

Objective 1

By the year 2009, 70% or more of our students will meet or exceed state standards in reading, writing, math, science, and social studies.

Progress:

- In 2005, the state made the decision to test in 3 subject areas: reading, math and science. This eliminating the categories of writing and social studies, therefore reading, math and science are the only subject areas that will be addressed.

Reading

- At Central Campus in 2002, when the Strategic Plan was first implemented, 36.1% of students met or exceeded State Standards in reading at Central Campus. 47.1 % percent of students met or exceeded State Standards in reading in 2007.
- At West Campus in 2002, 44.8% of students met or exceeded State Standards in reading. 55.1% of students met or exceeded State Standards in reading in 2007.
- As a District in 2002, 40.4% met or exceeded State Standards in reading. 51.8% of students met or exceeded State Standards in reading in 2007.

Math

- At Central Campus in 2002, 23.5% of students met or exceeded State Standards in math. 37.4% of students met or exceeded State Standards in math in 2007.
- At West Campus in 2002, 39.5 % of students met or exceeded State Standards in math. 42.7% of students met or exceeded State Standards in math in 2007.
- As a District in 2002, 31.5% of students met or exceeded State Standards in math. 40.5% of students met or exceeded State Standards in math in 2007.

Science

- At Central Campus in 2002, 25.6% of students met or exceeded State Standards in science. 42.2% of students met or exceeded State Standards in science in 2007.
- At West Campus in 2002, 42.1% of students met or exceeded State Standards in science. 42.7% of students met or exceeded State Standards in science in 2007.
- As a District in 2002, 33.9% of students met or exceeded State Standards in science. 42.3% of students met or exceeded State Standards in science in 2007.

***See attached chart for further detail.**

Objective 2

Student performance of all groups identified by the state will meet or exceed Illinois standards in reading and math as measured by the Prairie State Achievement Exam.

Progress: There has been considerable growth in student performance since 2003, however not all groups are meeting or exceeding state standards in reading and math.

Reading

- At Central Campus in 2003, 48.6% of White students met or exceeded State Standards in reading. 66.0% of White students met or exceeded State Standards in reading in 2007.
- At Central Campus in 2003, 20% of Black students met or exceeded State Standards in reading. 36.6% of Black students met or exceeded State Standards in reading in 2007.
- At Central Campus in 2003, 18.2% of Hispanic students met or exceeded State Standards in reading. 52.5% of Hispanic students met or exceeded State Standards in reading in 2007.
- At Central Campus in 2003, 8.5% of Students with Disabilities met or exceeded State Standards in reading. 23.3% of Students with Disabilities met or exceeded State Standards in reading in 2007.
- At Central Campus in 2003, 21.5% of Economically Disadvantaged students met or exceeded State Standards in reading. 45.0% of Economically Disadvantaged students met or exceeded State Standards in reading in 2007.

- At West Campus in 2003, 64.3% of White students met or exceeded State Standards in reading. 69.5% of White students met or exceeded State Standards in reading in 2007.
- At West Campus in 2003, 26.2% of Black students met or exceeded State Standards in reading. 35.6% of Black students met or exceeded State Standards in reading in 2007.
- At West Campus in 2003, 45.3% of Hispanic students met or exceeded State Standards in reading. 47.1% of Hispanic students met or exceeded State Standards in reading in 2007.
- At West Campus in 2003, 3.8% of Students with Disabilities met or exceeded State Standards in reading. 10.6% of Students with Disabilities met or exceeded State Standards in reading in 2007.
- At West Campus in 2003, 27.7% of Economically Disadvantaged students met or exceeded State Standards in reading. 35.8% of Economically Disadvantaged students met or exceeded State Standards in reading in 2007.

Math

- At Central Campus in 2003, 35.3% of White students met or exceeded State Standards in math. 57.3% of White students met or exceeded State Standards in math in 2007.

- At Central Campus in 2003, 11.3% of Black students met or exceeded State Standards in math. 28.0% of Black students met or exceeded State Standards in math in 2007.
- At Central Campus in 2003, 10.9% of Hispanic students met or exceeded State Standards in math. 33.6% of Hispanic students met or exceeded State Standards in math in 2007.
- At Central Campus in 2003, 6.1% of Students with Disabilities met or exceeded State Standards in math. 16.7% of Students with Disabilities met or exceeded State Standards in math in 2007.
- At Central Campus in 2003, 12.1% of Economically Disadvantaged students met or exceeded State Standards in math. 33.1% of Economically Disadvantaged students met or exceeded State Standards in math in 2007.

