

Memo



To: Board of Education

From: Dr. Karla Guseman, Superintendent

Date: May 21, 2024

Re: Strategic Plan Progress and Action Plan Update

The Board of Education adopted the following action plans within the JTHS Strategic Plan at the May 16, 2023, Board of Education meeting:

Strategy 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.

- 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 2

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.

Strategy 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.

- 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.

Strategy 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.

- 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.

Attached to this memo you will find the progress for all the action plans adopted and listed above.

Based on the review of the progress, it is recommended that all action plans currently adopted remain in progress for the 2024-2025 school year. Additionally, it is recommended that the following action plan be adopted for the 2024-2025 school year:

- 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.

This action plan is attached to the end of this memo for your review.

Upon approval, I will work with the Assistant Superintendents and Principals to assign ownership of action plans that include progress monitoring meetings throughout the 2024-2025 school year.

Thank you.

Action Plan 1-4 Progress (2023-2024 School Year)

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.

Owner(s): Shelley Clark, Sean Hackney & Chris McGuffey



Action Step	Progress
<p>1. Establish and train staff on a clear JTHS 204 instructional philosophy which is embedded in culturally sustaining philosophies and pedagogy.</p>	<ul style="list-style-type: none"> Established a committee made up of instructional coaches and AVID-trained teachers who met throughout the year to draft the instructional philosophy: <p>Staff at Joliet Township High School District 204 believe that every student deserves an engaging and equitable educational experience rooted in culturally sustaining pedagogy by holding and maintaining high expectations paired with a high level of support for every student. We challenge deficit thinking, intentionally consider diverse representation in curricular decisions, and provide opportunities for students to develop a love of learning. Through training and ongoing support, we seek to better understand and challenge historical inequities that shape our current educational landscape.</p> <p>To achieve and maintain this vision, we collectively use our knowledge of students, curriculum, and instructional practices to create and deliver multifaceted, personalized, and impactful experiences that empower students to be successful in their post-secondary endeavors. As a result of ongoing research, professional learning, and collaboration, we provide students with scaffolded instruction and targeted feedback that reflect their current understandings while continuously elevating expectations for future growth.</p> Instructional philosophy rooted in AVID practices will be presented at the August Institute with all staff.

2. Audit course offerings and expand courses/curriculum to include more of a focus on historically underrepresented populations.	<p>Current/Future Course Proposals:</p> <ul style="list-style-type: none"> • AP African American Studies • Continued expansion of AP and dual credit courses. • Proposal for CCC: Hair Braiding • Dual Enrollment Programs & JTHS CEO: Student selection processes now monitor applicants' sub-group status to ensure equitable representation in enrollment.
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.	<ul style="list-style-type: none"> • Cross Reference progress on Action Plans 2-1 & 2-2. • Creation of Workplace Learning Summer Coordinator Positions.
4. Develop and implement alternative programming for students who are not successful in a traditional school structure due to external factors and stressors.	No progress during 2023-2024 school year.
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.	<p>Students who meet or exceed state standards in English, math, or science are eligible for accelerated placement. Accelerated Placement has been implemented to ensure students are provided with the most rigorous coursework.</p> <ul style="list-style-type: none"> • 2023-2024: Opt-in for class of 2027 • 2024-2025: Opt-out for class of 2028 and opt-in for class of 2025, 2026, and 2027.
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.	See Appendix A below
7. Support JTHS staff development to increase the amount of qualified dual credit staff.	<ul style="list-style-type: none"> • Early Childhood Education Dual Credit teacher cohort through Lewis University (5-Teachers) at no cost to staff. • We will continue to curate opportunities and post for staff.
8. Explore a partnership with JJC which allows access for all students to earn an associate degree concurrently with their high school graduation.	No progress during 2023-2024 school year.
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.	<ul style="list-style-type: none"> • 2023-2024 PaCE Framework adoption through the JTHS guidance curriculum. • See Appendix B for career focused Dual Enrollment offerings aligned to career pathways.
10. Expand credit-bearing internships and workplace opportunities for college and career-ready students.	<ul style="list-style-type: none"> • 2023-2024: Workplace Internship Summer Credit offering.

