

Nicholas Senn High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/24/2020	all	SEF/Priorities
02/07/2020	all	Goal Setting/Data Gathering
02/26/2020	Lucchesi, Flores, Meadows, Gregg, Adams, Beck, Streff, Saura, Paredes, Wortendyke	Root Cause Analysis
03/06/2020		Theory of Action
03/13/2020		Action Steps
03/20/2020		Resources

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

- 3 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision

- 3 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)
- 3 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
- 3 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:**
- 4 - Structure for Continuous Improvement
 - 3 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
 - 4 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
 - 3 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

- 3 - Curriculum
 - 3 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 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:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback

- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 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:**
- 2 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 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
 - 2 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
 - 3 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
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 7 or chronic absenteeism (REQUIRED: MTSS)
 - 3 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)
 - 3 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)
 - 3 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)
 - 3 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)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 2 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)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 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)
- 2 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 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)
- 3 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 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)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 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)

- 3 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
 - 3 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

- 3 - Relational Trust
 - 3 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)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 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
 - 3 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
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 4 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 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:**
- 3 - Supportive and Equitable Approaches to Discipline

- 2 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)
- 3 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)
- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 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)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 2 Partner equitably with parents speaking languages other than English
 - 3 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
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	3
3	Quality and Character of School Life: Family & Community Engagement	0

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

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	Clear, common grading practices across the school.
Root Cause 1	Different philosophies of grading and, consequently, different grading practices across the school.
Area of Critical Need 2	Increase of common SEL instruction for students.
Root Cause 2	Students are prepared for academic success at varying levels as they come from a diverse set of feeder schools given the multiple programs in the building.

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
Vision: 4 Year Graduation Rate If we are succeeding in our equity measures, these students will be graduating at a rate closer to their peers inside of the building.	Students with IEPs		78.00	82.00
	African American Male		75.00	80.00
Vision: Freshman On-Track These students have significant drop-offs from 9th to 10th-grade. This increase would indicate stronger supports as they enter high school.	Latino (Male)		90.00	95.00
	Students with IEPs		90.00	95.00
Vision: Early College & Career Credential We aim to decrease the opportunity gaps for students to take IB, AP, and other ECC coursework.	African American		35.00	40.00
	Male		45.00	55.00
Vision: Attendance Rate We believe this metric is useful for examining student investment. Both groups have dropped year over year, we hope to reverse that trend.	Students with IEPs		90.00	92.00
	Latino (Male)		92.00	95.00
(Blank)				

Required metrics (Highschool) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Align our school-wide grading philosophy and practices
Then we see...	consistent and equitable grading systems
which leads to...	sustained student growth and measurable achievement.
Budget Description	Adult learning around best practices for grading (technical); prior knowledge of growth mindset work; support around defining and ensuring equity for all students is at the crux of decision making including teacher training, time and understanding
Tags	Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Equity: Fair Policies and Systems, Equity: Resource Equity, Equity: Targeted Universalism
Action steps	<ul style="list-style-type: none"> • (Not started) Develop and commit to a schoolwide philosophy of grading and assessment Tags: Assessment: Assessment Plan Voting Procedures, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Fair Policies and Systems • (Not started) Develop and train teachers on grading practices and procedures Tags: Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation • (Not started) Implement a period of safe practice Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation • (Not started) Full Implementation of Grading Practice/systems Tags: Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Equity: Fair Policies and Systems

Strategy 2

If we do...	Build and integrate strong social and emotional learning curriculum
Then we see...	teacher practice that develops a more connected community and sense of belonging
which leads to...	increased graduation rates, post-secondary outcomes, and attendance rates.
Budget Description	We will have a significant investment in teacher time, teacher planning, teacher training, and teacher development. We will shift our principal directed time to support the implementation of advisory, and spend a considerable amount on teacher planning and training.
Tags	Structure for Continuous Improvement, Curriculum, Transitions, College & Career Access, & Persistence, Relational Trust, Student Voice, Engagement, and Civic Life, Physical and Emotional Safety, ECCE: Early College, Equity: Fair Policies and Systems, Equity: Resource Equity, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, OSCP: Academic Advising, OSCP: College and Career Readiness, OSCP: Learn.Plan.Succeed., OSCP: Postsecondary Pathway Advising & Planning, OSCP: Social/Emotional Support, OSCP: Tier 1, OSEL: SEL Instruction, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Research advisory models and schedules, prepare staff for schedule vote, align resources, develop grade-level teams Tags: Equity: Fair Policies and Systems, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) Using Backwards Design, teams will establish a 4- year scope and sequence for the advisory curriculum, including outcomes/goals for year 1 at each level. Tags: Curriculum, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) Establish a calendar for the year, including teacher training, ongoing evaluation cycle and opportunity to analyze progress Tags: Curriculum, OSEL: SEL Instruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) Train and prepare teachers for implementation Tags: Equity: Fair Policies and Systems, MTSS: Curriculum & Instruction, OSCP: College and Career Readiness, OSCP: Learn.Plan.Succeed., OSCP: Postsecondary Pathway Advising & Planning, OSCP: Social/Emotional Support, OSCP: Tier 1