- At West Campus in 2003, 57.0% of White students met or exceeded State Standards in math. 60.6% of White students met or exceeded State Standards in math in 2007.
- At West Campus in 2003, 16.7% of Black students met or exceeded State Standards in math. 12.6% of Black students met or exceeded State Standards in math in 2007.
- At West Campus in 2003, 28.1% of Hispanic students met or exceeded State Standards in math. 41.4% of Hispanic students met or exceeded State Standards in math in 2007.
- At West Campus in 2003, 3.8% of Students with Disabilities met or exceeded State Standards in math. 10.6% of Students with Disabilities met or exceeded State Standards in math in 2007.
- At West Campus in 2003, 18.2% of Economically Disadvantaged students met or exceeded State Standards in math. 23.3% of Economically Disadvantaged students met or exceeded State Standards in math in 2007.

***See attached chart for further detail.**

Objective 3

No later than the year 2009, the graduation rate will be 90% or higher.

Progress:

- At Central Campus in 2002, 77.0% of students graduated. 70.1% of students graduated in 2007.
- At West Campus in 2002, 84.4% of students graduated. 84.6% of students graduated in 2007.
- As a District in 2002, 80.4% of students graduated. 77.2% of students graduated in 2007.

***See attached chart for further detail.**

Objective 4

Every graduate will be prepared for a successful transition to further education and a career endeavor of his or her choice.

Progress:

- Restructured into career-based smaller learning communities known as Career Academies
 - Academy of Business Management & Information Systems
 - Academy of Health & Science
 - Academy of Engineering & Industrial Technology
 - Academy of Human Services
 - Academy of Arts & Communication.
- All freshman students participate in Freshman Academy
- Students are introduced to Career Cruising, a software program that allows students to explore occupations, take interest assessments, research colleges and scholarships, and create resumes
- Students work in advisory period to create an Individualized Career Plan that places them within one of five Career Academies relating to their chosen career path.
- Students take courses that are relevant to future career goals and work with teams of teachers who implement interdisciplinary instruction that incorporates the students' career path
- Curriculum is reviewed regularly to ensure that each career path has a strand of electives connected to industry certification or post-secondary transition
- JTHS recently approved five additional career-based electives that students can select to gain career preparation
- Students are required to complete a job shadowing experience their sophomore year, and choose from three job shadowing options that require a minimum of four hours of career-related observation
- Career exploration events are sponsored by career academies and bring business partners into the school
- Paid and non-paid internships provided for students who have completed their junior year of high school
- Fifteen dual credit courses available to students who wish to take a course for college credit
 - Students who successfully complete select JTHS courses may be eligible to receive dual credit for both high school and from Joliet Junior College

Objective 5

All students will consistently demonstrate responsibility and will respect themselves and others as contributing citizens of our schools and community.

Progress:

- Advisory all four years
 - Teaches respect, responsibility and citizenship
 - Relationship formed with advisory teacher and advisory teacher monitors grades
 - Character Education and Career Cruising provided
- Teachers follow school-wide classroom management plan, teacher creed and administrative support plan
- Student Planner provided to all students
 - Contains school rules, procedures and expectations
- Community Service Graduation Requirement
- Sophomore Job Shadowing
- Career Fairs
- Class Assemblies
- Announcements on Steelman and Tiger News Network
- Student rewards and recognitions (Community Service Awards)—Central
- Peer Mediation, National Honor Society Peer Tutoring, Peer Trainers (PE)—Central
- Positive Intervention Room (PIR)
- Just-in-time Help
- Credit Recovery
- Cooperative Learning Activities
- Positive Signs—Central
- Steller Steelman Awards—Central
- Randich's 4 Bs (Be Present, Be on time, Be prepared, Behave)
- Character Trait of the Month Program—West
- Academy and Team Student of the Month Recognitions—West
- Substance Abuse Coordinator (CASA Club, Reality Check)—Central
- Principles of respect taught in athletics and activities
- Youth Experiencing Success in Schools (YESS) Initiatives
 - Leadership and participation in the Will County Coalition for Character Development
 - Connect with Kids Curriculum implemented within student advisories and parent organizations
 - Integrated project Towards No Drug Use (TND) with English, Bi-lingual and Spanish speaking students
 - TND is an evidence-based curriculum that facilitates discussions on life choices and critical thinking skills
 - Operation Snowball
 - Weekend retreat led by students--Includes activities, motivational speakers, workshops and team building; provides opportunities for

students to identify within themselves the importance of living responsibly and respectfully

