Dr Martin Luther King Jr College Prep HS

South Side High School Network

4445 S Drexel Blvd Chicago, IL 60653

ISBE ID: 150162990250039

School ID: 609751

Oracle ID: 46371

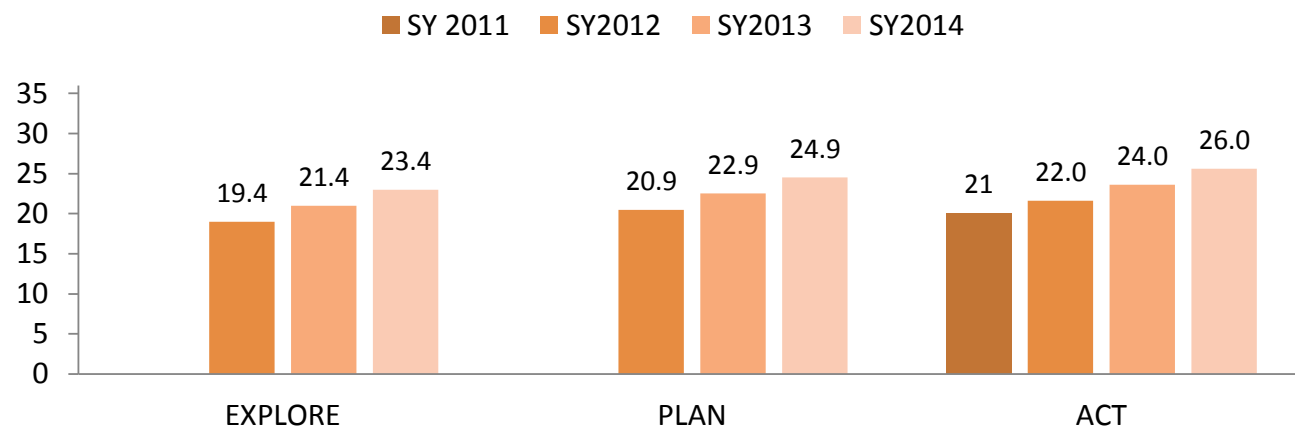CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

The Mission of Dr. Martin Luther King, Jr. College Preparatory High School is to develop scholars who demonstrate intellectual and ethical leadership, and academic excellence. Dr. Martin Luther King Jr. College Preparatory High School distinguishes itself by offering a rigorous and engaging curriculum, taught by a world class faculty that offers concentrations in Architecture & Engineering; Information Technology and the Fine and Performing Arts. Dr. Martin Luther King Jr. College Preparatory High School assumes the responsibility of engaging scholars to become social and cultural activists in the global community through a school wide mission of Social Justice.
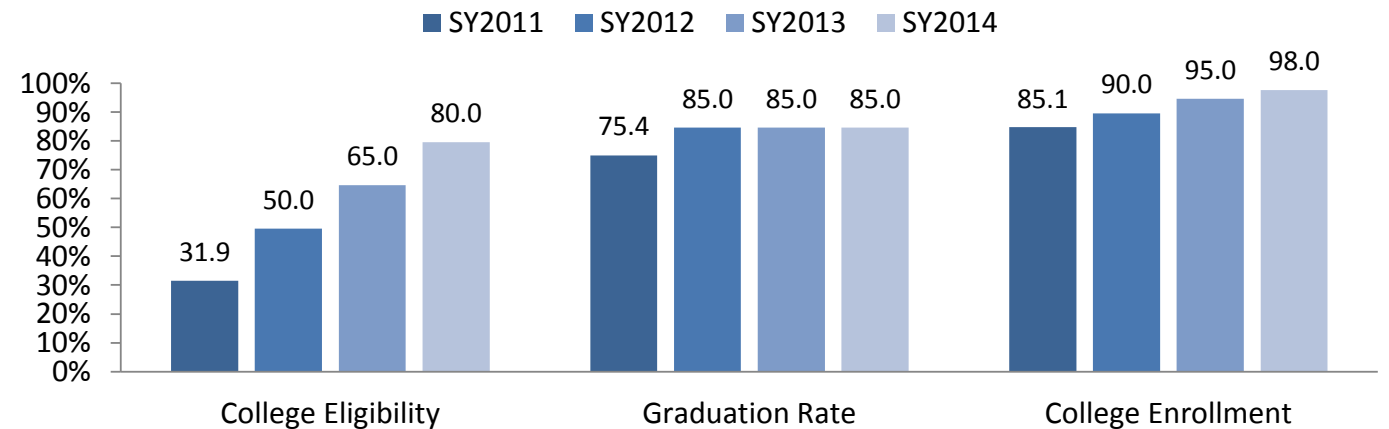
Strategic Priorities

