority to participate in decision-making processes.</p>
3	<p>Develop and offer education to students regarding bias and cultural competency and provide ongoing opportunities for students to discuss the culture and climate of the school district.</p>
4	<p>Evaluate the school attendance/holiday calendar to be more inclusive of the diverse populations present in the Joliet community.</p>
5	<p>Evaluate the action plan annually, in addition to the review following the completion of the audit process.</p>

Action Plan 1-3

<p>Strategy: We will, in partnership with families and community, implement a systemic approach to culturally sustaining experiences and restorative justice to deliver an equitable educational experience while expanding the diversity of our faculty and administration in order to remove systemic educational barriers.</p> <p>Specific Result: Implement comprehensive processes which are designed to increase staff efficacy and provide opportunities to increase the diversity of staff within the school district.</p>	
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1	Update the district’s staffing process to incorporate a review of all staffing groups (Teachers, Pupil Personnel Services (PPS)/Related Services Staff, Administrators, Paraprofessionals, Liaisons, etc.) to ensure that students have equitable access to the support they need to be successful in school.
2	Update all job descriptions to clearly define the competencies educators must have to meet the academic, cultural, and social-emotional needs of students.
3	<p>Implement mandatory Diversity, Equity, and Inclusion training for all staff which includes systems of accountability when equitable practices are not followed, particularly for administrators.</p> <ul style="list-style-type: none"> ● Develop an anonymous reporting system for staff, students, and parents to report microaggressions and racism when they occur so that incidents can be investigated and addressed appropriately.
4	Restructure the New Employee Orientation programs to incorporate staff in all positions and to offer additional inclusive support for people from historically underrepresented groups.
5	Ensure all members of the administrative team attend anti-racism leadership training.
6	<p>Develop intentional and inclusive (teachers/staff members) recruitment efforts to identify more teachers of color.</p> <ul style="list-style-type: none"> ● Targeted partnerships with teacher preparation programs ● Frequent exchanges with Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions ● Encourage and incentivize staff of color to reach out to their network to recruit peers
7	Develop programs to encourage and incentivize students and paraprofessionals with a variety of aspects to their identities to become licensed educators.
9	Develop and implement a program for staff members who aspire to obtain a leadership position in the district and encourage staff members of color to pursue positions in administration.
10	Establish procedures and protocols which allow for willing staff members who utilize their language and cultural skills to support students and families to receive compensation when the work expands the responsibilities they have in their job.
11	<p>Ensure that all staff who resign or retire from the district are encouraged to participate in a thorough exit interview and survey to respond to questions created by a diverse and representative committee of stakeholders.</p> <ul style="list-style-type: none"> ● Develop a method to report on findings and share plans to discuss and address concerns.
12	Evaluate the action plan annually.

Action Plan 1-4

Strategy: We will, in partnership with families and community, implement a systemic approach to culturally sustaining experiences and restorative justice to deliver an equitable educational experience while expanding the diversity of our faculty and administration in order to remove systemic educational barriers.

Specific Result: Establish the instructional and academic identity of the school district to increase the focus on holistic student development and preparation for post-secondary success in a variety of career pathways.



1	Establish and train staff on a clear JTHS 204 instructional philosophy which is embedded in culturally sustaining philosophies and pedagogy.
2	Audit course offerings and expand courses/curriculum to include more of a focus on historically underrepresented populations.
3	Develop a robust system of support for students in all programs, through the addition of positions, that has a clear workflow and structure for students to find the support they need.
4	Develop and implement alternative programming for students who are not successful in a traditional school structure due to external factors and stressors.
5	Provide the most rigorous core course work to all students, with an opportunity for earned honors credit, and to remove barriers for historically underrepresented student groups
6	Partner with Joliet Junior College (JJC) and other area institutions to increase access for students to complete Dual Credit coursework by incorporating at least two offerings in each career pathway.
7	Support JTHS staff development to increase the amount of qualified dual credit staff.
8	Explore a partnership with JJC which allows access for all students to earn an associate degree concurrently with their high school graduation.
9	Establish career exploration, preparation, and certification support for all post-secondary options including professional training programs, trade programs, and work training programs which are accessible for all student groups.
10	Expand credit-bearing internships and workplace opportunities for college and career-ready students. <ul style="list-style-type: none"> ● Increase community support and stakeholders to expand credit-bearing internships and workplace opportunities
11	Increase engagement with community partners and local businesses to expand career-based learning opportunities for students in all career fields.
12	Evaluate the action plan annually.

Action Plan 1-5

Strategy: We will, in partnership with families and community, implement a systemic approach to culturally sustaining experiences and restorative justice to deliver an equitable educational experience while expanding the diversity of our faculty and administration in order to remove systemic educational barriers.

