



2012-2014 Continuous Improvement Work Plan

Nicholas Senn High School

North-Northwest Side High School Network

5900 N Glenwood Ave Chicago, IL 60660

ISBE ID: 150162990250037

School ID: 609730

Oracle ID: 47061



Mission Statement

The mission of Nicholas Senn High School is to develop life long learners, who value diversity and social-awareness, and who possess the critical thinking, creative, and technological skills to active and responsible citizens. To achieve this mission, faculty, staff, and the community will engage in developing and implementing a rigorous, college and career readiness, internationally-minded curriculum by participating in professional learning communities focused upon increasing academic achievement for all and closing achievement gaps, especially ELL students. The MYP curriculum will be expanded across Grades 9 - 10 using IB best practices, strategies, and key program components. IB certificate options will be accessible to all students. Additionally, Senn will reconnect and re-dedicate itself to neighborhood families, while maintaining magnet programs.

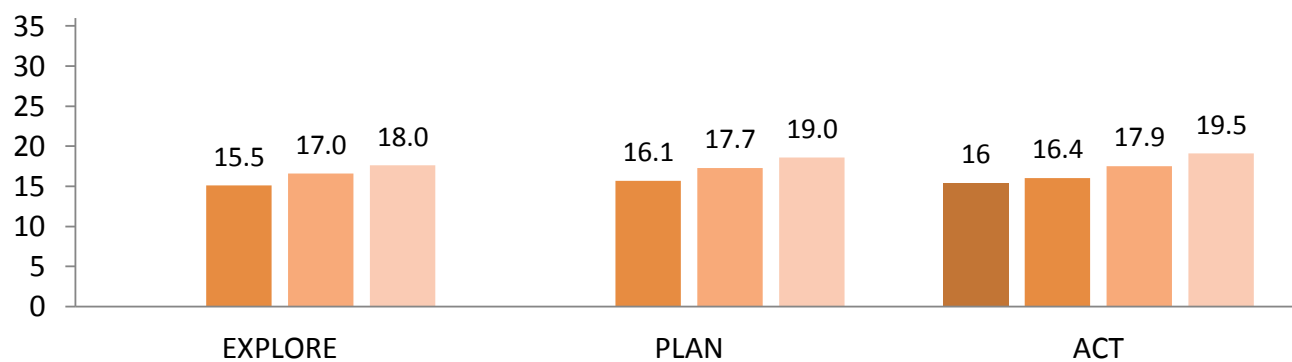
Strategic Priorities

1. Increase the rigor and relevancy of a CCSS aligned curriculum to result in EPAS gain per student per year, including ELL and special needs populations
2. Implement plan to convert Senn into a 'wall to wall' IB school.
3. Increase neighborhood seats in IB, Senn Magnet Arts, and Senn Learning Communities