1. Use the Common Core and College Readiness Standards combined with interim assessments to increase students meeting/exceeding adequate yearly progress in mathematics

2. Use the Common Core and College Readiness Standards combined with interim assessments to increase students meeting/exceeding adequate yearly progress in science

3. Provide a foundation for a positive culture and climate for all students and continue to build the climate through early intervention processes

4. Provide professional development to the teaching community to prepare to meet/exceed Common Core State Standards

5. Provide Executive Functioning intervention to targeted student population to address student achievement levels

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	SY 2011	SY2012	SY2013	SY2014
EXPLORE		19.4	21.4	23.4
PLAN		20.9	22.9	24.9
ACT	21	22.0	24.0	26.0

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	SY2011	SY2012	SY2013	SY2014
College Eligibility	31.9	50.0	65.0	80.0
Graduation Rate	75.4	85.0	85.0	85.0
College Enrollment	85.1	90.0	95.0	98.0

Date Stamp November 22, 2012

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:	Dr Martin Luther King Jr College Prep HS

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
Lance Williams	LSC Member
Scheree Issa	LSC Member
Karen Lowe Graham	LSC Member
Yolanda Calicutt	Parent/ Guardian
Reginald Jones	LSC Member
John Walker	Parent/ Guardian
Tracy McCann	Parent/ Guardian
Elizabeth Scott	Parent/ Guardian
Laura Lane Ferguson	Parent/ Guardian
Melvin Slater	Classroom Teacher
Alonzo Hoskins	Classroom Teacher
LeeAndra Khan	Principal

CIWP

2012-2014 Continuous Improvement Work Plan

Dr Martin Luther King Jr College Prep HS

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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
9th Grade - EXPLORE Average EXPLORE score		17.4	19.4	21.4	23.4
10th Grade - PLAN Average PLAN score		18.9	20.9	22.9	24.9
11th Grade - ACT Average ACT score	20.5	NDA	22.0	24.0	26.0

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	31.9	50.0	65.0	80.0
5-Year Graduation Rate % of students who have graduated within 5 years	75.4	85.0	85.0	85.0
College Enrollment % of graduates enrolled in college	85.1	90.0	95.0	98.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	3.5	3.5
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	3.1	3.1

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.9	95.0	97.0	99.0
Freshman On-Track % of Freshman Students on-track	91.1	95.0	97.0	99.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	4.4	3.4	2.4	1.4
Sophomore On-Track % of Sophomore students on track	84.9	90.0	97.0	99.0

High School Goal Setting

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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	68.8	75.0	80.0	95.0		**PSAE Reading** % of students exceeding state standards	5.4	12.5	18.5	25.0
PSAE Mathematics % of students meeting or exceeding state standards	51.7	68.0	75.0	85.0		**PSAE Mathematics** % of students exceeding state standards	1.0	12.5	18.5	25.0
PSAE Science % of students meeting or exceeding state standards	50.2	68.0	75.0	85.0		**PSAE Science** % of students exceeding state standards	2.9	12.5	18.5	25.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	-->		2
DIMENSION 1:Leadership	• 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.	• 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.	2011-2012 LSC Principal Reports; 2010-2012 SIPAAA; quantitative and qualitative data collected during CIWP Process	
	Principal Leadership	-->		
	• 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.	• 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.	No evaluation will be entered for this indicator. The KCP LSC decided to suspend the SY12 Principal Evaluation because the Principal tendered his resignation during the evaluation process.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -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	2012 KCP Teacher Survey; 2012 KCP Teacher Focus Group	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**2**
• 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.	• 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	We have no evidence that an ILT exists at KCP	
Monitoring and adjusting	--->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	2011-2012 LSC Minutes; 2011-2012 LSC Principal Reports	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**2**
	• 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.	• 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.	2011-2012 LSC Department Chair Reports; 2011-2012 LSC Minutes; 2011-2012 LSC Principal Reports	
	Instructional materials	-->		**2**
	• 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.	• 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).	2011-2012 LSC Department Chair Reports; 2011-2012 LSC Minutes; 2011-2012 LSC Principal Reports	

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.

