

Memo



To: Board of Education

From: Dr. Karla Guseman, Superintendent

Date: May 19, 2026

Re: Strategic Plan Progress and Action Plan Update

The Board of Education approved the work or continuation of work on the following action plans within the JTHS Strategic Plan at the May 20, 2025, 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 1-2: Establish organizational procedures which are inclusive of all stakeholder groups and work to address current practices which result in disproportionate negative outcomes based on the race and culture of the student.
- Action Plan 1-5: 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 2-2: Provide supportive programming that improves the success of all student subgroups to increase the graduation rate and post-secondary success.
- Action Plan 2-4: Build social-emotional (SEL), behavioral, and academic support systems for successful transition to JTHS.

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.
- Action Plan 3-4: Educate staff on equitable grading practices and implement equitable grading in all content areas.

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 4-1: Expand programming to address the ever-changing needs and interests of our students and staff.
- 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.

Attached to this memo you will find the progress for all the action plans that were approved to be in progress in May 2025.

Based on the review of progress, it is recommended that the following action plans are operationalized:

- 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.
 - Move Action Step 7 to Action Plan 2.2 for the 2026-2027 school year:
7. Research, develop, and implement a district program that serves as an alternative to expulsion.
- Action Plan 2-4: Build social-emotional (SEL), behavioral, and academic support systems for successful transition to JTHS.
- Action Plan 4-1: Expand programming to address the ever-changing needs and interests of our students and staff.

Based on the review of progress, it is recommended that the following action plans remain in progress for the 2026-2027 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 2-2: 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 3-4: Educate staff on equitable grading practices and implement equitable grading in all content areas.
- 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.

Based on the recommended continuation of work, it is not recommended that any additional Action Plan be adopted for the 2026-2027 school year.

Upon approval, I will work with the Assistant Superintendents and Principals to assign ownership of action plans that include progress monitoring meetings throughout the 2026-2027 school year.

Thank you.

Action Plan 1.2 Progress (2025-2026 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 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.

Owner(s): Shelley Clark & Pat O'Neill



Action Step	Progress
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.	- Survey delivered to CADCA members. - CADCA schools recommended Curriculum Management Services inc. (CMSi). - Requested proposal from CMSi for comprehensive equity audit and determined that services are actively being completed internally and the cost did not match the value received.
2. Designate staff to have a specific focus on diversity, equity, and inclusion with the positional authority to participate in decision-making processes.	The 'Director of Strategic Partnerships' role was expanded to become the 'Director of Equity and Strategic Partnerships'.
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.	- Continue student discussion forums on school culture/climate via Superintendent's student advisory group and collect student feedback via post-session surveys - Action step linked to the progress of Action Plan 4.3 which may determine possible implementation of a flex period for student.
4. Evaluate the school attendance/holiday calendar to be more inclusive of the diverse populations present in the Joliet community.	Operationalized
5. Evaluate the action plan annually, in addition to the review following the completion of the audit process	Plan to incorporate and annual presentation to CCC.

Action Plan 1.5 Progress (2025-2026 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): Brett Marcum, Steve Locke, Jeff Riley & Sean Hackney



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.	- Continued Professional Development with a Semester 1 cohort (22 Teachers) - Planning for Fall 2026 Cohort (approx. 25 teachers)
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.	Instructional coaches will partner with teachers who have the highest referral rates each semester, offering support through informal meetings as well as the structured instructional coaching cycle.
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.	Continued access to Microaggression Reporting Form through Human Resource site.
4. Develop mechanisms for students to have a role in establishing and monitoring the behavioral expectations of the school district.	- Met with the Student Advisory group (12/4/2025) to get additional feedback on recommendations from the Parent/Teacher Advisory Committee recommendations. This is now an annual meeting. - Student Voice Committees meet at each school.
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.	- Annual presentation to the Board of Education in July to review behavior, discipline, and intervention data. - Discipline Data from the previous school year is presented annually to the Parent-Teacher Advisory Committee to guide conversations. - January Parent-Teacher Advisory Committee meeting to review Semester 1 Data and prepare Board Presentation.
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.	Operationalized during the 2024-2025 school year.
7. Research, develop, and implement a district program that serves as an alternative to expulsion.	- Special Services team will create a recommendation for a self-contained program within main campuses that will be implemented during the 2027-2028 school year. - The district will explore the addition of a GOLD program at

	each campus for the 2027-2028 school year. Recommend this action step be moved to Action Plan 2.2 for Special Services during the 2026-2027 school year.
8. Evaluate the action plan annually.	• Behavior and Discipline data reviewed monthly. • Annual presentation to the Board of Education (July Meeting). • Data review incorporated into Parent-Teacher Advisory annually.

