

Memo



To: Board of Education

From: Dr. Karla Guseman, Superintendent

Date: May 20, 2025

Re: Strategic Plan Progress and Action Plan Update

The Board of Education approved the work on the following action plans within the JTHS Strategic Plan at the May 21, 2024, 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 1-1: 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 1-4: 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 progress, it is recommended that the following action plans are operationalized:

- 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.
 - Move Action Step 7 to Action Plan 3.2 for the 2025-2026 school year:
7. Explore opportunities to provide unique incentives to students who are following school-wide expectations. Ideas to consider may include:
 - Fee waivers
 - Open Campus Lunch
 - Free tickets to school events
- 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 2-1: Implement an administrative structure that fosters collaboration, focuses on student success, and ensures all programs are equitably supported.
- Action Plan 4-2: Implement and refine a safe, secure, and accessible educational environment for all stakeholders.
- Action Plan 4-4: Leverage and modernize physical spaces to maximize functionality and create flexible, collaborative, and inclusive areas for all stakeholders.

Based on the review of progress, it is recommended that the following action plans remain in progress for the 2025-2026 school year:

- 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.
- 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 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 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.

Additionally, it is recommended that the following action plan be adopted for the 2025-2026 school year:

- 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 2-4: Build social-emotional (SEL), behavioral, and academic support systems for successful transition to JTHS.
- Action Plan 3-4: Educate staff on equitable grading practices and implement equitable grading in all content areas.
- Action Plan 4-1: Expand programming to address the ever-changing needs and interests of our students and staff.

These action plans are 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 2025-2026 school year.

Thank you.

Action Plan 1.1 Progress (2024-2025 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: 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.

Owner(s): Shelley Clark, Kristine Schlismann & Karla Guseman



Action Step	Progress
1. 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. - Meeting should be communicated frequently throughout the school year - Meeting locations should rotate throughout the community, with a majority happening off campus	Dialogue and Data Shared at the Following: - State of the District Address - JRECC Meetings - Student Advisory Committee - School Report Card Presentation & Board of Education Presentations - Five Essentials Staff & Student Survey Data Analysis - Partnership Recruitment Event - Community Connectors Interfaith Pastor Group - Student Ambassador Neighborhood Meetings & Community volunteering in the community and at Troy & District 86 - Home Visit Liaisons - Family Engagement Liaisons
2. 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.	A diverse Student Advisory Committee of over 30 students was established and implemented. The group met on SIP Early Release Days and presented to Administrators on April 24, 2025 regarding the topics of: - Safety - School Maintenance - Behavior Management Additionally, the Student Advisory Committee reviewed the plan for leveled behavior infractions and language in the student handbook and provided insight and feedback to the Campus Assistant Principals.
3. Develop or improve intentional methods of engagement targeted towards historically marginalized subgroups, including but not limited to: - Families of newcomers - Parents of African American Males	Two Community Connections Expo events were implemented and added to the yearly community outreach event calendar. The events included job and community resource fairs, workshops, food, raffles,

- Spanish-speaking families
 - McKinney-Vento Families
 - Grandparents raising children
 - Young adults serving as guardians
- a. 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.).
 - b. Establish programs and networks which offer support for parents to help their children be more successful in school.
 - c. 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.
 - d. Provide opportunities to include families on the post-secondary exploration process through the use of campus visits and engagement with colleges and universities

and more. Participation was incentivized through community service, raffles, food, and workshops in English and Spanish.

- **Two additional Family Engagement Liaisons** were hired to focus efforts on student attendance, tardies, supports, family involvement, community engagement, and more.
- **Grandparents Raising Children** meets monthly to provide resources and support to grandparents and guardians.
- **MAC Mentoring** partnership focuses on African American Males.
- **Director of Multilingual Services** position established and filled.
- **SchoolLinks** launched, implemented and advertised to families, students, and staff to increase college and career readiness and family engagement through a user-friendly digital platform.
- **Two** dedicated Campus-based **College & Career Counselors** assist students with college and career readiness.
- **Request for Support Form** posted on multiple platforms and advertised to students, families and staff. Completion of this form initiates a request, and a team of school support personnel will review the situation to assign appropriate support. Concerns may be related to issues that include, but are not limited to, the following: parents with younger siblings to request that the school reach out to their parents to offer support on navigating the school system, mental health, poor attendance, addiction, academic difficulties, poor relations with peers or adults, health, and environmental issues, navigating the school system and more.
- Established partnerships exist with **TRIO, YMCA Teen Achievers, and local institutions such as JJC, USF, and Lewis University** who provide workshops and college visits. In-person workshops include the topics of FAFSA, financial aid, scholarships, and the post-secondary application process.
- **BPAC (Bilingual Parent Advisory Council)** and the **Alianza de Familias Comprometidas a la Educacion Class of 2028 Cohort** is a pilot program that was designed to reinforce the District's commitment to

