



# Strategic Plan Update

2024-2025



Ma y 20, 2025

# 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**

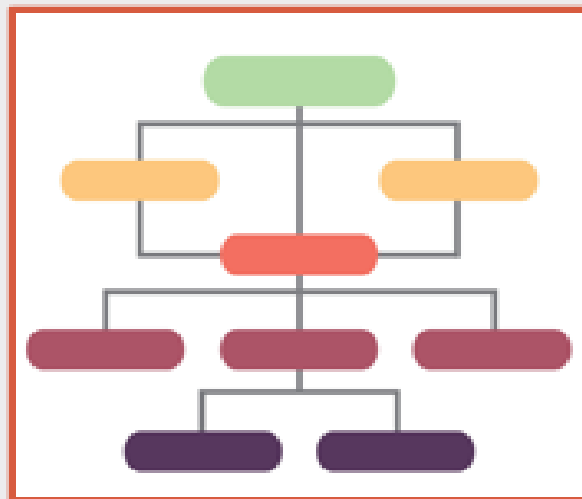


# JTHS Strategies

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



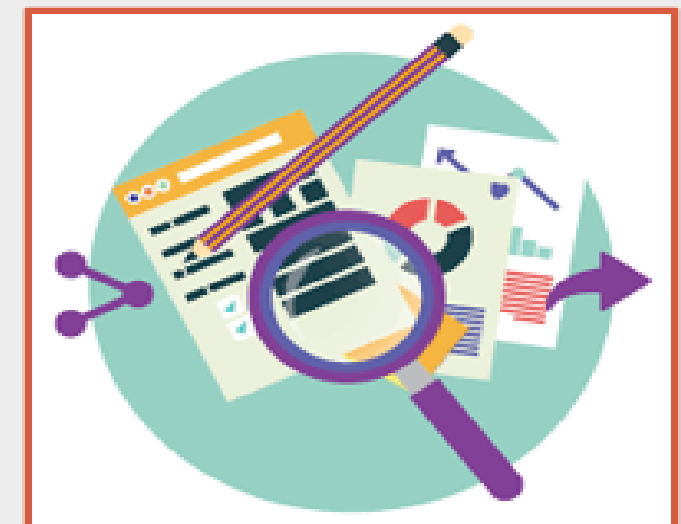
Equitable  
Educational  
Experiences



Organizational  
Structure



Attendance &  
Academics



District  
Resources

# **Action Plans Currently in Progress:**

- **1-1: Shelley Clark, Karla Guseman & Kristine Schlismann**
- **1-4: Sean Hackney, Chris McGuffey & Jeff Riley**
- **1-5: Steve Locke & Brett Marcum**
- **2-1: Karla Guseman**
- **2-2:**
  - **Special Services: Jamila Cage, Katie Hunt & Jen Sitar**
  - **Multilingual Services: Maribel Diaz, Natali Lopez, Paul Oswald & Edgar Palacios**
- **3-1: Julie Adelman, André Bouey & JR Randich**
- **3-2: Shad Hallihan & Tecara Parker**
- **4-2: Ilandus Hampton, Ed Johnson, Matt Kellett & Brian Shaw**
- **4-3: Dianne McDonald, Matt Narducci, Maureen Pulaski, Jeff Riley & Tino Villaflor**
- **4-4: Ilandus Hampton & Brian Paczesny**

# Action Plan 1-1

Action Plan Owners: Shelley Clark,  
Karla Guseman & Kristine Schlismann

- **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 comprehensive approach to authentic community engagement which will result in increased trust between the school and community and improved outcomes for all student subgroups.



# 1-1 Progress Highlights

## Action Step 1: Increase Engagement Opportunities

- Quarterly JRECC Meetings
- Pastor Re-engagement meeting – Community Connections Interfaith Committee
- State of the District
- School Report Card Presentation & Board Meeting Presentations
- Partnership Recruitment Event
- Joint Vaping initiative and Press Conference