Specific Result: Implement a holistic and inclusive approach to restorative justice practices in student discipline in order to minimize the impact of staff bias and behavior outcomes on student achievement.



1	Expand and mandate opportunities for staff in all position groups to participate in professional learning about the implementation of restorative justice.
2	Expand district expertise in restorative justice practices so that staff has access to support from non-administrative staff in analyzing, interpreting, and acting on student data.
3	Establish a culture of accountability for staff members which results in opportunities for reflection, learning, and personal growth relating to bias, inequities, and intersectionalities.
4	Develop mechanisms for students to have a role in establishing and monitoring the behavioral expectations of the school district.
5	Develop and establish an inclusive process, with diverse representation, in order to regularly audit discipline practices and monitor the implementation of restorative justice within the district.
6	Utilize the existing process for policy and handbook revisions to ensure that behavior infractions are leveled in order to minimize bias in the student discipline process.
7	Research, develop, and implement a district program that serves as an alternative to expulsion.
8	Evaluate the action plan annually.

Action Plan 2-1


Strategy: We will establish a culture and organizational structure that will foster a positive, safe, inclusive, and supportive climate that engages all stakeholders.

Specific Result: Implement an administrative structure that fosters collaboration, focuses on student success, and ensures all programs are equitably supported.



1	Audit current administrative structure to identify gaps or redundancies in areas of responsibility, programs that have expanded/contracted, and cross reference to the mission of the school district. Research the possibility of this audit being done by an outside consultant.
2	Use the results of the audit to implement an administrative structure that provides: <ul style="list-style-type: none"> ● Curriculum, assessment, and instruction leadership within the building. ● Content and subject specific leadership within the building. ● Equitable leadership that meets the needs of all programs and groups within the district. ● District office leadership that focuses on providing assistance to instructional staff at the schools.
3	Once a new structure is identified, create a process to revise roles and responsibilities, including the creation and updating of job descriptions. Also, include the analysis of how these new roles could affect current positions.
4	Create a mechanism to equitably conduct a selection process for new/changing positions.
5	Provide professional development to implement new structure, designate roles and responsibilities, and build community among administrative teams.
6	Communicate with all staff the duties, responsibilities, and leadership structure being implemented within the district.
7	Evaluate the action plan annually.


Action Plan 2-2

<p>Strategy: We will establish a culture and organizational structure that will foster a positive, safe, inclusive, and supportive climate that engages all stakeholders.</p> <p>Specific Result: Provide supportive programming that improves the success of all student subgroups to increase the graduation rate and post-secondary success.</p>	
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1	<p>Analyze a variety of data sources to determine areas where subgroups throughout the district are not experiencing success including graduation rate, course offerings, scheduling, behavior data, credit deficiency, and involvement in a variety of JTHS programs. Subgroups to pay special attention to are:</p> <ul style="list-style-type: none"> ● Special Education Students (SPED) ● English Learners (EL) ● Dually identified SPED and EL students ● African American Males ● Newcomers (recently arrived students from another country) ● McKinney Vento (homeless or unaccompanied youth) ● Students with limited or interrupted formal education (SLIFE)
2	<p>Create focus groups to identify perceptions, barriers, and missing supports. Includes staff, students, community members and families in the focus groups to obtain input based on identified areas in the data analysis.</p>
3	<p>Based on data analysis and focus group feedback, research solutions to identified problems utilizing best practices and effective programming at other high schools for the affected subgroups including:</p> <ul style="list-style-type: none"> ● Supportive classroom environment (class size and staffing priorities in conjunction with language needs, Illinois State Board of Education (ISBE), Individuals with Disabilities Education Act (IDEA) and Federal Guidance) ● Administrative support and leadership ● Equitable course offerings ● Credit recovery/failure prevention ● Newcomers, Long Term EL & students with limited or interrupted education (SLIFE) ● Graduation requirements ● Opportunity gaps (athletics/activities/clubs) ● Alternative School Day ● Alternatives to exclusion ● College and Career readiness