	family engagement strategies by developing a cohort and partnership between families of students from Spanish-speaking households. These two groups together with school personnel implemented several workshops, presentations, and field trips which included topics such as socioemotional learning, post-secondary options and career exploration, restorative circles, and bilingual education updates in a holistic approach. The events served as a culturally responsive space for families to access resources, build trust with school personnel, and build community. Families who attend three or more events are invited to participate in a community outing to celebrate their commitment to their student's academic journey.
4. 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. ● 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 ○ 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.	● Two additional Family Engagement Liaisons were hired to focus efforts on student attendance, tardies, supports, family involvement, community engagement, and more. ● Four Family Engagement Liaisons (Bilingual Spanish) provide support and engagement to bilingual and multilingual families. ● Bilingual IEP Manager (Spanish) - JTHS employs a full-time Bilingual (Spanish) IEP case manager who is dedicated to translating and interpreting matters pertaining to a student's Individualized Education Plan and Special Services. ● Office staff bargained into contract an additional \$1 per hour for bilingual staff members who provide interpretation and translation. ● Office Staff Professional Development Session offered on best practices for translation and interpretation. ● Parent Teacher Conferences held during Semester 1 and 2 with the purpose of facilitating 2-way communication with families and students. ● ParentSquare communication platform implemented, which includes text messaging to all families without an opt-in, increasing contactability. ● Pocketalk Interpretation Technology implemented. Pocketalk is an award-winning handheld device that enables instant two-way voice translation. This technology device gives every voice a chance to be heard and understood with accurate translation

	technology. During the 2023-2024 school year, JTHS used grant funding to purchase 100 Pocketalk devices to assist staff with translation throughout the day. The devices worked so well that JTHS ordered 100 more to further meet the interpretation needs of our families. Staff commented that “They are very easy to use and that they have made quite an impact with staff, students, and parents.” JTHS plans to further implement this technology for use throughout the buildings and to meet goals such as increasing the participation of English Language Learners in athletics and activities. • Bilingual (Spanish) Communication - All JTHS mass communications are delivered in English and Spanish by JTHS employees, including emails, phone and text messages. JTHS contracts with Weglot to customize the translation of communication delivered through the website, ensuring the translation is accurate. • Headset Interpretation Technology - JTHS uses interpretation headsets to provide spoken translation in Spanish at events and meetings. This technology tool allows parents and stakeholders to receive real-time, simultaneous interpretation provided by a JTHS employee. • ESL/Bilingual Program - During the 2022-2023 school year, JTHS transitioned to campus-based ESL/Bilingual programs. Previously this program was housed at Central. The creation of the additional program allows Joliet West students to access this program at their home campus. The ESL/Bilingual Program (Transitional Bilingual Education/Transitional Program of Instruction or TBE/TPI) provides English language learners (ELLs) the necessary support to attain proficiency of the English language (TPI). In instances where a student’s native or home language is Spanish, students also take their core classes in a bilingual environment designed to promote dual literacy in addition to ESL support (TBE). Students are placed in the program based on their results on a universal screener of their English proficiency and exited from the program based on Federal and State guidelines. • LHH, Club Puentes & Newcomer Club - Lideres Hispanos de Hoy (LHH) and Club Puentes are inclusive student groups that embrace diversity while providing
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	a better understanding of the Latinx culture through fostering academic and social integration and leading the school in celebrating student diversity. Club activities include sponsoring community service projects with a focus on embracing the people within our neighborhoods, celebrating our unique identities, and helping others to do the same. The Newcomer Club provides students with a supportive network as they transition to life in the United States. • English Language Learner (ELL) Awards Night & Newcomer Student & Family Night - Success is celebrated and support is provided to ELL students through the ELL Awards Night and the Newcomer Student & Family Night. The ELL Night provides recognition to students for their achievement on the ACCESS test and outstanding efforts in improving English language skills. The Newcomer Student & Parent Night offers support and information to assist with the transition to the United States.
5. Increase and expand activities for students and families which honor diverse cultures within the school and community.	• District and school-wide events honoring diversity and culture include: Kermes MLK Day of Service African American Read-In Veterans Celebration Black History Month Student-led Assemblies Steelmen and Tiger Showcases for incoming freshmen • Student of the Month Partnership with NAACP, Alpha Kappa Alpha, and Zeta Phi Beta Sorority Incorporated, Eta Chi Zeta Chapter (Pearl Essence Foundation, Inc.) • Community Connections Workshops (Bilingual Spanish)
6. Explore opportunities to make the school buildings more accessible to the community.	• Morning Walker Program Webpage was established to increase program accessibility. • Two Community Connections Expos were established to embrace the community while offering resources and support. • Buildings used for a multitude of community partnerships. Examples include: Zonta Women's Advocacy Panel, CED meetings, and new this summer –A Back to School Expo sponsored by Senator Meg Loughran Cappel and Representative Natalie Manley

	to provide backpacks filled with school supplies to every student in attendance. • Class Reunion Tours
7. Explore opportunities to provide unique incentives to students who are following school-wide expectations. Ideas to consider may include: • Fee waivers • Open Campus Lunch • Free tickets to school events	No progress. Recommendation is to move Action Step to Action Plan 3.2 for the 2025-2026 school year.
8. Evaluate the action plan annually.	On-going annually.

