

**Joliet Public Schools District 86
2023-2028
Strategic Plan**



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Joliet Public Schools District 86 Strategic Plan

Beliefs: The fundamental values of our organization. Beliefs are a statement of the organization's fundamental convictions, its values, its character.

We Believe:

- High quality schools are essential to the quality of life for the whole community.
- Our greatest resource is people.
- Diversity is a strength to be acknowledged, embraced, engaged, and celebrated.
- Everyone possesses inherent worth, and we strive to enhance those skills, talents, and experiences.
- All people are entitled to a safe, caring, and respectful environment.
- High expectations within a supportive environment prepare students and staff socially, emotionally, mentally, academically, and physically for success.
- With the right tools, all people can be life-long learners and thrive in a continuously changing world.
- Change is necessary for growth and improvement.
- Students and staff deserve equitable access to high quality programs and resources.
- Collaboration, trust, and transparent communication with all stakeholders are critical to meet the District's goals.
- Character-building is the shared responsibility of the student, family, staff, and community.
- Emotional intelligence is foundational to healthy relationships and behavioral accountability.
- Compassion, kindness, empathy, humility, awareness, and accountability are essential to the educational learning environment.
- Public education is the shared responsibility and investment of the entire community.

Parameters: Parameters are established guidelines from which the district will operate. These guidelines are self-imposed regulations for our schools: things we will always do; things we will never do.

- We will make student-focused, data-driven decisions.
- We will recognize, respect, value, embrace, engage, and celebrate the diversity of our school community and will leverage its benefits to enrich and strengthen our programs.
- We will improve our self-awareness and cultural competence, and strive to eliminate implicit and explicit bias from decision-making.
- We will not tolerate discrimination, hostile behavior, or negative actions that diminish the self-worth of any student, staff, marginalized group, or community member.
- We will listen for understanding and create opportunities for feedback from stakeholders.
- We will communicate effectively and transparently with students, staff, families, community; and strive to do so in preferred languages.
- We will attract, develop, retain, and support a highly qualified staff reflective of our diverse community who are dedicated to achieving our mission and objectives.
- We will support the whole child while being fully responsive to individual student needs.
- We will support students in setting and achieving challenging educational and college/career goals tailored to their abilities, interests, and aspirations.

- We will collaborate with neighboring schools and community organizations to provide resources to students and families.
- We will work in partnership with families and the community to provide educational opportunities.
- We will implement District policies, procedures, and practices with fidelity, inclusivity, and equity.
- We will provide our students with a rigorous future-ready education, including high quality, equitable instructional resources and supports.
- We will invest in high quality curriculum and resources that support the academic and social-emotional needs of all students, including emerging signs and symptoms of mental illness.
- We will only accept or retain a program or service consistent with the strategic plan, the benefits clearly justify the cost, and provisions are made for staff development with sufficient time for effective implementation and program evaluation.
- We will identify barriers and address known obstacles to ensure equitable access for all students and staff.
- We will prioritize the physical and digital safety/security of our school community by creating aligned policies and practicing procedures.
- We will operate safe, caring, supportive, and functional environments to ensure student learning.
- We will embrace change that will benefit the progress of our District.

Mission: The loftiest aspiration of the organization.

Joliet Public Schools District 86 provides a high-quality, inclusive, and equitable education for students to grow, lead, and thrive by empowering staff, collaborating with families, and embracing our diverse community.

Objectives: An expression of the desired measurable, observable, or demonstrable results for the organization.

- The achievement gap among all student groups will decrease annually as measured by District assessments.
- Overall performance on District and state assessments will increase annually.
- Each student will achieve their growth targets as measured by District and state assessments.
- All students will exemplify behaviors and attendance necessary for personal excellence, character development, and responsible citizenship.
- Family and community engagement will increase annually through participation in District and school activities, events, and programs that continue to celebrate our overall diversity.

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

1. In partnership with families and community, we will operationalize the work of cultural responsiveness, equity, and restorative educational experiences to dismantle disproportionality among student groups.
2. We will ensure that our curriculum, instruction, and assessments are implemented with fidelity and make data-driven decisions to address gaps in student achievement.
3. We will develop and implement plans for student and family engagement to reduce absenteeism.
4. We will create and implement plans to recruit, develop, support, and retain highly qualified staff to better meet the needs of our diverse student population.
5. We will develop and implement plans to improve our facilities and provide innovative spaces.