- EmPOWER curriculum to be implemented in advisories for 2008/09 school year by YESS partners
 - Curriculum designed specifically for JTHS students focuses on developing student's inner self
 - topics include: strengths, questioning, thinking, feeling, listening, talking, getting along, family, relationships, stress, coping and purpose

Strategy I: We will develop and implement plans to obtain and utilize assessment data to identify areas of strength and weakness and develop instructional strategies to improve student performance.

Progress:

I.1 Establish a system of data collection for student demographics and academic performance.

- Just 5 Clicks data analysis software purchased in which student assessment data is stored
 - Provides immediate feedback on core assessments
 - Ability to disaggregate assessment data by sub groups, course, campus, class, teacher and individual student
 - Interfaces with data management system

I.2 Establish a system for analyzing student demographics and academic performance data over time.

- School Improvement Planning (SIP) scheduled every Thursday for 140 minutes-70 minutes for content/70 minutes for academy
 - Student achievement is standing agenda item
- District Curriculum Directors responsible for data management
- Established District Assessment Plan

I.3 Establish a process to ensure the reliability and validity of core assessments.

- District Curriculum Directors lead Subject Area Committees in analysis of core assessment results utilizing Just 5 Clicks

* For the 2007-08 school year JTHS has contracted Advantas Consulting to conduct reform initiative evaluation in the areas of:

- Advisory
- Behavior Management
- Literacy
- Co-teaching

There are six major benefits from the objective information that Advantas provides:

- Expanding effective strategies
- Replacing ineffective strategies
- Identifying new strategies
- Improving existing strategies
- Understanding constituency opinions
- Adhering to Strategic Planning parameters

Strategy II: We will maintain, secure, and improve the facilities necessary for our curricular, co-curricular, and community needs.

Progress:

II.1 Expand the proactive maintenance program for the existing facilities at all campuses.

- Hired additional custodial and maintenance staff for expanding facilities
- Initiated preventive maintenance program

II.2 Determine the most appropriate facility option that accommodates projected growth.

- Constructing field houses at both campuses
- Acquired land in northwest section of District
- Seeking to acquire land in southern section of District

II.3 Expand the instructional facilities at the West and Central Campuses.

- Added 52 classrooms to West Campus
- Added a new cafeteria and student commons area to West Campus
- Added 16 classrooms to Central Campus, a new auto shop and welding shop

II.4 Enhance the aesthetics of district and campus facilities to reflect the vitality and pride of

the district and the community.

- Additions constructed to compliment original building's architectural appearance
- Green space added around each campus
- Improved landscaping and exterior lighting
- Improved and added directional signage
- Added message signs at each campus
- Replaced more than 1,300 windows at Central Campus

II.5 Establish quality facilities at the West and Central Campuses to accommodate separate

sports and co-curricular programs.

- Constructing field houses at both campuses
- Identifying facilities needed at both campuses to accommodate 2 sports teams
- Renovating physical education and athletic locker rooms at both campuses

II.6 Modernize the infrastructure at the West and Central campuses to meet health and safety

needs.

- Completed a 10 year life safety report
- Set aside funds each year for health life safety repairs
- Repaired and replaced sidewalks and parking lots
- Upgrading the fire alarm systems at both campuses
- Added ADA compliant facilities

- Indoor Air Quality project underway to provide adequate heat, air-conditioning and ventilation at Central campus

II.7 Upgrade and renovate existing instructional facilities at the West and Central campuses.

- Added fiber cabling to all instructional and administrative areas at both campuses
- Upgraded phone system to Internet Protocol (IP) standards across the district
- Replacing current technologies in the classrooms with a standard for the 21st Century classroom
- Working with instructional staff to implement the Technology Plan

Document

II.8 Upgrade and renovate existing athletic and co-curricular facilities at the West and Central Campuses.