CIWP

**2012-2014 Continuous
Improvement Work Plan**

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**2**
• 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.	• 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.	2011-2012 LSC Department Chair Reports; 2011-2012 LSC Minutes; 2011-2012 LSC Principal Reports	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• 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.	• 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.	2011-2012 LSC Department Chair Reports; 2011-2012 LSC Minutes; 2011-2012 LSC Principal Reports; 2012 KCP Teacher Survey; 2012 KCP Teacher Focus Group	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention	-->		1
	• 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.	• 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.	2011-2012 LSC Department Chair Reports; 2011-2012 LSC Principal Reports ; 2012 KCP Teacher Survey; 2012 KCP Teacher Focus Group	
	Whole staff professional development	-->		2
Professional Learning	• 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.	• 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.	2012 KCP Teacher Survey; 2012 KCP Teacher Focus Group; 2011-2012 LSC Department Chair Reports; 2011-2012 LSC Principal Reports	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	--->		**2**
	• 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.	• 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.	2012 KCP Teacher Survey; 2012 KCP Teacher Focus Group; 2011-2012 LSC Principal Reports	
	Instructional coaching	--->		**2**
	• 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.	• 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.	2012 KCP Teacher Survey; 2012 KCP Teacher Focus Group; 2011-2012 LSC Principal Reports	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* -->			**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	Quantitative and qualitative data collected from CIWP process; High School-to-College Success Report; 2012 KCP Parent Survey; 2012 KCP Teacher Survey; 2011-2012 LSC Minutes	
	Relationships -->			**4**
	• 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.	• 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.	2012 KCP Parent Survey; 2012 KCP Teacher Survey	
	Behavior& Safety -->			**3**
	• 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.	• 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.	Climate and Culture Report	

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Typical School	Effective School	Evidence	Evaluation

DIMENSION 5: Family and Community Engagement

	Typical School	Effective School	Evidence	Evaluation
Expectations		--->		**1**
	• 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.	• 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.	2011-2012 LSC Principal Reports; LSC Member and CIWP Committee Members' Observations	
Ongoing communication		--->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	2012 KCP Parent Survey; 2012 KCP Teacher Survey	
Bonding		--->		**3**
	• 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.	• The school establishes and 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.	2012 KCP Parent Survey; 2012 KCP Teacher Survey	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	*Specialized support*	--->		**3**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	LSC Members' and CIWP Committee Members' Observations	
	College & Career Exploration and election	--->		**2**
	• Information about college or career choices is provided.	• 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.	LSC Members' and CIWP Committee Members' Observations	
	Academic Planning	--->		**2**
	• 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.	• 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.	LSC Members' and CIWP Committee Members' Observations	
	Enrichment & Extracurricular Engagement	--->		**3**
	• 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.	• 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.	LSC Members' and CIWP Committee Members' Observations	

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CIWP

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	LSC Members' and CIWP Committee Members' Observations	
	College & Career Admissions and Affordability	-->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	LSC Members' and CIWP Committee Members' Observations	
	Transitions	-->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	2012 KCP Parent Survey; LSC Members' and CIWP Committee Members' Observations	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**2**
	• 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.	• 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.	LSC Members' and CIWP Committee Members' Observations	
	Building a Team	-->		**2**
	• 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.	• 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.	LSC Members' and CIWP Committee Members' Observations	
	Use of Time	-->		**2**
	• 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.	• 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.	LSC Members' and CIWP Committee Members' Observations	