<ul style="list-style-type: none"> • Increase community support and stakeholders to expand credit-bearing internships and workplace opportunities 	<ul style="list-style-type: none"> • 3 Workplace Internship Summer Credit Work-based Learning (WBL) coordinator positions created for Summer 2024. • The following internship opportunities were established for summer 2024: <ul style="list-style-type: none"> • 48 Will County CED Internships • 3 Aux Sable • 1 Midewin National Tallgrass Prairie • 4 JTHS Summer Technology Helpdesk • 5 Laraway School District. • JJC AIM Internships were also created for students in the program with placements made by JJC.
<p>11. Increase engagement with community partners and local businesses to expand career-based learning opportunities for students in all career fields.</p>	<ul style="list-style-type: none"> • Increased engagement through implementation of a new job shadowing program which allowed students to research diverse career opportunities within the community. • Work-Based Learning: <ul style="list-style-type: none"> • CTE Staff implementing Team-Based Challenges. Team-Based Challenges include an authentic problem from an industry partner. • CTE staff incorporating Career Speakers into classes.
<p>12. Evaluate the action plan annually.</p>	<p>On-going annually.</p>

Appendix A

NEW Dual Credits 24-25

NEW Dual Credits 25-26

<i>JTHS Course</i>	<i>College Course Name</i>	<i>Credits</i>
Applied Life		
KIN 200 Introduction to Personal Training	JJC KIN 200 Introduction to Personal training	3 JJC, 0.5 JTHS
Kin 207 First Aid	JJC KIN 207 First Aid	2 JJC, 0.5 JTHS
English		
Rhetoric 101	JJC ENG 101 Rhetoric	3 JJC, 0.5 JTHS
Rhetoric 102	JJC ENG 102 Rhetoric	3 JJC, 0.5 JTHS
Math		
Honors Pre-Calculus/Trigonometry	JJC Math 142 Accelerated Trigonometry/Pre-Calculus	3 JJC, 1 JTHS
AP Calculus AB	JJC Math 170 Calculus with Analytic Geometry	5 JJC, 1 JTHS
AP Statistics	JJC Math 128 Elementary Statistics	5 JJC, 1 JTHS
Business Education		
Accounting	JJC ACCY 100 Introduction to Accounting	3 JJC, 1 JTHS
Marketing	JJC MKTG 101 Principles of Marketing	3 JJC, 1 JTHS
Exploring Entrepreneurship	JJC BUS 110 Principles of Customer Service	3 JJC, 1 JTHS
Family and Consumer Science		
Consumer Economics	JJC FIN 100 Personal Finance	3 JJC, 1 JTHS
Culinary Arts 1	JJC CA 106 Applied Food Service Sanitation	3 JJC, 1 JTHS
Early Childhood Education	Lewis ECED 21000 Introduction to Early Childhood Education	3 LEW, 1 JTHS
Exploring the Teaching Profession	USF EDUC 107 Exploring the Teaching Profession	3 USF, 1 JTHS
Teaching in a Diverse Environment	USF EDUC 210 Teaching in a Diverse Society	3 USF, 1 JTHS
Technology for Teaching & Learning	USF EDUC 225 Technology for Teaching and Learning	2 USF, 1 JTHS
Fashion Construction	COD FASHI 1200 Beginning Clothing Construction	3 COD, 1 JTHS
Industrial Technology		
Voc Auto Mechanic 1	JJC AS 106 Auto Fundamentals	3 JJC, 2.5 JTHS
Engineering & Architecture 1	JJC CADD 101 2-D Drafting	3 JJC, 1 JTHS

<https://www.jths.org/academics/dual-credtiarticulated-courses>

Appendix B



Dual Enrollment Career Pathway Programs

Senior programs on college campus for Dual Credit



Interested students should add any of the following programs to their Senior Year in Course Planner.
Student tuition and book fees are paid for through donations from industry partners, JTHS, and JJC.

CNA

Certified Nursing Assistant

This Program is taught by JJC Staff on JJC main campus.

Seniors ONLY, students must provide their own transportation

Seats are limited, interested students will be selected based on: Career Interest, current/past attendance, & academic success.


Program includes 1 Course:
2.0 JTHS Graduation Credits

Logistics

Monday - Friday		
Attend JTHS Periods 2-6 (8:20-12:15)	Travel/Study Time Period 7-8 (12:20 – 3:15)	Attend JJC Classes M,W,H: 4:00pm – 8:30pm <u>OR</u> T,W,H: 4:00pm – 8:30pm <u>OR</u> Sa/Su: 7:00am – 3:00pm

Students may be exempt from PE.

Prerequisite: Vaccinations up to date, SSN (for healthcare background check):



Fire Science & EMS

This Program is taught by JJC Staff on JJC main campus.

