



Strategic Plan Update

2025-2026



Ma y 19, 2026

JTHS Strategic Plan



JTHS Strategic Plan

**Mission, Objectives, Strategies, Parameters,
Specific Results & Action Plans**

Scan to View the Full Strategic Plan



Plan Estratégico de JTHS

**Misión, Objetivos, Estrategias, Parámetros,
Resultados Específicos y Planes de Acción**

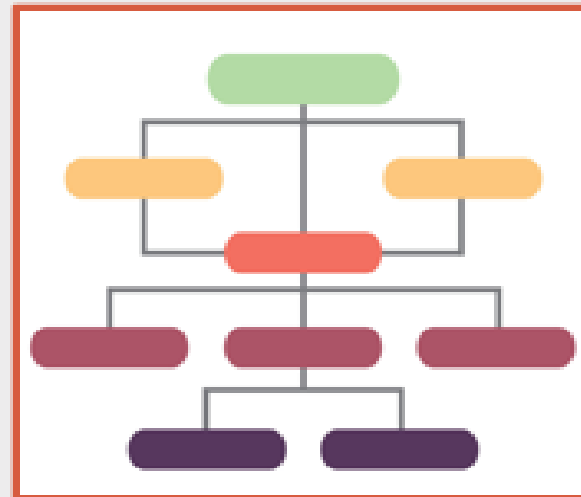
Escanea para ver el Plan Estratégico Completo

JTHS Strategies

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



Equitable
Educational
Experiences



Organizational
Structure



Attendance &
Academics



District
Resources

Action Plans Currently in Progress:

- **1-2: Shelley Clark & Patrick O'Neill**
- **1-5: Sean Hackney, Steve Locke, Brett Marcum & Jeff Riley**
- **2-2**
 - **Special Services: Sheleah Blissett, Jamila Cage, Brandy Daniels & Jen Sitar**
 - **Multilingual Services: Maribel Diaz, Arianna Farias, Natali Lopez, Edgar Palacios & Susana Montano**
- **2-4: Natali Lopez, Dianne McDonald, Matt Narducci, Paul Oswald, Maureen Pulaski & Tino Villaflor**
- **3-1: André Bouey, Gabrielle Garrett & JR Randich**
- **3-2: Shad Hallihan & Tecara Parker**
- **3-4: Jeff Riley, Sean Hackney & Pat O'Neill**
- **4-1: Ilandus Hampton & Dianne McDonald**
- **4-3: Dianne McDonald, Matt Narducci, Sean Hackney, Jeff Riley & Tino Villaflor**

Action Plan 1-2

Action Plan Owners: Shelley Clark
& Patrick O'Neill

- **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.
- **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.



1-2 Progress Highlights

- **Action Step 1:** A survey was distributed to CADCA members, and several schools recommended Curriculum Management Services Inc. (CMSi).
 - CMSi proposal cost: \$74,200
 - Services offered: review of policies, practices, curriculum, climate, culture, and assessment systems
 - Review determined services can be addressed internally
- **Action Step 2:** ‘Director of Equity and Strategic Partnerships’ creation
- **Action Step 3:** Student discussion forums on school culture and climate will continue through the Superintendent’s Student Advisory Group
- **Action Step 4:** Operationalized

Action Plan 1-2 Next Steps

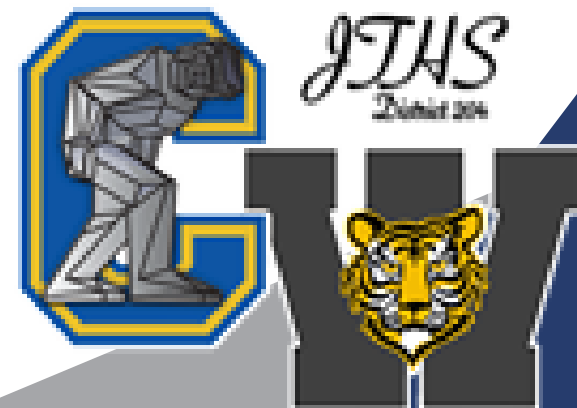
- **Action Step 1:** Conduct internal data review using current student data systems (e.g., Infinite Campus, Panorama, 5lab) to assess:
 - Disciplinary referral rates by subgroup
 - Academic performance and by subgroup
 - Placement trends for accelerated, instructional, and bilingual coursework.
- **Action Step 3:** Partner with existing SEL and Equity teams to educate students on bias and cultural competency
 - Create or adapt student-facing lessons on cultural awareness and systemic bias
 - Create Plan to embed into tier 1 instruction through flex time
- **Action Step 5:** Evaluate the Action Plan (Annual & Post-Audit Review)
 - Present data annually to recommend procedural or policy changes to CCC.