- 2005-06 Facility Improvements
 - Added new windscreens to tennis courts at West
 - Built new dugouts and pressbox at West Baseball Fields
 - JSA built new concession stand in Softball area
 - Repair of track at Central and West
 - Reconstructed baseball field at Central
 - Reconstructed baseball field at West
 - Reconstructed football practice field at West
 - Repaired fencing at West tennis courts
 - Replaced bleachers at Klootwyk Stadium
 - Purchased new portable bleachers for West and Central Campus
 - New banners ordered for West and Central gyms
 - New banners in the West Gym
- 2006-07 Facility Improvements
 - Added windscreens and outfield fencing at softball diamonds
 - Reconstructed freshman softball fields at Collins Street
 - Added a storage shed at Central for PE/sports
 - Added 3 drinking fountains on Central outdoor complex
 - Central Gymnasium complete overhaul
 - Gym floor at West refinished
 - Presented Strategic Plan for splitting sports programs at Central and West

II. 9 Relocate district facilities to better utilize the existing space

- Working with City of Joliet to explore possible municipal campus

Strategy III: We will develop and implement plans to secure the financial resources necessary for the responsible funding of quality educational programs, experiences, and opportunities.

Progress:

III.1 Pass a referendum to increase the tax rate in the Educational Fund at the earliest date possible.

- Referendum passed for construction of two field houses
- Reallocation of funds helped secure financial stability
- Need for Education Fund tax rate increase put on hold
- Concerns remain:
 - Additional funding for Maintenance and Operations and Transportation Funds
 - District needs to maintain adequate fund balances in all funds
- Constant monitoring of District demographics critical for funding and classroom space

III.2 Increase state funding to the district.

- Cannot rely on future increases in state funding
- Concentrated efforts to aggressively pursue state and federal grants (21st Century, Safe School Healthy Students, Smaller Learning Community)

III.3 Recommend guidelines for tax abatement incentives for businesses to locate within the

JTHS community.

- Worked with Center for Economic Development (CED) and local municipal governments for tax abatement guidelines
- Board of Education pro-active in encouraging new business developments within the District
- New property assessments continue to grow above average in Will County

III.4 Recruit and retain key business partners to secure the financial resources for quality educational programs, experiences and opportunities.

- Working with businesses within boundaries to develop partnerships that include educational opportunities for students within the Career Academy structure

II.5 Increase revenues from grant sources.

- Aggressive in seeking and securing state and federal grants (Safe Schools and Healthy Students, Twenty First Century, Smaller learning Community, etc)

- District applied to receive approximately 8 million dollars in competitive federal grants

III.6 Pass a building referendum to maintain, secure and improve the facilities necessary for our

curricular, co-curricular, and community needs.

- Passed a referendum to construct two field houses
- Used annual bonding capacity to issue bonds rather than attempting another referendum for improvements to the facilities. Improvements include:
 - Four science rooms - summer 2007
 - Four science rooms - summer 2008
 - Restoration of locker rooms - summer 2008
 - Technology upgrades in classrooms – ongoing
 - Installation of telephones in every classroom

Strategy IV: We will integrate the character attributes of respect and responsibility throughout the district in partnership with family and community.

Progress:

IV.1 Develop a collaboration with schools, community and families to provide additional opportunities for character education.

- Connect with Kids Videos purchased and viewed at monthly Parent Club Meetings
- YESS project director serves as co-chair for Will County Coalition for Character Development
- Athletic Department community and family collaboration
 - Seasonal Parent meetings held with parents, athletic director and head coaches
 - Formed Booster Club for athletics
 - Developing Community Partner Program for boy's basketball
 - Involvement in SWSC Leadership Summit
 - Athletic Department worked with Safe Schools Coordinator and Joliet Park District to develop partnership for JT intramurals

IV.2 Utilize evidence/research based curriculums regarding the character traits of respect and responsibility.

- Connect with Kids Curriculum
 - Integrated into advisories and parent organizations
 - Teacher Web access to Connect with Kids allows teachers to weave character lessons into curriculum
- Integrated project Towards no Drug Use (TND) with all students, including ESL population
- Operation Snowball

IV.3 Enhance student support programs that continue to encourage the character attributes of respect and responsibility.