Seniors ONLY, students must provide their own transportation

Seats are limited, interested students will be selected based on: Career Interest, current/past attendance, & academic success.

Program includes 3 Courses:
One course at a time
2.0 JTHS Graduation Credits


Logistics

Monday - Thursday		
Attend JTHS Periods 2-5 (8:20-12:15)	Travel to JJC Period 6 (12:20)	Attend JJC Classes Periods 7-8 (1:20-3:15)

Students may be exempt from PE.

Prerequisite: Students must qualify for either:

English 101 with an SAT EBRW score of 480 **OR** English 098 Accuplacer score of 222 (*JJC Testing Center*)



Law Enforcement

This Program is taught by JJC Staff on JJC main campus.

Seniors ONLY, students must provide their own transportation

Seats are limited, interested students will be selected based on: Career Interest, current/past attendance, & academic success.

Program includes 3 Courses:
One course at a time
2.0 JTHS Graduation Credits


Logistics

Monday - Thursday		
Attend JTHS Periods 2-5 (8:20-12:15)	Travel to JJC Period 6 (12:20)	Attend JJC Classes Periods 7-8 (1:20-3:15)

Students may be exempt from PE.

Prerequisite: Students must qualify for either:

English 101 with an SAT EBRW score of 480 **OR** English 098 Accuplacer score of 222 (*JJC Testing Center*)







Dual Enrollment Career Pathway Programs


Senior programs on college campus for Dual Credit



Interested students should add any of the following programs to their Senior Year in Course Planner.
Student tuition and book fees are paid for through donations from industry partners, JTHS, and JJC.

AIM Advanced Integrated	<p>This Program is taught by JJC Staff on JJC main campus. Seniors ONLY, students must provide their own transportation</p> <p>Seats are limited, interested students will be selected based on: Career Interest, current/past attendance, & academic success.</p> <p><u>Program includes 4 Course:</u> 2.0 JTHS Graduation Credits</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ol style="list-style-type: none"> 1. Industrial Controls 1 (EEAS 111) - 4 JJC Credits 2. Industrial Maintenance Fundamentals (IMT 101) - 3 JJC Credits 3. Basic Wiring & Circuit Design (EEAS 101) - 4 JJC Credits 4. Industrial Fluid Power (IMT 121) - 3 JJC Credits </div> <p style="text-align: center;"><u>Logistics</u> Monday - Friday</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; background-color: #e1bee7; padding: 5px;">Attend JJC Classes Periods 1-2 (7:00-9:30)</td><td style="width: 33%; background-color: #fff9c4; padding: 5px;">Travel to JTHS Period 3 (9:30)</td><td style="width: 33%; background-color: #bbdefb; padding: 5px;">Attend JTHS Classes Periods 4-8 (10:20-3:15)</td></tr> </table> <p>Students may be exempt from PE.</p>	Attend JJC Classes Periods 1-2 (7:00-9:30)	Travel to JTHS Period 3 (9:30)	Attend JTHS Classes Periods 4-8 (10:20-3:15)	
Attend JJC Classes Periods 1-2 (7:00-9:30)	Travel to JTHS Period 3 (9:30)	Attend JTHS Classes Periods 4-8 (10:20-3:15)			
ACE Architecture, Construction	<p>This Program is taught by JJC Staff on JJC main campus. Seniors ONLY, students must provide their own transportation</p> <p>Seats are limited, interested students will be selected based on: Career Interest, current/past attendance, & academic success.</p> <p><u>Program includes 6 Courses:</u> One course at a time 2.0 JTHS Graduation Credits</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ol style="list-style-type: none"> 1. Introduction to Construction Management (CM 100) - 2 JJC Credits 2. Blueprint Reading for Construction & Architecture (AEC 106) - 3 JJC Credits 3. Introduction to the Architecture Profession (ARCH 100) - 2 JJC Credits 4. Introduction to Sustainability (SET 100) - 2 JJC Credits 5. Introduction to Engineering (EGR 105) - 2 JJC Credits 6. OSHA Construction Safety (OPS 111) - 1 JJC Credits </div> <p style="text-align: center;"><u>Logistics</u> Monday - Thursday</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; background-color: #bbdefb; padding: 5px;">Attend JTHS Periods 2-4 (8:20-11:15)</td><td style="width: 33%; background-color: #fff9c4; padding: 5px;">Travel to JJC Period 5 (11:20)</td><td style="width: 33%; background-color: #e1bee7; padding: 5px;">Attend JJC Classes Periods 6-8 (12:20-3:15)</td></tr> </table> <p>Students may be exempt from PE.</p>	Attend JTHS Periods 2-4 (8:20-11:15)	Travel to JJC Period 5 (11:20)	Attend JJC Classes Periods 6-8 (12:20-3:15)	
Attend JTHS Periods 2-4 (8:20-11:15)	Travel to JJC Period 5 (11:20)	Attend JJC Classes Periods 6-8 (12:20-3:15)			