Recommendation: Action Plan remains in-progress for the 2026-2027 school year

Action Plan 1-5

Action Plan Owners: Sean Hackney,
Steve Locke, Brett Marcum & Jeff Riley

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



1-5 Progress Highlights

- **Action Step 1:** Ongoing Professional Development in Restorative Justice Practices for staff.
- **Action Step 3:** Continued access to the anonymous microaggression reporting form.
- **Action Steps 4 – 6 Parent-Teacher Advisory Committee:**
 - Annual Board Committee with multiple stakeholder groups.
 - Review of data incorporated twice annually.
 - Presentation and input from District Student Advisory Committee Annually.
- Monthly monitoring of Discipline Data.
- Annual presentation to Board of Education in July.



Action Plan 1-5 Next Steps

- Continue to refine items, processes, and procedures addressed through Action Plan 1.5 based on data and best practices.
- **Action Step 7:** Move Action Step 7 to the 2.2 Committee for the 2026-2027 school year to develop a proposal for the 2027-2028 school year.

7. Research, develop, and implement a district program that serves as an alternative to expulsion.

Recommendation: Action Plan operationalized for the 2026-2027 school year

Action Plan 2-2

Action Plan Owners: Maribel Diaz, Arianna Farias, Natali Lopez, Edgar Palacios & Susana Montano (Multilingual Services)

- **Strategy 2:** 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.



2-2 Progress Highlights

- Continue the development of a Multilingual (ML) program stemming from the data gathered in 2023-2024.
- ML Instructional Leadership Team (ILT) meets monthly to review data, discuss instructional practices, and analyze learning pathways for ML students.
- Addition of ML coordinators at the West and Central campuses who will:
 - Advance Sheltered Instruction Practices (SIOP),
 - Strengthen instructional coaching and expand professional learning,
 - Develop and lead a Multilingual MTSS Team, and
 - Build alignment with AVID.
- The Multilingual Director led a team during SIP days to develop an ESL curriculum built on literacy along with a focus on best practices for teaching and learning within the program (CTE certified staff).
 - BPAC & Parent Engagement (*Alianza de Padres* Workshops for Post-Secondary Success).
 - Excel Program as a credit recovery option for ML juniors and seniors.
 - Completion of the newcomer literacy course connected CTE course.



Buildings
 Grades
 State Designations
 Programs
Actuals Pro

Programs	School Year	Term	# Students	Proficiency	Effect Size	Growth Distribution
Dual Language : EL-Not a Participant in Dual Language	2024-2025	Spring	1,428	1.62%	-0.11 🟢	14% 68% 13%
EL Placement - Entry Status : Parents Refused	2024-2025	Spring	55	0.00%	-0.20 🟢	8% 15% 68% 9%
EL Placement - Entry Status : TBE Full Time	2024-2025	Spring	522	1.02%	-0.11 🟢	14% 68% 14%
EL Placement - Entry Status : TBE Part Time	2024-2025	Spring	807	1.40%	-0.13 🟢	14% 68% 13%
EL Placement - Entry Status : TPI	2024-2025	Spring	44	6.98%	+0.30 🟡	79% 17%
EL Services Provided : No Transitional Program	2024-2025	Spring	47	0.00%	-0.29 🟢	9% 18% 67%
EL Services Provided : Transitional Bilingual Program - Collaboration	2024-2025	Spring	1,028	1.73%	-0.09 🟢	13% 68% 14%
EL Services Provided : Transitional Bilingual Program - Self-Contained	2024-2025	Spring	310	0.00%	-0.21 🟢	16% 70% 11%
EL Services Provided : Transitional Program in English - Collaboration	2024-2025	Spring	42	7.29%	+0.37 🟡	82% 18%



Action Plan 2-2 Next Steps

Addition of
Multilingual
Coordinators

Improvement of
Articulation process for
student placement

Develop & implement MTSS
systems that focus on
student growth data

Provide ongoing
professional
learning for staff
within the ML
Program

Evaluate the
effectiveness
of the new and
expanded
programming
using a variety
of data.

