

Joliet Township High School Action Plan 1-4 Update

Action Plan 1-4

- **Strategy:** We will, in partnership with families and community, implement a systemic approach to culturally sustaining experiences and restorative justice to deliver an equitable educational experience while expanding the diversity of our faculty and administration in order to remove systemic educational barriers.
- **Specific Result:** Establish the instructional and academic identity of the school district to increase the focus on holistic student development and preparation for post-secondary success in a variety of career pathways.



Establish and train staff on a clear JTHS 204 instructional philosophy which is embedded in culturally sustaining philosophies and pedagogy.

Staff at Joliet Township High School District 204 believe that every student deserves an engaging and equitable educational experience rooted in culturally sustaining pedagogy by holding and maintaining high expectations paired with a high level of support for every student. We challenge deficit thinking, intentionally consider diverse representation in curricular decisions, and provide opportunities for students to develop a love of learning. Through training and ongoing support, we seek to better understand and challenge historical inequities that shape our current educational landscape.

To achieve and maintain this vision, we collectively use our knowledge of students, curriculum, and instructional practices to create and deliver multifaceted, personalized, and impactful experiences that empower students to be successful in their post-secondary endeavors. As a result of ongoing research, professional learning, and collaboration, we provide students with scaffolded instruction and targeted feedback that reflect their current understandings while continuously elevating expectations for future growth.



Instructional Norms



JOLIET TOWNSHIP HIGH SCHOOL DISTRICT 204

INSTRUCTIONAL NORMS

WRITING

Students who write:

- Engage frequently, in every content area and classroom
- Cite evidence to support their thinking
- Deepen their understanding of content
- Demonstrate command of academic vocabulary
- Communicate as a content expert
- Communicate their thinking competently and confidently

INQUIRY

Students who inquire:

- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity
- Solve authentic problems

COLLABORATION

Students who collaborate:

- Create a safe and supportive physical and philosophical environment
- Work through identified structures and roles to achieve a common goal
- Develop positive interdependence
- Clearly communicate verbally and nonverbally
- Listen effectively to decipher meaning
- Deepen the learning of others through inquiry and active engagement

ORGANIZATION

Students who organize:

- Self-direct, self-evaluate, self-monitor, and self-advocate to reach academic goals
- Develop and use tools to organize thinking, resources, and time
- Develop and use processes, procedures, and tools to study effectively
- Prepare for rigorous courses and engage fully in instruction

READING

Students who read:

- Activate, Engage, and extend beyond the text
- Make predictions and create visual images as they read
- Understand text structures
- Question the text and engage in deep inquiry
- Become content experts
- Evaluate sources for accuracy and bias



Opening of the lesson



- Gain students' attention
- State the Goal of the lesson
- Discuss the relevance of the target skill
- Review critical prerequisite skills

Body of the lesson



Implement a gradual release of responsibility within lessons through meaningful classroom experiences that allows students to learn, grow, and build their confidence.

Activities should be rigorous and include one or more of the skills above that are highly valued in both the classroom and workplace.

Close of the lesson



- Review what was learned
- Preview what will be learned in the next class period



Ideally, some form of formative assessment should occur daily. In addition, students should have frequent opportunities to assess the quality of their own performance and set productive goals for future learning. This information should be used to target specific student needs and set them up for success. Formative assessment offers a place to practice and grow.

FEEDBACK & GOAL SETTING

RELATIONAL CAPACITY



All students will take responsibility for their learning by checking their grades in each class on a weekly basis and advocating for their academic progress.

Audit course offerings and expand courses/curriculum to include more of a focus on historically underrepresented populations.

- 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

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.

- Administrative Structure
- MTSS
- Students on Track
- Stronger Connections Grant and After School Grant

AVID
Schoolwide

Pre-AP
(Advanced
Placement)

Accelerated
Placement

AP (Advanced
Placement)

Dual Credit

Provide the most rigorous core course work to all students, with an opportunity for earned honors credit, and to remove barriers for historically underrepresented student groups.