Action Plan 1.4 Progress (2024-2025 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): Jeff Riley, Sean Hackney & Chris McGuffey



Action Step	Progress
1. Establish and train staff on a clear JTHS 204 instructional philosophy which is embedded in culturally sustaining philosophies and pedagogy.	The JTHS instructional philosophy has been developed and implemented through the training of staff on our instructional norms. This information is posted to the district website.
2. Audit course offerings and expand courses/curriculum to include more of a focus on historically underrepresented populations.	The following are items within the Course Auditing Tool that was created: • Early College Credit • Post-secondary Planning • Various Forms of Assessment • Remediation Opportunities • Language Objectives Included • Resources Represent Multicultural Identities Within the Community • Enrollment Demographics Reflect the Community • The Prerequisites Do Not Limit Who Can Participate • Engages Families and the Community When Possible Course audit tool
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.	• The administrative structure was reviewed through Action Plan 2.1 and administrative positions were added and modified based on current needs. • The Multi-tiered System of Support (MTSS) continues to be enhanced each year with a focus on getting students back on track and/or keeping them on track. • Use of the Stronger Connections and After School grants to provide additional support for students.
4. Develop and implement alternative programming for students who are not successful in a traditional school structure due to external factors and stressors.	Overlaps with Action Plans 1.5 and 2.2. The recommendation is to move step to both Action Plans 1.5 & 2.2 as this Action Plan is operationalized.
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	Continue to roll out and enhance the following academic programs: • AVID Schoolwide

student groups.	• Pre-Advanced Placement • Accelerated Placement • Advanced Placement • Dual Credit • Dual Enrollment
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.	2024-2025: Aligned three existing Business courses for dual credit with JJC (Accounting, Marketing, Entrepreneurship) 2025-2026: Working with JJC to add Dual Credit with Early Childhood Education (ECE) & Auto Tech. Added Applied Engineering Technology (AET) Dual Enrollment program
7. Support JTHS staff development to increase the amount of qualified dual credit staff.	On-going in both the cores areas and within Career and Technical Education.
8. Explore a partnership with JJC which allows access for all students to earn an associate degree concurrently with their high school graduation.	Continue to create pathways that would allow students to earn an associate's degree.
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.	Three Career Pathway Endorsements approved with ISBE: • Education • METT: Manufacturing, Engineering, Technology and Trades • Health Science
10. Expand credit-bearing internships and workplace opportunities for college and career-ready students. • Increase community support and stakeholders to expand credit-bearing internships and workplace opportunities	Summer 2025: Over 80 Summer Internships (partnership with CED). Students can earn graduation credit for 60 or 120 hours of work experience.
11. Increase engagement with community partners and local businesses to expand career-based learning opportunities for students in all career fields.	• Multiple Job Shadow opportunities offered throughout 2024-2025 school year. • All CTE courses inviting industry experts to the classroom. • All CTE courses implementing Team-Based Challenge in collaboration with industry partner. • JTHS CEO Program offered.
12. Evaluate the action plan annually.	On-going annually.

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

Attend JTHS

Periods 2-6 (8:20-1:15)

1. Certified Nurse Assistant Training (NA 101) - 6 JJC Credits

Monday - Friday

Travel/Study Time

Period 7-8 (1:20 – 3:15)

Attend JJC Classes

M,W,H: 4:00pm – 8:30pm

OR T,W,H: 4:00pm – 8:30pm

OR Sa/Su: 7:00am – 3:00pm

Students may be exempt from PE during the semester students are enrolled.

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

Attend JTHS

Periods 2-5 (8:20-12:15)

1. Introduction to Public Safety Careers (EMS 100) - 2 JJC Credits

2. Principles of Emergency Services (FSCI 101) - 3 JJC Credits

3. First Responder (EMS 101) - 4 JJC Credits

Monday - Thursday

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*)

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

Attend JTHS

Periods 2-5 (8:20-12:15)

1. Introduction to Public Safety Careers (EMS 100) - 2 JJC Credits

2. Intro to Law Enforcement (LENF 101) - 3 JJC Credits

3. First Responder (EMS 101) - 4 JJC Credits

Monday - Thursday

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



Dual Enrollment Career Pathway Programs

Senior programs on college campus for Dual Credit



**CAREER
FOCUSED
INSTRUCTION**

☒ 6x Early College 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.

Advanced, Integrated Maintenance	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. <u>Program includes 4 Course:</u> 2.0 JTHS Graduation Credits Logistics Attend JJC Classes Periods 1-2 (7:00-9:30) Students may be exempt from PE. Monday - Friday Travel to JTHS Period 3 (9:30) Attend JTHS Classes Periods 4-8 (10:20-3:15) 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 
Architecture, Construction Management, & Engineering	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. <u>Program includes 6 Courses:</u> One course at a time 2.0 JTHS Graduation Credits Logistics Attend JTHS Periods 2-4 (8:20-11:15) Students may be exempt from PE. Monday - Thursday Travel to JJC Period 5 (11:20) Attend JJC Classes Periods 6-8 (12:20-3:15) 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 
Applied Engineering Technology	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. <u>Program includes 3 Course:</u> 2.0 JTHS Graduation Credits Logistics Attend JTHS Periods 2-4 (8:20-11:15) Students may be exempt from PE. Monday - Friday Travel to JJC Period 5 (11:20) Attend JJC Classes Periods 6-7 (12:20-2:30) 1. Precision Machine Tool Technology 1 (MFG 101) - 4 JJC Credits 2. Numerical Controls (MFG 111) - 3 JJC Credits 3. Blueprint Reading for Manufacturing and Welding (MFG 115) - 3 JJC Credits 



Career Programs

Industry Certification Programs



**CAREER
FOCUSED
INSTRUCTION**

☒ 2x yearlong Pathway Courses
in a single sequence

Interested students should **add** any of the following programs to their **Senior Year in Course Planner**
[Student tuition and book fees are at the students expense](#) JTHS may offset a portion of student tuition
 as funding is available.

