



JTHS
District 204



JTHS School Improvement 2018-2019

Teacher-Driven Process to School Improvement

- Co-facilitators for each subgroup (Admin/Staff)
- Meetings outside school day
- Non-SIT members invited to participate
- Monthly SIT meetings
 - Subgroups report progress
 - Plan next steps



School Improvement Subgroups 2018-2019

1. Every Student Succeeds Act (ESSA)
 - Graduation rate, Freshmen on track, College readiness
2. Response to Intervention (RtI)/Intervention programs
 - Building, Academy, Content level
3. Strategy 6.1
 - Achievement Gap
4. Discipline
 - Data, Programs, Interventions



School Improvement Team Process

1. Review data
2. Identify gaps/areas for improvement
3. Brainstorm solutions, programs, interventions, policy/practice revisions
4. Research
5. Develop action plans

ESSA Teams

- Goal 1: Increase academic achievement on SAT for ELL (1.8, 2.1, 6.1)
 - Communicate with students and families
 - Counselor program for placement
- Goal 2: Lower the chronic absenteeism rate (2.2, 2.3, 5.1, 5.4, 5.5)
 - Communicate importance to families
 - Teachers-rigorous lessons on SIP days
- Goal 3: Increase academic achievement on SAT in ELA/Math for all (1.6)
 - Building test prep program for targeted students/SAT prep advisory for all juniors
 - School culture and awareness PSAT week (guidance curriculum)
- Goal 4: Students will graduate high school meeting ESSA college and career readiness indicators (strategy 1, 4.4)
 - All students aware of readiness indicators and
 - System to award/recognize students who meet indicators when graduating

RTI/Intervention Teams (Strategy 5.1/5.4)

- Perform audit of current RTI system-look to transition to (Multi-Tiered System of Supports) MTSS approach
 - MTSS-looks at whole child-comprehensive view of student's needs
 - Audit current interventions/supports offered (tier 1,2,3)
- Establish clear criteria to identify students
 - Started developing screening mechanism with identified triggers
 - Research-other schools, universal screeners
- Develop professional development plan for RTI/MTSS
 - Survey staff-needs, inform of process, lead staff PD on interventions
- Develop an RTI/ MTSS plan for 2019-2020
 - Scheduling into school day

Strategy 6.1 Teams

- Increase the percent of students that spend 80% or more of their day in general education classroom (EEo1 code) (5.4, 6.1)
- Develop additional Tier 3 Interventions (5.1, 6.1)
- Increase summer school enrollment for enrichment or acceleration (1.5, 5.3, 6.1)
- Increase the number of students taking AP/Dual Credit courses (6.1)
- Increase the effectiveness of communication with African American families (2.2, 5.2, 6.1)
- Provide appropriate and sufficient supports for healthy social emotional growth and maintenance. (1.8, 6.4)

Strategy 6.1

Central Initiatives

- Create additional clubs and activities focused on engaging students of color (e.g. DIVAS).
- **Raising Student Voice:** Diverse group empowered to share students' perspectives of school.

Discipline Teams (Strategy 5.4, 5.4)

- Goal #1 Cultivate cohorts of staff to apply proactive and responsive Restorative Practices to classroom and school-wide culture.
 - All staff training on strategies/techniques
 - Lessons on appropriate behavior expectations
- Goal #2 Use of restorative school-wide systems, structures, and policies that influence culture change.
 - Daily interactions
 - Procedures
 - Policies



Strategy 6

We will, in partnership with families and community, develop and implement plans to deliver a culturally responsive educational experience and expand the diversity of our faculty and administration in order to close the achievement gap.

Strategy 6 Action Plans In Progress

6.1 JTHS will implement a comprehensive, systematic process to support all underperforming students, with particular attention paid to African American males.

6.2 JTHS will create and implement a family and community group that aggressively builds relationships between District 204 families and staff in order to enhance the educational experience of all students.

6.4 JTHS will implement professional development that will result in staff demonstrating ownership of practices that enhance the academic and social emotional advancement for students of color.

Professional Development Plan 2019-2020



- Implicit Bias Training for all staff within the District (Action Plans 6.2 & 6.4)
- 3rd Cultural Responsive Cohort (Action Plans 6.1 & 6.4)
- Continued Implementation of the Cultural Responsiveness Steering Committee (Action Plans 6.1 & 6.4)
- All New Employee Orientation Sessions will continue to include a review of the Strategic Plan, including the goals within Strategy 6
- New Teacher Orientation program will include Cultural Responsiveness Training (Action Plans 6.1 & 6.4)
- Naviance, Guidance Curriculum & Advisory (ESSA, RtI/Interventions)
- Restorative Practices (Strategy 6, Discipline, RtI/Interventions)



Cultural Responsiveness Steering Committee

Committee Established at the beginning of the 2018-2019 school year

- Comprised of members from the first Culturally Responsiveness Cohort and individuals interested in this work
- Three areas of focus during the current school year
 - New Teacher Orientation
 - Curriculum
 - Student Engagement

Members of Cultural Responsiveness Steering Committee



New Teacher Orientation

- Lauren Carter
- Brian Conant
- Tenita Goza
- Karen Blunk
- Jamila Cage
- Ashley Samsa

Curriculum

- Gandhi Schlote
- Matthew Almon
- Tino Villaflor
- Annie Monninger
- John Barabe
- Ashley Samsa
- Ernest Crim
- Bethany Wendt
- Elise Cochran
- Cassie Crim
- Juan Torrez
- Jaclyn DeBold
- Ariana Farias
- Joy Otry
- Maisa Abu-Mallouh
- Lauren Kline
- Feba Thomas
- Corinne Zimmerman
- Holly Camerano
- Lauren Carter
- Brian Conant