4	<p>Investigate the expansion of current programming to include identified subgroups:</p> <ul style="list-style-type: none"> ● Pathways <ul style="list-style-type: none"> ○ Alpha Program ○ Bravo Program ● Gateway to Graduation ● Adaptive Vocational Academic Center (AVAC) ● Summer School ● Credit Recovery ● APEX (online curriculum platform used by the district) ● Mental Health Supports (specifically for EL and AVAC)
5	<p>Based on feedback and research, implement the identified strategies to support the identified students including new programming and the modification/expansion of existing programming.</p>
6	<p>Determine staffing needs based upon programmatic changes utilizing best practices, ISBE/federal guidance (regarding Limited English Proficient Parents and Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs), Dear Colleague Letter, and IDEA while prioritizing the language needs of students, staff, and families.</p>
7	<p>Evaluate the effectiveness of district and campus-based programs and expand or create programs that meet the needs of truant, in-lieu of expulsion, SPED, EL and credit-deficient students with social-emotional supports and academic interventions.</p> <ul style="list-style-type: none"> ● Determine entrance and exit criteria for programming ● Implement direct instruction for core content areas including reading and math ● Conduct annual review of program effectiveness using available data
8	<p>Review plan on an annual basis.</p>


Action Plan 2-3

<p>Strategy: We will establish a culture and organizational structure that will foster a positive, safe, inclusive, and supportive climate that engages all stakeholders.</p> <p>Specific Result: Recruit, develop, and retain high quality staff through support programs, mentorship, and high-quality professional development.</p>	
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1	<p>Create and administer a survey to all staff on recruitment, retention, wellness/staff social-emotional learning (SEL), and Development to provide data in which to focus on moving forward and cross reference to the mission of the school district.</p>
2	<p>Create a recruitment and retention team with representation from the Teacher’s Union and other JTAS union groups, School Board, administrators, students, parents, and community partners, that:</p> <ul style="list-style-type: none"> ● Seek to recruit and diversify our staff. ● Promotes the profession of teaching among minority students. ● Utilizes survey data to identify additional areas of focus for the recruitment team. ● Provides strategic communication to all staff regarding upcoming opportunities. ● Collaborates across departments to meet the needs of staff. ● Provides a progress report or needs assessment on progress of the team for the district twice a year which includes successes, opportunities for growth, data to adjust and monitor the action plan.
3	<p>Create a mentoring program that:</p> <ul style="list-style-type: none"> ● Aligns with induction and mentoring program. ● Differentiated to support the demographics of staff. ● Provides strategic communication to all staff regarding upcoming opportunities. ● Collaborates across departments to meet the needs of staff. ● Provides a progress report or needs assessment on progress of the team for the district twice a year which includes successes, opportunities for growth, data to adjust and monitor the action plan.
4	<p>Create a professional development team that:</p> <ul style="list-style-type: none"> ● Partners with surrounding higher education institutions to create opportunities for leadership both inside and outside of the classroom to grow our own staff. ● Aligns professional development with enhanced school day structure. ● Provides staff development for all staff (certified and classified) to address the outcomes of the survey that is differentiated and supported through ongoing follow through and feedback which is individualized by school. ● Provides strategic communication to all staff regarding upcoming opportunities. ● Collaborates across departments to meet the needs of staff. ● Provides a progress report or needs assessment on progress of the team for the district twice a year which includes successes, opportunities for growth, data to adjust and monitor the action plan.

5	<p>Create a wellness/staff SEL team that:</p> <ul style="list-style-type: none"> ● Integrates opportunities for staff recognition. ● Ensures opportunities for staff support- meeting staff where they are with what they need. ● Utilizes available resources such as those from our insurance provider as well as any community resources to integrate access and opportunity to meet staff needs. ● Provides strategic communication to all staff regarding upcoming opportunities. ● Collaborates across departments to meet the needs of staff. ● Provides a progress report or needs assessment on progress of the team for the district twice a year which includes successes, opportunities for growth, data to adjust and monitor the action plan.
6	<p>Provide a consistent design/schedule for professional development/time for all staff to understand the vision and create buy in by:</p> <ul style="list-style-type: none"> ● Small groups (possibly circle format). ● Providing opportunities to ask questions to the teams. ● Discuss and document thoughts. ● Reflection time. ● Collaborates across departments to meet the needs of staff. ● Provides a progress report or needs assessment on progress of the team for the district twice a year which includes successes, opportunities for growth, data to adjust and monitor the action plan.
7	<p>Develop a system of communication that keeps all stakeholders updated with developments in action plan items utilizing internal and external communication structures.</p>
8	<p>Collaborate with our sender districts to build the support programs, mentorship opportunities and high-quality professional development to meet the needs of all staff supporting the Joliet community.</p>
9	<p>Evaluate the action plan annually.</p>