School Performance Goals

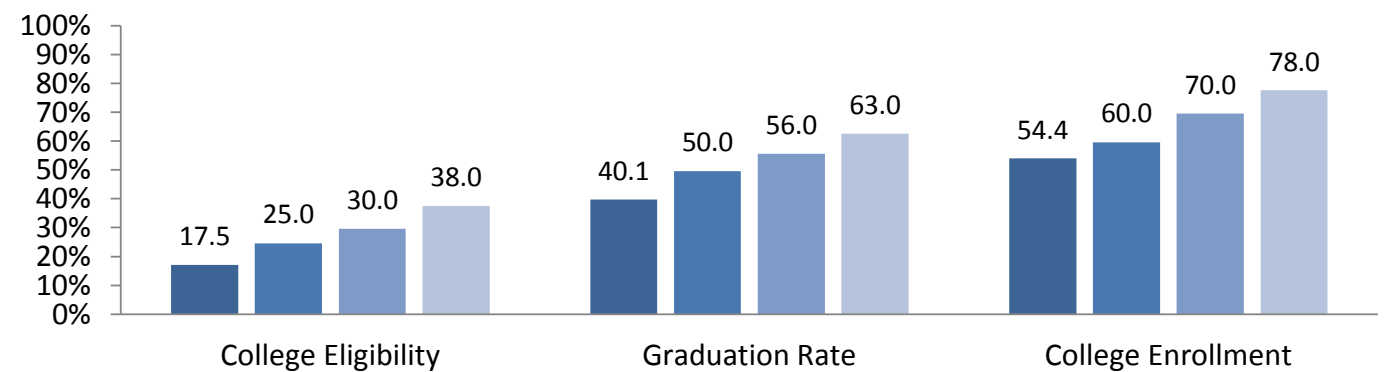
EPAS Goals

■ SY 2011 ■ SY2012 ■ SY2013 ■ SY2014



12th Grade & Graduation Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Nicholas Senn High School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Susan Lofton	Principal
David Stachowiak	Assessment/Data Faculty
Daniel Svoboda	Counselor/Case Manager
David Gregg	Lead/ Resource Teacher
Daniel Connor	Counselor/Case Manager
Charles Hammerslough	LSC Member
Chanel Grayson	Lead/ Resource Teacher
Veronica Valieghty Cobo	ELL Teacher
Claire Saura	Lead/ Resource Teacher
Wendy Boatman	Counselor/Case Manager
Elizabeth Shank	Community Member
Mary May	Support Staff



High School Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: PSAE scores include all students in the aggregates, including English Language Learners.

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		14.2	15.5	17.0	18.0	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	17.5	25.0	30.0	38.0
10th Grade - PLAN Average PLAN score		14.6	16.1	17.7	19.0	5-Year Graduation Rate % of students who have graduated within 5 years	40.1	50.0	56.0	63.0
11th Grade - ACT Average ACT score	15.8	14.9	16.4	17.9	19.5	College Enrollment % of graduates enrolled in college	54.4	60.0	70.0	78.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.2	2.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.8	1.8

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	81.7	86.0	88.0	90.0	Misconducts Rate of Misconducts (L4-6) per 100	41.3	15.0	14.0	11.0
Freshman On-Track % of Freshman Students on-track	79.8	84.0	87.0	90.0	Sophomore On-Track % of Sophomore students on track	53.6	60.0	68.0	75.0



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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
PSAE Reading % of students meeting or exceeding state standards	18.4	22.0	30.0	40.0		PSAE Reading % of students exceeding state standards	0.0	1.0	2.0	4.0
PSAE Mathematics % of students meeting or exceeding state standards	18.4	22.0	29.0	43.0		PSAE Mathematics % of students exceeding state standards	0.0	1.0	2.0	4.0
PSAE Science % of students meeting or exceeding state standards	12.4	15.0	20.0	30.0		PSAE Science % of students exceeding state standards	0.0	1.0	2.0	4.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>We have analyzed student achievement at each grade level and among populations and programs, resulting in a strategic plan that implements interventions, acceleration, and program expansion intended to increase college and career readiness, feeder school articulation, and community buy in. A split need has been identified for students who entered the school prior to 2010 (entry Explore of 13 and below), and those who entered after the leadership change (entry Explore of 14+ , esp. reading). The Theory of Action (TOA) delineates the plan to improve instructional rigor and relevancy through curriculum development by adopting the CCSS, increasing capacity via strong teacher coaching/mentoring, and adjusting</p>	
	Principal Leadership			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>The principal met with all faculty to conduct a school level self-analysis, which was used to develop an overarching and detailed professional learning system anchored on in-house created and looped professional development and learning activities that respond to EPAS, Scantron, and other available assessment data, and which answer the need for increasing professional capacity based on information from Instructional Rounds, formal observation, and individual teacher goal setting meetings. The school improved significantly since 2010, going from a 22% on the 2010 performance policy to a 42.9% on the 2011 policy. The schoolwide vision is revisited throughout each professional learning cycle and the best means of achieving that vision analyzed. As a result, the principal and the ILT adjusted the Problem of Practice (PoP), as the school honed in on very specific challenges inhibiting maximum growth in academic achievement. By January, teachers to serve as mentors/coaches had been identified and have begun assisting in classrooms of need. The principal has shared</p>	