CIWP

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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 Dr. Martin Luther King, Jr. College Preparatory High School is to develop scholars who demonstrate intellectual and ethical leadership, and academic excellence. Dr. Martin Luther King Jr. College Preparatory High School distinguishes itself by offering a rigorous and engaging curriculum, taught by a world class faculty that offers concentrations in Architecture & Engineering; Information Technology and the Fine and Performing Arts. Dr. Martin Luther King Jr. College Preparatory High School assumes the responsibility of engaging scholars to become social and cultural activists in the global community through a school wide mission of Social Justice.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Use the Common Core and College Readiness Standards combined with interim assessments to increase students meeting/exceeding adequate yearly progress in mathematics	KCP is not currently meeting AYP in Mathematics
2	Use the Common Core and College Readiness Standards combined with interim assessments to increase students meeting/exceeding adequate yearly progress in science	KCP is not currently meeting AYP in Science
3	Provide a foundation for a positive culture and climate for all students and continue to build the climate through early intervention processes	School Culture and Climate Provides The Foundation For Accomplishing Our Purpose and Excercising Our Guiding Values
4	Provide professional development to the teaching community to prepare to meet/exceed Common Core State Standards	CCSS Will Be The New Standard Used to Determine KCP's Progress
5	Provide Executive Functioning intervention to targeted student population to address student achievement levels	20% of all incoming college freshmen drop out of college because of executive functioning deficits. KCP's entering freshmen are not making targeted gains from entry to the PLAN testing. Executive functioning intervention will assist our students in developing the organization and study skills they need to succeed in a college prep curriculum and matriculate through a challenging collegiate program. This will reduce the time spent on re-organizing students and provide more time to teach.

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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
Use the Common Core and College Readiness Standards combined with interim assessments to increase students meeting/exceeding adequate yearly progress in mathematics	KCP is not currently meeting AYP in Mathematics

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish AYP Math Team	LSC/ PAC/ PTA	All	LSC & Administrative Team	Summer 2012	On-going		
Inform students and parents of the Common Core State Standards as well as its purpose, impact, etc.	Instruction	All	Principal	Summer 2012	On-going		
Map the curriculum to Common Core State Standards	Instruction	All					
Provide access to rigorous math courses for all students		All	Math Dept. & AYP Math Team Through analysis of EPAS(Explore, PLAN, and ACT) scores	Quarter 1	On-going		
Map the curriculum to College Readiness Standards	Instruction	All	"	Quarter 2	On-going		
Increase the percent of students making expected gains by 10%.	Instruction	All	"	Quarter 3	Year 2		
Increase the percent of students earning a 3 or better on AP Exams by 10%.	Instruction	All	"	Quarter 4	Year 2		
20% deduction of Math failure rate	Instruction	All	"	Quarter 4	Year 2		
Over 85% of KCP scholars meeting or exceeding PSAE standards by 2013	Instruction	All	"	Quarter 4	Year 2		
Identify and intervene earlier (within the first three months of the 9th grade) with scholars that are academically challenged.	Instruction	All	"	Quarter 2	Quarter 4		
Have at least two projects that apply math concepts learned in class	Instruction	All	"	Quarter 2	On-going		
Have at least two upper-lower class pairings	Instruction	All	"	Year 2	On-going		
Five (5) week assessments without calculators	Instruction	All	"	Year 2	On-going		