Action Plan 2-4

<p>Strategy: We will establish a culture and organizational structure that will foster a positive, safe, inclusive, and supportive climate that engages all stakeholders.</p> <p>Specific Result: Build social-emotional, behavioral, and academic support systems for successful transition to JTHS.</p>	
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1	Create an articulation committee, including representatives from district level curriculum, Pupil Personnel Services (PPS), Special Education (SPED), English Learner (EL)/Bilingual, Building Level Team (BLT) members and teachers.
2	Assess the current articulation systems (social-emotional learning (SEL), behavioral, and academic) that occurs between the 8th grade sending schools and JTHS.
3	Identify areas of strength and improvement in the articulation systems that currently exist and determine those areas that need additional program development.
4	Develop and provide accessible freshman orientation programming to welcome students and their families to increase their knowledge of campus programming, resources, and student support.
5	Develop and implement a robust freshman student orientation program which includes family participation and expands the transition period to incorporate components of 8th grade and includes mentoring with peers.
6	<p>The articulation committee will:</p> <ul style="list-style-type: none"> ● Plan articulation opportunities with eighth grade sending school districts that address those areas with which improvement was found needed. ● Plan for JTHS articulation activities that can occur within the eighth grade sending schools for families and students in addition to those that occur on JTHS campuses. ● In collaboration with our sender schools, develop and refine comprehensive academic and social-emotional support and programming for incoming freshmen. <ul style="list-style-type: none"> ○ Refine current practice for placing freshman students. ○ Refine current practice for identifying and supporting at-risk freshman students. ○ Investigate, identify and provide professional development for staff to address the identified needs of our at-risk students. ● Expand programming for families to educate and support navigating the expectations of high school, including bilingual and special education populations.
5	Assess the current orientation/transition programs that exist for incoming freshman and transfer students, with specific programming for EL newcomers.
6	Identify areas of strength and improvement in the orientation/transition systems that currently exist and determine those areas that need additional program development.
7	Create an orientation/transition committee consisting off members of Pupil Personnel Services (PPS), Building Level Team (BLT), District Level Team (DLT), and teachers.

8	<p>The transition/orientation committee will:</p> <ul style="list-style-type: none"> ● Create opportunities for JTHS staff to collaborate with one another and Pupil Personnel Services members to support SEL, behavioral, and academic interventions and supports. ● Establish supports for transition/orientation as identified as a need. ● Expand programming for families to educate and support navigating the expectations of high school, including bilingual and special education populations.
9	<p>Analyze and refine the current onboarding process to ensure transfer students (private placements, EL, etc.) are receiving appropriate social-emotional, academic support and information needed to access their education.</p>
10	<p>Create a diverse, student-led freshman leadership team tasked with developing high-interest orientation events throughout the school year.</p>
11	<p>Establish a mentoring program for students to serve as peer mentors, for students new to the school and/or community, which grants students community service hours for supporting their peers.</p> <ul style="list-style-type: none"> ● New-comer students ● Transfer from out-of-district ● Freshmen
12	<p>Annually survey students to reach 80% goal of students taking advantage of different supports, comfortability in school, and confidence that they will succeed in high school.</p>
13	<p>Evaluate the plan on an annual basis.</p>

Action Plan 2-5

<p>Strategy: We will establish a culture and organizational structure that will foster a positive, safe, inclusive, and supportive climate that engages all stakeholders.</p> <p>Specific Result: Embed Social-emotional Learning (SEL) Standards within all core curricula.</p>	
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1	<p>Create an SEL Curricular team of counselors, social workers, and content experts from each core area. The content experts should serve as the representation for the various content level Instructional Leadership Teams (ILTs) and the SEL Curricular team.</p>
2	<p>Audit the curriculum and instructional practices in our core areas:</p> <ul style="list-style-type: none"> ● Identify areas of strengths and the areas that need improvement in regard to SEL. ● Find opportunities to embed SEL standards within our core courses. ● Collaborate with Content ILTs to embed SEL standards within our core curricula scaffolded by grade level. Include implementation guidance for instructional level, bilingual, and Adaptive Vocational Academic Center (AVAC).
3	<p>Evaluate the data collected by the Panorama SEL survey to determine our areas of most need:</p> <ul style="list-style-type: none"> ● Self-Efficacy (executive functioning) ● Self-Management ● Social-Awareness ● Emotional Regulation ● Social Perspective-Taking
4	<p>The SEL Curricular team will use SEL data (i.e., Panorama) to identify three main areas to target.</p> <ul style="list-style-type: none"> ● Create long term and short-term SMART goals for educators delivering the lessons and for student SEL growth. <ul style="list-style-type: none"> ○ Example of a short-term goal for Educators. “90% of staff members will feel comfortable delivering an SEL lesson.” ○ Example of a short-term goal for students, “30% of our students will identify as increased capability in those 3 targeted areas.
5	<p>Deliver training for JTHS Staff:</p> <ul style="list-style-type: none"> ● The benefits of merging SEL instruction with Core instruction ● Effective SEL instruction in the classroom. ● Using SEL data (i.e., Panorama) to deliver universal (tier 1) instruction and interventions.
6	<p>The SEL Curricular team will create a regular schedule to:</p> <ul style="list-style-type: none"> ● Analyze collected data from the panorama survey ● Survey staff and students on the implementation of embedded SEL standards. ● Monitor fidelity of the universal (tier 1) SEL delivery ● Make adjustments to the embedded SEL curriculum.
7	<p>Engage our stakeholders, including students, regarding topics of discussion through newsletters, JTHS website, and other methods of delivery.</p>
8	<p>Evaluate on an annual basis.</p>