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Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Senn has an 18 member ILT that works with the PPC and PPLC to collaboratively share decisions and help set school wide goals, establish/revise policies, and trouble shoot. Each subject area has a TCT that has been working on early adoption of the CCSS. There are six approved formal consulting teachers and approximately 14 informal, in-house teacher coaches. We have a union representative and an associate who work well with the principal to resolve issues before they become problems. The four person data team has been in place since 2011. There is a new bilingual lead who is heading the new CCSS adoption of ESL. All coaching and the athletic directorship positions were advertised, with a re-dedication of these positions to faculty, staff, and community members, which is a change from previous practice of using external, non-community members. Senn has an organizational flow chart in place, creating a visual map evidencing the ensured means of equity of voice. While opportunities exist for all, not all have taken advantage. There is a small core of faculty/staff who feel disinvested and are change resistant. Mentors/coaches have been trying to work with them, and their concerns have been presented at PPLC or PPC meetings with solutions or options offered each</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The 18 member ILT includes members of all departments, specialty programs, and grade levels. The ILT works with other groups in the building to identify/resolve climate, instructional, and other issues that may inhibit academic achievement and college and career readiness growth. Senn's ILT helps develop and provide professional development to the whole faculty. The ILT leads the Instructional Rounds practice and regularly meets to report out findings. This practice was instrumental in the evolution of the PoP and TOA. The data team and teacher course teams provide data on common course assessments (CCA), benchmark instructional tasks (BITs) Scantron, EPAS, and other measures to help the ILT monitor efficacy of instructional strategies and the school's progress in meeting its goals and achieving its vision. The PoP moved from focusing on monitoring efficacy of textual annotation, which students have mastered, to ensuring aligned, relevant, complex nonfiction text was being used regularly in all classrooms. The ILT identified the concern that student textual annotation proficiency would have a limited effect if weak, simple text or inappropriate, unaligned text were being used</p>	
Monitoring and adjusting			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>EPAS and Scantron data by teacher, by classroom, and by program and grade level was disaggregated and analyzed as soon as it became available in the fall. This data informed the development of the TOA. Teachers have developed and administered CCSS/CRS aligned CCA every 4-5 weeks, disaggregating the data by standard and strand, by teacher, by class, using the Response to Data (RTD) task to determine what intervention and/or instructional methodology to implement in a real time response to student needs. ELL students constitute 10% of the population and speak</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>All course teams developed a year long scope and have been engaging in vertical mapping for both CCSS grade level alignment and subject area content and skills. The scope and sequence quality is inconsistent at this time, varying by department, but that is being redressed through department professional development, teacher coaching, and curriculum review activities. The ILT is taking the lead on this.</p> <p>All TCTs develop, administer, and analyze results for common course assessments (CCA) and create springboard common lesson plans; these are being converted to unit plans as we go through the EA CCSS adoption process. Additionally Senn has reached out to 3 feeder elementary schools who will join in vertical mapping activities, so that the instructional needs are addressed at least G rades 6-12. CCA have been developed for each 5 week grade reporting period; BITs assess specific skills more frequently. A</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Senn was without anthologies and composition texts through 2010. Other texts were outdated or in short supply. We have been purchasing texts as quickly as budget allows. Graphing calculators are still in short supply. The goal is that all students have such a calculator starting in freshman year. As the new CCSS curricula is developed, nonfiction texts will be purchased for ELA. Other subject area teachers have been trained on how to locate supporting nonfiction texts online, through Newberry Library, and other such resources beyond the text book. Teachers are in a PLC</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Interim and EPAS assessment data is posted on the common server for all to review. The data team has disaggregated data by teacher, by class, which is reviewed by administration, the ILT, the TCTs, and individual teachers. Senn has a Response to Data (RTD) protocol in place in which teachers review their own data and compare to the TCT's. Assessment items are identified by benchmarked standard. Each teacher identifies and implements a redress response to items for which students are not evidencing proficiency. Common course assessments have been developed for all courses and also inform school wide data based decisions. For performance based or open ended/constructed response items, teachers use an aligned rubric to evaluate student responses. Senn uses an internal rubric to evaluate alignment and component quality for each CCA. Through the RTD process, teachers self-determined the need to move from forced choice to other means of assessing students. Our next steps are to further develop the performance descriptors and indicators of the student assessment rubrics and the alignment portion of the quality control school wide rubric. Returning Sp. Ed. teachers need a</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers are proficient at communicating standards-based learning objectives as evidenced in Instructional Rounds. Directions and procedures communication is uneven within TCTs. A building wide initiative on developing and communicating relevance through big ideas is in place. Exemplars have been developed within the school for each subject area. The new unit maps will reflect the improved big ideas; budget has been set aside to allow teachers to do vertical curriculum planning in June, so that unit maps are in place for the fall. The My School, My Voice survey has indicated for the past couple of years that about half the students perceive instruction as appropriately rigorous. The school plans to adopt the IB MYP curriculum for all students in Grades 9 and 10 over the next two years. This will improve the quality of instruction by requiring global contexts and learner profiles to inform all instruction and ensure greater consistency in high quality instruction. The newer vertical maps will help us identify where scaffolding is appropriate and where we should increase rigor and challenge. Teachers use formative assessment ongoing throughout units; the BITs help us</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Teachers use both EPAS, interim, and internal assessment data to provide real time responses to data and determine academic interventions. The school provides several interventions, both within the classroom and beyond. Senn has created a menu of interventions including the following: double block literacy courses and math; in-class RTD redress; Save Your Grade credit preservation offered at weeks 10 and 30; tutoring beginning the 2nd week of school; instructional recoup during lunch periods; academic mentoring with community/university partners. RTD reveals that there is a divide in need between Grades 9-10 and Grades 11-12. The upper grades struggle with basic grammar, idea sequencing, and relating detail to ideas, as well as pre-operations math and general knowledge for earth, space, and environmental sciences. Grades 9-10 need additional support in explication and</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Senn developed a year long whole staff professional development (PD) program centered around literacy, increasing rigor and relevancy, early adoption of the common core standards, and RTD. PD is developed in house with the principal, literacy specialist, curriculum coordinator, and other specialists collaborating on the content, tasks, and products with which teachers engage. The principal holds a CPDU provider number. Faculty have received over 50 hours of professional development as of April. All PD leads to curriculum development and instructional task implementation, resulting in monitored student progress. Formal and informal coaching is provided to teachers, with 7 teachers on CPS approved</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teacher Course Teams (TCTs) meet twice weekly: once for curriculum and lesson development and again for student task and data review; departments meet quarterly to work on vertical mapping and CCA development using school wide data. Subject specific teams meet throughout the year to analyze and respond to data from the EPAS and interim assessments. Most teachers feel extremely responsible and capable of affecting student learning. All core TCTs and most non-core have input/representation from ELL and Sp.Ed. teachers. Each team and program has an ILT representative, so there is always a flow of information. All but one department has a set of protocols and processes in place and utilize them well. The literacy specialist and curriculum coordinator visit all TCTs throughout the year.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Teachers whose students are not evidencing academic progress are receiving formal and informal coaching and more frequent observation, with 14 teachers receiving coaching. Currently 1 teacher receives district sponsored induction support. We have begun doing break out PD based on individual teacher needs. Teachers with specific needs have also been directed to CPS University for supplemental PD. Instructional rounds will expand beyond the ILT; however, cross classroom visitation is already taking place in the core departments and World Languages. All teachers receive detailed feedback, including practices to continue/expand and to revise, at least twice yearly, which will increase to quarterly. Teacher coaches are being identified to specialist assistance to those not giving early indicators of proficiency in a particular framework domain beginning fall 2012.