

Memo



To: Dr. Karla Guseman
From: Dianne McDonald
Date: June 17, 2025
Re: Title 1 Plan 2025-2026

Each school district receiving Title I funds must submit a plan that was developed in consultation with stakeholders for approval in order to access their Title I dollars. The draft plan was shared with all JTHS staff and families.

The District Title I Plan must be approved by ISBE annually prior to approval of Title I grant application. Therefore, for Joliet Township High School to submit and gain approval of the Title 1 grant application for the 2025-2026 school year on July 1, 2025, the District Title 1 Plan must be approved prior to this date.

I respectfully request approval the attached District Title 1 Plan.

Thank you and please let me know if you have further questions.

Joliet Township High School

Title 1 Plan

Approved: June 20, 2017

Reviewed and Revised:

April 8, 2025

April 10, 2024

May 11, 2023

May 19, 2022

May 20, 2021

May 20, 2020

May 27, 2019

May 7, 2018

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PART 1: HIGH QUALITY EDUCATION AND STANDARDS

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards in the corresponding text boxes:

A. Please describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.

JTHS has developed career pathways designed specifically to meet the college and career readiness needs of each individual student. Students are provided with a rigorous and personalized curriculum that integrates course content and technology skills in alignment to the Illinois Learning Standards and includes **numerous opportunities such as AP English, Dual Credit math, and College Board Pre-AP courses.**

JTHS provides career pathways, sequences of recommended courses that a student should take based on their career goal. Students also have opportunities to participate in a Job Shadowing Experience that provides a personalized opportunity to experience career interests through hands-on interaction with professional employees. In these learning environments, students can see the connection between content and career pathways. Required curriculum in courses including English also require students to create documents such as resumes, and personal reflection essays designed to demonstrate student career and college readiness. This work is supported by a sophisticated college and career planning program as well as a career planning curriculum developed and facilitated by district counselors.

District curriculum is aligned to Illinois State Learning Standards in all core subject areas.

B. What measures does the district take to use and create the identification criteria for students at risk of failure? Please list.

Internal data used to measure the performance of Joliet Township High School students includes diagnostic testing in reading and math using Renaissance STAR (completed by all students three times annually), state standardized tests and district mandated formative and summative core assessments. Diagnostic testing allows the district to track longitudinal growth. To identify trends, student performance data is analyzed. This analysis provides trend data for the same grade level. The district student management system has provided ongoing data pertaining to student attendance and discipline that interfaces with a dashboard that allows users to interact with the data. Semester grade reports have been created and are analyzed for core classes. In addition, teachers in core areas are required to complete reports for individual students that trigger short and long-term academic interventions with the goal of getting students back on track toward graduation as soon as possible.

Data related to English Language Learners is also collected, analyzed, and aligned to relevant and powerful instructional outcomes using additional data management tools and professional development.

The district works collaboratively with sender school districts to identify incoming students that are at risk in the following areas: truancy, tardiness, behavioral, and academic. A summer transition liaison works with sender schools to identify at-risk students, establish relationships with these students and their parents (through phone conversations and home visits) and develop an individual success plan that addresses specific obstacles to success. Students who have below grade-level reading and/or numeracy skills are placed in a support program which includes block classes and access to additional resources including teachers with advanced training.

C. Please describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.

JTHS has developed a district-wide curriculum that is aligned to the Illinois Learning Standards for every core course. Required common assessments have been developed for courses by teachers in order to measure student achievement of the course content and to ensure guaranteed and viable delivery of district curriculum instruction. Data will be reviewed in a variety of formats, for example: how students are performing in a particular course across the district, how students are performing in a course within a specific campus, and how individual students are performing within a classroom. Diagnostic exams are administered to all students in math and reading three times a year. Students are placed in literacy and math support classes based on their PSAT 8/9 scores, and/or teacher recommendations. Students in need of math support are placed in a double-blocked class. MTSS teachers have daily release time to identify student needs and interventions.