Action Plan 1-5 Progress (2023-2024 School Year)

<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 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.</p> <p>Owner(s): Steve Locke & Brett Marcum</p>		
Action Step	Progress	
1. Expand and mandate opportunities for staff in all position groups to participate in professional learning about the implementation of restorative justice.	All Staff SIP Track was designed by a consultant in collaboration with Instructional Coaches for implementation during the 2024-2025 school year. <ul style="list-style-type: none">• Staff were identified and selected as peer trainers to implement SIP tracks during 2024-2025 School Year• Staff peer trainers participated in professional development to learn and develop the curriculum for SIP Tracks during the 2024-2025 school year.• Over 200 classroom teachers will be assigned to participate in Restorative Justice Practice SIP Tracks during the 2024-2025 school year with the remaining teaching staff assigned for the 2025-2026 school year.	
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.	26 staff members volunteered to become peer trainers for colleagues on classroom-based restorative justice practices and participated in 4 full days of intensive training with the district’s restorative justice consultant during the 2023-2024 school year.	
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.	District established an anonymous micro-aggression reporting form for staff to utilize to alert administrators of concerns.	
4. Develop mechanisms for students to have a role in establishing and monitoring the behavioral expectations of the school district.	No progress during 2023-2024 school year.	
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.	No progress during 2023-2024 school year.	

<p>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.</p>	<p>District Parent-Teacher Advisory Committee began conversations about levelled infractions during the 2023-2024 school year.</p> <ul style="list-style-type: none"> • Action Plan 1-5 working group continuing conversations started at Parent-Teacher Advisory to draft leveled infractions and solicit feedback from all stakeholders. • Draft and feedback will be presented to Parent-Teacher Advisory committee during 2024-2025 school year for revision and potential adoption.
<p>7. Research, develop, and implement a district program that serves as an alternative to expulsion.</p>	<p>No progress during 2023-2024 school year.</p>
<p>8. Evaluate the action plan annually.</p>	<p>Discipline data is monitored monthly and a presentation containing data and recommendations is made to the Board of Education annually at the July Board of Education meeting.</p>

Action Plan 2-1 Progress (2023-2024 School Year)

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.


Owner(s): Karla Guseman



Action Step	Progress
<p>1. Audit current administrative structure to identify gaps or redundancies in areas of responsibility, programs that have expanded/contracted, and cross reference the mission of the school district. Research the possibility of this audit being done by an outside consultant.</p>	<ul style="list-style-type: none"> Gathered data from a survey with current administrators to identify gaps and redundancies from their perspective (Summer 2023) Gathered data regarding student enrollment and staffing (Summer 2023) Conversations with regional/conference Superintendents regarding district and school structures (Fall 2023) Data sent to Hanover Research, and they conducted in-depth interviews with four Illinois Districts with similar student demographics (Fall 2023)
<p>2. Use the results of the audit to implement an administrative structure that provides:</p> <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. 	<p>Following recommendations were approved by the Board of Education for the 2024-2025 school year:</p> <p>New Positions</p> <ul style="list-style-type: none"> Director of Multilingual Services Assistant Principal for Teaching and Learning (2) <p>Revised Job Descriptions</p> <ul style="list-style-type: none"> Curriculum Director for Social Science, World Languages & ESL/Bilingual Assistant Principal for Operations (Currently Assistant Principal for Educational Services) Assistant Principal for Support Services Director of Athletics and Activities (Currently Athletic Director) – Two-year Transition <p>Following recommendations were approved by the Board of Education for the 2025-2026 school year:</p> <p>New Position</p> <ul style="list-style-type: none"> Assistant Director of Athletics and Activities <p>Revised Job Description</p> <ul style="list-style-type: none"> Director of Athletics and Activities (Currently Athletic Director) – Two-year Transition
<p>3. Once a new structure is identified, create a process to revise roles and responsibilities, including the creation and</p>	<p>See step 2 above.</p>