Action Plan 2.2 Special Education Focused Progress (2025-2026 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, Brandy Daniels, Angela Williams & Sheleah Blissett		
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 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. • Special Services Team will form an ILT committee comprised of special services administration, staff, and related services. • Special Services Admin will create an interest survey to be sent out to all special services programming staff to gauge interest in serving on ILT committee.
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	During this reporting period, the district conducted a structured review of data, focus group feedback, and best practices to identify effective strategies for improving outcomes for students with disabilities, and other historically underserved subgroups. The work focused on nine priority areas outlined in the strategic plan. Supportive Classroom Environments • Completed an initial audit of class sizes, staffing patterns, and service delivery models for Special Education programs. • Reviewed ISBE, IDEA, and federal guidance to ensure alignment with least restrictive environment (LRE) expectations and language-access requirements. • Identified schools and departments already implementing effective co-teaching or sheltered instruction models to serve as internal exemplars.

	Student Success - Analyzed D/F rates by subgroup and course. - Identified high-impact courses where targeted intervention or co-teaching could reduce failures. - Reviewed alternative credit recovery models 2025-2026 The incorporation of Subject.com as an interactive tool for credit recovery. 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. - The resource model was expanded to incorporate the consult/resource model at both West and Central Campus for Sophomore and inclusive of one Senior Course at Central. - The resource model will continue to expand at both West and Central Campus for Junior year courses for the 2026-2027 school year. Implemented this school year a progress monitoring tool to assist with IEP progress report writing. - IXL was implemented as a progress monitoring tool, teachers will receive additional training on the utilization of the program and data analysis in Feb 2026. 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.- - Family Engagement Night held on Sept. 2025 Completed - Will continue to sponsor for the 26-27 school year. Proposal has been developed for the restructuring of the transition center program to include: - New bell schedule - Work based learning - Creating and establishing vocational work-based learning pathways across programs IEP Goal Writing Training will be completed for the 2026-2027 school year.
4. Investigate the expansion of current programming to include identified subgroups:	Revised delivery model to enhance student engagement regarding credit recovery at Pathways and campus instructional

● 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)	level that will be supported through the following: Professional Development on updated instructional model Summer 2025 ● Professional development was provided to staff during the summer of 2025 on Subject.com online credit recovery platform. ● School Improvement Day focus- ongoing training and teacher support for use of subject.com at Pathways campus conducted during the 25-26 school year. Partnership with consultant for 2025-2026 school year regarding transition services. ● District has partnered with FLoursh-ED22 to audit transition services and plan for the expansion of transition center programming. A proposal has been created for implementation for the 2026-2027 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. ● Implementation was completed. ● The program set to be expanded for the next grade level for the 2026-2027 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. ● Currently participating in the LBS 1 Co-Hort through USF during 2025- 2026. Paraprofessionals added to elective classes to support students with disabilities (feedback from Hanover Survey). ● CTE paraprofessional hired at West Campus. Will continue hiring to fulfill other CTE paraprofessional openings.
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 ● Implement direct instruction for core content	Consultant worked with the district during the 2025-2026 school year.

areas including reading and math	
● Conduct annual review of program effectiveness using available data	
8. Review plan on an annual basis.	On-going annually

Action Plan 2.2 Progress Multi-Lingual (ML) Focus (2025-2026 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): Edgar Palacios, Natali Lopez, Maribel Diaz, Ariana Farias & Susi Montano



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). During the 2025-2026 SY, JTHS utilized the Hanover survey distributed to all Multilingual students' parents and staff.
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 ● College and Career readiness	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. ● Implementation of a double block new Newcomer Literacy course that incorporates content from Orientation to Human & Public Services. ● Increased the number of Newcomer students in our Summer Bridge programs. ● Provide targeted professional development for staff servicing Newcomer students in high-interest areas such as CTE as well as co-teaching ELA. ● New Multilingual coordinator for the '26-27 school year at each building who will: ○ Identify ways in which to advance Sheltered Instruction Observation Protocol (SIOP), ○ Establish walk-throughs to identify areas of need, ○ Promote coaching partnerships tied to the instructional playbook, ○ Foster cross-linguistic connections for Bilingual teachers in our Transitional Bilingual Program (TBE), ○ Connect with ML teachers and administrators with AVID, ○ Support ESL endorsed staff and provide opportunities for added professional development, ○ Explore approaches to enhance extracurricular opportunities, and ○ Develop and lead a multilingual MTSS team.
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)	Developed 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.). ○ Credit recovery options for Multilingual students using Subject.com. ○ Review and revise current curriculum and assessment to meet the needs of our ML students. ○ ELA-Co-taught PD and SIOP PD Summer of 2026