Recommendation: Action Plan remains in-progress for the 2026-2027 school year

Action Plan 2-2

Action Plan Owners: Jamila Cage, Brandy Daniels & Jen Sitar (Special Services)

- **Strategy 2:** 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.



2-2 Progress Highlights

Focus:

- Instructional Models
- IEP Compliance
- Post-Secondary Support and Planning
- In Class Supports
- Programming Opportunities



2025-2026 Progress Update:

- Implemented new Consult Model to include Resource Class with incorporation of AVID curriculum and integration of JTAS Instructional Norms.
- PBIS for Special Services at West & Pathways campus.
- IXL was implemented as a progress monitoring tool, teachers received additional training on the utilization of the program and data analysis in February 2026.
- Incorporated Subject.com as an interactive tool for credit recovery.
- Family Engagement Night was held in September 2025.
- Professional development was provided to staff during the summer of 2025 on Subject.com online credit recovery platform and ongoing PD throughout the school year.
- A Special Service Family resource guide was created and given to parents, in both English and Spanish.
- Staff second year participating in the LBS 1 Co-Hort through USF during 2025-2026 school year.
- 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.

2-2 Progress Highlights cont.



Current Concentration:

- Instructional level Math and English curriculum work and structural design with a focus on incorporating time for progress monitoring.
- Planning and development of Consult Model programming for the 2026-2027 school year.
- Expansion of PBIS at Central.

Recommended Professional Development starting school year 2026-2027 within the following areas:

- IEP goal development for all Case Managers.
- Leveraging IXL as a consistent tool for intervention and Specially Designed Instruction within the framework for Co-taught Instructional English and Math courses.

Action Plan 2-2 Next Steps



Prepare for the ISBE cyclical audit of Special Services IEP.

Continual programmatic reviews.

Continue planning for 2026-2027 and beyond.

Evaluate the effectiveness of new supports and curriculum using student data.

Recommendation: Action Plan remains in-progress for the 2026-2027 school year

Action Plan 2-4

Action Plan Owners: Natali Lopez, Dianne McDonald, Paul Oswald, Matt Narducci, Maureen Pulaski & Tino Villaflor

- **Strategy 2:** 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.



2-4 Progress Highlights



JTHS Freshman Onboarding Experience

- **Counselor visits to sender schools during October and December**
 - Introduction to high school culture and expectations
 - Elective course selection guidance
 - Distribution of welcome packets
 - Invitation to January Showcase
- **Campus Showcase during January**
 - Department and club exhibitions
 - Student performance and demonstrations
 - Alumni and student leader panels
- **Freshman Academic Open House during January**
 - Personalized meetings with families to discuss accelerated classes
 - Make-up sessions for students and families
 - Special Services
 - English Language Learners (ELL)
 - AVAC
 - Career Pathways
 - AVID Electives
 - Accelerated programs
- **Honors/AP/Accelerated Placement Family Night**
 - Welcome and overview of honors/AP/accelerated placement
 - Student panel sharing academic and balance experiences
 - Open choice breakout sessions



2-4 Progress Highlights

JTHS Freshman Onboarding Experience

- **Freshman Registration Events December-July**
 - One-on-one registration appointments
 - Summer welcoming mailings and digital engagement
 - Optional summer meetings or virtual Q & A sessions
- **Welcome Back & Freshman Orientation**
 - School-wide pep rally and welcome
 - Freshman-only orientation sessions
 - Introduction of student leaders, engagement advisor, and key staff
 - Team building, campus tours
- **Open House**
 - Classroom visits and meet the teacher sessions
 - Student led tours and showcases
 - Engagement advisor booth to promote clubs and activities
 - Parent information sessions on supporting high school success





Action Plan 2-4 Next Steps

- Leverage changes in administrative structure and programming, into the articulation team:
 - Pupil Personnel Services (PPS) → Coordinator for Counseling Supports and Coordinator for Behavior Supports
 - Coordinator for Multilingual Services

