

Whitney Young Magnet HS 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/30/2020	Carl Abram, Kristen Boeke-Greven, Lynne Pieper, Oscar Sandoval, Heather Bowen-Struyk, Anna Gallardo, Susan Gustavson, Ed Dziedzic, DAgny Bloland	SEF ratings

Date	Participants	Topic
02/18/2020	Heather Bowen-Struyk, Susan Gustavson, Anna Gallardo, Natalie Leki Albano, Dagny Bloland	Areas of critical need and vision-based metrics
04/14/2020	Lynne Pieper, Anna Gallardo, Heather Bowen-Struyk, Kristin Boeke-Greven, Dagny Bloland	review of Action Steps

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school

- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 4 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 4 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 4 Utilize assessments that measure the development of academic language for English learners
- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 4 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 4 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)

- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 4 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 4 Take informed action where they work together to propose and advocate for solutions
 - 4 Experience a schoolwide civics culture
 - **Evidence:**
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1
4	Quality and Character of School Life: Family & Community Engagement	4
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	SQRP: College Persistence Rate
Root Cause 1	Students/parents lack sufficient financial planning information and SEL support during application process (especially for regular deadline applications) and sufficient multilingual college information
Area of Critical Need 2	Vision: AP Exam
Root Cause 2	Some students, especially African American and Latinx students, feel insufficient support and encouragement to take at least one AP course during high school.
Area of Critical Need 3	Vision: High School Attendance Rate
Root Cause 3	Emotional challenges lead some students to poor attendance

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: College Persistence Rate We want to help our African American and Latinx students better prepare for the academic, financial, and social challenges of college through providing more parent outreach and financial planning information.	African American		90.00	90.00
	Latinx		97.00	97.00
	African American		70.00	71.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: AP Exam We want to encourage more African American and Latinx students to take AP exams	Latinx		89.00	90.00
Vision: HS Attendance Rate Through MTSS and other approaches, we want to create conditions of support to help our students grow in resilience and social emotional skills, thus decreasing school refusal.	Male		95.00	95.00
	Female		95.00	95.00
(Blank)				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey As part of our commitment to continue fostering grit and emotional health among all our students, continue providing SEL services to students and parents					

Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey As part of our commitment to continue fostering grit and emotional health among all our students, continue providing SEL services to students and parents				5.00	5.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
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Strategies

Strategy 1

If we do...	If we intentionally partner with teacher education programs to recruit teacher candidates of color throughout and beyond Chicagoland
Then we see...	then we will see a measurable increase in the number of candidates of color for openings in counseling, classroom teaching, and supplementary services
which leads to...	measurably increased ethnic, cultural, and gender diversity among our faculty and staff.
Budget Description	This initiative requires no new funding. It requires improved networking between Whitney Young and both local and national teacher education programs by identifying and using our current connections and intentionally developing new connections.
Tags	Leadership for Continuous Improvement, Assessment: Monitoring Student Learning to Support Growth, CBE: SEL Integration, Equity: Fair Policies and Systems, Equity: Inclusive Partnerships, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: New Teachers
Action steps	<ul style="list-style-type: none"> (Not started) contact teacher education programs at UIC, UIUC, DePaul University, Northwestern University, historically Black colleges and universities, and other institutions where we have contacts and from which we receive student teacher candidates <p>Tags: Leadership for Continuous Improvement, Assessment: Monitoring Student Learning to Support Growth, CBE: SEL Integration, Equity: Fair Policies and Systems, Equity: Inclusive Partnerships, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: New Teachers</p>

Strategy 2

If we do...	If we deepen and communicate our understanding of the complex causes of student stress, anxiety, depression, and school refusal,
Then we see...	a school-wide understanding of the complexity of these psychological, racial, and gender issues and our possible responses
which leads to...	support and intervention and thus measurable declines in student absenteeism and disciplinary incidents
Budget Description	We will need to invest in resources to provide a deepened understanding on the part of all members of our school community of student mental health issues and the interaction of