Strategic Priority 1

Reading, interpreting, and annotating word problems	Instruction	All	"	Year 2	On-going		
Increase scores and student growth by at least three (3) points for each student on EPAS tests.	Instruction	All	"	Year 2	Quarter 4		
At least one math competition per semester	Instruction	All	"	Year 2	On-going		
Quarterly student feedback to teacher (e.g.: teacher practice, enhancement to delivery, etc.)	Instruction	All	"	Year 2	On-going		
More student accountability (e.g.: prepared for class, study, homework, etc.)	Instruction	All	"	Year 2	On-going		
More parent involvement and support	Instruction	All	"	Year 2	On-going		
Entrance/Exit exams for all grade levels	Instruction	All	"	Year 2	On-going		
The AYP Math Team will sponsor a series of professional development and experiential learning opportunities for teachers and students at high achieving college prep high schools	Instruction	All	Math Dept. & AYP Math Team	Quarter 3	Year 2		
The KCP Math Team will facilitate Excel for Excellence, an experiential learning opportunity for students at partnering high achieving college prep high schools, to allow students the chance to observe, analyze, and reflect on the behavior and habits of high achieving college prep high school students	Instruction	All	Math Dept. & AYP Math Team	Quarter 3	Year 2		
The AYP Math Team will facilitate professional development opportunities for KCP Math teachers, to foster collaboration between KCP Math teachers and Math teachers at high achieving college prep high schools	Professional Development	All	Math Dept. & AYP Math Team	Quarter 3	Year 2		
KCP students and teachers will do individual reflections to prepare for a group sharing and reflection discussion with the entire class following the experiential learning opportunity	Instruction	All	Math Dept. & AYP Math Team	Quarter 3	Year 2		
Teachers in the Math department will have a reflection discussion among themselves about professional development collaborations	Professional Development	All	Math Dept. & AYP Math Team	Quarter 3	Year 2		

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
Use the Common Core and College Readiness Standards combined with interim assessments to increase students meeting/exceeding adequate yearly progress in science	KCP is not currently meeting AYP in Science

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish AYP Science Team	LSC/ PAC/ PTA	All	LSC & Administrative Team	Summer 2012	On-going		
Improve our scholars' ability to interpret and evaluate scientific models by focusing on how to gather information from a variety of sources, understand the meaning of that information and evaluate whether or not that information supports or detracts from various scientific models	Instruction	All	Science Dept. & AYP Science Team Through analysis of EPAS(Explore, PLAN, and ACT) scores	Quarter 1	On-going		
Increase the average score on the Science Reasoning portion of the 2010 EXPLORE, PLAN, and ACT tests by 50% or higher	Instruction	All	"	Quarter 1	Year 2		
Juniors taking the ACT in 2013 will score 65% or better on the Science Reasoning ACT test	Instruction	All	"	Quarter 1	Quarter 4		
Increase the number of scholars earning a 3 or higher on AP Biology, AP Chemistry and AP Physics exams	Instruction	All	"	Quarter 1	Quarter 4		
3% deduction of failure rate	Instruction	All	"	Quarter 1	Quarter 4		
The AYP Science Team will sponsor a series of professional development and experiential learning opportunities for teachers and students at high achieving college prep high schools	Instruction	All	Science Dept. & AYP Science Team	Quarter 3	Year 2		

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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
Provide a foundation for a positive culture and climate for all students and continue to build the climate through early intervention processes	School Culture and Climate Provides The Foundation For Accomplishing Our Purpose and Excercising Our Guiding Values

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a School Culture and Climate Leadership (SCCL)Team	LSC/ PAC/ PTA	All	LSC & Administrative Team	Summer 2012	On-going		
School climate leadership team trained in school-wide expectations model	LSC/ PAC/ PTA	All	SCCL Team	Summer 2012	Summer 2012		
Leadership team collects and assesses school-wide climate data	LSC/ PAC/ PTA	All	SCCL Team	Quarter 1	Quarter 1		
Using behavioral data and observations, leadership team encourages classroom teachers to attend classroom management trainings	LSC/ PAC/ PTA	All	SCCL Team	Quarter 1	Quarter 1		
Leadership team develops lesson plans to communicate and teach school wide expectations and specific policies for identified areas of improvement	LSC/ PAC/ PTA	All	SCCL Team	Quarter 1	Quarter 1		
Hold a school wide expectations kick-off	LSC/ PAC/ PTA	All	SCCL Team	Quarter 1	Quarter 1		
Leadership team collects and analyzes school-wide climate data, focusing on identified areas of improvement to tweak policies if necessary and/or move on to new areas of need	LSC/ PAC/ PTA	All	SCCL Team	Quarter 2	Quarter 2		
Leadership team establishes a student acknowledgement plan to encourage and celebrate expected behaviors	LSC/ PAC/ PTA	All	SCCL Team	Quarter 2	Quarter 2		
Leadership team members reflect upon team structures, roles, responsibilities, and staff buy in and plan for improvement	LSC/ PAC/ PTA	All	SCCL Team	Quarter 2	Quarter 2		