- (Not started) Implement advisory with ongoing support and evaluation

Tags:Relational Trust, MTSS: Problem Solving Process, OSCP: College and Career Readiness, OSCP: Learn.Plan.Succeed., OSCP: Postsecondary Pathway Advising & Planning, OSCP: Social/Emotional Support, OSCP: Tier 1, OSEL: SEL Instruction, OSEL: Supportive School Environment

- (Not started) Mid-year evaluation, including EOS survey, teacher feedback, and observation data

Tags:Structure for Continuous Improvement

- (Not started) Continue advisory implementation

Tags:MTSS: Curriculum & Instruction, OSCP: College and Career Readiness, OSCP: Learn.Plan.Succeed., OSCP: Postsecondary Pathway Advising & Planning, OSCP: Social/Emotional Support, OSCP: Tier 1, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) Full-year evaluation including best practices and areas to improve.

Tags:Structure for Continuous Improvement

- (Not started) Using evaluation, update curriculum/lessons where necessary.

Tags:Structure for Continuous Improvement, Curriculum, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Train and prepare teachers for implementation

Tags:Equity: Fair Policies and Systems, OSEL: SEL Instruction

- (Not started) Implement advisory with ongoing support and evaluation

Tags:MTSS: Curriculum & Instruction, OSCP: College and Career Readiness, OSCP: Learn.Plan.Succeed., OSCP: Postsecondary Pathway Advising & Planning, OSCP: Social/Emotional Support, OSCP: Tier 1, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) Mid-year evaluation, including EOS survey, teacher feedback, and observation data

Tags:Structure for Continuous Improvement

- (Not started) Continue advisory implementation

Tags:MTSS: Curriculum & Instruction, OSCP: College and Career Readiness, OSCP: Learn.Plan.Succeed., OSCP: Postsecondary Pathway Advising & Planning,

	<p>OSCPA: Social/Emotional Support, OSCP: Tier 1, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Full-year evaluation including best practices and areas to improve. <p>Tags:Leadership for Continuous Improvement</p>
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Strategy 3

If we do...	reimagine our schoolwide teams' structure and composition
Then we see...	improved support, communication, and productivity
which leads to...	a strong community of learners and leaders in all stakeholder groups that are positioned to achieve equitable outcomes for all students.
Budget Description	Much of this will be frontloading retreats, think tanks, and conversations towards establishing a strong system. There will also be a lot of time/resources focused on hiring and positioning people in the right 'fit' roles to achieve the goals.
Tags	Leadership for Continuous Improvement, Relational Trust, Student Voice, Engagement, and Civic Life, Family & Community Engagement, Equity: Fair Policie sand Systems, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Assess the current staffing model using various data points and align resources to support innovative hiring practices, evaluation of the current admin team. Ensure we can position people in best roles to suit their strengths <p>Tags:Leadership for Continuous Improvement, Relational Trust, Equity: Fair Policie sand Systems</p> <ul style="list-style-type: none"> (Not started) Establish a leadership team including representatives from all existing teams to analyze the current team structures and establish recommendations for improvement. This work will culminate in a comprehensive organizational chart with clear roles and responsibilities for all, including alignment to instructional priorities, teacher development, and CIWP outcomes. <p>Tags:Leadership for Continuous Improvement, Relational Trust, Equity: Fair Policie sand Systems, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Each team will work with admin to align actionable outcomes, schoolwide PD calendar, and prepare for BOY 2020-21 <p>Tags:Leadership for Continuous Improvement, Equity: Fair Policie sand Systems, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p>