- Respect and responsibility taught within student organizations (President's Club, Central Against Substance Abuse (CASA), Youth Experiencing Success in Schools (YESS), Gang Awareness (GAIN), Peer Mediation)
- YESS program provides Student Assistance Program (SAP) ability to provide additional group activities and additional support for students on a social and emotional level

IV.4 Promote a character education partnership with various organizations, groups, and individuals in the public and private sectors.

- Partnership with State's Attorney Jim Glasgow, Joliet Police and Fire Department and YESS partners to promote character education (Will County Coalition for Character Development)
 - Provides training and support to communities within Will County on a common message and delivery of character education

- Students rewarded on monthly basis through Character of the Month Program (West Campus)
- Academy and team Student of the Month recognitions

IV. 5 Integrate the character attributes of respect and responsibility into the logical consequences for students who violate the discipline code.

- Consequences for student behavior reviewed at Annual District Discipline Committee
 - Comprised of staff, students, parents, and community members
 - Committee reviews and revises district policy for attendance and behavior
 - Changes presented to the Board of Education

IV.6 Instill social responsibility within students by increasing the relevance and meaning of the 40 hour community service requirement.

- Community service requirement promoted within American Citizenship class
- YESS partnership with United Way provides community service opportunities

Strategy V: We will capitalize on the benefits of diversity and create a unified school community to help us realize our mission and objectives.

V.1 Increase certified minority recruitment, hiring, and retention to reflect the racial ethnic diversity of District 204.

- Since 1999, the district made small gains in the percentage of teachers who are Black or Hispanic. The certified minority breakdown for the District is:
 - 2 Asian
 - 20 Black
 - 6 Hispanic
 - 215 White
 - 1 Other
- Since 2004, 12 minority coaches have been hired

V.2 Increase minority recruitment, hiring, and retention for classified positions to reflect the racial ethnic diversity of District 204.

- Classified minority breakdown for the District is:
 - 156 Black
 - 27 Hispanic
 - 163 White
 - 1 Other

V.3 Increase community involvement through the establishment of informal networks and outreach activities to diverse community groups, associations and organizations.

- School Improvement Team uses input received from parent organizations, parental surveys, and individual parents to help shape plans and policies for parental outreach
- Examples of parent communication and outreach include:
 - Monthly Parent Organization Meetings
 - Band Booster Club
 - Orchestra Booster Club
 - Vocal Booster Club
 - Monthly Parent Newsletters (West)
 - Progress Reports
 - School Website
 - Academic Medallion Awards
 - Freshman Academy Awards
 - Senior Awards
 - College Information Night
 - ACT Testing Workshop
 - Freshman Academy Parent/Teacher/Student Orientation
 - Career Academy Parent Presentation
 - Job Shadowing Presentation
 - Dual Enrollment Presentation
 - District Discipline Committee

- Parent/Team Conferences (West)
- Open House
- School Improvement Diversity Day (West)
- Athletic Booster Club
- Athletic Department outreach
 - Business sponsorships
 - Night of Champions Banquet
 - Three Rules Interpretation Meetings for IHSA
 - Partnership with JSA allowing use of facilities during winter and summer
 - Beginning stages of developing intergovernmental agreement with Joliet Park District
 - Intergovernmental agreement with Joliet Police Department
 - Worked directly with Joliet Police Department on development of girl's swim program
 - Partnership with JTHS Foundation for joint fundraiser
- YESS Program has 18 community partners that provide a range of opportunities for students within 6 categories:
 - After school opportunities
 - Drug and alcohol abuse
 - Emotional supports
 - Juvenile justice
 - Teen pregnancy
 - Violence
- Involvement and association with:
 - St. Mark's Episcopal Church Fair
 - New Canaanland Church (Central)
 - Lions, Kiwanis and Rotary Service Clubs
 - Chamber of Commerce
 - Unity Development Council (Central)
 - University of St. Francis
 - Lewis University
 - Joliet Junior College
 - Joliet Township Foundation
 - Joliet Police and Fire Departments
 - Joliet Historical Museum
 - Rialto
 - Prairie Trails Credit Union
 - State's Attorney Jim Glasgow
 - County Treasurer Pat McGuire
 - Black Pride Parade (Central)
 - Hispanic Pride Parade (Central)
 - Ms. Black Teen Pageant (Central)
 - African-American Luncheon and Cultural Awareness Assembly (Central)
 - Hispanic Luncheon and Assembly (Central)

V.4 Expand curricula for students to address diversity issues.