Specific Results: These are the most important elements of the Action Plan. Specific results should be measurable and consistent with the strategy. When all the specific results are achieved the strategy should be fully implemented.

Specific Results

Strategy One: In partnership with families and community, we will operationalize the work of cultural responsiveness, equity, and restorative educational experiences to dismantle disproportionality among student groups.	
Action Plan 1-1	Expand District MTSS (Multi-Tiered System of Supports) to include implementation of a comprehensive Social Emotional Learning (SEL) Framework, Trauma Informed Practices, and Restorative Practices to meet the needs of all students.
Action Plan 1-2	Develop a comprehensive professional learning plan, centered around equity and cultural responsiveness, to educate all employee groups.
Action Plan 1-3	Create an environment for students, families, and staff of all identities and cultures by establishing and implementing equitable practices and procedures.
Strategy Two: We will ensure that our curriculum, instruction, and assessments are implemented with fidelity and make data-driven decisions to address gaps in student achievement.	
Action Plan 2-1	Streamline District curriculum, instruction, and assessment tools and practices with an emphasis on the fidelity of implementation.
Action Plan 2-2	Enhance our District Data Team Process frameworks/structures to improve student achievement by including all stakeholders.
Action Plan 2-3	Establish frameworks to identify and meet the learning needs of all students.
Action Plan 2-4	Establish pathways of professional learning to meet the unique needs of all District stakeholders.
Strategy Three: We will develop and implement plans for student and family engagement to reduce absenteeism.	
Action Plan 3-1	Develop District wide systems for teachers, students, staff and parents to increase awareness of the effects of chronic absenteeism.
Action Plan 3-2	Equip staff, families, and students with strategies to improve school climate, foster a welcoming environment, and reduce the rate of chronic absenteeism. <i>Cross Reference Plan 2-2 for implementation support</i>
Action Plan 3-3	Continue to develop a District level systematic process to monitor, set priorities, and respond to data trends to support building level attendance efforts.
Action Plan 3-4	Develop systemic structures that maximize family engagement efforts in collaboration with all Joliet Public Schools District 86 schools.

Strategy Four: We will create and implement plans to recruit, develop, support, and retain highly qualified staff to better meet the needs of our diverse student population.	
Action Plan 4-1	Enhance the recruiting strategies to attract highly qualified candidates to better meet the needs of our diverse student population.
Action Plan 4-2	To retain staff, we will create and enhance systems to develop staff in order to meet the needs of our diverse student population.
Action Plan 4-3	In order to retain staff, we will cultivate a culture of support for all employee groups to successfully perform their responsibilities in addressing the needs of our diverse student population.
Strategy Five: We will develop and implement plans to improve our facilities and provide innovative spaces.	
Action Plan 5-1	Develop plans to meet the educational and physical needs of stakeholders by providing innovative spaces.
Action Plan 5-2	Develop plans to modernize and improve our facilities.
Action Plan 5-3	Improve access to school grounds for the benefit of students and the community.

Action Plan 1-1


Strategy: In partnership with families and community, we will operationalize the work of cultural responsiveness, equity, and restorative educational experiences to dismantle disproportionality among student groups.

Specific Result: Expand District MTSS (Multi-Tiered System of Supports) to include implementation of a comprehensive Social Emotional Learning (SEL) Framework, Trauma Informed Practices, and Restorative Practices to meet the needs of all students.




1	Investigate staffing needs to appropriately support and develop a comprehensive MTSS framework that is culturally proficient.
2	<p>Develop a District MTSS committee to review and revise current frameworks and develop new frameworks to update the plan.</p> <ul style="list-style-type: none"> ● Various stakeholders may include teachers, psychologists, instructional coaches, building administrators, and others.
3	<p>The District MTSS committee will investigate opportunities to:</p> <ul style="list-style-type: none"> ● Create a professional development plan to build staff capacity for successful implementation of the MTSS framework. ● Evaluate the effectiveness of the District's current SEL (Social Emotional Learning) framework and the variety of supports available to students. ● Develop a comprehensive framework and implementation plan for restorative practices to build and support positive relationships within school communities. ● Develop a comprehensive, trauma-informed framework and implementation plan. ● Develop a communication plan for District leadership, schools, and the community outlining the implementation of the framework and available resources, including: <ul style="list-style-type: none"> ● Restorative practices ● SEL curricula ● Mental health resources (internal, external) ● Academic interventions and supports
4	Monitor the plan annually.