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>All subject areas at each grade level have developed and implemented activities that engage students in college planning or exploration. A college and career counselor has been staffed; the school recently opened a college and career center. IB/MYP to promote a college-going culture have been expanded wall to wall. The principal meets throughout the year with each grade level to do sessions on connecting education to quality of life. The sophomore has been identified as a challenging time for students, and the one when they tend to become dis-invested in education, as evidenced by the sophomore on track rate. A community-based Sophomore</p>	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Teachers and community members serve as mentors and advocates across all grade levels; however more mentors are needed. For the most part, interactions between students and staff are highly respectful, but there are a few members among both parties that need to work on de-escalation techniques. Six teachers have been sent to CHAMPS to learn about managing the classroom and student behavior in a more positive manner. Students with disabilities are placed in the least restrictive environment (LRE), and most are overwhelmingly in inclusion classrooms. Sp.Ed. students who are in self-contained share PE, lunch, art, music, and language classes with the general population. Inclusion classrooms are not segregated. All students have access to all sports, clubs, and other extracurricular activities. The Senn student body represents more</p>	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The school has had to deal with seriously disruptive criminal and gang activity that was present throughout and beyond the building. A culture of acceptance had developed that was negatively impacting student achievement and creating anger at the school within the community. Upon the leadership change, it was discovered that incident referrals had not been entered-over 700 found under a desk. Immediate and strong redress has occurred. There are now schoolwide norms and practices in place for handling discipline violations and recognizing positive behavior</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The principal has shared school performance data and explained clearly how to interpret the data in several open houses and community forums held throughout the year. Senn hosts an Early Progress Report Pick Up Night the third week of each school year for parents of freshmen and sophomores. Teachers have developed course syllabi, which are sent home and reviewed in parent conferences. Senn administration and faculty visit the main feeder schools throughout the year to promote high school readiness skills and to provide articulation assistance for all Grade 8 students. Senn's principal works closely with the principals of Hayt, Swift, and Peirce to provide activities and information to make for a seamless transition to high school. A big challenge will be finding alternative means for funding a Freshman Connection. A number of</p>	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Senn has held an Early Progress Report Pick Up event and three community forums on its own and hosted one forum each for the Mayor's and Alderman's offices, at which the principal spoke about high school expectations and the Senn vision. Staff have interacted with family's at each event. Parents are provided additional small group opportunities by cohort programs to meet teachers and have discussion. Senn has organized itself as a boutique program where</p>	
Bonding ----->			2	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes a non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Senn students are greeted by the principal prior to entering the building. Staff help create a personal environment by being in the halls and doorways before and after school to greet and close the day with students. The principal attends all available community functions to increase the profile of the school, dispell lingering misperceptions, and brand the school in a favorable manner to business and community members. Senn offers many performances, exhibitions, and celebrations throughout the school year, both on and off campus. Activities range from arts performances/exhibitions to community service in action and beyond. Parents are invited to shadow, and community members</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
V 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Senn works with many social agencies, individual advocates, and other service providers to provide specialized support for families in need of such services. The principal has met with the administration and advocates from the nearby shelter to help ease transition for those families the in STLS (homeless) program. Some students/families are in need of home visits, but there are</p>	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>Senn's college readiness (17.5% 2011) and enrollment (54% 2011) rates need improvement, and a series of actions are in place to ensure an increase. College and career readiness activities begin during Freshman Connection (FC) and continue all four years. Senn has been particularly successful in attracting and keeping students</p>	
	Academic Planning ----->			3
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Senn is moving to a full implementation of MYP/IB best practices and key curriculum and assessment components across all programs/cohorts during SY 2013. By SY 2014, students in all cohorts will have access to IB certificate courses in addition to the AP currently offered. Senn made a good transition to the College Readiness Standards and is now aligning with the CCSS. An increase of students with higher Explore scores and more high school preparedness has shifted the challenge from focusing primarily on remedial and acceleration interventions to increasing the rigor of daily instruction and honors courses. ESL classes will increase in</p>		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>An array of extracurricular and enrichment opportunities are offered by each program cohort after school and are open to students beyond the cohort (e.g., SFA's silk screening afterschool class). Sports are offered, as are clubs, including a Green Team and</p>		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION I	College & Career Assessments ----->			4
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Seniors and juniors will be taking a Compass examination with the Chicago City Colleges as a means of ensuring they qualify for placement into 100-level credit bearing classes. Should they not qualify, Senn students have secured places in Truman's Level Up program to prepare and then re-test. Senn's curriculum requires	
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	Senn hosts College Information Nights for Parents. Universities and community academic support partners have tables at Report Card Pick Up Nights and offer guidance through the college selection and financial aid process. Options, costs, and financial aid information is provided through the college fairs held throughout the year. The Senn College and Career Preparedness Handbook is used as part of the curriculum in Grades 11 and 12, ensuring that all students become informed and act on their college plans.	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Senn is working very closely with Peirce, Hayt, and Swift Elementary Schools on vertical curriculum mapping to close achievement gaps and create a smooth progression across CCSS grade level benchmarks. Senn and the elementary schools' faculty have engaged in shared PD; Senn administration and faculty regularly visit the feeder schools and engage with students and staff on transition activities. To improve articulation from high school to college, we have significant partnerships in place with three universities and the Chicago City Colleges. The community-based	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>The budget is aligned to increase academic achievement growth. A significant portion of the budget addresses academic interventions (e.g. credit loss prevention/recovery and instructional recoup) and to increase attendance. Decisions to fund interventions is based on data analysis of assessments and classroom task performance. Each intervention is monitored for efficacy, as are attendance initiatives. Another portion of the budget is used to meet MYP/IB and Senn Magnet Arts program requirements. The school pursues external and additional funding through grant writing, Senn Hall rentals, and alumni support. Senn has a cadre of community volunteers who act as mentors and assist in implementing local initiatives. The ILT has written a strategic plan and runs quarterly reviews to revisit and reassess areas of instructional need; revisions and recommendations are made, actions identified and then funded. Sometimes difficult decisions must be made, such as whether to prioritize funding for</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>The school has applied CPS policy and the CTU contract faithfully to ensure that every student has a high performing teacher in front of them. This has resulted in a large turn over of faculty. With 5 exceptions, ads were run before the vacancy occurred. In two instances, there were sudden FMLAs. Positions are determined by student need in terms of courses required for graduation and for cohorting program requisites. There is a strong screening process in place prior to an interview; the interview requires the interviewee to develop a student assessment task and evidence strategies in literacy and in increasing academic achievement amongst all levels of the student population. A lesson demonstration will be in place this spring. A TCT member is typically participates in the interview process. A strategic hiring plan is in place to ensure that every TCT</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>All departments have at least 48 daily minutes of common planning time beyond the regular prep period. The CTU required preparatory period is used twice weekly for supplemental planning for curriculum development and data analysis by course teams. Specialty courses targeting student needs have been opened up and populated. Some provide intervention (e.g., sophomore and junior level literacy and college readiness courses); others provide enrichment (e.g., art blocks); and other provide acceleration (e.g., 9th period accelerated freshman Geometry, which allows the</p>	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