Strategic Priority 3

Leadership team collects and analyzes school-wide climate data, focusing on identified areas of improvement to tweak policies if necessary and/or move on to new areas of need	LSC/ PAC/ PTA	All	SCCL Team	Quarter 3	Quarter 3		
If new members are added to leadership team, new members trained in school wide expectations model	LSC/ PAC/ PTA	All	SCCL Team	Quarter 3	Quarter 3		
End of Year Celebration with staff and students to celebrate improvements and acknowledge those exhibiting school-wide expectations	LSC/ PAC/ PTA	All	SCCL Team	Quarter 4	Quarter 4		
Using behavioral data and observations, leadership team encourages classroom teachers to attend classroom management trainings and ensures clinical staff are trained and delivers (as applicable) necessary interventions	LSC/ PAC/ PTA	All	SCCL Team	Quarter 4	Quarter 4		
Leadership team develops tiered interventions for identified students	LSC/ PAC/ PTA	All	SCCL Team	Quarter 4	Quarter 4		
Leadership team collects and analyzes school-wide climate data	LSC/ PAC/ PTA	All	SCCL Team		On-going		
Leadership team tweaks policies and creates new lesson plans for teaching/reinforcement as evidenced by data	LSC/ PAC/ PTA	All	SCCL Team		On-going		
All staff members consistently reinforce school wide expectations and acknowledgement system	LSC/ PAC/ PTA	All	SCCL Team		On-going		
Using behavior and anecdotal data to identify needs, teachers teach lesson plans to reinforce expectations	LSC/ PAC/ PTA	All	SCCL Team		On-going		
Using behavior and anecdotal data to identify needs, develop and teach lesson plans to reinforce expectations	LSC/ PAC/ PTA	All	SCCL Team		On-going		
Leadership team members attend on-going trainings on school-wide expectations	LSC/ PAC/ PTA	All	SCCL Team		On-going		

Strategic Priority 4

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
Provide professional development to the teaching community to prepare to meet/exceed Common Core State Standards	CCSS Will Be The New Standard Used to Determine KCP's Progress

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a Common Core State Standards Team	LSC/ PAC/ PTA	All	LSC & Administrative Team	Summer 2012	On-going		
In each classroom, conduct an audit of existing texts aligned to Common Core State Standards and invest in supplemental nonfiction texts	Instructional Materials		Principal & CCSS Team	Summer 2012			
Order text sets to support increased nonfiction focus in every class	Instructional Materials		Principal & CCSS Team	Summer 2012			
Conduct summer training on best ways to incorporate texts into unit planning	Instructional Materials		Principal & CCSS Team	Summer 2012			
Collaborate with Network to develop a Professional Development Calendar for SY13 by July	Professional Development		Principal & CCSS Team	Summer 2012			
Collaborate with teachers to develop rigorous tasks using the Bridge Plan	Professional Development		Principal & CCSS Team	Summer 2012			
Develop and conduct professional development on developing units of instruction that are Common Core aligned and that include rigorous performance tasks and the use of complex, culturally relevant reading material	Professional Development		Principal & CCSS Team	Summer 2012			
Math teacher leaders collaborate with teachers to understand instructional shifts and build rigorous tasks aligned to the Bridge plan	Professional Development		Principal & CCSS Team	Summer 2012			
ELA teacher leaders work with colleagues to understand Literacy Content Framework and build units plans for each grade level.	Professional Development		Principal & CCSS Team	Summer 2012			
Deliver professional development on best practices in using CCSS	Instructional Materials		Principal & CCSS Team	Quarter 1			