Advanced Placement

Arts	English	Math & Computer Science
AP Studio Art	AP English Language & Composition	AP Calculus AB
AP Studio Art Photography	AP English Literature & Composition	AP Computer Science A
AP Music Theory	Sciences	AP Computer Science Principles
History & Social Sciences	AP Biology	AP Statistics
AP European History	AP Chemistry	World Languages
AP Human Geography	AP Environmental Science	AP Spanish Language & Composition
AP Microeconomics	AP Physics 1	AP Spanish Literature & Composition
AP Psychology	AP Physics 2	
AP US Government		
AP US History		

- New additions for 24-25
 - AP African American Studies
 - AP Calculus BC
 - AP Seminar

Dual Credit		
(FBS) Finance & Business	Accounting	JJC ACCY 100 Introduction to Accounting (3 Credits)
	Marketing	JJC MKTG 101 Principles of Marketing (3 Credits)
	Exploring Entrepreneurship	JJC BUS 110 Principles of Customer Service (3 Credits)
(HPS) Human & Public Services	Culinary Arts 1	JJC CA 106 Applied Food Service Sanitation (3 Credits)
	Consumer Economics	JJC FIN 100 Personal Finance (3 Credits)
	Fashion Construction	COD FASHI 1200 Beginning Clothing Construction (3 Credits)
(HPS): Education & Training	Early Childhood Education	Lewis ECED 21000 Introduction to Early Childhood Education (3 Credits)
	Exploring the Teaching Profession	USF EDUC 107 Exploring the Teaching Profession (3 Credits)
	Teaching in a Diverse Environment	USF EDUC 210 Teaching in a Diverse Society (3 Credits)
	Technology for Teaching and Learning	USF EDUC 225 Technology for Teaching and Learning (2 Credits)
(METT) Manufacturing Engineering & Technology	Vocational Auto Mechanic 1	JJC AS 106 Auto Fundamentals (3 Credits)
	Engineering & Architecture 1	JJC CADD 101 2-D Drafting (3 Credits)

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.

Dual Enrollment – Off Campus Dual Credit



CNA

- (6 Cr) Certified Nurse Assistant Training (NA 101)

6 Credits

Certified
Nursing
Assistant

Fire Science & EMS

- (2 Cr) Introduction to Public Safety Careers (EMS 100)
- (3 Cr) Principles of Emergency Services (FSCI 101)
- (4 Cr) First Responder (EMS 101)

9 Credits

Law

Enforcement

9 Credits

- (2 Cr) Introduction to Public Safety Careers (EMS 100)
- (3 Cr) Intro to Law Enforcement (LENF 101)
- (4 Cr) First Responder (EMS 101)

AIM -

Advanced

Integrated

Maintenance

14 Credits

- (4 Cr) Industrial Controls 1 (EEAS 111)
- (3 Cr) Industrial Maintenance Fundamentals (IMT 101)
- (4 Cr) Basic Wiring & Circuit Design (EEAS 101)
- (3 Cr) Industrial Fluid Power (IMT 121)

ACE -

Architecture

Construction

Manage. &

Engineering

11 Credits

- (2 Cr) Intro. to Construction Management (CM 100)
- (3 Cr) Blueprint Reading for Const. & Arch (AEC 106)
- (2 Cr) Intro to the Architecture Profession (ARCH 100)
- (2 Cr) Introduction to Sustainability (SET 100)
- (2 Cr) Introduction to Engineering (EGR 105)