Action Plan 1-2

<p>Strategy: In partnership with families and community, we will operationalize the work of cultural responsiveness, equity, and restorative educational experiences to dismantle disproportionality among student groups.</p> <p>Specific Result: Develop a comprehensive professional learning plan, centered around equity and cultural responsiveness, to educate all employee groups.</p>	
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1	Review catalog of professional learning for all employee groups each year, using quantitative and qualitative data to adjust future development opportunities as needed.
2	<p>Professional learning topics offered should include but not be limited to:</p> <ul style="list-style-type: none"> ● Explicit/Implicit Bias ● Systemic racism ● Responding to the needs of LGBTQIA+ students ● Courageous Conversations ● What is Culturally Responsive Teaching? ● Understanding differences in individualistic vs collectivist cultures ● Understanding brain science ● How to support ELL (English Language Learners)/bilingual refusals ● From racial literacy to racial fluency ● Oppression and -isms ● Supporting the needs of Special Education students
3	Continue to provide professional learning and coaching for all leaders to ensure that they are equipped to support staff with implementation of strategies and practices in the classroom.
4	Monitor the plan annually.

Action Plan 1-3

<p>Strategy: In partnership with families and community, we will operationalize the work of cultural responsiveness, equity, and restorative educational experiences to dismantle disproportionality among student groups.</p> <p>Specific Result: Create an environment for students, families, and staff of all identities and cultures by establishing and implementing equitable practices and procedures.</p>	
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1	Develop a District equity policy that upholds the practices and procedures needed to successfully implement equity action plan items.
2	Conduct a triennial equity audit by an external vendor that includes a standards-based review and analysis of data, programs, policies, and related procedures.
3	<p>Develop a District equity committee of staff, parents, and students that are representative of our student population to review, support and provide feedback on practices and procedures that create an equitable environment for all stakeholders.</p> <p>Functions of the committee will include, but are not limited to:</p> <ul style="list-style-type: none"> ● Review District handbook ● Highlight and enhance ways to celebrate the culture and traditions of students and staff ● Communicate the available methods that allow any stakeholder to report concerns relating to harassment based on race, gender, identities, or inequitable practices, in the District. ● Analyze behavior, discipline and disproportionality data each trimester to address areas of improvement. ● Administer student and staff surveys and conduct student focus groups annually to gather perception data on topics of inclusivity and belonging. Analyze the data to address areas of improvement for the District and individual schools.
4	Administrators and District Leaders will analyze behavior, discipline and disproportionality data each trimester to address areas of improvement.
5	Identify ways to include equity in the evaluation framework for all employee groups.
6	Expand the culture of shared accountability for staff members which results in opportunities for reflection, learning, and personal growth related to bias, inequities, and intersectionalities.
7	Identify and implement additional methods for translation and interpretation services to meet the communication needs of all families.
8	Increase availability of information about the McKinney-Vento Homeless Assistance Act and its benefits to improve engagement and support for impacted families.
9	Monitor the plan annually.

Action Plan 2-1

<p>Strategy: We will ensure that our curriculum, instruction, and assessments are implemented with fidelity and make data-driven decisions to address gaps in student achievement.</p> <p>Specific Result: Streamline District curriculum, instruction, and assessment tools and practices with an emphasis on the fidelity of implementation.</p>	
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1	<p>Create a District curriculum committee with various stakeholders to work on a variety of structures.</p> <ul style="list-style-type: none"> ● Create a sub-committee to develop a standards-based grading and reporting Framework for Joliet Public School District 86.
2	<p>Create a Teaching and Learning handbook to monitor the fidelity of curriculum implementation District-wide.</p> <ul style="list-style-type: none"> ● The handbook will include common tools/ resources that model best practices/ strategies for instruction, and strategies for student feedback. ● Support schools with Teaching and Learning handbook implementation
3	<p>Create a plan to monitor the fidelity of curriculum implementation District-wide including a rubric/checklist to measure student outcomes.</p>
4	<p>Evaluate and update this plan and handbook annually.</p>