	<ul style="list-style-type: none"> • (Not started) Teams will implement PD for the school year, establish routines and procedures for best practices, ensure a clear ongoing cycle of inquiry informed by stakeholder feedback, and fully engage in ongoing progress monitoring. Tags:Leadership for Continuous Improvement, Equity: Fair Policies and Systems, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Teams will participate in a mid-year retreat Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement • (Not started) Teams will continue to implement PD for the school year, establish routines and procedures for best practices, ensure a clear ongoing cycle of inquiry informed by stakeholder feedback, and fully engage in ongoing progress monitoring. Tags:Structure for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Teams, supported by leadership, will participate in EOY data/systems analysis and begin planning for the following year. Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Equity: Fair Policies and Systems, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Teams will continue the cycle of continuous improvement for year 2. Leadership will intentionally, clearly, and publicly support this development. Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Equity: Fair Policies and Systems, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: New Teachers
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Action Plan

Strategy 1

Develop and commit to a schoolwide philosophy of grading and assessment

Apr 13, 2020 to Jan 31, 2021 - SLT, Department Chairs, ILT and Equity Team

Develop and train teachers on grading practices and procedures

Aug 16, 2021 to Aug 16, 2021 - SLT and ILT

Implement a period of safe practice

Aug 23, 2021 to Jan 10, 2022 - SLT and Department Chairs/ILT

Full Implementation of Grading Practice/systems

Jan 17, 2022 to Jun 24, 2022 - SLT/Dept Chairs/ILT

Strategy 2

Research advisory models and schedules, prepare staff for schedule vote, align resources, develop grade-level teams

Mar 02, 2020 to Jun 05, 2020 - SLT/Dept. Chairs/ILT/Equity team/PPC

Using Backwards Design, teams will establish a 4- year scope and sequence for the advisory curriculum, including outcomes/goals for year 1 at each level.

Jun 08, 2020 to Jul 15, 2020 - Teacher Led Advisory Team

Establish a calendar for the year, including teacher training, ongoing evaluation cycle and opportunity to analyze progress

Jul 15, 2020 to Aug 14, 2020 - Teacher Led Advisory Team

Train and prepare teachers for implementation

Aug 24, 2020 to Sep 04, 2020 - Teacher Led Advisory Team/Equity Team

Implement advisory with ongoing support and evaluation

Sep 07, 2020 to Jan 22, 2021 - Teacher Led Advisory Team

Mid-year evaluation, including EOS survey, teacher feedback, and observation data

Jun 23, 2020 to Jul 31, 2020 - Teacher Led Advisory Team

Continue advisory implementation

Feb 01, 2021 to May 31, 2021 - Teacher Led Advisory Team

Full-year evaluation including best practices and areas to improve.

Jun 01, 2021 to Jun 18, 2021 - Teacher Led Advisory Team

Using evaluation, update curriculum/lessons where necessary.

Jun 21, 2021 to Aug 20, 2021 - Teacher Led Advisory Team

Train and prepare teachers for implementation

Aug 23, 2021 to Sep 06, 2021 - Teacher Led Advisory Team

Implement advisory with ongoing support and evaluation

Sep 07, 2021 to Jan 28, 2022 - Teacher Led Advisory Team

Mid-year evaluation, including EOS survey, teacher feedback, and observation data

Jan 31, 2022 to Feb 05, 2022 - Teacher Led Advisory Team

Continue advisory implementation

Feb 07, 2022 to May 27, 2022 - Teacher Led Advisory Team

Full-year evaluation including best practices and areas to improve.

Jun 01, 2020 to Jun 19, 2020 - Teacher Led Advisory Team

Strategy 3

Assess the current staffing model using various data points and align resources to support innovative hiring practices, evaluation of the current admin team. Ensure we can position people in best roles to suit their strengths

Mar 02, 2020 to May 22, 2020 - Admin Team

Establish a leadership team including representatives from all existing teams to analyze the current team structures and establish recommendations for improvement. This work will culminate in a comprehensive organizational chart with clear roles and responsibilities for all, including alignment to instructional priorities, teacher development, and CIWP outcomes.

Jun 01, 2020 to Jul 10, 2020 - Representative from all teacher teams

Each team will work with admin to align actionable outcomes, schoolwide PD calendar, and prepare for BOY 2020-21

Jul 13, 2020 to Aug 28, 2020 - Updated teams

Teams will implement PD for the school year, establish routines and procedures for best practices, ensure a clear ongoing cycle of inquiry informed by stakeholder feedback, and fully engage in ongoing progress monitoring.

Sep 07, 2020 to Jan 31, 2021 - All teams

Teams will participate in a mid-year retreat

Dec 28, 2020 to Jan 08, 2021 - All teams

Teams will continue to implement PD for the school year, establish routines and procedures for best practices, ensure a clear ongoing cycle of inquiry informed by stakeholder feedback, and fully engage in ongoing progress monitoring.