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.	<ul style="list-style-type: none"> • All current administrators in revised positions will have the opportunity to continue in the revised roles. • New positions were approved at the January 2024 Board of Education Meeting. The positions were posted and hiring procedures were followed to fill the positions.
5. Provide professional development to implement new structure, designate roles and responsibilities, and build community among administrative teams.	<ul style="list-style-type: none"> • District Leadership Team (DLT) meeting sessions during the second semester will include professional development regarding the new roles and responsibilities for the entire JTHS Administrative Team. • The summer DLT Workshop will also include professional development and opportunities to build community among all administrators and teams.
6. Communicate with all staff the duties, responsibilities, and leadership structure being implemented within the district.	A presentation with an introduction of new staff and new and revised positions will be given during the August 2024 Institute session.
7. Evaluate the action plan annually.	On-going annually.

Action Plan 2-2 (Special Ed. Focused) Progress (2023-2024 School Year)

<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> <p>Owner(s): Jamila Cage, Jen Sitar, & Katie Hunt</p>		
Action Step	Progress	
<p>1. 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) 	<p>Strategy 2-2 owners pulled data sets from 2022-2023 in the following areas:</p> <ul style="list-style-type: none"> • Grades • Attendance • Behaviors • Graduation Rate • Credit Deficiency <p>This data was shared and analyzed with the focus groups listed in Step 2 below.</p>	
<p>2. 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>	<ul style="list-style-type: none"> • The team held focus groups comprised of staff from Central, West, Pathways, Transition Center and District; parents; board members; and students. Focus groups met 6 times in the Fall of 2023. • Subgroups were established based on needs identified in our data analysis which included the following: <ul style="list-style-type: none"> ○ Credit Recovery ○ Autism ○ Emotional/Behavioral 	
<p>3. 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 	<ul style="list-style-type: none"> • Data analysis and focus group feedback led the team to explore other schools' programs and services. • The Special Services team has initiated an audit of current JTHS 204 programming to gather additional data that will assist in identifying appropriate next steps. • Hanover Audit of Special Services (in-progress) <ul style="list-style-type: none"> ○ Special Education program eligibility and participation. ○ Special Education students' performance on state and benchmark assessments by delivery model. ○ Differences in behavioral outcomes among Special Education students. • Consult with Dr. Brown and Special Education leadership for 	

<ul style="list-style-type: none"> • Opportunity gaps (athletics/activities/clubs) • Alternative School Day • Alternatives to exclusion • College and Career readiness 	<p>program audit and professional development.</p> <ul style="list-style-type: none"> ○ Progress Monitoring Tool (FastBridge for Instructional level classes) ○ Recommended focus for professional development for next year <ul style="list-style-type: none"> ■ FastBridge-Progress Monitoring ■ Present Levels of Academic Achievement and Functional Performance (PLAAFP) ■ Co-taught ■ Instructional Math and English Specially Designed Instruction <p>This work will continue into the 2024-2025 school year.</p>
<p>4. 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) 	<p>No progress during 2023-2024 school year.</p>
<p>5. 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>	<p>No progress during 2023-2024 school year.</p>
<p>6. 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>	<p>No progress during 2023-2024 school year.</p>
<p>7. 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 	<p>No progress during 2023-2024 school year.</p>
<p>8. Review plan on an annual basis.</p>	<p>On-going annually.</p>

Action Plan 2-2 Progress (2023-2024 School Year)

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: Provide supportive programming that improves the success of all student subgroups to increase the graduation rate and post-secondary success.


Owner(s): Jamila Cage, Jen Sitar, Katie Hunt & Paul Oswald



Action Step	Progress
<p>1. 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) 	<ul style="list-style-type: none"> • Gathered data from a variety of sources to understand the state of our current English Learners (EL) programming to identify potential gaps in success rates for our students. • Data was collected from our current students in areas like grades, attendance, behavior, graduation rate, and participation in sports and activities. • Additional data was collected through student and parent surveys about their experiences within the EL program.
<p>2. 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>	<ul style="list-style-type: none"> • Focus groups consisting of parents, students, and staff were developed at both campuses to gather information about the current state of the EL program. • Additional data was accumulated using surveys sent to students and parents about the EL program.
<p>3. 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 	<ul style="list-style-type: none"> • Upon analysis of the data from surveys and focus groups, the recommendations focused on the following areas to fit the needs of our EL students and parents: <ul style="list-style-type: none"> • Developing a Newcomer Program for students and parents. • Review current professional learning practices to decide on next steps to effectively meet the needs of staff as they continue to work with our EL students. • Review our sports and activity outreach and communication with our EL students and families.