Action Plan 3-1

Strategy: We will implement a holistic approach to supporting students through family, community, and student engagement, targeted supports, and flexible learning opportunities to improve student attendance and academic performance.

Specific Result: Strengthen students' academic and developmental college and career readiness skills through the completion of a personalized, student-centered Post-Secondary Plan.




1	Evaluate staffing and decide how to reconfigure staff roles and responsibilities, add personnel, or pay stipends in order to fulfill required Post-Secondary roles.
2	Assign a Post-Secondary Specialist to: <ul style="list-style-type: none"> ● Oversee the post-secondary planning and assessment team ● Serve as the liaison between administrative team, student support services, and other staff involved in post-secondary planning implementation
3	Create Post-Secondary planning and assessment team: <ul style="list-style-type: none"> ● Responsible for designing, organizing, and assessing post-secondary planning implementation. ● Should include counseling and student support staff including building and district administrators, family engagement liaisons, core academic teachers, a data specialist, clerical staff. ● Will also include an administrator co-chair: <ul style="list-style-type: none"> ○ Communicate post-secondary planning priority to school staff. ○ Liaison to district administration. ○ Monitor development and implementation of Post-Secondary Plan.
4	Post-secondary planning and assessment team will evaluate and inventory current curricular activities that support post-secondary implementation and create a calendar of activities to include the following: <ul style="list-style-type: none"> ● Interactive workshops/sessions to focus on goal setting, course selection, self-exploration, assessment of BAG (Behavior, Attendance, Grades) data, credit review and graduation status, college and career developmental readiness skills and mindsets, college and career planning/exploration, youth development opportunities that match student interests, college and career planning, document completion (e.g., FAFSA, college applications) ● Opportunities for all students to engage in post-secondary exploration outside of the school day (e.g., college visits, career fairs, job shadowing experiences, internships) ● Personal conferences and quick check-ins between student and post-Secondary coach that involve goal reflection, academic data review, progress on important postsecondary documents ● Independent work sessions with online post-Secondary resources (e.g., career interest inventories) ● Presentations (for students and family members) ● Extended coaching and work sessions for students who need more time to complete Post-Secondary benchmarks ● Presentation and display of portfolios, service-learning projects, etc.

5	Determine how to group students into Post-Secondary cohorts and assign each cohort a Post-Secondary coach <ul style="list-style-type: none"> ● Ideally, coaches are assigned students in their academic classes
6	Determine which staff will serve as Post-Secondary facilitators for other post-secondary activities (e.g., workshops, lessons, exploration activities) <ul style="list-style-type: none"> ● Counselors ● Core and elective teachers ● Other support staff ● Community partners
7	Decide on a ritualized time for Post-Secondary coaches to meet with cohorts of students.
8	Decide on specific ritualized activities and events that involve families in the post-secondary planning process.
9	Decide on a team who will help develop the post-secondary communication plan, introduce post-secondary planning to the school community, and roll-out the launch year of post-secondary plans for students, families, and staff.
10	Develop and deliver professional development to support post-secondary planning implementation: <ul style="list-style-type: none"> ● Ongoing and consistent for all staff involved. ● Ideally provided by planning and assessment team. ● Professional development for teachers that focuses on supporting academic and developmental college and career readiness, career development, and post-secondary planning in the process.
11	Determine how Multi-tiered System of Support (MTSS), Triangle, Individual Education Plan (IEP), 504, and other case management teams will communicate relevant information to Post Secondary coaches.
12	Decide how the post-secondary process and post-secondary documents will be used in conjunction with students' IEPs.
13	Organize key documents and data needed for every student to engage in the post-secondary process: <ul style="list-style-type: none"> ● Learning, career, and personal development goals. ● Self-assessments and reflections. ● Report cards, transcripts, and test scores. ● Course selection forms and semester schedules. ● Attendance and behavior data. ● Academic and behavior intervention data. ● Learning and career interest inventories and college and career exploration documents. ● All postsecondary college and career planning documents, forms, applications, and checklists. ● Ongoing assessment of academic and developmental college and career readiness skills. ● Youth development/leadership opportunities inside and outside of school. ● Recognitions, honors, awards.
14	Ensure all documents and activities related to the Post-Secondary process are accessible in student and family home languages.
15	Develop a comprehensive transitional program specific to special education and English Learner (EL) populations that allows for continued support in an effort to improve the successful transition to post-secondary opportunities.