- School Improvement Diversity Day (West)
 - Guest speakers addressed multicultural aspects of Joliet Community
 - Student participation in diversity workshops
 - Teacher led discussions and lessons on topic of diversity
- YESS partnership with YMCA Achievers Program
 - Minority based program
 - Provides after school opportunities for students

V.5 Implement staff development dealing with diversity issues.

- Framework for Understanding Poverty (Ruby Payne)
- Training provided by Dr. Lourdes Ferrer on strategies in working with Black and Hispanic students
- Grading Cadre (Dr. Gusky)
- Differentiated Instruction
- Project Choice Training for Co-teachers
- RTI training for administrators

V.6 Create a method to increase student diversity in Honors/College Prep program.

- Elimination of basic academic track

Strategy VI: We will develop and implement plans to improve the transition of students into JTHS, retain students until graduation, and ensure the successful transition of students to a post-secondary experience.

Progress:

VI.1 Integrate employability skills into the JTHS curricula.

- Established career academies
- Career Technical Education (CTE) courses aligned to industry certification and/or dual credit with JJC
- JT Automotive Program includes Automotive Youth Educational Systems (AYES) & National Automotive Technicians Education Foundation (NATEF) Certification
- Welding Instructors trained through Industry Standards by American Welding Society
- Food Service, Hospitality & Restaurant Management courses aligned to Industry Standards through ProStart program
- Occupational Childcare Program pursuing Level 1 Certification for childcare workers through Child Care Resource and Referral Community Agency
- A+ Certification Skills for Computer Repair
 - Instructors obtained Comptia A+ Certification.
- Established Academy Network Teams for each of the five Career Academies

VI.2 Provide support services to improve student performance.

- Extended day for freshmen
- Mandatory literacy support and math skill development class for freshmen who score two grade levels below
- Mandatory Academic Resource during Advisory for students who are failing or have incomplete work in biology
- Teacher expectation to provide extra support for struggling students
- Grade Advancement Policy
- District wide curriculum, aligned to Illinois Learning Standards
- District wide core assessment for core subjects
- Increased graduation requirements
 - Algebra, Algebra 2, Geometry and Biology
- Elimination of regular academic track
 - College prep and Honors courses only
- Advisory Program
 - Review of progress reports and grade reports
- YESS student services provides support to students and families to overcome barriers that interfere with learning

VI.3 Establish a coordinated system for successful student transition into JTHS.

- Summer Bridge Program
 - 6 week program with emphasis on literacy and math skills for incoming freshmen

- Saturday and Evening registration meetings with 8th grade students and parents
- Curriculum Preview Night
- Open House
- Freshmen Advisory Activities
- Implementation of Freshman Academy
- YESS Program
 - attempts to link students with support services prior to entering JTHS
 - Partners with Juvenile Detention System and Coordinator of Mental Health Services to develop a system of transition for students to successfully re-enter high school

VI.4 Establish a coordinated system for student retention at JTHS.

- Small Learning Community concept
- Freshmen Academy
- Career Academies
- Implementation of District-wide Behavior Management System
- Implementation of YESS program (probation, truancy, mental health, anger management)
- JT Advisory Program
 - Relationship building with students
- Credit Recovery Program
- After school, online courses in Biology and Algebra

VI.5 Establish a career education system for all students at JTHS.

- Career Academies
 - Established career pathways
 - JT Advisory Program with career planning activities
- Utilizing CareerCruising.com for Career Exploration and Career Planning Activities
- Freshman Academy Career Exploration Activities and community speakers
- Career Academy Activities such as the EIT Career Expo & Health Fair
- Numerous Guest Speakers in CTE classes related to specific career/skill areas
- Student Participation in School-To-Apprenticeship Program (STA) for Careers in Construction
- Developed and implemented Job Shadowing requirement for all Grade 10 students through English 2
- Established Academy Network Teams for each of the five Career Academies

VI.6 Establish a coordinated system for successful student transition out of JTHS.