<ul style="list-style-type: none"> College and Career readiness 	
<p>4. 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) 	<ul style="list-style-type: none"> Additional expansion of current programming would include the following recommendations to meet the needs of our EL students and families: <ul style="list-style-type: none"> Focus on teaching and learning through the focus on EL representation in the Instructional Leadership Teams. Summer programming to help transition EL students into high school while also providing English-language acquisition opportunities for students. Credit recovery options for EL students. Mental health and SEL opportunities for EL students Newcomer Programming. Review and revise current curriculum and assessment to meet the needs of our EL students.
<p>5. 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>	<p>Implementation of the expansion of EL programming will coincide with the recommendations of the new Director of Multilingual Services</p>
<p>6. 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>	<p>See step 5 above.</p>
<p>7. 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 	<p>The effectiveness of the new programming will be on-going annually and based on student data.</p>
<p>8. Review plan on an annual basis.</p>	<p>On-going annually.</p>

Action Plan 3-1 Progress (2023-2024 School Year)


<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: Strengthen students' academic and developmental college and career readiness skills through the completion of a personalized, student-centered Post-Secondary Plan.</p> <p>Owner(s): Julie Adelman, JR Randich & Kelly Gilbert</p>		
Action Step	Progress	
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.	Added College and Career Specialist position for the 2023-2024 school year at Joliet West and Joliet Central.	
<p>2. Assign a Post-Secondary Specialist (College and Career Specialist) to:</p> <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 	<ul style="list-style-type: none"> College and Career Specialist serves as the liaison between administrative team, student support services, and other staff involved in post-secondary planning implementation. SchoolLinks approved by the Board of Education on March 19, 2024. Determined that PPS Coordinators in association with Director of Student Support Services and Project Management Team will oversee the implementation of SchoolLinks. <p>PPS Coordinators and Director of Student Support Services will serve as the Post-Secondary Specialists who monitor and assess post-secondary planning and implementation. The district is recommending a team approach instead of an isolated position.</p>	
<p>3. Create Post-Secondary planning and assessment team:</p> <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. 	<ul style="list-style-type: none"> Administrator leads are PPS Coordinators and Director of Student Support Services Implementation of SchoolLinks and the Comprehensive Counseling Curriculum Scope and Sequence development alignment has begun and will continue into the 2024-2025 school year. 	
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"> PaCE framework reviewed and finalized for JTHS implementation. 	

<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. 	<ul style="list-style-type: none"> • SchoolLinks Scope and Sequence alignment and updates in progress to Comprehensive Counselor Curriculum.
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 	No progress during 2023-2024 school year.
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 	No progress during 2023-2024 school year.
7. Decide on a ritualized time for Post-Secondary coaches to meet with cohorts of students.	No progress during 2023-2024 school year.
8. Decide on specific ritualized activities and events that involve families in the post-secondary planning process.	FAFSA events were held at each campus.
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.	<ul style="list-style-type: none"> • Class of 2025 communication plan and onboarding of SchoolLinks created and implementation has begun. • Class of 2025 presentation developed and scheduled for the month of May.

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. 	Staff meeting presentation providing an overview of SchoolLinks which occurred at the 4/25/24 Staff Meeting at both campuses.
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.	No progress during 2023-2024 school year.
12. Decide how the post-secondary process and post-secondary documents will be used in conjunction with students' IEPs.	No progress during 2023-2024 school year.
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. 	Website development initiated to be a vehicle to share this information.
14. Ensure all documents and activities related to the Post-Secondary process are accessible in student and family home languages.	Ongoing communication continues to be translated into Spanish.
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.	No progress during 2023-2024 school year.
16. Planning and assessment team will evaluate the plan annually <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. 	No progress during 2023-2024 school year.