## Action Step 2: Implement Student Advisory Committee

- A diverse Student Advisory Committee was established and implemented

## Action Step 3: Improve intentional engagement opportunities

- 2 Community Expos were implemented
- Two additional Family Engagement Liaisons were hired
- BPAC/Families of Newcomer Group
- Continued support of Grandparents Raising Children Group
- Dedicated College & Career Counselor at each campus
- Continued Partnership with TRIO, YMCA & MAC Mentoring
- Continued implementation of Parent/Teacher Conferences
- Continued use of Request for Support Form
- Dedicated Director of Multilingual Services
- Students Groups: Black Student Union, Dreamers, Brother to Brother



# 1-1 Progress Highlights



## Action Step 4: Increase support and communication with families

- State of the District Event
- 4 Bilingual Family Engagement Liaisons for a total of 6 Family Engagement Liaisons
- Contract for Interpretation Services
- Interpretation/Translation Technology
- Office staff contract includes and additional \$1 and hour for staff who can interpret and translate information
- Addition of ParentSquare

## Action Step 5: Increase and expand activities for students and families which honor diverse cultures

- Kermes, MLK Day of Service, African American Read-In, Black History Month Activities
- 2 Community Connections Expo
- Veteran's Day Ceremony

## Action Step 6:

- Facility usage with community partners
- Hosted 2 Community Connections Expos
- Created Morning Walker Webpage to publicize this program



# Action Plan 1-1 Next Steps

- Continuation and enhancement of all community engagement initiatives in place
- Continued implementation of Community Connections Interfaith Committee focusing on improving student attendance
- Continued implementation of the District Student Advisory Committee
- Continued implementation of the Community Connection Expos at each campus
  - Scholarship Completion
  - College & Career Readiness
  - Application submission for internships
  - Continued recruitment of community partners
  - Job Fair for both students and community members
  - Add a Meet and Greet sessions with the Board of Education
- Lunch and campus tours for elected officials and community leaders during the 2025-2026 school year
- Implementation of the ALOP push-in Program from the ROE

**Recommendation: Operationalize for the 2025-2026 school year**

# Action Plan 1-4

Action Plan Owners: Sean Hackney,  
Chris McGuffey & 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:** 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





# 1-4 Progress Highlights

- Instructional philosophy and norms developed in collaboration with instructional leaders.
- Accelerated placement fully implemented.
- Created course audit tool to begin implementation summer 2025.
- New courses:
  - AP African American Studies
  - Hair Braiding
- Dual Credit expansion.
- PaCE Framework adoption into the JTHS guidance curriculum.
- Earned graduation credit through Workplace Internship Summer Credit.
- Work-Based Learning Summer Coordinator extra pay positions created.
- Summer Internship expansion.
- Presented to the Board of Education in February 2025.



## Action Plan 1-4 Next Steps

- Instructional coaches will develop instructional playbooks to facilitate new teacher orientation and continued professional learning.
- Staff will receive professional learning through school-wide AVID implementation over the coming years.
- Instructional Leadership Teams (ILTs) will utilize curriculum audit tool during curriculum & assessment work.
- Embed the educational identity into future professional development.
- Continue to embed industry/community partnerships for career-based learning.
- Continue to expand early college credit options to build toward an associate's degree.

**Recommendation: Operationalize for the 2025-2026 school year**



# Action Plan 1-5

Action Plan Owners: Steve Locke & Brett Marcum

- **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:** Staff Restorative Justice SIP Track implemented during the 2024-2025 school year.
  - Remaining staff will be trained over the summer
- **Action Step 3:** Continued the anonymous micro-aggression reporting form for staff to utilize to alert administrators of concerns.
- **Action Step 6:** District Parent-Teacher Advisory Committee updated the Student Code of Conduct (7:190e) to include leveled behavior infractions
  - Draft presented to faculty at both schools
  - Feedback through anonymous online surveys
  - **Action Step 4:** Presentation to Student-Advisory Committee
- Monthly monitoring of Discipline Data.
- Annual presentation to Board of Education in July.