Action Plan 2-2

<p>Strategy: We will ensure that our curriculum, instruction, and assessments are implemented with fidelity and make data-driven decisions to address gaps in student achievement.</p> <p>Specific Result: Enhance our District Data Team Process frameworks/structures to improve student achievement by including all stakeholders.</p>	
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1	<p>Establish a Department of Continuous Improvement/Professional Learning.</p> <ul style="list-style-type: none"> ● The Director of Continuous Improvement/Professional Learning collaborates with District and Building Leaders at all levels to advance and evaluate the effectiveness of strategic efforts with the goal of equitable access, support, and success for all leading to sustainable positive impact and outcomes for students, staff, and families. ● Continue to provide Professional Learning on the school improvement process/cycle <ul style="list-style-type: none"> ○ Balanced Assessment Framework ○ Data Teams Process
2	<p>The Department of Continuous Improvement/Professional Learning will provide coaching support and professional learning opportunities to strengthen the data-driven culture for all District stakeholders.</p>
3	<p>The Department of Continuous Improvement/Professional Learning will work with the Data Team Process Committee to develop metrics for quantitative and qualitative evaluation of the School Improvement Cycle and outcomes.</p>
4	<p>Evaluate and report the effectiveness and educational impact of programs/activities related to diversity and equity through School Improvement Cycle data collection and assessment, including implementation of Professional Learning Standards and climate survey.</p>
5	<p>Review plan on an annual basis.</p>

Action Plan 2-3

<p>Strategy: We will ensure that our curriculum, instruction, and assessments are implemented with fidelity and make data-driven decisions to address gaps in student achievement.</p> <p>Specific Result: Establish frameworks to identify and meet the learning needs of all students.</p>	
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1	<p>Develop a District coordinator role for intervention and enrichment programs.</p> <ul style="list-style-type: none"> ● Collaborate with the Student Services Department to coordinate Equity-Based MTSS staff development activities/collaboration for staff and monitor the fidelity of implementation of MTSS at the District and school level including both academic and behavioral support systems. ● Create a committee (consisting of curriculum representatives, interventionists, etc.) to partner with the Student Services Department to further develop our Student Intervention and Enrichment Framework to meet the needs of all students.
2	<p>Evaluate the staffing structure and provide additional support in the MLL (Multilingual Language) Department to ensure equitable access for students.</p>
4	<p>Provide school support for students to examine their own data and set and monitor learning goals.</p>
5	<p>Annually review, reflect, and revise Intervention and Enrichment Programs to meet State Learning Standards.</p>


Action Plan 2-4

<p>Strategy: We will ensure that our curriculum, instruction, and assessments are implemented with fidelity and make data-driven decisions to address gaps in student achievement.</p> <p>Specific Result: Establish pathways of professional learning to meet the unique needs of all District stakeholders.</p>	
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1	<p>Create Protocols with a Professional Learning Committee.</p> <ul style="list-style-type: none"> ● for District PD (format: Virtual, In-Person, Embedded Time) ● for Building PD (Quadrant, Vertical, Grade Level, Content Area, Embedded Time) ● for Family PD (format: Virtual, In-Person)
2	<p>Create a family communication protocol for District resources.</p>
3	<p>Promote college and career opportunities District-wide.</p> <ul style="list-style-type: none"> ● Develop Partnerships with local colleges, universities, and businesses for opportunities of enrichment for ALL students
4	<p>The Director and Professional Learning Committee will utilize the ARCS model (attention, relevance, confidence, satisfaction) to create and communicate pathways for Professional Learning. These pathways will include PD for all stakeholders from internal and external sources that will include, but are not limited, to the topics below:</p> <p>Student Pathways:</p> <ul style="list-style-type: none"> ● Giving students an opportunity to provide feedback on the curriculum. ● Creating consistent leadership opportunities for students at every school. ● Developing resources for students to create a plan to reach their goals. ● Providing opportunities for students to experience their next school building (more than just step-up day) <p>Administration Pathway:</p> <ul style="list-style-type: none"> ● Curriculum ● Evaluation ● Data Team Process ● Continuous Improvement Cycle (which includes a school Professional Learning component) <p>Teacher leader Pathway (BLT, Coaches, Aspiring Leaders):</p> <ul style="list-style-type: none"> ● PLC meetings emphasize instructional strategies and student Learning Progressions and Learning Intentions to assist in closing gaps by using the Data Team Process. <p>Teacher Pathway:</p> <ul style="list-style-type: none"> ● Core Curriculum ● Implement student Goal setting conferences ● Classroom Management ● Learning Progressions ● New Teachers ● Best practices in instruction


	<ul style="list-style-type: none"> ● Data teams process <p>Support Staff Pathway:</p> <ul style="list-style-type: none"> ● Core Curriculum ● Literacy ● Data Team Process ● Classroom Management <p>Parent/caregiver Pathway:</p> <ul style="list-style-type: none"> ● How to support Core Curriculum at home ● Create resources for student-led, parent-teacher conferences ● Grade-level standards in a parent-friendly format (I-can statements) ● School Readiness ● SEL Development
5	Create a measurement tool to follow up on these actions and evaluate their effectiveness towards this specific result.