The district adopted a new math curriculum during the 2020-2021 school year in Algebra to better support at-risk, ELL and Special Education students and have subsequently added Geometry and Advanced Algebra during the next two years. In 2023-24, 9th students in English and Social Studies received instruction using College Board Pre-AP English 1 and Pre- AP World History curriculum. In 2024-25, 10th grade students received instruction using College Board Pre-AP English 2 curriculum and in 2025-26, 9th grade students will receive instruction using College Board's Pre-AP Biology curriculum.

All students receiving ESL courses are also supported by a supplemental ESL Reading and Writing Support course that supplements the instruction found in the ESL course (iLit ELL). Teachers meet in teams on a regular basis to identify student needs and to develop interventions.

D. Please describe the instructional and additional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented.

Additional educational assistance is provided to individual students who need additional support in meeting State Standards through the following initiatives:

- Summer Bridge Program for incoming freshmen that have been enrolled in a 9th grade intervention class (Literacy or Algebra Block) focusing on skills and transition to high school.
- Summer Accelerated Program for incoming freshmen that have been enrolled into a 9th grade honors/AP course focusing on skills and transition to high school.
- Students can take a self-paced credit recovery program concurrently at no cost to recover core course credits and stay on-track for graduation.
- Online virtual tutoring is offered to students at no cost.
- An extended school day for freshmen to provide time for additional academic support in literacy and math.
- Literacy support classes for grade 9 and 10 students.
- Math support classes for students in Algebra 1, Geometry, and Advanced Algebra.
- Credit recovery programs over winter break and summer break.
- A credit recovery program that runs during the school day and focuses efforts on specific standards that students need to master before earning credit. This course allows students to take additional courses to get back on track for graduation.
- A co-teaching model is utilized for students with disabilities.
- A co-teaching model is utilized for English Language Learners.
- A fully implemented 1:1 technology initiative provides every student with a network computer to use 24/7 in an effort to make access to education available anytime and anywhere.
- Blended learning courses are offered in various subject areas including English, social science, and science.
- ELL students who are struggling with the core course curriculum can participate in after-school tutoring provided by district bilingual staff members.
- Using Ellevation and Subject.com to support students across the district that have gaps in their learning.
- SIOP training is used to help general education teachers work with all ELL students.
- A multi-tiered system of support that provides interventions for students in the areas of literacy and math to strengthen students' growth toward mastery of grade-level content.
- Support for students accelerating their placement in the humanities, science, and/or math.
- Established instructional philosophy and norms for all classrooms.

PART 2: SETTING GOALS AND SUPPORTING AT-RISK STUDENTS

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

- E. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.**

Joliet Township High School (JTHS) ensures that all staff hired to teach are certified teachers for the subjects being taught. JTHS utilizes a rigorous evaluation process to ensure that teachers retained are effective and positively impact student achievement. The district has a rigorous induction program that lasts three years and includes intensive support from instructional coaches. In the 2018-2019 school year the district began a partnership with a leadership, planning, and analytics firm to ensure a more thorough review of assessment data with a focus on improving curriculum and assessment.

- F. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d): ***

The Joliet Township High School Strategic Plan is a comprehensive document that identifies the district's mission, objectives, strategies, parameters, and beliefs. The plan charts the future of the district and is a living document that is used to improve our schools. Every decision the district makes directly relates to the Strategic Plan, and all district and school improvement plans are directly aligned to the plan.

The Strategic Plan is a five-year plan; however, it is reviewed annually, and Periodic Updates and Renewals are held to make revisions that may be necessary due to changes in society, legislation, or circumstances of the district.

Each strategy contains a set of action plans that have specific steps written to accomplish the district's objectives. Every summer, the JTHS superintendent and administrative team review each set of action plans to assess progress and to determine implementation for the upcoming school year. JTHS administrators are responsible for action plan implementation and are evaluated annually based upon Strategic Planning progress.

The JTHS Strategic Planning process is led by an external facilitator to ensure an objective point-of-view. The Strategic Plan and all associated action plans are written collaboratively by diverse groups of individuals comprised of parents, students, teachers, administrators, Board of Education and community members. The collaborative approach to Strategic Planning ensures that all JTHS stakeholder groups are represented. This group is truly a microcosm of our community.