The mission of Nicholas Senn High School is to develop life long learners, who value diversity and social-awareness, and who possess the critical thinking, creative, and technological skills to active and responsible citizens. To achieve this mission, faculty, staff, and the community will engage in developing and implementing a rigorous, college and career readiness, internationally-minded curriculum by participating in professional learning communities focused upon increasing academic achievement for all and closing achievement gaps, especially ELL students. The MYP curriculum will be expanded across Grades 9 - 10 using IB best practices, strategies, and key program components. IB certificate options will be accessible to all students. Additionally, Senn will reconnect and re-dedicate itself to neighborhood families, while maintaining magnet programs. We will provide a menu of program options to ensure that every student knows they are part of a valued Senn program, and they, in turn, are valued by the program. Programs include MYP/IB, Senn magnet

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase the rigor and relevancy of a CCSS aligned curriculum to result in EPAS gain per student per year, including ELL and special needs populations	Only around 50% of students are currently making expected gains. Literacy and language acquisition needs are particularly affecting overall gain. Little differentiation has been observed in instructional delivery.
2	Implement plan to convert Senn into a 'wall to wall' IB school.	IB curriculum across full 9th and 10th grade cohorts will result in higher on-track and graduation rates through an increase in rigor and relevancy of curriculum.
3	Increase neighborhood seats in IB, Senn Magnet Arts, and Senn Learning Communities	The student population is comprised of less than 50% community students. The community has indicated a desire for these programs to better serve the neighborhood families, as indicated in SEF 5: Family and Community Engagement
4	Optional	
5	Optional	