<ul style="list-style-type: none">● 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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Action Plan 3-2 Progress (2023-2024 School Year)

<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> <p>Owner(s): Shad Hallihan & Tecara Parker</p>		
Action Step	Progress	
1. Establish a safe, positive, and welcoming environment for all students.	Restorative Practices Professional Learning.	
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.	<ul style="list-style-type: none"> Restorative Practices professional development Cultural Responsiveness Cohorts CPI Training 	
<p>3. 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). 	<ul style="list-style-type: none"> Included messages about the importance of consistent attendance in back-to-school communications from the superintendent and principals. Reinforced this message in additional communications throughout the school year. Posted banners and large posters throughout the campuses in English and Spanish communicating a consistent message about attendance. Graphics are also displayed on video boards throughout the campuses. 	
4. Provide meaningful purpose to staff, students and families on the importance of excellent attendance. Reinforce through ongoing lessons and communicate habits of success.	Principals led roundtable discussions with staff during the August Institute focused on strategies to improve student attendance.	
<p>5. 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. 	<ul style="list-style-type: none"> Established Strategy 3.2 team consisting of students, staff, and community members. Met three times during the first semester. MTSS teams and Triangle teams monitoring the attendance of identified students and communicating with students and families regarding attendance and providing support and interventions. Conducted home visits. Communication Calendar. 	

<p>6. 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.) 	<p>No progress during 2023-2024 school year.</p>
<p>7. 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 	<p>No progress during 2023-2024 school year.</p>

Action Plan 4-2 Progress (2023-2024 School Year)

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.

Owner(s): Ilandus Hampton, Ed Johnson, Matt Kellett, & Brian Shaw



Action Step	Progress
1. Incorporate more advanced safety and security technology and processes to secure buildings and monitor campus safety.	<p>The following items were accomplished during the 2023-2024 school year:</p> <ul style="list-style-type: none"> • Installation of access card controls and external door contacts, with integration with the camera system, is in progress. • Updated radios from analog to digital. • Updated exterior lighting to LED. • Updated older digital interior and exterior cameras. • Implementation of electronic attendance processes. • Admin A-iPhone addition at the security desk. • Migrated all student devices to Azure AD. • Changing grade level ID color scheme. <p>In Progress:</p> <ul style="list-style-type: none"> • Access control door readers replacement. • Upgrade to the latest smart card protocol • Setup an access control list that only allows student access to required services and locks the rest of the network. • Investigating upgrading metal/weapons detectors that interphase with camera system. • Implement New Standard Response Protocols
2. Identify, label in multiple languages, and update points that appropriately direct and support navigation of educational spaces and facilities (interior and exterior).	Part of Master Facility plan as updates occur.
3. Clearly identify and label authorized/unauthorized access points throughout all facilities in multiple languages.	Part of Master Facility plan as updates occur.
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.).	In progress. Director of Support Services will meet with the administration and PPS staff to provide them with current transportation options for students and to hear their concerns and suggestions.
5. Evaluate the action plan annually.	On-going annually.

Action Plan 4-3 Progress (2023-2024 School Year)

<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: 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.</p> <p>Owner(s): Dianne McDonald, Matt Narducci, Maureen Pulaski, Jeff Riley & Tino Villaflor</p>		
Action Step	Progress	
<p>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.</p>	<ul style="list-style-type: none"> Committee included 44 team members that was comprised of teachers, administrators, counselors, deans, parents, students, community members, and Board members. Committee met six times during the Fall of 2023 from 5pm-7pm each meeting. 	
<p>2. 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 "Steelman/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 	<p>Recommendations from the committee include the following:</p> <p>Start time:</p> <ul style="list-style-type: none"> Start time for grades 9 and 10 at 7:30 am Start time for grades 11 and 12 at 8:20 am <p>The start time is different because of the inability to fill all bus driver positions.</p> <p>End time:</p> <ul style="list-style-type: none"> All grades are dismissed at 2:45 pm <p>Period length:</p> <ul style="list-style-type: none"> 45 minutes for academic class 35 minutes for FLEX time <p>A shorter class period allows for flex time with more opportunities for students to take advantage of an elective in their schedule.</p> <p>Flex time is a flexible period of time in a school schedule where students can get what they need, when they need it. This is an intervention and enrichment block scheduled at a common time daily.</p> <p>Examples of activities that could happen during flex time:</p> <ul style="list-style-type: none"> Learning Labs MTSS Student Intervention Groups Behavioral, attendance, and substance abuse interventions Post-secondary planning SPED meetings 	