The objectives identified in the current strategic plan are: (1) Each student will achieve their growth targets as measured by district and standardized assessments. (2) The achievement gap among all subgroups will decrease annually as measured by district and standardized assessments. (3) The graduation rate among all subgroups will be 90% or higher. (4) By 2027, each senior will complete a post-secondary plan. (5) The average chronic absenteeism rate will decrease on an annual basis among all subgroups.

The specific strategies identified in the current strategic plan for supporting at-risk students are:

1. 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.
2. 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.
3. Provide supportive programming that improves the success of all student subgroups to increase the graduation rate and post-secondary success.
4. Build social-emotional (SEL), behavioral, and academic support systems for successful transition to JTHS.
5. Embed Social-emotional Learning (SEL) Standards within all core curricula.
6. Strengthen students' academic and developmental college and career readiness skills through the completion of a personalized, student-centered Post-Secondary Plan.
7. Increase the attendance rate to 90% or greater by implementing proactive, positive and collaborative approaches and programs.
8. Educate staff on equitable grading practices and implement equitable grading in all content areas.
9. 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.

PART 3: USE OF TITLE FUNDS

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

- G. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measures the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA:**
 - School Lunch: the number of children eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- H. Select the types of Title I programs the district is operating in all attendance centers.**
 - Schoolwide
- I. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?**

Yes
- J. Create and upload an attachment which lists each attendance center/school, by applicable program.**

RDCT code	Site Code	Attendance Center Name	School-wide, Targeted Assistance, or Not Served
<i>example:</i>			
<i>56-099-2040-17</i>	<i>0003</i>	<i>Joliet West High School</i>	<i>School-wide</i>
<i>56-099-2040-17</i>	<i>0001</i>	<i>Joliet Central High School</i>	<i>School-wide</i>

- K. Describe, in general, the targeted assistance and/or schoolwide programs the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children**

The schoolwide programs the district will operate include literacy and numeracy support for struggling learners, instructional coaching, academic summer camps targeting both struggling learners and potential honors students, cyber safety and digital literacy consultation, professional development for teachers (including multicultural training, restorative practices, supporting English Language Learners, Advanced Placement workshops and ongoing curriculum work), instructional materials and software, and Family Engagement Liaisons. The goal of all these programs is to improve the academic achievement of all students.

PART 4: HOMELESS AND COMMUNICATION

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

- L. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act:**

The district provides a variety of services to homeless students including financial support for transportation to and from school, school supplies, co-curricular activities (including tutoring and credit recovery opportunities) and personal supplies such as coats and other necessary clothing. JTHS partners with the Will County ROE office and other neighboring school districts to provide Student Support fairs for families in which services from Will County, Grundy, and DuPage offer free medical care, dental services, mental health, grooming, and other services. The district works with other community agencies to provide support for families within our district and area who receive McKinney Vento Services. Lastly, all students identified as McKinney-Vento also receive free access to all resources and programming available to all other Joliet Township High School students. In addition, JTHS partners with its non-public parochial high school, Joliet Catholic Academy and shares financial support for students who qualify for these services under Title I.

- M. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations:**

One of the most significant ways the district ensures parents, family members, and students are a part of LEA plans is to include them in the development of the district's Strategic Plan. The JTHS Strategic Planning process is led by an external facilitator to ensure an objective point-of-view. The Strategic Plan and all associated action plans are written collaboratively by diverse groups of individuals comprised of parents, students, teachers, administrators, Board of Education and community members. The collaborative approach to Strategic Planning ensures that all JTHS stakeholder groups are represented.

There are specific strategies identified in the current strategic plan to address communication (including communication about LEA plans):

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 to remove systemic educational barriers.

- Implement a comprehensive approach to authentic community engagement which will result in increased trust between the school and community and improved outcomes for all student sub-groups.

We will implement a holistic approach to support students through family, community, and student engagement, targeted support, and flexible learning opportunities to improve student attendance and academic performance.