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Increase the rigor and relevancy of a CCSS aligned curriculum to result in EPAS gain per student per year, including ELL and special needs populations	Only around 50% of students are currently making expected gains. Literacy and language acquisition needs are particularly affecting overall gain. Little differentiation has been observed in instructional delivery.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Deliver workshops and develop professional development tasks to support teachers in aligning curriculum and instruction to the CCSS	Professional Development	All	Susan Lofton; David Duvall; William Koulias; Lisa Streff; Madlena Dugandzic; Erin Dickey; Rekha Roa; Patricia Roby	Quarter 1	Year 2	On-Track	Both local site, network, and city wide professional development has been taking place throughout the year for ELA and math; all Senn staff have had at least 20 hours of CCSS PD. Next step is to create vertical and horizontally aligned maps.
Provide professional development on differentiation and instructional adjustments; monitor for efficacious implementation	Professional Development	All	Loyola University; Susan Lofton; David Duvall	Summer 2012	Summer 2013	On-Track	Ensure that adjustments support the rigor; need to develop a differentiation tool box
Establish exit criteria for promotion from ESL I, to II, and then III	Instruction	English Language Learners	Veronica Cobo; Loyola University; Susan Lofton	Summer 2012	Summer 2013	On-Track	Will need to establish interventions and supports for students not meeting exit criteria
Create vertical curriculum maps to ensure standards are present and appropriate benchmarked	Instruction	All	Dept. Chairs	Summer 2012	Summer 2013	On-Track	Teachers will be given time on Saturdays throughout June and continue to refine maps throughout the year; lesson plans will need to be revised to align with new maps
Create horizontal students tasks to promote interdisciplinary activities and skills transference	Instruction	All	Dept. Chairs and specialty program coordinators	Summer 2012	Summer 2013	On-Track	Next step is to meet in grade level teams and share subject area maps
Develop and implement writing rubrics with both performance descriptors and indicators	Instruction	All	David Duvall; David Gregg; Claire Saura; Erin Dickey; Rekha Rao	Summer 2012	Summer 2013	On-Track	Sample rubrics have been created but still need revision; next step is to train faculty on developing rubrics for all subject areas