Jan 11, 2021 to Jun 04, 2021 - All teams

Teams, supported by leadership, will participate in EOY data/systems analysis and begin planning for the following year.

Apr 26, 2021 to Aug 20, 2021 - All teams

Teams will continue the cycle of continuous improvement for year 2. Leadership will intentionally, clearly, and publicly support this development.

Sep 05, 2022 to Jun 30, 2023 - All teams

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.

Administration, teacher teams, and individual teachers regularly reflect on available data to inform proper student placement and intervention strategies. Relevant data sources include NWEA scores, P/SAT growth, ACCESS scores, Lexile scores, and various assessments utilized by teacher teams. These assessments are aligned to AP/IB and Common Core standards. The needs assessment is done on a continual basis as we collect more data during the school year. This occurs in a variety of forms, including but not limited to: administrative meetings, course team student work analysis, whole-school professional development for P/SAT, and inter-departmental vertical alignment based on these inputs.

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

School structures allow for regular, weekly meetings for teacher collaborative teams (TCTs). In these teams, teachers collectively review the curriculum and assess efficacy of instruction via formative and summative data analysis along skill and content standards. This information is then used to create systems of intervention within the course that ensure student understanding at grade levels and provide opportunities for advancement. Moreover, the school has partnered with Equal Opportunity Schools to identify gaps of access for students. The information and guidance provided by this partnership is being currently utilized to program students in the most rigorous coursework for which they are prepared with greater accuracy.

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.

The school's teacher teams and departments have embarked on professional development around growth mindset and culturally responsive teaching. The research has been shared through a series of book studies and subsequent cycles of implementation using the work of Carol Dweck, Zaretta Hammond, and Tyrone Howard as anchor texts. Supporting professional development is provided by the diverse learner and English learner coordinators, respectively, that augments these studies with ideas of classroom practice. Moreover, teachers conduct 2-3 whole school "learning walks" to share best practices. These walks and the subsequent debriefs are led by the instructional leadership team and are included into the professional development calendar.

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).

The DDI (data-driven instruction) cycles led by teacher teams allow for swift analysis of students in danger of not meeting standards and identification of more intensive support as needed. Students may also be identified through provided information from the district such as Risk/Opportunity indices and internal test-score data. These supports include mentoring through partner organizations like BAM (Becoming a Man) and WOW (Working on Womanhood), working with school counselors and coordinators in support sessions, and in a variety of small groups that serve students with various needs (e.g. grief, trauma). Moreover, the school focuses schoolwide on restorative practices and continues to refine our approaches to best serve students who may be in need of socio-emotional support at the tier I level in stronger ways.

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

Senn partners with the district's talent office to proactively identify promising candidates to create a deep talent pool. Senn employs a multi-tiered hiring process. Candidates submit to a phone interview, reference check, and initial interview with administration. If a student is moved past this stage, they perform a demonstration lesson and debrief with selected teachers in their content area. Once all of the data is conducted, a final interview is given and determination follows swiftly after. The process is designed to be concluded quickly and efficiently through strict use of protocols that have been developed and improved through multiple iterations.

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.

Senn uses backward planning to create high-quality professional development that is coherent and distributed across aspects of the school program. Department chairs, coordinators (DL, EL, IB), related service providers, and teacher teams (e.g. Culture & Climate, Instructional Leadership Team) plan and execute internal professional development aligned to needs in the CIWP. Additionally, Senn partners with external resources for training where expertise is needed, such as unconscious bias training.

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

We aim to continue our support of 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 through our PAC meeting time where we allow parents to create goals, prioritize, and ask for training in the aforementioned areas.

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.

NA

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.

Teachers are given time to collaborate in course teams, departments, and grade-level teams to analyze data for the P/SAT suite of assessments at multiple points during the year. In addition, these teams are provided ample time to use school-created assessments to identify students and skills to inform planning for remediation and acceleration.

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.

In addition to the collaborative teachers analyzing data and adjusting accordingly, students are provided with a variety of tutoring and mentoring opportunities. Tutoring is available after-school by teachers in all core subjects. This augments the offerings for Freshman On-Track and Sophomore On-Track programs, which identify students who may experience difficulty mastering standards proactively using grade data, teacher recommendations, and test score information to place students.

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.