Cosmetology

This Program:

- Is taught by licensed hair professionals off campus.
- **Seniors ONLY, students must provide their own transportation**
- **Tuition, books, fees, kits at student expense**
- Program begins in July prior to the start of Senior year.

Program includes:

3.0 JTHS Graduation Credits
NO college Credit

**Professional's Choice hair
design academy**

2719 West Jefferson Street, Joliet, Illinois
(815) 741-8224



Logistics

Mon, Tue, Wed, Thur, Fri, Sat

Attend JTHS
Periods 2-4 (8:20-11:15)

Travel to PCHDA
Period 5 (11:20)

Attend PCHDA Classes
T – F: Periods 6-8 (1:00-5:30)
Sat: (9:00am – 3:00pm)

Students may be exempt from PE.

Hair Braiding

This Program:

- Is taught by licensed hair professionals off campus.
- **Seniors ONLY, students must provide their own transportation**
- **Tuition, books, fees, kits at student expense**
- + Saturday Class 9am – 12pm

Program includes:

3.0 JTHS Graduation Credits
NO college Credit

FUSION HAIR & BRAID ACADEMY

18 Ohio, St, Joliet, Illinois
(815) 782-2294



Logistics

Mon, Tue, Wed, Thur, Fri, Sat

Attend JTHS
Periods 2-4 (8:20-11:15)

Travel to FHBA
Period 5 (11:20)

Attend FHBA Classes
W – F: Periods 6-8 (12:20 - 3:15)
Sat: (9:00am – 12:00pm)

Students may be exempt from PE.

Action Plan 1.5 Progress (2024-2025 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: 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. Owner(s): Steve Locke & Brett Marcum		
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.	• Implementation of School Improvement Day (SIP) professional development for over 200 certified teachers. • Plan to offer summer sessions for staff not trained during the summer 2025. • Incorporated into New Teacher Orientation (NTO) for all new staff.	
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.	• 30 Peer Trainers implementing Restorative Justice Practices (RJP) curriculum throughout the district. • Instructional Coaches trained during 2023-2024 school year • RJP incorporated throughout New Teacher Orientation processes.	
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.	The district established an anonymous micro-aggression reporting form for staff to utilize to alert administrators of concerns during the 2023-2024 school year.	
4. Develop mechanisms for students to have a role in establishing and monitoring the behavioral expectations of the school district.	Strategy 1.5 Co-owners met with the Student Advisory Committee to review suggestions for the 2025-2026 Student Handbook. This will continue annually.	
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.	• Beginning in the 2025-2026 school year, the District Parent-Teacher Advisory Committee process will include a review of discipline from the previous year. • During 2nd semester of each year, beginning during the 2025-2026 school year, the Parent-Teacher Advisory Committee will hold an update meeting during 2nd Semester to review 1st Semester data.	

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.	• District Parent-Teacher Advisory Committee updated the Student Code of Conduct (7:190e) to include leveled behavior infractions. ○ Draft presented to faculty at both schools. ○ Feedback through anonymous online surveys.
7. Research, develop, and implement a district program that serves as an alternative to expulsion.	Collaborate with Action Plan 2.2 Team to support the exploration and proposal of programmatic alternatives for students who exhibit persistent behavioral challenges.
8. Evaluate the action plan annually.	Discipline data is monitored monthly by administration and the Board of Education and a presentation containing data and recommendations is made to the Board of Education annually at the July Board of Education meeting.

Action Plan 2.1 Progress (2024-2025 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	
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.	• 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)	
2. Use the results of the audit to implement an administrative structure that provides: • 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.	The following recommendations were approved by the Board of Education for the 2024-2025 school year: New Positions • Director of Multilingual Services • Assistant Principal for Teaching and Learning (2) Revised Job Descriptions • Curriculum Director for Social Science, World Languages & ESL/Bilingual • Assistant Principal for Operations (Formerly Assistant Principal for Educational Services) • Assistant Principal for Support Services • Director of Athletics and Activities (Formerly Athletic Director) – Two-year Transition The following recommendations were approved by the Board of Education for the 2025-2026 school year: New Position • Assistant Director of Athletics and Activities Revised Job Description • Director of Athletics and Activities (Formerly Athletic Director) – Two-year Transition	

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.	See step 2 above.
4. Create a mechanism to equitably conduct a selection process for new/changing positions.	• All current administrators in revised positions had 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.	• District Leadership Team (DLT) meeting sessions 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. • New Administrator Orientation Program will be implemented beginning in the summer of 2025.
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 was provided during the August 2024 Institute session.
7. Evaluate the action plan annually.	On-going annually.

Action Plan 2.2 Special Education Focused Progress (2024-2025 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		
Action Step	Progress	
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: • Special Education Students (SpecEd) • English Learners (EL) • Dually identified SpecEd 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)	Strategy 2.2 owners pulled data sets from 2022-2023 school year in the following areas: • Grades • Attendance • Behaviors • Graduation rate • Credit Deficiency Shared that data with the focus groups mentioned below and analyzed them in small groups. Special Services Administrative Team has collected and analyzed the following: • Hanover Survey specific to Special Education programming • IEP Compliance Audit ○ Present Levels of Performance ○ Goals ○ Related Services • Co-taught Audit ○ Models Visited York High School in Elmhurst to observe programming including co-taught model, resource model, and specialized programming.	