Action Plan 3-1

<p>Strategy: We will develop and implement plans for student and family engagement to reduce absenteeism.</p> <p>Specific Result: Develop District-wide systems for teachers, students, staff, and parents to increase awareness of the effects of chronic absenteeism.</p>	
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1	<p>Create a District-wide team that includes the following members to lead “Chronic Absenteeism Communication Awareness Campaign.”</p> <ul style="list-style-type: none"> ● Building Administrators ● Student Services ● Parent Representatives ● Technology Representatives ● Classroom Teacher Leader ● Data Specialist ● Community Representative ● Multilingual Department Representative
2	<p>Based upon information found in identified research, develop a District-wide, year long “Chronic Absenteeism Communication Awareness Campaign” that includes the following components:</p> <ul style="list-style-type: none"> ● Each identified focus group ● Timeline to coincide with known absenteeism factors for each focus group ● Method of Delivery (media to be used to communicate) ● Multilingual department language expertise to effectively communicate with focus groups ● Accountability and Quality assurance to manage and evaluate the effectiveness of the process
3	<p>Utilizing identified surveys, District data, develop and curate awareness campaigns specifically designed to the address the following:</p> <ul style="list-style-type: none"> ● What and Why of Chronic Absenteeism ● District Attendance Baseline and Goal ● Importance and Future Impact of Chronic Absenteeism ● Ongoing feedback opportunities for stakeholders
4	<p>Evaluate the plan annually.</p>

Action Plan 3-2

<p>Strategy: We will develop and implement plans for student and family engagement to reduce absenteeism.</p> <p>Specific Result: Equip staff, families, and students with strategies to improve school climate, foster a welcoming environment, and reduce the rate of chronic absenteeism.</p>	
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1	<p>Implement training to address the four major areas to improve school climate issues that impact chronic absenteeism.</p> <p>Explore professional development opportunities to span the 5 years of the strategic plan.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 80%;"> <thead> <tr> <th style="padding: 5px;">Major Area:</th> <th style="padding: 5px;">Target Audiences:</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Safety</td> <td style="padding: 5px;">Staff, Community, Families, Students</td> </tr> <tr> <td style="padding: 5px;">Connectedness</td> <td style="padding: 5px;">Staff, Community, Families, Students</td> </tr> <tr> <td style="padding: 5px;">Positive Peer Relationships</td> <td style="padding: 5px;">Staff, Community, Families, Students</td> </tr> <tr> <td style="padding: 5px;">Educational Supports</td> <td style="padding: 5px;">Staff, Families, Students</td> </tr> </tbody> </table> <p><i>Cross Reference Plan 2-2 for implementation support</i></p>	Major Area:	Target Audiences:	Safety	Staff, Community, Families, Students	Connectedness	Staff, Community, Families, Students	Positive Peer Relationships	Staff, Community, Families, Students	Educational Supports	Staff, Families, Students
Major Area:	Target Audiences:										
Safety	Staff, Community, Families, Students										
Connectedness	Staff, Community, Families, Students										
Positive Peer Relationships	Staff, Community, Families, Students										
Educational Supports	Staff, Families, Students										
2	Based on an assessment of school climate, consider a diagnosis and training series.										
3	Provide staff with building level and District level tangible school climate training resources.										
4	Evaluate this plan on an annual basis.										