## **Action Plan 1-5 Next Steps**

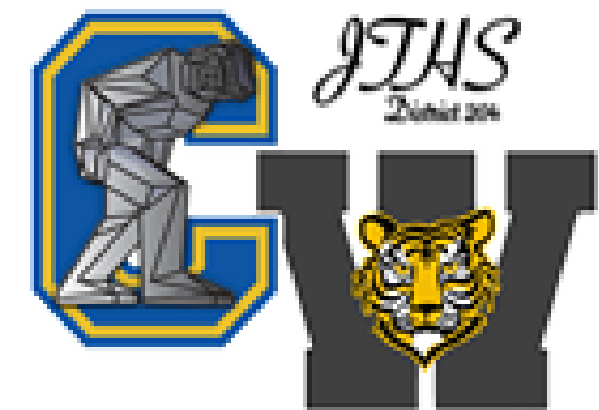
- **Action Step 2:** To be determined in partnership with Educational Services Administrators and Assistant Principals for Teaching and Learning
- **Action Step 5:**
  - Beginning in the 2025-2026 school year, the Parent-Teacher Advisory Committee process will include a review of discipline from previous year.
  - During 2<sup>nd</sup> semester of each year, beginning during the 2025-2026 school year, the Parent-Teacher Advisory Committee will hold an update meeting during 2<sup>nd</sup> Semester to review 1<sup>st</sup> Semester Data.
- **Action Step 7:** Collaborate with Action Plan 2.2 team to explore programmatic alternatives for persistent behavioral challenges

**Recommendation: Action Plan remains in-progress for the 2025-2026 school year**

# Action Plan 2-1

Action Plan Owner: Karla Guseman

- **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:** Implement an administrative structure that fosters collaboration, focuses on student success, and ensures all programs are equitably supported.





## 2-1 Progress Highlights

- Audited current structure through internal and external data.
- The following positions were added for the 2024-2025 school year:
  - Director of Multilingual Services
  - Assistant Principal for Teaching and Learning at each campus
- The following positions were revised for the 2024-2025 school year:
  - Director of Equity and Strategic Partnerships
  - Curriculum Director for Social Science & World Languages
  - Assistant Principal for Operations
  - Assistant Principal for Support Services
- The following position have been revised for the 2025-2026 school year:
  - Director of Athletics and Activities (Currently Athletic Director)
- The following positions are being added for the 2025-2026 school year:
  - Assistant Director of Athletics and Activities at each campus

## Action Plan 2-1 Next Steps

Create and implement a Year-long Admin Orientation Program to provide additional support for Administrators new to their position

Summer DLT professional development regarding new positions/supervision and roles and responsibilities.

Continue work on the Administrative Handbook.

Continue planning for 2025-2026 and Beyond.  
(Continued review on structure of Multilingual and Special Services Programs)

Evaluate job responsibilities each year.

**Recommendation: Operationalize for the 2025-2026 school year**

# Action Plan 2-2

Action Plan Owners: Maribel Diaz, Natali Lopez, Paul Oswald & Edgar Palacios  
(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

- Utilized data from 2023-2024 to work on solutions to some of our issues within the multilingual program (ML).
- The new multilingual director led his 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.
- Additional data was accumulated from surrounding districts to offer ideas on how we might address ML programming, student participation in extracurriculars, parent engagement, and SEL/acclulturation programming for our newcomer population.
- Additional expansion of current programming included the following to meet the needs of our ML families, students, and staff.
  - Additional staffing at our West Campus to include an ESL/Bilingual Instructional Coach and a Bilingual Social Worker (2025-26)
  - BPAC & Parent Engagement (*Alianza de Padres* Workshops for Post-Secondary Success)
  - Excel Program as a credit recovery option for ML juniors and seniors
  - Connection of literacy course to CTE course: Orientation to Human Services for Newcomer Students



## Action Plan 2-2 Next Steps

Creation of an  
ILT for the ML  
Program to  
include  
representatives  
from multiple  
stakeholders at  
the campuses

Continue to work on  
curriculum and instructional  
strategies for the ML  
Program

Provide ongoing professional  
learning for staff within the  
ML Program as well as for our  
general education staff  
working with MLs

Develop  
additional  
approaches to  
increase parent  
engagement

Evaluate the  
effectiveness of  
the new and  
expanded  
programming  
using student  
and staff data.

**Recommendation: Action Plan remains in-progress for the 2025-2026 school year**

# Action Plan 2-2

Action Plan Owners: Jamila Cage, Katie Hunt & 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



## 2024-2025 Progress Update:

- Concluded Co-Teaching Program audit at both campuses
- Recommended new Consult Model to include Resource Class with incorporation of AVID curriculum and integration of JTHS Instructional Norms
- Provided Professional Development to all Special Education Case Managers on writing legally compliant Present Levels of Performance

## 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 2025-2026 school year

## Recommended Professional Development starting school year 2025-2026 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 Instructional English and Math courses.