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.	The team held focus groups with various stakeholders and met 6 times in the Fall of 2023. At these meetings, various data sets were analyzed with a focus on: ● Credit Recovery ● Autism ● Emotional/Behavioral The team held a focus group comprised of teachers and administrators to discuss and plan a potential resource model. Co-taught data review was presented to our District Leadership Team in October 2024 and to the School Board in February 2025. Established Special Education Leadership Team with a purpose of professional development in the areas related to best practices in student supports. Coordinating Curriculum Council (CCC) bylaws updated for the 2025-2026 school year to include Special Services Instructional Leadership Team.
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: ● 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	Data analysis and focus group feedback led the team to explore other schools' programs and services such as (Oswego, York High School). The Special Services Team completed an audit of current JTHS 204 programming to gather additional data that will assist in identifying appropriate next steps. Established for the 2024-2025 school year, an updated Instructional Level Math and English curriculum and instructional design, incorporating time for progress monitoring. Co-taught audit data determined the need for specially designed professional development and the expansion of the current Resource Model for the 2025-2026 school year. Admin Support/Leadership ● Implemented this school year a progress monitoring tool to assist with IEP progress report writing ● Present Levels of Academic and Functional Performance (PLAAFP) Training completed for all Special Education Teachers during the 2024-2025 school year to assist with IEP Compliance ● Recommended Resource Model for 2025-2026 school year that will include the following: ○ Summer Professional Development ○ Curriculum Writing

	○ Instructional Norms ● Transition services audited with a plan for next year to expand access to families and students (Department of Rehabilitation Services, PUNS, Social Security). ○ Special Services Family Engagement Night planned for Fall 2025. ● Recommended IEP Goal Writing training for 2025-2026 school year to assist with IEP Compliance.
4. Investigate the expansion of current programming to include identified subgroups: ● Pathways ○ 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)	Revised delivery model to enhance student engagement regarding credit recovery at Pathways and campus instructional level that will be supported through the following: ● Professional Development on updated instructional model Summer 2025 ● School Improvement Day focus Partnership with consultant for 2025-2026 school year regarding transition services. Added Bilingual Social Worker to Joliet West for 2025-2026 school year.
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.	Consult Model Proposal/Plan has been proposed and approved to start the 2025-2026 school year.
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.	Offering LBS 1 (Certification for a Special Education Teacher) Endorsement classes through University of St. Francis to general education teacher to further support students with disabilities. Paraprofessionals added to elective classes to support students with disabilities (feedback from Hanover Survey). Re-allocated FTE to support expansion of Resource Model for 2025-2026 school year.
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, SpecEd, EL and credit-deficient students with social-emotional supports and academic interventions. ● Determine entrance and exit criteria for programming	Special Services Administrative Team regularly collects and reviews the following data: ● Qualitative (survey, focus groups) ● Quantitative ○ IEP Audit ○ Co-taught Audit

● Implement direct instruction for core content areas including reading and math ● Conduct annual review of program effectiveness using available data	○ STAR ○ IXL ○ Behavior, Attendance, Grades Special Services Administrative team leverages the following platforms for data analysis and program monitoring ● Panorama ● 5Labs ● Infinite Campus ● Embrace ● I-Star
8. Review plan on an annual basis.	On-going annually

Action Plan 2.2 Progress Multi-Lingual (ML) Focus (2024-2025 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): Paul Oswald, Edgar Palacios, Natali Lopez & Maribel Diaz		
Action Step	Progress	
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: • Special Education Students (SPECED) • English Learners (ML) • Dually identified SPECED 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)	• Gathered data from a variety of sources to understand the state of our current Multilingual Learners (ML) programming to identify potential gaps in success rates for our students. • Data was collected from our current students in areas such as 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 Multilingual Program (ML).	
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.	• Focus groups consisting of parents, students, and staff were developed at both campuses to gather information about the current state of the Multilingual program. • Additional data was gathered using surveys sent to students and parents about the ML program.	
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: • 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 ML & students with limited or interrupted education (SLIFE) • Graduation requirements • Opportunity gaps (athletics/activities/clubs) • Alternative School Day • Alternatives to exclusion	Upon analysis of the data from surveys and focus groups, the recommendations focused on the following areas to fit the needs of our ML students and parents: • Developed a Newcomer Program for students and parents (Alianza de Padres Comprometidos a la Educación). • Parent engagement with post-secondary focus. • Connecting Bilingual Parent Advisory Council (BPAC) to other parent engagement opportunities. Developing a Newcomer Literacy course update to incorporate Orientation to Human & Public Services. • Created a bridge program for Newcomers.	