Strategic Priority 1

Implement quarterly instructional rounds to monitor school wide literacy plan and adjust instructional delivery to ensure appropriate rigor	Instruction	All	Susan Lofton; David Duvall; David Stachowiak; ILT	Quarter 1	Quarter 4	On-Track	Next step is to differentiate strategies across grade levels and by student needs
Staff use aligned, appropriately benchmarked complex nonfiction weekly and link the text to a unit based student task	Instructional Materials	All	David Duvall; Ed Cyra	Quarter 1	Quarter 4	On-Track	Initial PD has taken place; next step is for teachers to identify 10 readings for Q 1 2012-13 and link to tasks
Analyze and revise common course assessments for quality of CCSS alignment	ILT/ Teacher Teams	All	David Stachowiak; William Koulias; Lisa Streff; Madlena Dugandzic; Luz Andreu; Todd Pytel; Daniel Svoboda; David Gregg; Claire Saura; Benjamin Jaffe	Summer 2012	Summer 2013	On-Track	Need to revise CCA quality assurance rubric, then begin recommendations for revisions
Create centralized database for monitoring of EPAS, CCA, BITs, and interim assessment data to measure student progress in meeting proficiency by standard	ILT/ Teacher Teams	All	ILT and data team	Summer 2012	Quarter 2	On-Track	Continue use of Response to Data tool
Host workshops and forums for parents to increase involvement in their child's learning process	Parental Involvement	All	Charles Hammerslough, LSC, and the Senn Strategic Planning Committee	On-going	Year 2	On-Track	The Senn Strategic Planning Committee (SSPC) has reformed and established a new focus; the SSPC is developing its plan of action to assist in increasing parent and community involvement
Share CCSS PD and establish vertical mapping opportunities with Hayt, Peirce, and Swift elementary schools	Professional Development	All	Principals and ILT	On-going	Summer 2013	Behind	This initiative began Sept. 2011 but shared time has been difficult to find; the principals are actively working to establish a timetable of faculty collaborative time.