- Improve family engagement by more readily listening and responding to the various needs of all families.

Throughout the year, families are also encouraged to attend and participate in IEP meetings and transition workshops. The district works to communicate LEA plans and activities through a variety of additional programs and modes of communication including District and School Improvement Team meetings, consultation with the Bilingual Parent Organization, and Band, Orchestra and Choir Parents' Associations.

- N. If applicable, please describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. If the district does not offer early childhood education programs, please state below:**

Not Applicable

- O. How will the district facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable: (A) Through coordination with institutions of higher education, employers, and other local partners;* and (B) through increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.**

All ninth graders begin their JTHS education in the Freshman Academy. This small learning community is structured to ensure the transition to high school is successful. Freshman students have an eight-period day and begin school earlier than their upper-class peers. This provides time within the school day for academic support in literacy and math, or the opportunity to take an extra elective if support is not needed. JTHS engages in ongoing articulation meetings with sender school districts which impact student placement as well as adjustments to the curriculum.

In addition to a rigorous academic curriculum, career exploration is woven into classroom lessons and delivered in advisory using a college and career exploration program. This career exploration ensures that students are prepared to begin identifying potential career and college interests.

The district provides mentorship and support to students in the transition from high school to college and career through a variety of programs including Brother 2 Brother, Black Student Union, Fearless Females, TRIO, Community Connections, Summer Bridge Academic Summer Camps, Advanced Placement/Accelerated Academic Summer Camps, The Y.M.C.A. Teen Achievers Program, and “get ahead” summer school courses.

The district offers students dual credit courses through Joliet Junior College, Lewis University, and University of St. Francis, including clinical internships in nursing and several dual enrollment programs, such as Advanced Integrated Maintenance.

P. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.

The district works with the Will County Regional Office to provide services that benefit both students and parents that have been identified as McKinney Vento families as well as families At Risk. During this event that occurs twice a year, we involve all stakeholders in educating families regarding rights, changes in legislation, community services and resources, as well as services provided within the schools. Furthermore, the district also participates in professional development training for administrators, teachers, and clerical staff on best practices and how to augment services for the identified population.

PART 5: COMPLIANCE, CTE AND ARTS

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

- Q. The process through which the districts will (i) reduce incidences of bullying and harassment, (ii) reduce the overuse of discipline practices that remove students from the classroom, and (iii) reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined: (I) each major racial and ethnic group; (II) economically disadvantaged students as compared to students who are not economically disadvantaged; (III) children with disabilities as compared to children without disabilities; (IV) English proficiency status; (V) gender; and (VI) migrant status.**

Joliet Township High School has a school board policy directly addressing bullying and aversive behavioral interventions: 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment require a response plan as well as an annual evaluation and assessment of the policy's outcomes and effectiveness. The district reviews disaggregated discipline data as an administrative team annually and worked in concert with a discipline committee to reduce the use of aversive behavioral interventions. The district has implemented professional development for faculty to reduce incidences of bullying and reduce the use of aversive behavioral interventions. The district will continue to support the Freshmen Academy and Freshmen Consultation program to support Freshmen as they transition into high school. In addition to this program, the district has expanded our social-emotional support by implementing Think first curriculum for students with reactive anger management and CBITS curriculum for students who have experienced trauma that deter them from being successful in the academic environment. JTHS also has implemented a Behavioral Health Team at each campus to review, assess, and progress monitor identified students that have experienced trauma, exhibit behavioral concerns, or need social, and emotional support during the school day. JTHS will continue to focus on academic practices and professional development such as Cultural Responsiveness and Restorative Justice training to address the number of African American, Hispanic/Latino and low socially economic students that are academically behind and/or who repeatedly receive discipline referrals that result in suspensions, expulsion recommendations, recommendations for services or alternative placement.