16	<p>Planning and assessment team will evaluate the plan annually</p> <ul style="list-style-type: none">● Identify pivotal questions to investigate to monitor effectiveness and plan for improvement.● Elicit feedback from all stakeholders through surveys, feedback linked to specific experiences, and focus group interviews.● Review baseline data to assess impact on attendance, grades, graduation and dropout rates, percentage of students applying to and enrolling in postsecondary programs.
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Reference Personal Opportunity Plan Reference Material from Action Planning Team

Action Plan 3-2

<p>Strategy: We will implement a holistic approach to supporting students through family, community, and student engagement, targeted supports, and flexible learning opportunities to improve student attendance and academic performance.</p> <p>Specific Result: Increase the attendance rate to 90% or greater by implementing proactive, positive and collaborative approaches and programs.</p>	
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1	Establish a safe, positive, and welcoming environment for all students.
2	Provide ongoing professional development for all staff to establish a positive, supportive, and welcoming climate and culture. Focus on positive verbal communication with students, customer service models, and scenario-based training.
3	<p>Establish a climate and culture that emphasizes the value of excellent attendance, which could include but is not limited to:</p> <ul style="list-style-type: none"> ● Use consistent, visible attendance themes among campuses. ● Implement positive incentives for excellent and improved attendance. ● Create or enhance extra-curricular programs and elective offerings of student interest (e.g., intramural, gaming, music, service-learning project, art).
4	Provide meaningful purpose to staff, students and families on the importance of excellent attendance. Reinforce through ongoing lessons and communicate habits of success.
5	<p>Decide how to configure staff roles and responsibilities, add personnel, or pay stipends in order to provide:</p> <ul style="list-style-type: none"> ● Leadership in the area of improved attendance. ● Analyze data (MTSS Approach) to improve student attendance through the implementation of various interventions and programs. ● Establish and maintain relationships between school, community, and families which provides support to students. ● Establish a system for dissemination of information to parents/guardians.
6	<p>Establish a system that supports families to openly discuss, and problem solve obstacles that impact a student's ability to attend school regularly.</p> <ul style="list-style-type: none"> ● Family Responsibilities ● Lack of access to reliable transportation ● Identify resources that can provide basic needs (utilities, clothing, etc.)
7	<p>Planning and assessment team will evaluate the plan annually.</p> <ul style="list-style-type: none"> ● Identify pivotal questions to investigate to monitor effectiveness and plan for improvement ● Elicit feedback from all stakeholders through surveys and feedback linked to specific experiences

Action Plan 3-3


Strategy: We will implement a holistic approach to supporting students through family, community, and student engagement, targeted supports, and flexible learning opportunities to improve student attendance and academic performance.

Specific Result: Improve family engagement by more readily responding to the various needs of all families.




1	Survey families to identify their various needs. Surveys should assist in determining and addressing barriers of family engagement. Perform additional means to get strong survey fulfillment, which may include-text surveys, focus groups, and door to door feedback.
2	Identify community partners, influencers, parents, and community leaders who will aid in communication sharing as well as developing ideas for improved family engagement and sharing community needs.
3	Develop a Family Advisory Board to develop the culture for Parent University. <ul style="list-style-type: none"> ● Ensure the Family Advisory Board includes diverse membership. ● Include training for members of the board so they are equipped to lead. ● Create workshops aimed to educate, solicit feedback, and share data.
4	Ensure each school has an information directory where parents/families can get answers to questions more readily available. There would also need to be a service level agreement (SLA) instituted where a response is guaranteed within two business days.
5	Identify and offer families support designed to engage/target families who are least likely to participate and engage the school.
6	Explore various and diverse school events and programs that can be conducted offsite and strategically located at community centers or community venues that are closer to where students live.
7	Consider partnering with various public transit authorities to provide reduced cost transport.
8	Explore a strategy for providing onsite childcare at school-sponsored events.
9	Build better relationships in the community by recommending staff and administration to serve locally through boards, associations, etc. This would include having representation from the school district on major community organizations and churches.
10	Further develop, sponsor, and host family events that will be fun in nature but also provide valuable resources onsite at the events (and at the school) where families can come to spend time with family, friends, school personnel but also gain insight on valuable information and resources necessary to improve the quality of life for the family.
11	Explore, research, and implement new levels of technology that will ensure better engagement and communication of information to families
12	Evaluate plans on an annual basis.