Action Plan 3-3


<p>Strategy: We will develop and implement plans for student and family engagement to reduce absenteeism.</p> <p>Specific Result: Continue to develop a District level systematic process to monitor, set priorities, and respond to data trends to support building level attendance efforts.</p>	
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1	<p>Assemble a team of stakeholders to engage targeted areas of our school community in the process and support building level efforts to:</p> <ul style="list-style-type: none"> ● Analyze a variety of student absenteeism data sources to determine areas where subgroups throughout the District are experiencing high absenteeism trends. ● Student groups to pay special attention to are: <ul style="list-style-type: none"> ○ Students experiencing homelessness ○ Diverse Learners ○ ELL Students ○ African-American Males ○ Female students ○ Students in Kindergarten and 1st Grade
2	<p>Enhance structures for analyzing absenteeism/attendance data</p> <ul style="list-style-type: none"> ● Regularly monitor individualized metrics and ADA (Average Daily Attendance) by determining critical thresholds, or red flags, that indicate when a student's absenteeism could be viewed as highly problematic and a likely route to failure and dropping out of school. <ul style="list-style-type: none"> ○ Regular Attendance: Absent 5 percent or less ○ At-Risk Attendance: Absent 5.1-9.9 percent ○ Chronic Absence: Absent 10 percent or more ○ Severe Chronic Absence: Absent 20 percent or more ● Analyze additional data to determine trends and causes at the minimum every 2 weeks and respond with appropriate interventions <ul style="list-style-type: none"> ○ Regular Attendance ○ At-Risk Attendance ○ Chronic Absence ○ Severe Chronic Attendance ○ ADA (Average Daily Attendance)
3	<p>Analyze existing attendance & absenteeism policies by reviewing the Joliet Public Schools District 86 Parent-Student Handbook, Absenteeism Section to ensure:</p> <ul style="list-style-type: none"> ● Absence of ambiguous language ● Language in the Parent-Student Handbook reflects the diverse backgrounds of our families and is absent of educational jargon ● Highlight District-wide attendance priorities
4	<p>Revise the Joliet Public Schools District 86 Parent-Student Handbook to reflect:</p> <ul style="list-style-type: none"> ● Under Expectations define "Regular Attendance" ● Under Absenteeism define "[...] extended periods of time"

5


Evaluate this plan annually.

Action Plan 3-4

<p>Strategy: We will develop and implement plans for student and family engagement to reduce absenteeism.</p> <p>Specific Result: Develop systemic structures that maximize family engagement efforts in collaboration with all Joliet Public Schools District 86 schools.</p>	
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1	<p>Host an annual District-Wide Kindergarten Orientation/Registration event for all incoming Kindergarteners and their families that includes the Joliet Public Schools District 86 Attendance Initiative.</p> <p>Topics are to included but not limited to:</p> <ul style="list-style-type: none"> ● The importance of exhibiting healthy attendance behaviors ● Attendance Best Practices & Tools to Improve Attendance ● Strategies for Addressing Common Issues That Contribute to Absenteeism ● “How Sick is too Sick?” ● Tips for Improving Your Child’s Sleep and Reducing Absenteeism
2	<p>Analyze student cohort absenteeism data on an annual basis.</p>
3	<p>Develop a process for allocating resources to provide building staff the opportunity to incentivize students and their families who maintain regular attendance or demonstrate improved attendance.</p> <ul style="list-style-type: none"> ● Research school-based incentives and external motivators ● Partner with local business to curate incentives and external motivators ● Investigate staff resources to address chronic absenteeism
4	<p>Evaluate this plan annually.</p>

Action Plan 4-1


<p>Strategy: We will create and implement plans to recruit, develop, support, and retain highly qualified staff to better meet the needs of our diverse student population.</p> <p>Specific Result: Enhance the recruiting strategies to attract highly qualified candidates to better meet the needs of our diverse student population.</p>	
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1	Optimize Human Resources hiring practices to provide an inclusive and equitable process that attracts a diverse pool of candidates to meet the needs of our community, limiting bias.
2	Enhance Human Resources interview protocols ensuring the process is monitored for bias, that each team has diverse representation, understands their role in the hiring process, is able to appropriately evaluate applicants, in an effort to select candidates that will support students in meeting their academic and social-emotional needs.
3	<p>To increase opportunities for community members, educational, and business partners to engage with Joliet Public Schools District 86, we will establish a yearly community opportunity where all are invited to participate in learning about our programs and benefits.</p> <ul style="list-style-type: none"> ● Job Fair ● Community Outreach
4	<p>Prepare job advertisements that target diverse candidates and incentivize individuals to seek employment with the District. Options may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Recognition programs ● Mentoring ● Professional Development ● Benefits ● Tuition reimbursement ● Equity journey ● Grow Your Own (promotion from within)
5	<p>Develop programs to encourage and incentivize individuals in order to recruit a diverse candidate pool. Options may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Employee Referral Program ● Sign-on bonuses for high needs positions ● Stipends for current staff that assume high needs positions ● Commitment incentive for interns and student teachers
6	<p>Develop intentional and inclusive (teachers/staff members) recruitment efforts to attract more diverse candidates. Options may include, but are not limited to:</p> <ul style="list-style-type: none"> ● High School Partnerships (e.g. Scholarships to seniors, volunteer opportunities, community events) ● Colleges (practicum and student teaching opportunities, increase visibility early in teacher preparation programs) ● Participate in professional organization job fairs (e.g. IASPA, ASHA) ● Golden Apple Partnership

7


Evaluate the action plan annually.