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.	Expansion and implementation of new programs and strategies will be considered and recommended by the Director of Multilingual Services, the Coordinators of Multilingual Services, and Multilingual ILT.
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.	Central and West Campus ML coordinators for the 2026-2027 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, 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 2.4 (2025-2026 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: Build social-emotional (SEL), behavioral, and academic support systems for successful transition to JTHS.

Owner(s): Dianne McDonald, Paul Oswald, Matt Narducci, Tino Villaflor, Maureen Pulaski & Natali Lopez



Action Step	Progress
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.	Established District Articulation committee that includes both building and district leadership. - Assistant Principals for Student Services - District AVID Coordinator 9th Grade Building Coordinators - District High School Placement Exam Coordinators - Director for Student Support Services - Director for Multilingual Services - Director for Special Services - Assistant Superintendent for Educational Services
2. Assess the current articulation systems (social-emotional learning (SEL), behavioral, and academic) that occurs between the 8th grade sending schools and JTHS.	Annual survey provided to sender schools to solicit feedback on established articulation calendar and events.
3. Identify areas of strength and improvement in the articulation systems that currently exist and determine those areas that need additional program development.	District Articulation committee leverages: - Regular meeting schedule to plan for incoming 9th grade students - Established articulation calendar - Data platforms (5-lab, Panorama) provide quantitative data of student metrics - Freshman watchlist - Program flags for summer bridge, accelerated
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.	Established articulation onboarding experiences: - Sender school visits in October and December highlight an overview of high school, academics, extracurriculars, and elective section. 8th grade showcase evening event in January for students and families highlighting academics, extracurriculars, and supports at each campus. - Academic open house event on the weekend in January for students and families; appointments available for individualized meetings at each campus.

	• Honors/AP/Accelerated Open House for students and families in April at each campus • Welcome Back and Freshman Orientation in August at each campus. • Open House
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.	Recommend action step moved forward to next strategic planning session; consider addition to flex time.
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.	Programming for the Class of 2030: • Two scheduled visits to each sender school include an overview presentation in October and individual meetings with students in December to select elective courses. ○ World Language screening to determine 9th grade placement. • AVID elective presentations and interviews at each sender school. Student academic placement: • High school entrance exam (PSAT 8/9 or Pre-ACT) given to 8th grade students in the Fall before their 9th grade year. Cut scores in the core areas give guidance to placement into support and honors level courses. ○ Teacher and family recommendations are taken into consideration for placement, as well as student IEP/504. Student non-academic support: • Sender schools are provided with a menu of support available to students and identify students for additional support in their 9th grade year. ○ Transition Coordinator onboards students and families that have been identified by the sender schools during the summer.
7. Assess the current orientation/transition programs that exist for incoming freshman and transfer students, with specific programming for EL newcomers.	Recommend action step move to Action Plan 2.2 regarding EL newcomers.
8. Identify areas of strength and improvement in the orientation/transition systems that currently exist and determine those areas that need additional program development.	District Articulation committee leverages: • Regular meeting schedule to plan for incoming 9th grade students • Established articulation calendar • Data platforms (5-lab, Panorama) provide quantitative data of student metrics

	○ Freshman watchlist ○ Program flags for summer bridge
9. Create an orientation/transition committee consisting off members of Pupil Personnel Services (PPS), Building Level Team (BLT), District Level Team (DLT), and teachers.	Established District Articulation committee that includes both building and district leadership. ● Assistant Principals for Student Services ● District AVID Coordinator ● 9th Grade Building Coordinators ● District High School Placement Exam Coordinators ● Director for Student Support Services ● Director for Multilingual Services ● Director for Special Services ● Assistant Superintendent for Educational Services
10. 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.	Recommend action step move to Actin Plan 2.2.
11. 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.	Recommend action step move to Actin Plan.
12. Create a diverse, student-led freshman leadership team tasked with developing high-interest orientation events throughout the school year.	Recommend action step moved forward to next strategic planning session; consider addition to flex time.
13. 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	Recommend action step move to Actin Plan 2.2.
14. 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.	9 th grade annual survey delivered through Schoolinks , pre- and post-evaluation of student perception regarding supports, goals, self-confidence and other aspects of being a high school student.
15. Evaluate the plan on an annual basis.	On-going