Action Plan 3-4

<p>Strategy: We will implement a holistic approach to supporting students through family, community, and student engagement, targeted supports, and flexible learning opportunities to improve student attendance and academic performance.</p> <p>Specific Result: Educate staff on equitable grading practices and implement equitable grading in all content areas.</p>	
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1	<p>Create an equitable grading committee of teachers, instructional coaches, and administrators who are knowledgeable and/or currently using equitable grading in their classes.</p> <ul style="list-style-type: none"> ● Committee will meet regularly. ● Include representation from every content area.
2	<p>Evaluate and update district policies and practices regarding grading and evaluation of student understanding which incorporates accountability for staff who do not follow the established protocols.</p>
3	<p>Equitable Grading Committee will establish a timeline of implementing equitable grading in all content areas.</p> <ul style="list-style-type: none"> ● Schedule time for staff learning. ● Schedule time for family and student learning.
4	<p>Provide staff development on equitable grading practices for a full school year.</p> <ul style="list-style-type: none"> ● Teachers will receive training on the benefits of equitable grading. ● Teachers will be provided time to make adjustments to their assignments so equitable grading can be possible. ● Teachers will be able to meet with Equitable Grading Committee members to review. ● Include equitable grading practice professional development in New Teacher Orientation
5	<p>Provide learning for parents and families on equitable grading practices with presentations at open house and other parent attended events. Provide communication to parents informing them of the equitable grading practices.</p>
6	<p>Prior to implementation, provide learning for students on equitable grading.</p>
7	<p>Provide ongoing opportunities for equitable grading committee to present and share their equitable grading practices with other staff.</p>
8	<p>Ensure that the Student Management System is set up to reflect equitable grading practices.</p>
9	<p>Evaluate action steps by using surveys and/or gradebook data.</p>

Action Plan 4-1

<p>Strategy: We will maximize the district’s resources to update facilities, improve collaborative and functional spaces, and develop creative programming and scheduling to meet the ever-changing needs of our students and community.</p> <p>Specific Result: Expand programming to address the ever-changing needs and interests of our students and staff.</p>	
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1	Develop, administer, and analyze a student interest survey that gauges potential alternative core class options. (example: English 3 and English 3: Power, Privilege and Justice both meet English requirements)
2	Develop, administer, and analyze a student interest survey that gauges potential elective classes.
3	Research, design, and implement a school-based health center, in partnership with organizations in the community, to increase student access to the health care required for successful participation in school.
4	Research and explore the feasibility of collaborating with the health department and other health service providers for immunizations, physicals, and other health supports to reduce the number of students impacted by health exclusion. <ul style="list-style-type: none"> ● Evaluate which students are most impacted by health exclusion and target those students. ● Hold health clinic at community hubs throughout the summer (churches, community events, Spanish community center). ● Explore holding health clinic at school site prior to the date of exclusion.
5	Evaluate this plan on an annual basis.

Action Plan 4-2

Strategy: We will maximize the district’s resources to update facilities, improve collaborative and functional spaces, and develop creative programming and scheduling to meet the ever-changing needs of our students and community.

Specific Result: Implement and refine a safe, secure, and accessible educational environment for all stakeholders.



1	Incorporate more advanced safety and security technology and processes to secure buildings and monitor campus safety.
2	Identify, label in multiple languages, and update points that appropriately direct and support navigation of educational spaces and facilities (interior and exterior).
3	Clearly identify and label authorized/unauthorized access points throughout all facilities in multiple languages.
4	Analyze current transportation systems and identify additional transportation needs to support safe, accessible opportunities for all students, including transportation for after school activities, (i.e., students within the 1.5-mile radius, improved collaboration with city transit, chronically absent students, etc.).
5	Evaluate the action plan annually.

Action Plan 4-3

Strategy: We will maximize the district’s resources to update facilities, improve collaborative and functional spaces, and develop creative programming and scheduling to meet the ever-changing needs of our students and community.


Specific Result: Structure the school day to provide flexible scheduling options and targeted support to meet the individualized needs of students and foster a collaborative and supportive environment for staff.