<p>students who have exhausted available behavioral interventions</p> <p>2. Cont.</p> <ul style="list-style-type: none">● Increase alternative options for earning JTHS 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.	<ul style="list-style-type: none">● College & career readiness● Subject specific support (math tutoring, etc.) <p>Potential Bell Schedule Recommendation</p> <table><tr><th colspan="3">Regular Bell Schedule-Monday through Friday</th></tr><tr><td>Period 1</td><td>7:30-8:15</td><td>Fresh/Soph Start</td></tr><tr><td>Period 2</td><td>8:20-9:05</td><td>Junior/Senior Start</td></tr><tr><td>Period 3</td><td>9:10-9:55</td><td></td></tr><tr><td>Flex Time</td><td>10:00-10:35</td><td></td></tr><tr><td>Period 4</td><td>10:40-11:25</td><td>10:40-11:00/11:05-11:25</td></tr><tr><td>Period 5</td><td>11:30-12:15</td><td>11:30-11:50/11:55-12:15</td></tr><tr><td>Period 6</td><td>12:20-1:05</td><td>12:20-12:40/12:45-1:05</td></tr><tr><td>Period 7</td><td>1:10-1:55</td><td>1:10-1:30</td></tr><tr><td>Period 8</td><td>2:00-2:45</td><td></td></tr></table> <p>Common PLC time was also discussed and leadership will be reviewing these recommendations for future implementation if and when a new schedule is implemented and evaluated to be successful.</p>	Regular Bell Schedule-Monday through Friday			Period 1	7:30-8:15	Fresh/Soph Start	Period 2	8:20-9:05	Junior/Senior Start	Period 3	9:10-9:55		Flex Time	10:00-10:35		Period 4	10:40-11:25	10:40-11:00/11:05-11:25	Period 5	11:30-12:15	11:30-11:50/11:55-12:15	Period 6	12:20-1:05	12:20-12:40/12:45-1:05	Period 7	1:10-1:55	1:10-1:30	Period 8	2:00-2:45	
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<p>3. 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.	<p>Recommendations have begun and are being reviewed by Administration and next steps include the following:</p> <ul style="list-style-type: none">● Analysis of additional FTE needs and associated costs.● Contractual changes must be considered for bargaining groups affected by changes.● Feasibility of changes for transportation and food services.● Development of plan for Flex time.																														
<p>4. After feedback is obtained, adjustments will be made to the new school day structure, as well as alternative programming options will be recommended to the school board.</p>	<p>No progress during 2023-2024 school year.</p>																														
<p>5. 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	<p>No progress during 2023-2024 school year.</p>																														

6. 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.	No progress during 2023-2024 school year.
7. 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.	No progress during 2023-2024 school year.
8. 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.	No progress during 2023-2024 school year.
9. Evaluate the action plan annually.	No progress during 2023-2024 school year.

Action Plan 4-4 Progress (2023-2024 School Year)

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: Leverage and modernize physical spaces to maximize functionality and create flexible, collaborative, and inclusive areas for all stakeholders.

Owner(s): Ilandus Hampton & Brian Paczesny



Action Step	Progress
<p>1. 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. 	<ul style="list-style-type: none"> Wight and Company were contracted to prepare a Master Facility plan for the district. <ul style="list-style-type: none"> Wight and Company met with staff to receive input on needs/deficiencies at buildings. Wight compiled and shared facility use numbers for both schools. A meeting was held with all administration to discuss possible changes/renovations at both campuses. The Board of Education approved the Master Facilities plan.
2. Create private, modern spaces to promote dignity, ensure safety, and increase accessibility in areas such as restrooms, locker rooms and pumping spaces.	Will be addressed through the Master Facilities plan and buildings and grounds operational budget.
3. 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.	Will be addressed through the Master Facilities plan.
4. Design and create aesthetically pleasing, collaborative and flexible spaces for all stakeholders throughout all campuses.	Will be addressed through the Master Facilities plan.
5. Provide inclusive and adaptable furniture and seating designed for adults that have the ability to be easily moved and manipulated based on the varied needs of students. Considerations include adaptable classrooms that allow for mobile teacher stations, flexible seating arrangements, and storage opportunities.	<ul style="list-style-type: none"> Adaptive and inclusive furniture ordered and installed at AVAC and transition programs. New furniture is being specified to be mobile for adaptability to educational spaces.
6. 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: <ul style="list-style-type: none"> Allowing 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 	Will be addressed through the Master Facilities plan

<p>7. 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>	
<p>9. Evaluate this plan on an annual basis.</p>	<p>On-going annually.</p>

Recommended for Adoption for the 2024-2025 School Year Action Plan 1-1

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 comprehensive approach to authentic community engagement which will result in increased trust between the school and community and improved outcomes for all student subgroups.



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	Increase and expand activities for students and families which honor diverse cultures within the school and community.
6	Explore opportunities to make the school buildings more accessible to the community.
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	Evaluate the action plan annually.