*If applicable, please describe the district's support for programs that coordinate and integrate the following: **

- R. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.**

Joliet Township High School's significant Career and Technical Education offerings for students include 69 possible CTE related courses in 23 unique CIPs, across Arts Audio/Video Technology And Communications, Architecture And Construction, Health Sciences & Technology, Human & Public Services, Information Technology, Law Public Safety Corrections and Security, Stem and Manufacturing, Transportation Distribution and Logistics. Programs are sequenced to encourage exploration, industry skill development, and a deeper understanding of potential related careers.

Students are guided to take a four-year sequence to prepare for a career in their established career pathway. Students can participate in cocurricular after school clubs such as culinary club, JC Engineers, and Welding club. Students are encouraged to sign up and participate in CTE Student Organizations (CTSO) such as SkillsUSA. Students in each CTE class connect with an industry partner through guest speaking, Team-Based Challenges, and site visits. These opportunities offer students authentic real-world challenges and topics to relate the curriculum and activities to. Students have opportunities to earn industry certifications through various CTE courses. Certifications include Illinois Department of Public Health Certified Nurse Assistant, CPR, Automotive Service Excellence, ServSafe Sanitation, ServSafe Managers, ServSafe Allergen, Illinois Mandated Reporter, Early Childhood Education Level 1, OSHA-10 Safety. Dual Credit opportunities are available in some of these same areas such as, accounting, marketing, entrepreneurship, computer-aided drafting, vocational automotive, nurse assistant program, fire science/emergency medical services, industrial maintenance, applied engineering, construction management.

JTHS offers a variety of programs to address the needs of the local business community. Students can earn graduation credit through Workplace Internship Summer Credit as the Summer Internship program offers students a Work-Based Learning coordinator to navigate students through career readiness. Another example would be students working at Abri credit union, which is housed within the school buildings. JTHS has partnered with Joliet Junior College to offer students coursework and/or field experiences within the Nurse Assistant Program, Fire Science & Emergency Medical Services, Advanced Integrated Maintenance, and Architecture, Construction Management, Engineering.

How will the district fulfill the following:

T. Describe how the district will identify and serve gifted and talented students by using objective criteria.

In District 204's screening process, no single criterion will exclude a student from consideration for gifted acceleration, or talent development. Rather, nomination for the Honors Program is based on the following criteria: accelerated placement using standardized test results, teacher recommendations, and parent or student requests for more rigorous course schedules. In

addition, summer honors/AP academic camps are in place for students in need of extra support for the district's honors and AP program. Beginning the 24/25 school year, students are accelerated into the next most rigorous course for the humanities, science, and/or math based on College Board college and career readiness benchmarks. Also, AVID elective is offered to grades 9, 10, and 11 to support identified students in their post-secondary planning.

U. What are the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement? *

The school library program at Joliet Township High Schools is staffed by four full-time librarians. The program supports students who visit the library, and librarians also support teachers and curriculum by providing lessons for students on online research, computer literacy, and digital literacy. Librarians also provide professional development for teachers on topics including database use and digital copyright laws. The library media centers have achieved recent goals related to expanding digital collections and providing student workshops on topics including Office 365 and Google applications.

V. Describe the approach of the district in developing and supporting the arts (music, dance, and other fine arts) to provide students with an opportunity to develop an appreciation of the arts and improve academic achievement. *

The district supports a significant fine arts curriculum as well as many fine arts extra-curricular activities. There are currently five music teachers in the district and three art teachers. Course offerings in the fine arts include twelve music courses, including AP Music Theory; six art courses, including AP Studio Art; and two drama courses. Fine arts activities or clubs include Anime Club, Art Club, Ballroom Dance Club, Band, Choir, Contest Play, Drama Club, Madrigals, Orchestra, Show Choir, Theater, National Art Honor Society, Jazz, Group Interpretation, Speech Team, and the Heavy Metal Club.

Title 1 Plan Consultation Requirements

A LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

Such stakeholders must include, but are not limited to, the following:

- teachers,
- principals,
- other school leaders,
- paraprofessionals,
- specialized instructional support personnel,
- charter school leaders (in a local educational agency that has charter schools),
- administrators (including administrators of programs described in other parts of this title),
- other appropriate school personnel, and
- parents of children in schools served under this part