Action Plan 3.1 Progress (2025-2026 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): André Bouey, JR Randich & Gabrielle Garrett



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 postsecondary roles.	Complete as of May 2025
2. Assign a postsecondary specialist (College and Career Specialist) to: - Oversee the postsecondary planning and assessment team - Serve as the liaison between administrative team, student support services, and other staff involved in postsecondary planning implementation	Complete as of May 2025
3. Create postsecondary planning and assessment team: - Responsible for designing, organizing, and assessing postsecondary 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 postsecondary planning priority to school staff. - Liaison to district administration. - Monitor development and implementation of Postsecondary Plan.	Postsecondary planning and assessment team includes the Assistant Superintendent of Curriculum & Instruction, Executive Director of Special Services, the Directors of Multilingual Services, CTE Curriculum, Equity & Strategic Partnerships, the Coordinators of Counseling Support from each building, the College & Career Counselors and Paraprofessionals from each building, and a group of teachers from core academic areas. The team will be co-chaired by the Counseling Support Coordinators. The postsecondary planning and assessment team has been meeting monthly and this year focused on the embedding of the Illinois PaCE framework into content area curriculum. The team is developing strategies to shift curriculum to flex period for the 2027-28 school year. The 2026-2027 school year will be focused on planning flex period curriculum reflective of PaCE requirements to be implemented during flex period.
4. Postsecondary planning and assessment team will evaluate and inventory current curricular activities that support postsecondary implementation and create a calendar of activities to include the following: Interactive workshops/sessions to focus on goal setting, course selection, self-exploration,	The planning and assessment team has continued to focus on completing the calendar of activities for all grade levels. The freshmen year curriculum is complete and was implemented during the 2025-2026 school year. Sophomore year curriculum is on track to be completed

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 postsecondary benchmarks • Presentation and display of portfolios, service-learning projects, etc.	during summer work in 2026 and the Junior and Senior curriculum is planned to be completed during the summer of 2027. • Added FAFSA workshops for second semester at each campus. There were workshops in both English and Spanish every other month (January and March at Central and February and April at West.) • Opportunities for students to engage in postsecondary exploration outside of the school day will continue through the College & Career Centers at both campuses • No progress during the 2025-2026 school year. Action step linked to the progress of Action Plan 4.3 which may determine possible implementation through the flex period. The Counseling Support Coordinators and Behavior Support Coordinators are a part of the flex period committee and are working on postsecondary plans as related to 3.1 with team members during planning sessions.
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 the 2025-2026 school year. Action step linked to the progress of Action Plan 4.3 which may determine possible implementation through the flex period. The Counseling Support Coordinators and Behavior Support Coordinators are a part of the flex period committee and are working on postsecondary plans as related to 3.1 with team members during planning sessions.
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 the 2025-2026 school year. Action step linked to the progress of Action Plan 4.3 which may determine possible implementation through the flex period. The Counseling Support Coordinators and Behavior Support Coordinators are a part of the flex period committee and are working on postsecondary plans as related to 3.1 with team members during planning sessions.