Action Plan 4-2

<p>Strategy: We will create and implement plans to recruit, develop, support, and retain highly qualified staff to better meet the needs of our diverse student population.</p> <p>Specific Result: To retain staff, we will create and enhance systems to develop staff in order to meet the needs of our diverse student population.</p>	
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1	<p>Increase opportunities for all employee groups to engage in authentic dialogue with a variety of stakeholders in order to meet the needs of our diverse student population, such as:</p> <ul style="list-style-type: none"> ● Data team meetings ● Co-teaching collaboration time ● Opportunities to meet with instructional coaches ● PLC meetings ● Teacher/paraprofessional collaboration time ● Scheduled related service meetings ● Leadership meetings ● Focused training for all employee groups related to their professional growth ● Affinity groups
2	<p>Maximize the Professional Learning model used in the District in an effort to support all employee groups and provide opportunities that exhibit best practices, such as:</p> <ul style="list-style-type: none"> ● Being content focused ● Demonstrate active learning ● Use or incorporate modeling ● Coaching support ● Feedback ● Collaborative learning ● Reflection ● Sustained/able
3	<p>Research opportunities to expand the “Grow Your Own” program to all employee groups in order to invest in our community and promote from within.</p>
4	<p>Evaluate the action plan annually.</p>

Action Plan 4-3

<p>Strategy: We will create and implement plans to recruit, develop, support, and retain highly qualified staff to better meet the needs of our diverse student population.</p> <p>Specific Result: In order to retain staff, we will cultivate a culture of support for all employee groups to successfully perform their responsibilities in addressing the needs of our diverse student population.</p>	
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1	<p>Create a District orientation program that focuses on specific employee group’s needs:</p> <ul style="list-style-type: none"> ● Foster inclusion for all employee groups ● Provide support at their location ● Incorporate the supervisor(s) ● District and building culture ● Available resources
2	<p>Create a guidebook for all employee groups to define the mission of Joliet Public Schools District 86, identify points of contact, set out requirements and expectations of their role, and other information pertinent to supporting staff in executing their responsibilities successfully.</p>
3	<p>Establish a building-based mentor/orientation program that focuses on newly hired employee group’s needs that foster inclusion, support, collaboration, and available resources at their location.</p> <ul style="list-style-type: none"> ● Introduction to co-workers/tour of building ● Ensure that the basic onboarding needs of new staff are met (e.g. key fob, computer, systems access) ● Regularly scheduled check-ins with administration ● Provide a stipend for building-based or similar mentor
4	<p>Enhance the District mentor program to focus on specific employee group’s needs:</p> <ul style="list-style-type: none"> ● Foster inclusion for all employee groups ● Provide support at their location ● Incorporate the supervisor(s) ● District and building culture ● Available resources
5	<p>Investigate staffing models in all areas and departments to efficiently and strategically utilize the expertise of our current staff.</p>
6	<p>Update and share the community resource guide to provide community connections for individuals that are experiencing hardships or may be new to the area.</p>
7	<p>Evaluate the action plan annually.</p>

Action Plan 5-1

<p>Strategy: We will develop and implement plans to improve our facilities and provide innovative spaces.</p> <p>Specific Result: Develop plans to meet the educational and physical needs of stakeholders by providing innovative spaces.</p>	
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1	Create a diverse committee of stakeholders to assist in the development of this specific result.
2	Develop a pilot program to test and evaluate equipment and/or furniture to design innovative spaces.
3	Provide contemporary, adaptive learning spaces that include flexible, multifunctional, and mobile furniture options to enhance classroom collaboration and meet the educational and physical needs of stakeholders.
4	Utilizing design and technology, the District will meet the auditory needs of students and adults by addressing acoustics and audio transmission in classrooms and other interior spaces.
5	Enhance learning and common spaces by incorporating natural light and variable temperature ambient lighting that can be adjusted as desired.
6	Address physical storage limitations in classrooms, gymnasiums, and other areas for safe and secure storage of materials and resources, including storage space for student belongings.
7	Provide and/or re-design multi-purpose common areas that can be utilized for collaborative teams, meetings, gatherings, events, instruction, and other District and community functions.
8	Review plan on an annual basis.