	those issues with political and economic issues especially in view of the effects of Corona virus on our community. Part of this initiative will be the recommendation that we invest in staff resources and skills and explore adding counseling resources and an SEL coordinator.
Tags	Leadership for Continuous Improvement, Supportive and Equitable Approaches to Discipline, Budget & Grants, Equity: Fair Policies and Systems, Equity: Resource Equity, ODLSS: Behavior Support, OSCPA: Social/Emotional Support, OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> (Not started) Under the guidance of our local experts, we as a professional community will study contemporary adolescent mental health issues in increased depth especially in view of the psychological, political, and economic effects of the Corona crisis on our community.. Then we will re-commit ourselves to providing appropriate professional support to all our students. <p>Tags:Leadership for Continuous Improvement, Supportive and Equitable Approaches to Discipline, Budget & Grants, Equity: Fair Policies and Systems, Equity: Resource Equity, ODLSS: Behavior Support, OSCPA: Social/Emotional Support, OSSE: Attendance & Truancy</p> <ul style="list-style-type: none"> (Not started) Under the guidance of our local experts, our parents., and our community members we will study the pattern of disciplinary referrals and actions to determine whether discipline is being carried out equitably regarding gender and race. If necessary, we will use the following groups to help in this endeavor: Students for Equity, the Equity and Inclusion Committee, the MTSS Committee. <p>Tags:Leadership for Continuous Improvement, Equity: Fair Policies and Systems, OSCPA: Social/Emotional Support</p>

Strategy 3

If we do...	If we use our internal resources and community resources to increase family engagement particularly among families whose home language is not English
Then we see...	measurably increased family engagement in our school community especially among families whose home language is not English
which leads to...	measurably improved communication between families and our school as indicated by increasing two-way flow of emails between parents and school personnel, increased parent participation in report card pickup, college planning, and similar events
Budget Description	We need to use our local resources and other resources identified by community organizations to provide professional development for better intercultural communication and to celebrate the diversity of our school community. We will identify these resources and how to use them, especially during the Corona virus event. .
Tags	Leadership for Continuous Improvement, Transitions, College & Career Access, & Persistence, Family & Community Engagement, Budget & Grants, Equity: Resource Equity, OSCPA: College and Career Readiness, OSEL: Supportive School Environment

Action steps	<ul style="list-style-type: none"> (Not started) Using our local cultural resources we will engage in school-wide professional development in the cultures represented in our school, especially those traditionally considered marginalized, and we will take further deliberate steps within the committees and organizations already in place to serve our multicultural community..These steps may include contacting other schools for ideas about school-community communication and using opportunities like Freshman Connection and Hot Topics to intentionally create opportunities to reach out to the cultural and linguistic communities which make up our school family. <p>Tags:Leadership for Continuous Improvement, Transitions, College & Career Access, & Persistence, Family & Community Engagement, Budget & Grants, Equity: Resource Equity, OSCP: College and Career Readiness, OSEL: Supportive School Environment</p>
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Strategy 4

If we do...	increase our peer-led professional development around remote teaching and learning under the current uncertain pandemic conditions
Then we see...	increased capacity for successful varied use of remote teaching and learning platforms as necessary
which leads to...	identifying best practices, tools, and techniques designed to provide an outstanding remote learning experience for students, leading to the maintenance and broadening of student achievement
Budget Description	This initiative will require some allocation of professional development time through the Whitney Young University framework via peer-led sessions on technology and its applications to remote teaching and learning
Tags	Leadership for Continuous Improvement, Instruction, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> (Not started) Following a survey of WY students about their remote learning experiences, we convene 4 sequential Whitney Young University professional development sessions during first semester 2020-21 <p>Tags:Leadership for Continuous Improvement, Instruction, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth</p>

Action Plan

Strategy 1

contact teacher education programs at UIC, UIUC, DePaul University, Northwestern University, historically Black colleges and universities, and other institutions where we have contacts and from which we receive student teacher candidates

Jun 30, 2020 to Sep 30, 2020 - Matthew Swanson, Assistant Principal Carl Abram, Physical Education Teacher Anna Gallardo, Science Department Chair

Strategy 2

Under the guidance of our local experts, we as a professional community will study contemporary adolescent mental health issues in increased depth especially in view of the psychological, political, and economic effects of the Corona crisis on our community.. Then we will re-commit ourselves to providing appropriate professional support to all our students.

Apr 20, 2020 to Aug 07, 2020 - Jaya Miller-Little, Assistant Principal, Kornelia Overom, Attendance Director Artrice Kelly, Director of the Diverse Learners Program, Tameka Davis, Dean of Students Alison Melton, Counseling Director, Nicole Roesner, school psychologist, Susan Martin, school social worker Michele Miller-Watson, school nurse

Under the guidance of our local experts, our parents., and our community members we will study the pattern of disciplinary referrals and actions to determine whether discipline is being carried out equitably regarding gender and race. If necessary, we will use the following groups to help in this endeavor: Students for Equity, the Equity and Inclusion Committee, the MTSS Committee.