7. Decide on a ritualized time for postsecondary coaches to meet with cohorts of students.	No progress during the 2025-2026 school year. Action step linked to the progress of Action Plan 4.3 which may determine possible implementation through the flex period. The Counseling Support Coordinators and Behavior Support Coordinators are a part of the flex period committee and are working on postsecondary plans as related to 3.1 with team members during planning sessions.
8. Decide on specific ritualized activities and events that involve families in the postsecondary planning process.	Continuing activities and events that were in place during the 2024-2025 school year: Community Connections, FAFSA Support Nights, First Generation Celebrations, College and Career Fairs, "Showcase Events," and Advanced Placement Open House.
9. Decide on a team who will help develop the postsecondary communication plan, introduce postsecondary planning to the school community, and roll-out the launch year of postsecondary plans for students, families, and staff.	The team will annually assess communication needs based on the implementation of SchoolLinks and the counselor curriculum.
10. Develop and deliver professional development to support postsecondary 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.	● Summer professional development was offered for all staff on SchoolLinks in the summer of 2025. ● The postsecondary curriculum was presented by Freshman Academy staff during SIP days during the 2025-2026 school year. This will continue during the 2026-27 school year. ● Review of the PaCE Framework in planning and assessment team meetings during the 2025-2026 school year. ● On-going professional development for counselors and administrators on the SchoolLinks Course Planner during the 2025-2026 school year. ● On-going review of implementation bi-weekly by the Academic Planning Team of the SchoolLinks Course Planner work.
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 postsecondary coaches.	The personalized plan is built in SchoolLinks were implemented during the 2025-26 school year and all impacted stakeholders have access to view the plan with students. ● Plan to have professional development during the 2026-2027 school year to provide impacted stakeholders with training on how to access personalized plans.
12. Decide how the postsecondary process and postsecondary documents will be used in conjunction with students' IEPs.	Complete as of May 2025.

13. Organize key documents and data needed for every student to engage in the postsecondary 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.	● The JTHS website a college and career section was updated to be more student and family accessible. It will be monitored for any necessary changes on an annual basis. ● All bulleted points with the exception of attendance, behavior and intervention data are accessible through SchoolLinks. Attendance, behavior and intervention data are available through Panorama. ● The Course Guide is now operationalized as a part of the SchoolLinks platform.
14. Ensure all documents and activities related to the Post-Secondary process are accessible in student and family home languages.	● These activities were continued during the 2025-2026 school year. ● All documents and activities for this item are accessible through SchoolLinks. Presentations were done for families in English and Spanish at Open House and the Community Connections events. These will continue annually.
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.	Continue to collaborate with the District Transition Coordinator to DHS, all counselors were provided with updated training on transition planning in the first semester of the 2025-2026 school year. This will continue with annual updates. Recommend work with the Action 2.2 Team.
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.	Updates of the plan will be provided annually to CCC committee.

Action Plan 3.2 Progress (2025-2026 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.	The following professional development and initiatives continue within the district: • Implicit Bias Training • Cultural Responsiveness Cohort • Restorative Practices • AVID: Relational Capacity Evolve Weapon Detection is part of daily procedures.
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.	The following professional development and initiatives continue within the district: • Implicit Bias Training • Cultural Responsiveness Cohort • Restorative Practices • AVID: Relational Capacity
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).	The following systems, structures and positions have been piloted or implemented in an effort to better support improved student attendance and engagement: • Addition of Assistant Director of Athletic & Activities • Daily/Monthly Communication • Tardy Sweeps • Check and Connect • Positive Messaging throughout buildings • Student Support Table
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	Established clear roles and responsibilities associated with student attendance: • Deans focus on part-day absences. • Academy Coordinators address full-day absences.

interventions and programs. ● Establish and maintain relationships between school, community, and families which provides support to students. ● Establish a system for dissemination of information to parents/guardians.	● Teachers have conversations with students and families when they see a pattern. ● Evaluation goals for building administrators tied to chronic absenteeism rate. ● 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.)	The following team structures within the JTHS system of support have been established to support students and families in regards to attendance: ● Triangle Team Meetings ● MTSS Team Meetings ● Home Visit Liaisons ● Academy Coordinator Conversations
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	The following provide data for annual evaluation: ● 5Essentials Survey ● Hanover Culture & Climate Survey ● Culture & Climate Team/Tiger Pride Leadership Council
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	No progress during 225-2026

Action Plan 3.4 Progress (2025-2026 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: Educate staff on equitable grading practices and implement equitable grading in all content areas.

Owner(s): Jeff Riley, Sean Hackney & Pat O'Neill



Action Step	Progress
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.	During semester one, worked with instructional coaches and curriculum directors to establish a grading manual based on our current practices to use with equitable grading committee.
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.	Using the existing grading practices as a starting point, the committee will evaluate our policies and practices regarding grading and evaluation of student understanding starting fall 2026.
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.	No progress during the 2025-2026 school year.
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	No progress during the 2025-2026 school year.
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.	No progress during the 2025-2026 school year.
6. Prior to implementation, provide learning for students on equitable grading.	No progress during the 2025-2026 school year.
7. Provide ongoing opportunities for equitable grading committee to present and share their equitable grading practices with other staff.	No progress during the 2025-2026 school year.
8. Ensure that the Student Management System is set up to reflect equitable grading practices.	No progress during the 2025-2026 school year.
9. Evaluate action steps by using surveys and/or gradebook data.	No progress during the 2025-2026 school year.