- Initiated and renewed existing Dual Credit (11 CTE, 4 core academic, 1 Applied Life) and Articulated Credit (5 CTE) Course Agreements with Joliet Junior College
- Established Academy Network Teams for each of the five Career Academies
- Increased number of AP courses
- Senior Class Assemblies

- Individual conferences with counselors
- On-line scholarship listings
- Scholarship Night
- Senior Awards

Strategy VII: We will develop and implement plans to recruit, develop, and retain a high quality staff capable of achieving our missions and objectives.

Progress:

VII.1 Establish a comprehensive recruitment program to attract the highest quality staff.

- Structured recruitment, interviewing and hiring practices implemented
- District wide hiring process manual
- Established job fair circuit
- Online application process
- Competitive salary and benefits
- Partnership with Joliet Junior College, University of St. Francis, and Lewis University for students in need of clinical observation hours and student teaching
- Future Teacher's Program in cooperation with University of St. Francis

VII. 2 Strengthen our professional development program for new and experienced staff.

- District staff development committee
- Annual staff development needs assessment survey
- All staff development must meet the needs of District and School Improvement Plans
 - Focused--deeper, not wider
- First-year teachers complete 4-day new teacher orientation program
- First-year teachers complete year-long Teacher Induction Program
- Content specialist's position created
 - Master teachers in four core subject areas released for 3 hours per day to work with teachers on teaching strategies and content knowledge
- Athletic Department Professional Development
 - Continual professional development opportunities through attendance at clinics and conferences
 - Athletic Office reimbursement for coaches attending American Sports Education Program (ASEP)
 - Attendance at IHSA Conferences and rules interpretation meetings
 - Character Counts training for 2 staff members
 - Attendance at sport-specific clinics and state tournaments
 - SWSC Leadership Conference attendance

VII. 3 Increase the retention of high quality staff.

- Collaborative approach philosophy
- Small Learning Community concept
- Administrator training in Charlotte Danielson Evaluation Tool
- Strong staff development program
- Competitive salary and benefits

Strategy VIII: We will improve internal and external communication to increase understanding of JTHS to unite students, families, staff, and other members of the community in achieving our mission and objective.

Progress:

VIII.1 Enhance communication with students and families.

- Year-round clerical support added to Communication Office
- Strong focus on using new and emerging technology as a communication tool
- Americaneagle.com contracted to re-develop the current District Web site.

The new Web site will:

- Highlight career academies
 - Act as a portal that communicates information to all stakeholders
 - Showcase District achievements and accomplishments
 - Allow administration and teachers to update and add content that pertains to area of responsibility.
 - Include broadcast e-mail, a multi media station, a Podcasting system and an event calendar.
- Home Access Center (HAC) added to Web site allows students and parents to access:
 - Daily summary (current attendance, schedule and classwork for week)
 - Discipline records (parent only)
 - Progress reports
 - Report cards
 - Registration Information
 - Links to other school resources
 - Quarterly newsletters sent to parents containing school news and student accomplishments
 - Automated phone messaging system allows each school to record messages that can be sent to all parents and guardians
 - Open House
 - 8th Grade Open House
 - Saturday and evening 8th grade registrations
 - Curriculum Preview Night
 - Principal's Preview

VIII 2. Enhance communication between administration and faculty.

- Monthly staff newsletter sent to all employees via e-mail and posted on District Web site
- Monthly Building Faculty Meeting
- Campus News e-mail
- Monthly meeting with teacher union representatives
- School Improvement Team (SIT)
- Academy Self-Assessment Team (ASA)
- Academy Network Team

- Academy meetings

VIII 3. Strengthen involvement and perception in the community through a coordinated effort.

- Relationships with local media outlets are strong
- Strong commitment to maintaining relationship with media
- Recent positive media coverage
- Information and press releases are sent out weekly
- JTHS and YESS Project director involved in many community events and committees

VIII 4. Overcome language barriers between JTHS and Spanish-speaking students, families, and community members.

- Important publications and forms translated into Spanish
- Interpreters provided
- Connect with Kids Curriculum translated to Spanish
- Bilingual Parent Club provides support and activities to ESL/Bilingual students
- Family Literacy Nights (twice a week) teach parents of ESL/Bilingual students English and computer skills