Action Plan 5-2

<p>Strategy: We will develop and implement plans to improve our facilities and provide innovative spaces.</p> <p>Specific Result: Develop plans to modernize and improve our facilities.</p>	
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1	Maintain healthy fund balances to ensure the ability to meet various facility needs. Prioritize needs in light of funding shortfalls.
2	Investigate renewable energy options.
3	Prioritize and improve mechanical systems (i.e. HVAC, electrical, building automation systems).
4	Evaluate ways to eliminate the need for combined gym/cafeteria spaces and provide dedicated physical education classroom spaces.
5	Redesign locker rooms considering traffic flow, changing areas, and monitoring of students. Replace student lockers with contemporary units.
6	Update security systems, equipment, and procedures to enhance school safety in all facilities.
7	<p>Update buildings to meet ADA requirements, including, but not limited to modernization of:</p> <ul style="list-style-type: none"> ● Restrooms ● Locker rooms ● Entrances/exits ● Classrooms ● Common areas (gymnasiums, lunchrooms, multi-purpose rooms)
8	Leverage technology data network to monitor, manage, and update control systems at buildings.
9	Review plan on an annual basis.

Action Plan 5-3

<p>Strategy: We will develop and implement plans to improve our facilities and provide innovative spaces.</p> <p>Specific Result: Improve access to school grounds for the benefit of students and the community.</p>	
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1	Create a diverse committee of stakeholders to assist in the development of this specific result.
2	Explore opportunities to provide equitable community access to comparable equipment, outdoor spaces, and playgrounds.
3	Evaluate the availability of inclusive play equipment and plan to install or replace where determined deficient.
4	Evaluate access to outdoor play and instructional areas and plan to create or modify access where determined deficient.
5	Investigate opportunities to install outdoor basketball hoops and similar equipment at all schools.
6	Explore opportunities to provide outdoor track and field areas at the junior high schools.
7	Identify opportunities to enhance recreational activities on paved (asphalt) surfaces, considering students may be relegated to these areas after rain and snow events.
8	<p>Update playground areas in order to meet the needs of all students.</p> <ul style="list-style-type: none"> ● Green spaces ● Playground structures ● Painted activities on blacktop areas ● Provide adequate and ADA accessible equipment and materials to meet the needs of all students.
9	Expand and improve the quantity and quality of outdoor spaces available for teaching and learning.
10	Review plan on an annual basis.

Strategic Planning Team
First Planning Session: October 24-26, 2022
Second Session: March 20, 2023

Adam Rusek	Administrator	Maria Arroyo, Ed.D	Administrator
Ana Guzman	Support Staff	Mariah Berry	Teacher
Andrea Gandy	Psychologist	N.Tominov-Campbell, Ed.D	Administrator
Ankhe Bradley, Ed.D	Administrator	Nina Eastos	Administrator
Aracelis Popadich	Support Staff	Patricia Ulloa-Guzman	Parent/Support Staff
Branden Robinson	Parent	Patty Hall	Community Partner
Consuelo Ramirez	Administrator	R. Emil Stanfield	Board Member
Danielle Todd	Teacher	Sandy Zalewski	Administrator
Erick Deshaun Dorris	Board Member	Sarah Farej	Administrator
Erin Gurule	Support Staff	Scott Hurula	Community Partner
Guadalupe Toledo	Parent	Sunni McNeal, Ed.D	Administrator
John Armstrong	Administrator	Sylvia Acosta Chavez	Community Partner
Karla Guseman, Ed.D	Community Partner	Tamara Mitchell	Administrator
Kelly Flavin	Teacher	Tanisha Cannon, Ed.D	Administrator
Kyle Sartain	Administrator	Teena Mackey	Community Partner
Laura Arias	Teacher	Theresa Curry	Teacher
Lisa Deville	Administrator	Theresa Rouse, Ed.D	Superintendent
Lisa Trilli-Mayfield	Instructional Coach	Troy Cicero	Community Partner

Action Team Leaders

Andrea Gandy
Dwayne Williams
Tricia Nagel, Ed.D
Lisa Lynch
Jennifer Smith, Ed.D
Theresa Curry
Ashley Brooks
Vanessa Hallom
Paul DuFresne
Scott Hurula