Action Plan 4.1 Progress (2025-2026 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: Expand programming to address the ever-changing needs and interests of our students and staff.

Owner(s): Dianne McDonald & Ilandus Hampton



Action Step	Progress
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)	• Focus of action plan embedded into the district's established committee, Curriculum Coordinating Council (CCC). ○ Monthly CCC meetings allow the team to evaluate current course offerings, career pathways, and provide recommendations. ○ Curriculum Directors presented recommendations to CCC: ▪ Science: PLTW Principles of Biomedical Science fulfilling graduation requirement of biology. ▪ English: Potential courses to fulfill English 4 graduation requirement based upon student and staff survey. ▪ Applied Life: Potential offerings to grades 10-12 and the elimination of PE 10 based upon student survey.
2. Develop, administer, and analyze a student interest survey that gauges potential elective classes.	• Focus of action plan embedded into the district's established committee, Curriculum Coordinating Council (CCC). ○ Monthly CCC meetings allow the team to evaluate current course offerings, career pathways, and provide recommendations. ○ SchoolLinks analytics data leveraged to capture student career interest, both by career cluster and career aspiration. ○ Pathway recommendations presented to CCC during the spring meetings for discussion. ▪ Business and Finance ▪ Information Technology ▪ Culinary ▪ Art ▪ Media ▪ Education ▪ Public Safety ▪ Health Sciences

	○ Identified courses for addition, elimination, and modifications for upcoming school years, beginning 27-28.
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.	JTHS has a strong partnership with VNA and have discussed the potential of a school-based health center at Joliet Central. Administrators and both campuses and at the district conducted a site visit to East Aurora High School to tour their center. If grant/funding opportunities become available, there is space in the Link at Joliet Central to build out a school-based health center.
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.	JTHS continues to partner with health organizations such as the Will County Health Department and VNA to have designated opportunities available for JTHS students to complete their required immunizations and physicals each year, including opportunities on site at the campuses.
5. Evaluate the action plan annually.	

Action Plan 4.3 Progress (2025-2026 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, Sean Hackney & 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.	Completed during the 2023-2023 school year.
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 "Steelmen/Tiger Time" flex period that allows students to seek extra academic supports, enrichment opportunities, and extracurricular involvement during the school day - Modified, weekly block scheduling - Common Professional Learning Community (PLC) time for teacher collaboration and professional development embedded within the school day - Internal alternative program options for all subgroups (students in general education, students receiving special services, and students within English Learner (EL)/Bilingual programming, students identified at-risk by Triangle Teams) that run at both West and Central Campus - 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)	Completed during the 2023-2024 school year.

○ 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.	
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.	● Presentation to all staff during August 2025 Institute Day regarding proposed school day structure. ● Staff survey of proposed school day structure. ● Collaboration with Executive Leadership Team of Teacher's Union regarding feedback. ○ Draft menu of services created for flex time component of new school day. ● School day structure language added to Teacher's Contract with approval from bargaining unit and school board. ○ Implementation during 2027-2028 school year. ● Flex Time Committee established to gather feedback from the bargaining unit.
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.	● Presentation to all staff during August 2025 Institute Day regarding proposed school day structure. ● Staff survey of proposed school day structure. ● Collaboration with Executive Leadership Team of Teacher's Union regarding feedback. ○ Draft menu of services created for flex time component of new school day. ● School day structure language added to Teacher's Contract with approval from bargaining unit and school board.

	○ Implementation during 2027-2028 school year. ● Flex Time Committee established to gather feedback from the bargaining unit.
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 ● PLC professional development ● Best practices in teaching in new schedule format ● Best practices in formative assessment ● Best practices in developing and implementing alternative programming	Planned to complete during the 2026-2027 school year.
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.	Planned to complete during the 2026-2027 school year.
7. A plan will be developed to support and transition students to the new school day structure. This should include programming that is available to all students and offered before the school year starts to support their transition to the new structure.	Planned to complete during the 2026-2027 school year.
8. The School Day Structure Committee and Alternative Programming Committee will meet regularly throughout the first year of implementation and on an as-needed basis thereafter, but no less than quarterly, to review the implementation of the new school day and programming structure.	On-going before, during and after implementation.
9. Evaluate the action plan annually.	