JTAS
District 204

HONORS & AP NIGHT

April 13
&
April 16



Noche de Honores y Colocación
Avanzada (AP)
13 y 16 de abril

Recommendation: Action Plan operationalized for the 2026-2027 school year

Action Plan 3-1

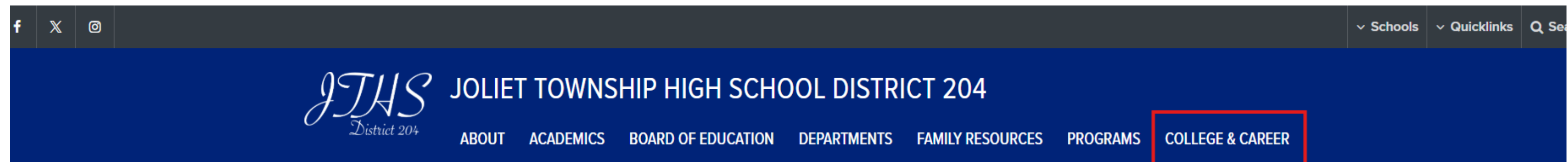
Action Plan Owners: André Bouey,
Gabrielle Garrett, JR Randich

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



3-1 Progress Highlights

- Updated College and Career website on the district site.
- Completed Personalized Postsecondary plan in SchooLinks for current seniors.
- Utilized Course Planner in SchooLinks for the master schedule.
- College Fair at each campus during the 2025-2026 school year.
- SchooLinks lessons embedded into Freshman on Track during SIP days.
- Held monthly FAFSA events at each campus in English and Spanish.



COLLEGE & CAREER

PLANNING BY GRADE LEVEL	UNDERSTANDING FAFSA AND THE ILLINOIS ALTERNATIVE APPLICATION	SCHOOLINKS INFORMATION
COLLEGE VISITS (WORK IN PROGRESS)	STUDENT INTERNSHIPS & JOB SHADOWING	COURSE PLANNER LINK
TRANSCRIPTS / PARCHMENT	SCHOLARSHIPS	MILITARY AND SERVICE ACADEMIES
DUAL CREDIT OPPORTUNITIES AT JTHS	JOLIET JUNIOR COLLEGE	JJC APPLICATION
NCAA STUDENT ATHLETES	JTHS COURSE CATALOG	TRADES AND MANUFACTURING

Action Plan 3-1 Next Steps



Collaborating with Flex Time Committee on implementing Postsecondary activities.

Expanding PaCE Framework lessons to sophomore year.

Working collaboratively with Multilingual and Special Services teams to ensure equitable access to postsecondary opportunities for all students.

Development of Personalized Plan with all students.

Recommendation: Action Plan remains in-progress for the 2026-2027 school year

Action Plan 3-2

Action Plan Owners: Shad Hallihan
and Tecara Parker

- **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.
- **Specific Result:** Increase the attendance rate to 90% or greater by implementing proactive, positive and collaborative approaches and programs.



3-2 Progress Highlights

- Continued to provide professional development designed to provide a more safe, positive, and welcoming environment for all students:
 - Cultural Responsiveness Cohort
 - Implicit Bias Training
- Established the Student Support Table at both campuses.
- Piloted Tardy Sweeps at West. Central will adopt this practice next year.
- Staff outside daily to welcome students and enforce closed campus policy.



Action Plan 3-2 Next Steps

Continued implementation of the JTHS Strategic Plan.

Refine system for tracking and following up on period and part-day absences.

Continued implementation of Student Support Table and expansion of Tardy Sweeps to Central campus.

Recommendation: Action Plan remains in-progress for the 2026-2027 school year

Action Plan 3-4

Action Plan Owners: Jeff Riley,
Sean Hackney & Pat O'Neill

- **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.
- **Specific Result:** Educate staff on equitable grading practices and implement equitable grading in all content areas.

3-4 Progress Highlights

- Step 1: Instructional coaches and curriculum directors outlined our current practices to use with the equitable grading committee and identified areas that are not equitable.
- Step 2: The committee's leadership has evaluated our current policies and practices regarding grading and evaluation of student understanding.
- The committee's leadership has proposed universal grading practices to implement in all subject areas for 26-27.

Action Plan 3-4 Next Steps

Establish a committee that includes representation of teachers, instructional coaches, and administrators.