● College and Career readiness	● Collaborated with Career and Technical Education Department. Reviewed current professional learning practices to decide on next steps to effectively meet the needs of staff as they continue to work with our ML students. ● Identifying ways in which to advance Sheltered Instruction Observation Protocol (SIOP) to include expectations and to address the following: ○ Administrator Professional Development ○ Walk-throughs ○ Coaching training tied to the instructional playbook ○ Cross-linguistic connections for Bilingual teachers in our Transitional Bilingual Program (TBE). ● Connecting ML teachers and administrators with AVID. ● Providing ESL endorsement opportunities for general and special education teachers. ● Researching how other districts are connecting families to extra-curricular activities.
4. Investigate the expansion of current programming to include identified subgroups: ● Pathways ○ 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 ML and AVAC)	● Creation of a Multilingual Instructional Leadership Team (ILT) to help steer the ML Program moving forward including representatives from all ML stakeholders (Admin., Teachers, Social Workers, Counselors, Instructional Coaches, etc.). ● Summer programming to help transition ML students into high school while also providing English-language acquisition opportunities. ● Credit recovery options for Multilingual students using Subject.com. ● Review and revise current curriculum and assessment to meet the needs of our ML students. ○ Summer of 2025 ○ Instructional Leadership Team (ILT) for Transitional Bilingual Education (TBE) and ESL (Fall 2025)
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.	Implementation of the expansion of ML programming will coincide with the recommendations of the new Director of Multilingual Services and the Multilingual ILT.
6. Determine staffing needs based upon programmatic changes utilizing best practices, ISBE/federal guidance (regarding Limited English Proficient Parents and Ensuring	Additional hiring of ML staff as recommended: ● West Campus Instructional Coach ● West Campus Social Worker

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.	• Paraprofessionals to serve Newcomers speaking other languages/other than Spanish
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, SPECED, ML and credit-deficient students with social-emotional supports and academic interventions. • 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	The effectiveness of the new programming will be on-going annually and based on student data.
8. Review plan on an annual basis.	On-going annually.

Action Plan 3.1 Progress (2024-2025 School Year)

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.

Owner(s): Julie Adelman, JR Randich & André Bouey



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. - Added Paraprofessional for both campuses for 2024-2025. - Hired Bi-lingual Paraprofessional at West Campus. - Annually reviewed and updated roles and responsibilities for district field trip experiences. - Responsibilities for the College and Career Specialist regarding job shadowing, field trips, and internships.
2. Assign a Post-Secondary Specialist (College and Career Specialist) to: - 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	- College and Career Specialist serves as the liaison between the 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. - 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. - Implementation of post-secondary planning and assessment team at both campuses for 2024-2025. - Implemented quarterly district planning and assessment meetings (PPS Coordinators, College and Career Specialist, Director of Student Support Services) for 2024-2025 school year.
3. Create Post-Secondary planning and assessment team:	Administrator leads are PPS Coordinators and the Director of Student Support Services

● 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: ○ Communicate post-secondary planning priority to school staff. ○ Liaison to district administration. ○ Monitor development and implementation of Post-Secondary Plan.	● Implementation of SchoolLinks and the Comprehensive Counseling Curriculum Scope and Sequence development alignment has begun and will continue into the 2025-2026 school year. ● The planning and assessment team will work on recommendations to present to content ILT's, curriculum directors, and CCC. ● Ongoing focus on the area of self-efficacy. ● Individual coaching meetings with Dr. Michael Allen from One Goal to help support post-secondary planning and assessment team goals.
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: ● 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.	● Post-secondary and Career Expectations (PaCE) framework reviewed and finalized for JTHS implementation. ● SchoolLinks Scope and Sequence alignment and updates in progress to Comprehensive Counselor Curriculum. ● Post-secondary planning and assessment team in progress at both campuses. During the 2024-2025 school year, students participated in the following opportunities. ○ College Visits ○ Career Fairs ○ Job Shadowing ○ Internships ○ College 101 The following have been presented to families: ○ FAFSA Workshops ○ Bilingual Freshman Parent Advisory Committee ○ Life after High School Presentation (Community Connections Event) ○ SchoolLinks Presentation

5. Determine how to group students into Post-Secondary cohorts and assign each cohort a Post-Secondary coach • Ideally, coaches are assigned students in their academic classes	No progress during 2023-2024 or during the 2024-2025 school year. Action step linked to the progress of Action Plan 4.3 which may determine possible implementation of a flex period.
6. Determine which staff will serve as Post-Secondary facilitators for other post-secondary activities (e.g., workshops, lessons, exploration activities) • Counselors • Core and elective teachers • Other support staff • Community partners	No progress during 2023-2024 or during the 2024-2025 school year. Action step linked to the progress of Action Plan 4.3 which may determine possible implementation of a flex period.
7. Decide on a ritualized time for Post-Secondary coaches to meet with cohorts of students.	No progress during 2023-2024 or during the 2024-2025 school year. Action step linked to the progress of Action Plan 4.3 which may determine possible implementation of a flex period.
8. Decide on specific ritualized activities and events that involve families in the post-secondary planning process.	The following are activities and events that involve families in the post-secondary planning process: • FAFSA events were held at each campus. • Bilingual Freshman Parent Advisory Committee. • Life after High School Presentation (Community Connections Event) • SchoolLinks Presentations • College and Career Fair at District 86 (Gompers and Hufford) • JJC College Fair
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.	• 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. • Starting in 2025-2026, the team will annually assess communication needs based on implementation of SchoolLinks and the counselor curriculum.
10. Develop and deliver professional development to support post-secondary planning implementation: • 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. • Staff received SchoolLinks virtual trainings on the following during the 2024-2025 school year: ○ Experience Tracker ○ Four Year Course Planner ○ Personalized Plan