1	Create a School Day Structure Committee and an Alternative Programming Committee that includes representation from the Teacher’s Union, School Board, administrators, students, parents and community partners.
2	<p>The Committee will research alternatives to our traditional school day structure. Options may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Length of periods ● Start/end times ● Common start time for all students ● “Steelmen/Tiger Time” flex period that allows students to seek extra academic supports, enrichment opportunities, and extracurricular involvement during the school day ● Modified, weekly block scheduling ● Common Professional Learning Community (PLC) time for teacher collaboration and professional development embedded within the school day ● Internal alternative program options for all subgroups (students in general education, students receiving special services, and students within English Learner (EL)/Bilingual programming, students identified at-risk by Triangle Teams) that run at both West and Central Campus <ul style="list-style-type: none"> ○ Night School ○ School within a School (smaller student to teacher ratio with online and direct instruction options) ○ Self-contained programs to meet the intensive and severe social-emotional needs of students with an Individual Education Plan (IEP) ○ Self-contained programs to support students who have exhausted available behavioral interventions ● Increase alternative options for earning JTAS Credit for all subgroups including earning credit to get ahead. <ul style="list-style-type: none"> ○ Online learning through APEX ○ More elective offerings through APEX <p>As part of the research, the Committee will consider:</p> <ul style="list-style-type: none"> ● Maximizing student attendance ● Teaching and learning best practices/effective teaching ● Staffing implications ● Athletics, activities, and employed students ● Collaborative time for teachers ● Consideration for students exiting intervention courses (e.g., Lit Support, block math) ● Remediation opportunities for students ● Support opportunities (conferencing, tutoring, study skills, test prep, SEL) ● Opportunities for clubs, activities, and enrichment to meet during the day.

3	<p>The Committee will make a recommendation on a new school day structure as well as alternative programming options and obtain feedback from stakeholders on the proposed changes.</p> <ul style="list-style-type: none"> ● Open-houses and community events will be held to showcase and communicate the new structure and programming options.
4	<p>After feedback is obtained, adjustments will be made and the new school day structure, as well as alternative programming options will be recommended to the school board.</p>
5	<p>Professional development for all employee groups will be designed and provided to ensure that the new school day structure and alternative programming are implemented with fidelity:</p> <ul style="list-style-type: none"> ● Steelmen/Tiger Time Implementation & Scheduling ● PLC professional development ● Best practices in teaching in new schedule format ● Best practices in formative assessment ● Best practices in developing and implementing alternative programming
6	<p>A robust communication plan will be developed to share with all stakeholders that leverages social media, the JTHS website, and signage throughout the buildings. Open-houses and community events will be held to showcase and communicate the new structure.</p>
7	<p>A plan will be developed to support and transition students to the new school day structure. This should include programming that is available to all students and offered before the school year starts to support their transition to the new structure.</p>
8	<p>The School Day Structure Committee and Alternative Programming Committee will meet regularly throughout the first year of implementation and on an as-needed basis thereafter, but no less than quarterly, to review the implementation of the new school day and programming structure.</p>
9	<p>Evaluate the action plan annually.</p>

Action Plan 4-4

<p>Strategy: We will maximize the district’s resources to update facilities, improve collaborative and functional spaces, and develop creative programming and scheduling to meet the ever-changing needs of our students and community.</p> <p>Specific Result: Leverage and modernize physical spaces to maximize functionality and create flexible, collaborative, and inclusive areas for all stakeholders.</p>	
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1	<p>Establish an ongoing action team composed of all stakeholders for each individual campus to assess physical spaces and functionality in order to meet the needs of all stakeholders.</p> <ul style="list-style-type: none"> ● Gather and survey student and staff input of physical spaces and school environment. Ensure a representative sample from students and staff. ● Analyze and evaluate the unused large spaces (atriums, courtyards, 4th floor @ Central, etc.) and reconsider how to better utilize the spaces to meet student and staff needs.
2	<p>Create private, modern spaces to promote dignity, ensure safety, and increase accessibility in areas such as restrooms, locker rooms and pumping spaces.</p>
3	<p>Modernize the functionality of spaces for specific needs of all offered courses, with special attention to courses that are limited to specialized spaces including the CTE (Career & Technical Education), Physical Education, Science, and other electives.</p>
4	<p>Design and create aesthetically pleasing, collaborative and flexible spaces for all stakeholders throughout all campuses.</p>
5	<p>Provide inclusive and adaptable furniture and seating designed for adults that have the ability to be easily moved and manipulated based on varied needs of students.</p> <ul style="list-style-type: none"> ● Considerations include adaptable classrooms that allow for mobile teacher stations, flexible seating arrangements, and storage opportunities.
6	<p>Create central hubs for departments which allow for direct connection to other teachers and staff within the same content area - creating a space for teacher collaboration and ideas. Considerations include:</p> <ul style="list-style-type: none"> ● Allowing for each teacher to have their own permanent secure space (desk) in the building with the ability to leave supplies, belongings and to work. ● Space located near a bathroom, printer and department classrooms.
7	<p>Evaluate current building usage software and hardware to both electronically request usage and clearly identify changing room schedules to individuals passing by each space. Training will be provided if any new technology is utilized.</p>
8	<p>Evaluate this plan on an annual basis.</p>