Student Engagement

- Lauren Carter
- Sommer Stice
- Jeremy Kreiger
- Sharralyn Martin
- Brian Conant
- Stephen Seper
- Arianna Farias
- Annie Monninger

JTHS Culturally Responsive School Culture



Culturally Responsive Steering Committee accomplishments for 2018-2019:

- Developed curriculum for new teacher induction
- Created “Culturally Responsive School Culture Agreement”

Next Steps

- Develop professional development track for 3rd and 4th year teachers.
- Conduct student survey and develop team of teachers and students to review data
- Develop professional development to support roll-out of “Culturally Responsive School Culture Agreement” throughout 2019-2020 school year during School Improvement days
- Incorporate members of the 2nd Cultural Responsiveness cohort into the Culturally Responsive Steering Committee



Cultural Responsiveness Steering Committee

Recommendations for the 2019-2020 School Year

- Cultural Responsiveness Training implemented during summer New Teacher Orientation Sessions
- Implementation of the JTHS Culturally Responsive School Culture Agreement and associate professional development during content time on SIP Days

JTHS Culturally Responsive School Culture Agreement



- We will engage in a culturally responsive curriculum that includes parallel-narratives and counternarratives so that all students see themselves represented honestly.
- We will embrace, celebrate and empower the multidimensional identities and voices of all members of our community.
- We will model empathetic and intentional relationships.
- We will be intentional about challenging the causes of inequity including racism, oppression, privilege and bias.
- We will listen to each other openly and honestly in order to understand different perspectives.
- We are allies; we will advocate for ourselves and all members of our community.
- We will maintain high expectations for the academic achievement of all students without making assumptions based on a student's identity.
- We will use restorative practices so that we can foster peaceful and productive relationships within our community.
- We understand that being a culturally responsive community requires ongoing and difficult work, so we will support each other on this journey together.

Restorative Practices

Implementation Goals:

1. Cultivate two cohorts of 65 staff to apply proactive and responsive Restorative Practices to classroom and school-wide culture
2. Support school leadership to ensure the integrity of Restorative Practice implementation
3. Promote restorative school-wide systems, structures, and policies that influence culture change



Goal 1: Cultivate two cohorts of 65 staff to apply proactive and responsive Restorative Practices to classroom and school-wide culture



- Cohort 1: Classroom & Disciplinary Staff (13 Deans & 22 Teachers, 35 total)
- Cohort 2: Support Staff --Social Workers & School Counselors (30 total)
- All Cohort members will participate in a two day opening retreat during the summer and topics will include the following:
 - Community building
 - Shared agreements
 - Circle leadership roles
 - Circle structure & process
 - Writing circle plans
 - Restorative Practice practitioner identity
 - Forming a shared vision of Restorative Practice implementation

Goal 1: Cultivate two cohorts of 65 staff to apply proactive and responsive Restorative Practices to classroom and school-wide culture

Semester 1

- 9/5 – Building Intentional Relationships
- 9/19 – Restorative Classroom Management: Setting & Maintaining Norms
- 10/3 – Avoiding Power Struggles
- 10/17 – Using Circles to Promote Academic Engagement
- 11/7 – Circle Case Studies
- 11/21 – Restorative Mindsets: Harm & Repair
- 12/12 – Implicit Bias in School Discipline

Goal 1: Cultivate two cohorts of 65 staff to apply proactive and responsive Restorative Practices to classroom and school-wide culture

Semester 2

- 1/7 – Restorative Conversation: the 4 questions (Teacher Institute)
- 1/30 – Restorative Conversations & Core SEL Competencies
- 2/13 – “Check Yourself Before You Wreck Yourself:” self-awareness & self-management for practitioners
- 2/27 – Restorative Consequences
- 3/12 – Adult Self Care
- 4/2 – Restorative Conversations Case Studies
- 4/23 – Restorative Consequences Case Studies
- 5/7 – Closing Celebration Circle

Goal 1: Cultivate two cohorts of 65 staff to apply proactive and responsive Restorative Practices to classroom and school-wide culture

Cohort 2 will meet in the afternoons on SIP Days

- 15 year-long professional learning sessions (cohort 2 will be divided into 2 groups so offices are covered)
- Topics will be determined and tailored to the needs of the cohort, including guidance curriculum
 - Cohort 2a 11:20 - 12:50
 - Cohort 2b 1:30 - 3:00

Goal 2: Support school leadership to ensure the integrity of Restorative Practice implementation



- Individual Coaching of Deans (8)
 - Possible Topics
 - Individualized cognitive coaching cycles on circle facilitation and Restorative Conversations
 - Facilitation of group supervision/accountability processes
 - Development of systems for tiered restorative interventions, including documentation and evaluation
 - Goals for coaching will be created in collaboration with individuals and in alignment with goals established by the RP Implementation Team
- Dates: 10/24, 11/13, 12/12, 1/16, 2/20, 3/19, 4/30, 5/21

Goal 3: Promote restorative school-wide systems, structures, and policies that influence culture change



- Restorative Practices Implementation Team (interested members/leaders from cohort 1 & 2 -- membership is limited to 10)
 - Purpose: to customize Restorative Practice implementation to JTHS culture by: articulating goals, establishing benchmarks, identifying methods of school-wide implementation of Restorative Practices
 - Types of support might include:
 - Developing systems for documentation and evaluation of Restorative Practices
 - Support presentation of policy recommendation to the discipline committee
 - Examining data for root causes, providing data examination and case management protocols
 - Creating team agendas, facilitating meetings
- Time: 1:45 – 3:15
- Dates: 10/24, 11/13, 12/12, 1/16, 2/20, 3/19, 4/30, 5/21

JTHS Diversity Statement

Joliet Township High School District 204 is committed to cultivating an inclusive community that values and embraces diversity and respects the humanity of all people.