	○ Data Tracking ● College and Career Specialist will receive on-going training from Dr. Michael Allen from One-Goal. ● Training will be reviewed and determined annually.
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.	The personalized plan (post-secondary plan) is currently being built and plans for implementation will begin in 2025-2026.
12. Decide how the post-secondary process and post-secondary documents will be used in conjunction with students' IEPs.	Collaboration with District Transition Coordinator to complete referrals to Department of Human Services (DHS). Student support teams work directly with families to determine post-secondary plans.
13. Organize key documents and data needed for every student to engage in the post-secondary process: ● 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. ● In the Spring of 2025, we have begun to expand the usage of the SchoolLinks platform by developing the following: ○ SchoolLinks personalized plan (Post-Secondary Plan) ○ Four-year course planner.
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. ● SchoolLinks translates into student and families preferred language.
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.	● Collaboration with District Transition Coordinator to complete referrals to Department of Human Services (DHS). Student support teams work directly with families to determine post-secondary plans. ● We plan to strengthen our collaboration with EL and Special Services staff to enhance support for our English Learner

	and Special Education populations during the 2025–2026 school year.
16. Planning and assessment team will evaluate the plan annually ● 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.	For the 2024-2025 school year, the District Planning and Assessment Team met each semester to evaluate progress.

Action Plan 3.2 Progress (2024-2025 School Year)

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: Increase the attendance rate to 90% or greater by implementing proactive, positive and collaborative approaches and programs.		
Owner(s): Shad Hallihan & Tecara Parker		
Action Step	Progress	
1. Establish a safe, positive, and welcoming environment for all students.	Implicit Bias Training, Cultural Responsiveness Cohort, Restorative Practices professional development, full implementation of Evolve weapon detecting staffed by PPS, teachers, and Related Services faculty.	
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.	Implicit Bias Training, Cultural Responsiveness Cohort, Restorative Practices professional development for teachers and security.	
3. Establish a climate and culture that emphasizes the value of excellent attendance, which could include but is not limited to: ● 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).	Addition of Assistant Director of Activities and Athletics, positive messaging on posters and message boards, attendance flyer with message “At JTHS: Every Student Matters. Attendance Matters. Every Student. Every Day. Every Minute.”	
4. Provide meaningful purpose to staff, students and families on the importance of excellent attendance. Reinforce through ongoing lessons and communicate habits of success.	Frequent communication to families regarding the importance of attendance (e.g. welcome back messages, parent meetings, community meetings, parent and student orientations, etc.). Attendance data shared with staff to communicate and celebrate progress.	
5. Decide how to configure staff roles and responsibilities, add personnel, or pay stipends in order to provide: ● 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.	● Established clear roles and responsibilities: ● Deans focus on part-day absences. ● Academy Coordinators address full day absences. ● Teachers have conversations with students and families when they see a pattern. ● Evaluation goals for building administrators tied to chronic absenteeism rate.	

● Establish a system for dissemination of information to parents/guardians.	● Layered (daily, monthly, cumulative) communication to families providing attendance information specific to their student.
6. Establish a system that supports families to openly discuss, and problem solve obstacles that impact a student's ability to attend school regularly. ● Family Responsibilities ● Lack of access to reliable transportation ● Identify resources that can provide basic needs (utilities, clothing, etc.)	Triangle Teams, MTSS Teams, Home Visit Liaisons, Academy Coordinator conversations as parents respond to targeted communications.
7. Planning and assessment team will evaluate the plan annually. ● 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	5 Essentials Survey, Hanover Culture and Climate survey, Culture and Climate Team (Central) and Tiger Pride Leadership Council (West).
Recommendation is to move Action Step 7 from Action Plan 1-1 to Action Plan 2-3 for the 2025-2026 School Year. 7. Explore opportunities to provide unique incentives to students who are following school-wide expectations. Ideas to consider may include: ● Fee waivers ● Open Campus Lunch ● Free tickets to school events	

Action Plan 4.2 Progress (2024-2025 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.	The following items were accomplished during the 2024-2025 school year: • Access control door readers replacement. • Set up an access control list that only allows student access to required services and locks the rest of the network. • The Evolv Weapons Detection Systems were installed at each campus and are operational. • Hall Pass Hand Scanners have been deployed to security allowing them to scan student IDs to determine if they have a pass and where they should be. • Digital Temp IDs are being used for students allowing them to be scanned as well. • Upgrading of radios from analog to digital.
2. Identify, label in multiple languages, and update points that appropriately direct and support navigation of educational spaces and facilities (interior and exterior).	Implemented through the Master Facility Plan as updates occur.
3. Clearly identify and label authorized/unauthorized access points throughout all facilities in multiple languages.	Implemented through the 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.).	Director of Support Services met with each campus administrator, deans and counselors to discuss transportation operations and alternate transportation options for students i.e. Ventra cards (provides student w/discounted rates) and gas cards (Mckinney Vento). Due to the current bus driver shortage, it is not feasible to add district transportation for students within the 1.5-mile radius at this time.
5. Evaluate the action plan annually.	On-going annually.