- Evaluate grading practices
- Plan for staff development on equitable grading practices
- Plan learning for students, parents, and families on equitable grading practices

Action Plan 4-1

Action Plan Owners: Ilandus
Hampton & Dianne McDonald

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



4-1 Progress Highlights

Action Plan Steps:

- Develop, administer, and analyze a student interest survey that gauges potential alternative core class options.
- Develop, administer, and analyze a student interest survey that gauges potential elective classes.

Highlights:

- Focus of action plan embedded into the district's established committee, Curriculum Coordinating Council (CCC).
- Monthly CCC meetings allowed the team to evaluate current course offerings, career pathways, and provide recommendations.
- Schoolinks 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 and action.

Next Steps:

- Curriculum work to revise and develop course recommendations for 2027-2028 SY.
- Communication plan to promote pathways to students and families.

4-1 Progress Highlights

Action Plan Steps:

- 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.
- 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.

Highlights:

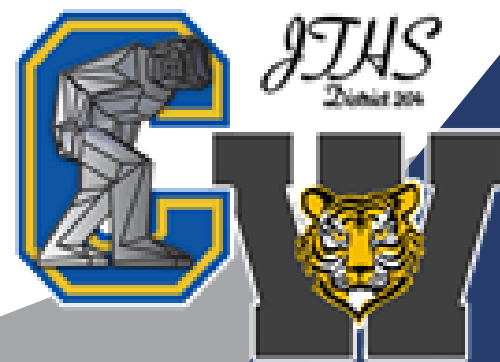
- JTHS has a strong partnership with VNA and have discussed the potential of a school-based health center at Joliet Central. Administrators and both campuses and at the district conducted a site visit to East Aurora High School to tour their center. If grant/funding opportunities become available, there is space in the Link at Joliet Central to build out a school-based health center.
- 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.

Recommendation: Action Plan operationalized for the 2026-2027 school year

Action Plan 4-3

Action Plan Owners: Dianne McDonald, Sean Hackney, Matt Narducci, Tino Villaflor, Jeff Riley, Maureen Pulaski

- **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.
- **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.



4-3 Progress Highlights

2025-2026 School Year Highlights

- Approved teacher contract with new school day structure to be implemented during the 2027-2028 school year.
- Established Flex Time Committee.
 - Three meetings during spring semester with over 70 participants from the bargaining unit.
 - Identified calendar for flex time, that includes home base and interventions/enrichment activities.
 - Identified initial flex time menu of offerings.
 - Recommendations for committee work beginning summer 2026 and into the 2026-2027.
- Infinite Campus Integration.
 - Development of responsive scheduling in Infinite Campus.
 - Identify roles and responsibilities associated with responsive scheduling and flex time.



Action Plan 4-3 Next Steps

Prepare for 2027-2028 school year's implementation of new schedule, including flex time.

Prepare communication plan to students, families, and community regarding new school day structure.

Recommendation: Action Plan remains in-progress for the 2026-2027 school year

Action Plans Recommended as Operationalized in May 2026:

- Action Plan 1-5
- Action Plan 2-4
- Action Plan 4-1

Action Plans Operationalized in May 2025:

- Action Plan 1-1
- Action Plan 1-4
- Action Plan 2-1
- Action Plan 4-2
- Action Plan 4-4

Action Plans Recommended to Stay in Progress:

- Action Plan 1-2
- Action Plan 2-2
- Action Plan 3-1
- Action Plan 3-2
- Action Plan 3-4
- Action Plan 4-3



New Action Plans Recommended for Adoption for the 2026-2027 School Year

- No additional Action Plans recommended for adoption for the 2026-2027 School Year

Action Plans not recommended for adoption at this time:

- Action Plan 1-3
- Action Plan 2-3
- Action Plan 2-5
- Action Plan 3-3



Strategic Planning Timeline

2026-2027:
Work continues on the Action Plans approved to remain in Progress.

May 2027: Progress update to Board of Education of Action Plans in Progress and recommendations for plans to remain in progress, operationalize and adoption of new plans for the 2027-2028 school year.

Summer 2027: New Strategic Planning Team assembled to develop guidance for the new Strategic Plans.

Fall 2027: Strategy Teams assembled to develop Action Plans for the Strategic Planning Team to review in December.

December 2027: Strategic Planning Team makes recommendation to the Board of Education.

May 2028: Progress presented to conclude the previous Strategic Plan and recommendations for the newly adopted Strategic Plan to the BOE.



Thank You!!!