## Action Plan 2-2 Next Steps

Continue with audit of current programs offered to students receiving services through an IEP.

Review all data from program audits. Track progress monitoring tool effectiveness in English IN and Math IN curriculum.

Continue planning for 2025-2026 and beyond.

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

**Recommendation: Action Plan remains in-progress for the 2025-2026 school year**

# Action Plan 3-1

Action Plan Owners: Julie Adelmann,  
André Bouey, 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 Post-Secondary Plan.





## 3-1 Progress Highlights

- Added a Paraprofessional at both campuses.
- Development of goals for each building using our partnership with One Goal.
- Development of the Personalized Plan for each student to start in 2025-2026.
- Post Secondary planning team at both campuses.
- Increase in post-secondary activities.
- Schoolinks implementation in progress and growing.



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## Action Plan 3-1 Next Steps

Collaborating with Staff in the Planning of Post-Secondary Implementation.

Expanding the use of Schoolinks for all Students, Staff, and Parents.

Aligning SchoolLinks with Counseling Curriculum.

Development of Personalized Plan with all students.

**Recommendation: Action Plan remains in-progress for the 2025-2026 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:
  - Restorative Practices Training
  - Cultural Responsiveness Cohort
  - Implicit Bias Training
- Messaging:
  - Posters and banners throughout the campuses and on video boards.
  - Frequent communication regarding the importance of consistent attendance
- Parent/Guardian Notification
  - Daily: Automated calls and emails for period absences and tardies
  - Monthly: Chronic absenteeism status report (email)
  - Cumulative: Letter mailed when students reach 4, 7, 11, and 18 full-day absences.



Jan. 2025 BOE Presentation

## Action Plan 3-2 Next Steps

Continued implementation of the  
JTHS Strategic Plan

Ongoing monitoring of attendance  
data.

Continued alignment of  
administrators' growth  
goals focused on chronic  
absenteeism.

**Recommendation: Action Plan remains in-progress for the 2025-2026 school year**

# Action Plan 4-2

Action Plan Owners: Ilandus Hampton, Ed Johnson, Matt Kellett & Brian Shaw

- **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:** Implement and refine a safe, secure, and accessible educational environment for all stakeholders.





## 4-2 Progress Highlights

- Access control door readers replacement
- Setup an access control list that only allows student access to required services and locks the rest of the network
- Installed Evolve weapons detection system at each campus and are operational
- Hall Pass hand scanners have been deployed to Security staff allowing them to scan student ID's to determine if they have a pass and where they should be
- Digital Temp ID's are being used for students allowing them to be scanned as well.
- Upgraded radios from analog to digital.
- Director of Support Services met with each campus administrators, deans and counselors to discuss transportation operations and alternate transportation options for students i.e. Ventra cards (provides student w/discounted rates) and gas cards (Mckinney Vento).



## Action Plan 4-2 Next Steps

Build out door  
contacts with  
assigned camera  
views

Adding Blue Point  
and Medical Pull  
boxes in new  
construction spaces  
and athletic fields at  
each campus

Placing Standard Response  
Protocols in classrooms

Training first responders  
on SRP and Blue Point  
Systems

**Recommendation: Action Plan Operationalized for the 2025-2026 school year**



# Action Plan 4-3

Action Plan Owners: Dianne McDonald, 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

### 2024-2025 School Year Highlights

- Planning meeting with Transportation to discuss two arrivals and lunch minutes
  - Outcome: Eliminated 10<sup>th</sup> grade students starting period 1
  - Outcome: Lunch verified for 20 minutes
- Communication to ISBE regarding what satisfies seat time
  - Outcome: Flex time and advisory count towards the daily 300-minute seat time requirement
    - 9<sup>th</sup> grade proposal=370 minutes
    - 10<sup>th</sup>-12<sup>th</sup> grade proposal=325 minutes
- Site visit to Oak Lawn High School to collaborate with their intervention team and observe their “flex time.”
  - Outcome: Resources for contract language, flex time structure, and student information system scheduling.