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Implement plan to convert Senn into a 'wall to wall' IB school.	IB curriculum across full 9th and 10th grade cohorts will result in higher on-track and graduation rates through an increase in rigor and relevancy of curriculum.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Assess science instruction in grades 9 and 10 for content and reconfigure course sequence and content for alignment to IB Biology.	Instruction	All	William Koulias, Eleanor Flanagan	On-going	Summer 2013	On-Track	Biology has already replaced Earth Science in 9th grade for all students; more IB-aligned lab instruction in 9th and 10th is in development
Develop assessments with scoring rubrics across the curriculum that include both criteria descriptors and task-specific indicators for each discreet task	ILT/ Teacher Teams	All	Edward Cyra, Department chairs	Summer 2012	Quarter 4	On-Track	Introductory PD has taken place; next steps are to identify exemplars for each subject and conduct department-level workshops for assessment development
Push vertical alignment of curriculum and IB pedagogical framework further down to elementary feeders	Instruction	All	Susan Lofton, David Gregg	On-going	Quarter 4	On-Track	Vertical alignment meetings have taken place with Senn and Peirce middle school teachers; next steps are to advocate for IB PYP at Peirce and MYP at Hayt Elementary.
At least two teachers per department will receive IBA or IBA-approved training for implementation of MYP framework in respective subject areas, incorporating updates from <i>MYP: The Next Chapter</i>	Professional Development	All	David Gregg	Quarter 1	Year 2	On-Track	Humanities and Mathematics teams are fully trained and implementing at high level of fidelity; next steps are to have additional teachers in Science, Language A (English), Arts, and Language B trained.
Receive IB Authorization for the Middle Years Programme	Other	All	David Gregg	On-going	Summer 2013	On-Track	Feedback from IB consultation visit incorporated and final application for authorization is near completion; next steps are to submit final application and prepare for verification visit by IB in spring, 2013.
Address teacher turnover by hiring new faculty with IB training and teaching experience	Staffing	All	Susan Lofton	Summer 2012	Summer 2013	On-Track	Ads for positions will be running in the eBulletin throughout May and June; Senn has begun a partnership with Loyola, which is in the process of becoming an authorized IB trainer for teachers. Senn will be able to operate as a lab and find IB suitable teachers within this pool.

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Increase neighborhood seats in IB, Senn Magnet Arts, and Senn Learning Communities	The student population is comprised of less than 50% community students. The community has indicated a desire for these programs to better serve the neighborhood families, as indicated in SEF 5: Family and Community Engagement

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Promotion of specialty programs through local community and political resources	Other	All	Susan Lofton, Chanel Grayson; David Gregg; Benjamin Jaffe, David Stachowiak	Summer 2012	Summer 2013	On-Track	This includes working with the Alderman's office and promoting through events such as summer fests, community forums, and other. Next steps are to create a list of resources available for promotion opportunities.
Host a series of shadow days for prospective students and parents across specialty programs	Other	All	Chanel Grayson; David Gregg; Benjamin Jaffe, David Stachowiak	Quarter 1	Quarter 3	On-Track	Students and parents will have the opportunity to view IB and Senn Arts classes in progress and Senn facilities. Next steps are to establish process and calendar dates.
Build working relationships between feeder schools and Senn faculty by hosting two vertical alignment professional development sessions with feeder schools during the school year	Professional Development	All	Susan Lofton; Chanel Grayson; David Gregg; Benjamin Jaffe, David Stachowiak	Summer 2012	Quarter 4	On-Track	Professional development will establish collaboration and collegiality between feeder schools and Senn and establish repore among all faculty vertically. Next steps are to define PD, set calendar dates, and invite feeder schools.
Specialty program coordinators will establish relationships with key personnel in each feeder school who influence students' secondary education choices	Other	All	Chanel Grayson; David Gregg; Benjamin Jaffe, David Stachowiak	On-going	Quarter 2	On-Track	IB Coordinator has built relationships with multiple feeder school counselors; next steps are to further build relationships between Arts coordinator and feeder school personnel
Evaluate and differentiate recruitment processes for IB/MYP, Senn Magnet Arts, and the Senn Learning Communities	Other	All	Chanel Grayson; David Gregg; Benjamin Jaffe, David Stachowiak	Summer 2012	Quarter 1	On-Track	Through qualitative evidence, we have established the need to differentiate the recruitment process for each specialty program. The next step is to define process for each program and evaluate similarities where duties can overlap and differences where personalization is needed.