AET - Applied

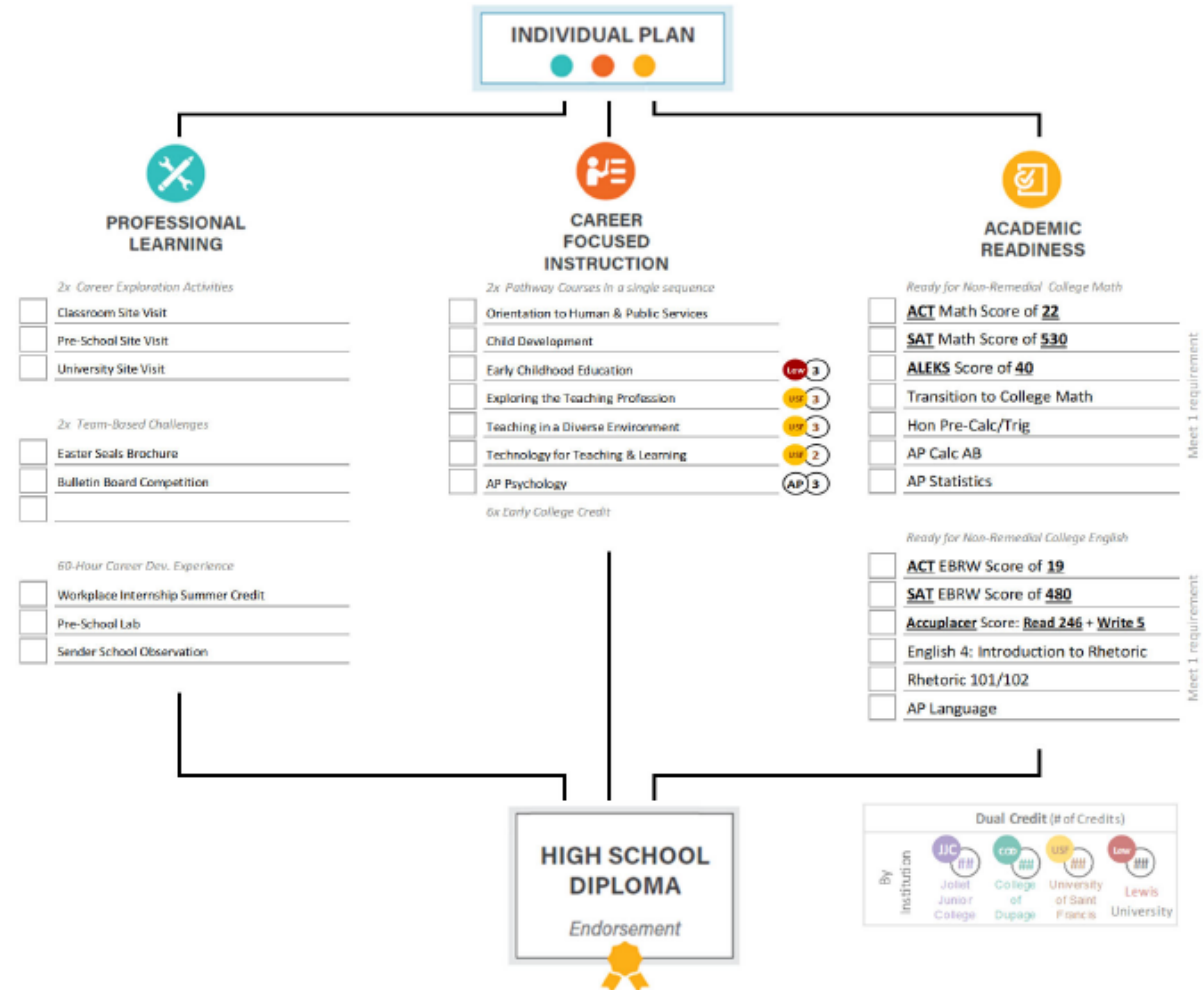
Engineering

Technology

10 Credits

- (4 Cr) Precision Machine Tool Technology 1 (MFG 101)
- (3 Cr) Numerical Controls (MFG 111)
- (3 Cr) Blueprint for Manuf. and Welding (MFG 115)

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.



Experiences in the Professional Learning category take place in the courses listed in the Career Focused Instruction category. In order to participate in the listed Professional Learning Experience, students must be enrolled in the course

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 '24: Workplace Internship Summer Credit
 - 16 Students earned 0.25 or 0.5 Credits
- Summer '25:
 - 80+ Will County CED Summer Internship Initiative
 - Gilbane
 - Aux Sable
 - JT Help Desk

Increase engagement with community partners and local businesses to expand career-based learning opportunities for students in all career fields.

- Multiple Job Shadow opportunities
- ALL CTE Courses inviting an industry expert to their classroom
- ALL CTE Courses implementing a Team-Based Challenge in collaboration with an industry partner
- JTAS CEO Program