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Strategy 3

Using our local cultural resources we will engage in school-wide professional development in the cultures represented in our school, especially those traditionally considered marginalized, and we will take further deliberate steps within the committees and organizations already in place to serve our multicultural community..These steps may include contacting other schools for ideas about school-community communication and using opportunities like Freshman Connection and Hot Topics to intentionally create opportunities to reach out to the cultural and linguistic communities which make up our school family.

Apr 27, 2020 to Aug 07, 2020 - Melvin Soto, Assistant Principal, Oscar Sandoval, EL resource teacher Susan Martin, school social worker, Alison Melton, Counseling Director members of the World Language Department, representative students, Augustina Bottari, Director of Freshman Orientation

Strategy 4

Following a survey of WY students about their remote learning experiences, we convene 4 sequential Whitney Young University professional development sessions during first semester 2020-21

Aug 27, 2020 to Jan 29, 2021 - Ms. Bridget Nelson, Ms. Karren Boatner, Mr. Stuart Abram, Ms. Rachel El-Amin and others

Fund Compliance

ESSA Program

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

(Blank)

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

(Blank)

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

(Blank)

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

(Blank)

Strategies to increase parent involvement, such as family literacy services.

(Blank)

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

(Blank)

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

(Blank)

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(Blank)

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Whitney Young is not a Title I/ESSA school.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Whitney Young is not a Title I/ESSA school.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Whitney Young is not a Title I/ESSA school.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Whitney Young is not a Title I/ESSA school.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Whitney Young is not a Title I/ESSA school.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Whitney Young is not a Title I/ESSA school.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Whitney Young is not a Title I/ESSA school.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Whitney Young is not a Title I/ESSA school.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Whitney Young is not a Title I/ESSA school.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Whitney Young is not a Title I/ESSA school.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

Whitney Young is not a Title I/ESSA school.

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Vision Statement

The vision of Whitney M. Young Magnet High School is to create a positive, diverse, friendly, and challenging twenty-first century learning community where students grow toward fulfilling their potential in academic, artistic, physical, technological, and social-emotional dimensions. We value the uniqueness of

each student and prepare our graduates both to succeed in their own lives and to make positive contributions to society.

Mission Statement

Our mission is to provide a college preparatory academic program which challenges all students to reach their maximum potential. We will strive to provide an environment of excellence, responsibility, and diversity which fosters intellectual, social, artistic, physical, and technological skills nurtured through professional development, holistic learning experiences and parental support.

We provide outstanding instruction in the service of the Common Core State Standards and ISBE Standards in content areas and in accord with the ISBE Social-Emotional Learning Standards. We maximize instructional time, and we hold advisory three times weekly.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

As usual, we held parent-teacher conferences according to the CPS calendar for report card pickup held on November 14, 2019. The April 23, 2020 report card pickup event was held remotely. Given the Covid-19 crisis, we do not yet have firm dates for these events in 2020-21; but we intend to hold them, remotely if necessary.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Under the Aspen system, parents can access their children's grades minute by minute. Now that we are implementing remote learning, we have lent electronic devices to students who do not have them at home. Thus, all our Whitney Young families should now have access of the Internet and to the Aspen system.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Faculty and staff emails are provided to parents through the CPS email system as well as through our published school directory and our school website. Faculty members arrange consultations with parents at mutually convenient times.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Whitney Young welcomes parent volunteers and makes the volunteer application process as clear and smooth as possible. Parents volunteer as field trip chaperones, AP exam aides, and support personnel for our clubs, organizations, and teams.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Whitney Young parents monitor their children's grades, communicate regularly with teachers and counselors, and under the current Covid-19 circumstances perform a crucial role in providing electronic devices, Internet access, and continuing encouragement to their children during the day as well as in the evening.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Parents are encouraged to communicate regularly with their children's teachers and counselor to ensure that every child is seen and served on an individual basis. We are a team.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will attend regularly, complete assignments promptly and conscientiously, and communicate regularly with their teachers and counselors. They will participate in extracurricular activities--sports, clubs, and organic\zations--both to contribute to our school and community and to explore their own interests and talents.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Whitney Young is not a Title I school.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00

54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00