## 4-3 Progress Highlights

### 2024-2025 School Year Highlights

- Teacher contract language suggestions for negotiations
- Flex time
  - Identify flex time interventions and enrichments for JTHS
  - Potential adjustments to Learning Lab and MTSS expectations
- Infinite Campus
  - Development of responsive scheduling in sandbox

## Action Plan 4-3 Next Steps

Develop more specific plans for flex time, including interventions, enrichment, and scheduling

Review contract language affected by recommendations and make recommendations for changes.

Present to Board of Education and bargaining units

**Recommendation: Action Plan remains in-progress for the 2025-2026 school year**



# Action Plan 4-4

Action Plan Owners: Ilandus  
Hampton & Brian Paczesny

- **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:** Leverage and modernize physical spaces to maximize functionality and create flexible, collaborative, and inclusive areas for all stakeholders.





## 4-4 Progress Highlights

- Master Facility Plan Approved by BOE 10/17/23
- All Action Steps will be addressed through the Master Facilities Plan.



# Action Plan 4-4 Next Steps

PHASING

JOLIET WEST MASTER FACILITY PLAN PHASING							8/30/2023
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8
<b>Parking Lot Upgrades</b> West lot restriping and pedestrian path. Admin parking expansion.	<b>North-South Building B Corridor</b> Adjacent to future student commons <i>*temporary Child Development and Fashion classrooms</i>	<b>PPS &amp; Administration Renovation</b> <i>*not directly connected to any other phases</i> <i>*requires 2nd floor SPED office to classroom renovations</i>	<b>Student Commons Addition &amp; Renovations</b> <i>*will displace Fitness and Weight Room. Weight Room can remain if renovation to Multi-purpose rooms does not occur</i>	<b>Science Addition</b> <i>* needs to be completed in conjunction with 2nd Floor Building B renovations</i>	<b>Building B 2nd Floor Renovation</b>	<b>Building A Renovation</b> <i>*completed after science addition</i>	<b>Building C Renovations</b> Infrastructure Upgrades, Art Renovation, Little Theater Renovation, Auditorium Seats & Flooring <i>*not directly connected to any other phases</i>
	<b>Applied Life Renovation</b> <i>*minimally renovate showers to team locker rooms in preparation for student commons renovations.</i>			<b>Building B 2nd Floor Abatement and Infrastructure</b> <i>*completed prior to remainder of 2nd floor renovations</i>			<b>Applied Life Addition</b>

JOLIET CENTRAL MASTER FACILITY PLAN PHASING							8/30/2023
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	
<b>Smith Link Utilities</b>	<b>Smith Link Addition</b> <i>*Temporarily move PPS offices to Security Office until Phase 3</i>	<b>PPS Renovation</b> <i>*affected by phase 1 culinary and phase 2 Smith Link Addition</i>	<b>T&amp;I 2nd Floor Interior Renovation &amp; Exterior Renovation</b>	<b>2nd Floor Music Renovation</b> <i>*not directly affected by any other phases</i>	<b>4th Floor Science Renovation</b> <i>*must be completed prior to 2nd floor science lab renovations</i>	<b>2nd Floor Science Renovations</b> <i>*must be after 4th floor science renovations</i>	
<b>Van Buren Turn Lane</b>	<b>Smith Building Admin Renovation</b> 1st Floor Smith Building			<b>3rd Floor Renovations</b> Collaboration and classroom renovations <i>*not directly affected by any other phases</i>	<b>Applied Life Addition</b> <i>*Wrestling Room displaced with AVAC renovations</i>	<b>AVAC Renovations</b> <i>*Wrestling Room displaced with AVAC renovations</i>	
	<b>Main Building 2nd Floor Renovation</b> Admin. Relocation						
	<b>T&amp;I Link Addition</b>						
	<b>T&amp;I 1st Floor Interior</b>						

**Recommendation: Action Plan Operationalized for the 2025-2026 school year**



# New Action Plans Recommended for Adoption for the 2025-2026 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 2-4: Build social-emotional (SEL), behavioral, and academic support systems for successful transition to JTHS.
- Action Plan 3-4: Educate staff on equitable grading practices and implement equitable grading in all content areas.
- Action Plan 4-1: Expand programming to address the ever-changing needs and interests of our students and staff.







Thank You!!!