Counselors serve as the hinge point for student services, linking to necessary supports. Senn operates internal supports through related service providers and the BHT (behavioral health team) which meets weekly to discuss tier II and tier III supports for students. Support partners include Loyola University, Heartland Health Clinic, and a variety of other community partners depending on student needs. There is a

PAC calendar which will keep families informed on district provided GED classes, locally provided English classes, and times when parents will be encouraged to use our parent room to come and partake in Senn created courses like resume-building, email creation, and navigating the school website classes.

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.

Monthly meetings for the PAC will be hosted at the school and are publicly advertised and well attended.

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

Title I Annual Meeting will be held on September 17, 2020 @6:00 p.m.-6:30 p.m. and the Title I PAC Organizational Meeting on September 17, 2020 @6:30p.m. - 7:00pm

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.

There is an administrator at every meeting and they will address any and all concerns at the meeting. Anything that cannot be addressed at the time will be followed up with an investigation and meeting with the principal.

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.

We provide GAB reports that include the student's PSAT and/or SAT score with goals.

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.

We will notify parents immediately. At this point, all Senn teachers are Highly Qualified.

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.

Through scheduled PAC meeting times and or with the support of our Gear Up partners, parents will be invited to learn more about the curriculum at Senn high school. Each fall, we will host an open house for 9th and 10th grades to expose parents to academic content standards and state achievement standards covered by our respective content area teachers. Later we host PAC curriculum meetings where teachers further provide insight into standards targeted and content covered throughout their curricula. Alongside counselors, we invite parents to information sessions to provide background and inform parents of supplemental supports for PSAT and SAT.

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.

We aim to continue our support of 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 through our PAC meeting time where we allow parents to create goals, prioritize, and ask for training in the aforementioned areas.

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.

Counselors serve as the primary lever for family engagement, with augmentation from other staff members. Senn encourages teachers to have a two-way system of communication with parents/families in support of student progress. We also educate staff to ask parents if they have established a parent portal

account where they can see student progress and communicate with teachers. Lastly, our partnerships, like Gear Up and Loyola, align themselves to our school mission and hence support us in providing parents and students with support through training or specific student/family needs.

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.

There is a PAC calendar which will keep families informed on district provided GED classes, locally provided English classes, and times when parents will be encouraged to use our parent room to come and partake in Senn created courses like resume-building, email creation, and navigating the school website classes.

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.

Senn, with the help of the PAC, has added translation services to our website and constantly seeks out to improve correspondence, messaging, and communication during meetings by providing translations in Spanish and Arabic if and when available. Senn has also purchased translation services in cases when we have specific language needs during student and family conferences.

Policy Implementation Activities

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

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

<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>

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

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

n/a

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.)

Nicholas Senn High School is a diverse learning community that develops motivated, creative, and critical thinkers who are actively responsible globally minded citizens.

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.

Report Card Pick-Up will be held at the end of quarter one and quarter three, with a six hour window for parents to engage with all teachers at the school. The dates will be added once CPS releases the official schedule for SY21.

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

Daily access to Parent Portal. All students will receive a GAB report or a progress report every 3 weeks to provide details on their Grades, Attendance, and Behavior.

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

The school will provide parents access to staff via appointment, staff email via website directory, phone call and/or by request to an administrator. Through Parent Advisory Committee, staff will also be scheduled to provide insight and or highlight their curriculum practices.

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.

Parents interested in volunteering will be recommended to go to the the CPS FACE website to complete appropriate volunteer process (<https://cps.edu/FACE/Pages/VolunteerPrograms.aspx>). After district vetting is complete parents will be welcomed to volunteer for field trips, school shows/presentations, service learning projects, and or make a request to our coordinators or administrators.

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

Parent Portal; monitoring and having conversation about details on student GAB reports; through parent teacher conferences; parents will be encouraged to be involved in the schools PAC to learn more about the curriculum.

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

Whenever necessary by appointment, through the open Friends of Senn meetings, the LSC meetings, PAC and other events.

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).

Through weekly goal setting by content area, mindfulness activities, and reflection with families using GAB reports and advisory lessons.

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.

Parents will be guided in procuring and spending the funds allocated to them in achieving their goals created in through the Parent Advisory Committee. The PAC will seek out professional readings and training for parents around creating greater engagement of Senn parents through workshops related to curriculum presented by teacher leaders, workshops for the Google Classroom and Aspen system, and presentations on school support services.

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.	\$1000.00
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.	\$1822.00
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)	\$2000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00

54205	<p>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.</p>	\$0.00
54565	<p>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.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>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 be used only by parents.</p>	\$1466.00