Action Plan 4.3 Progress (2024-2025 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: 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. Owner(s): Dianne McDonald, Matt Narducci, Maureen Pulaski, Jeff Riley & Tino Villaflor		
Action Step	Progress	
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.	- 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.	
2. The Committee will research alternatives to our traditional school day structure. Options may include, but are not limited to: - 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 - 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)	Recommendations from the committee include the following: Start time: - Start time for grade 9 at 7:30 am - Start time for grades 10, 11, and 12 at 8:20 am The start time is different because of the inability to fill all bus driver positions. End time: - All grades are dismissed at 2:45 pm Period length: 45 minutes for academic class 35 minutes for FLEX time A shorter class period allows for flex time with more opportunities for students to take advantage of an elective in their schedule. 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. Examples of activities that could happen during flex time: - Learning Labs - MTSS - Student Intervention Groups - Behavioral, attendance, and substance abuse interventions - Post-secondary planning SPED meetings	

○ Self-contained programs to support students who have exhausted available behavioral interventions 2. Cont. ● Increase alternative options for earning JTHS Credit for all subgroups including earning credit to get ahead. ○ Online learning through APEX ○ More elective offerings through APEX As part of the research, the Committee will consider: ● 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.	● College & career readiness ● Subject specific support (math tutoring, etc.) Potential Bell Schedule Recommendation <table><tr><th colspan="3">Regular Bell Schedule w/ flex</th></tr><tr><td>Period 1</td><td>7:30-8:15</td><td>Freshmen Start</td></tr><tr><td>Period 2</td><td>8:20-9:05</td><td>Sophomore/Junior/Senior Start</td></tr><tr><td>Period 3</td><td>9:10-9:55</td><td></td></tr><tr><td>Flex Period</td><td>10:00-10:35</td><td>LUNCH</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> Common Professional Learning Community (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.	Regular Bell Schedule w/ flex			Period 1	7:30-8:15	Freshmen Start	Period 2	8:20-9:05	Sophomore/Junior/Senior Start	Period 3	9:10-9:55		Flex Period	10:00-10:35	LUNCH	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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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. ● Open-houses and community events will be held to showcase and communicate the new structure and programming options.	Recommendations have begun and are being reviewed by Administration and next steps include the following: ● Contractual changes must be considered for bargaining groups affected by changes. ● Feasibility of changes for transportation and food services. ● Development of a plan for flex time, including a menu of services, scheduling infrastructure through Infinite Campus, and logistical planning. ● Visiting local school districts that have implemented Flex time.																														
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.	No progress during 2023-2024 or 2024-2025 school years.																														
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: ● Steelmen/Tiger Time Implementation & Scheduling	No progress during 2023-2024 or 2024-2025 school years.																														

● 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. 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 or 2024-2025 school years.
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 or 2024-2025 school years.
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 or 2024-2025 school years.
9. Evaluate the action plan annually.	On-going annually.

Action Plan 4.4 Progress (2024-2025 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
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. - 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.	Master Facility Plan approved by Board of Education on October 17, 2023. Constructional Planning Teams continue to meet for each phase/project included within the plan.
2. Create private, modern spaces to promote dignity, ensure safety, and increase accessibility in areas such as restrooms, locker rooms and pumping spaces.	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.	Addressed through the Master Facilities Plan.
4. Design and create aesthetically pleasing, collaborative and flexible spaces for all stakeholders throughout all campuses.	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.	As spaces are renovated, all projects will be discussed with staff to provide inclusive and adaptable furniture for classrooms and all 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: Allowing each teacher to have their own permanent secure space (desk) in the building with the ability to leave supplies, belongings and to	Addressed through the Master Facilities Plan

work. • Space located near a bathroom, printer and department classrooms	
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.	• Installed Master Library for building usage requests • Installed new building mass communication controller that is Web based and allows customized messaging to classrooms and common areas. • Classroom mass communication will be addressed through the Master Facilities Plan
8. Evaluate this plan on an annual basis.	On-going annually.

Recommended for Adoption for the 2025-2026 School Year Action Plan 1-2

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 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.



1	Research, identify and select an outside firm to conduct a holistic equity audit of academic and disciplinary practices. • 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	Designate staff to have a specific focus on diversity, equity, and inclusion with the positional authority to participate in decision-making processes.
3	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.
4	Evaluate the school attendance/holiday calendar to be more inclusive of the diverse populations present in the Joliet community.
5	Evaluate the action plan annually, in addition to the review following the completion of the audit process.

Recommended for Adoption for the 2025-2026 School Year Action Plan 2-4

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: Build social-emotional, behavioral, and academic support systems for successful transition to JTHS.



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	The articulation committee will: ● 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. ○ 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	The transition/orientation committee will: ● 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	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.
10	Create a diverse, student-led freshman leadership team tasked with developing high-interest orientation events throughout the school year.
11	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. ● New-comer students ● Transfer from out-of-district ● Freshmen
12	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.
13	Evaluate the plan on an annual basis.

Recommended for Adoption for the 2025-2026 School Year Action Plan 3-4

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: Educate staff on equitable grading practices and implement equitable grading in all content areas.



1	Create an equitable grading committee of teachers, instructional coaches, and administrators who are knowledgeable and/or currently using equitable grading in their classes. • Committee will meet regularly. • Include representation from every content area.
2	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.
3	Equitable Grading Committee will establish a timeline of implementing equitable grading in all content areas. • Schedule time for staff learning. • Schedule time for family and student learning.
4	Provide staff development on equitable grading practices for a full school year. • 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	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.
6	Prior to implementation, provide learning for students on equitable grading.
7	Provide ongoing opportunities for equitable grading committee to present and share their equitable grading practices with other staff.
8	Ensure that the Student Management System is set up to reflect equitable grading practices.
9	Evaluate action steps by using surveys and/or gradebook data.

Recommended for Adoption for the 2025-2026 School Year

Action Plan 4-1

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: Expand programming to address the ever-changing needs and interests of our students and staff.



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. • 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.