Strategic Priority 4

Collaborate with teacher leaders to facilitate training on unit development for Semester 1	Professional Development		Principal & CCSS Team	Quarter 1			
Math teachers use Bridge Plan as basis for course content	Professional Development		Principal & CCSS Team	Quarter 1			
ELA teachers instruct a Common Core aligned unit of instruction and collaborate with grade level peers to monitor and reflect on delivery of instruction and student performance in weekly team meetings	Instruction		Principal & CCSS Team	Quarter 1			
Deliver professional development on choice of informational text in long term planning & use to drive unit planning for quarter 3	Professional Development		Principal & CCSS Team	Quarter 2			
Conduct a professional development on close reading and text dependent questioning	Professional Development		Principal & CCSS Team	Quarter 2			
ELA teachers continue to refine development and delivery of Quarter 2 and Quarter 3 instructional units that are aligned to CCSS and universal design principles demonstrated through lesson plans and classroom observations in weekly learning walks	Instruction		Principal & CCSS Team	Quarter 2			
Conduct an audit of existing instructional materials aligned to Common Core	Instructional Materials		Principal & CCSS Team	Quarter 3			
Conduct a professional development on using data from performance assessment to drive subsequent planning	Professional Development		Principal & CCSS Team	Quarter 3			
ELA teachers continue to refine development and delivery of Quarter 3 & Quarter 4 instructional units that are aligned to CCSS and universal design principles demonstrated through lesson plans and classroom observations in weekly learning walks.	Instruction		Principal & CCSS Team	Quarter 3			
Evaluate use of texts in every classroom and monitor quarterly using the Framework for teaching during classroom observations.	Instructional Materials		Principal & CCSS Team	On-going			
Monitor monthly professional development and debrief with teacher leaders	Professional Development		Principal & CCSS Team	On-going			
Evaluate and monitor how ELA teachers scaffold access to complex text and provide multiple opportunities for student practice and interaction with text using the Framework during classroom observations in weekly learning walks.	Instructional Materials		Principal & CCSS Team	On-going			
ALL Math teachers explicitly incorporate Math Practices into instruction	Instruction		Principal & CCSS Team	On-going			

Strategic Priority 4

All ELA teachers use performance tasks to guide instructional decisions and use complex text in close reading and text dependent questions as demonstrated through unit and lesson plans.	Instruction		Principal & CCSS Team	On-going			

Strategic Priority 5

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
Provide Executive Functioning intervention to targeted student population to address student achievement levels	20% of all incoming college freshmen drop out of college because of executive functioning deficits. KCP's entering freshmen are not making targeted gains from entry to the PLAN testing. Executive functioning intervention will assist our students in developing the organization and study skills they need to succeed in a college prep curriculum and matriculate through a challenging collegiate program. This will reduce the time

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish an Executive Functioning Curriculum Team	LSC/ PAC/ PTA	All	LSC/Instructional Leadership Team (ILT)	Summer 2012	On-going		
Conduct workshops for parents on brain development and executive functioning	LSC/ PAC/ PTA	All	EF Team/Consultant from RN	Summer 2012	On-going		
Conduct curriculum design and planning session for year 1	Instructional Materials	All	EF Team, ILT	Summer 2012	Quarter 1		
Identify EF tools for faculty and students and order for year 1	Instructional Materials	All	Administrative, EF Team	Summer 2012	Quarter 1		
Conduct PD session for faculty and administration	Professional Development	All	EF Team/Consultant from RN	Summer 2012	Summer 2012		
Conduct EF training for incoming Freshmen	Instruction	All	Freshmen Connection Faculty	Summer 2012	Summer 2012		
Conduct PD session for faculty and administration foundational units and study strategies	Professional Development	All	EF Team/Consultant from RN, ILT	Summer 2012	Summer 2012		
In-classroom EF implementation sessions	Professional Development	All	Consultant, EF Team	Quarter 1	Quarter 1		
Conduct workshops for parents on brain development and executive functioning	Parental Involvement	All	EF Team/Consultant from RN	Quarter 1	On-going		
Conduct PD session for faculty and administration study strategies and personal growth units	Professional Development	All	EF Team/Consultant from RN, ILT	Quarter 2	Quarter 2		
In-classroom EF implementation sessions	Professional Development	All	Consultant, EF Team	Quarter 2	Quarter 2		

Strategic Priority 5

On-site student assessments	Instruction	All	EF Team/Consultant from RN	Quarter 2	Quarter 2		
Conduct PD session for faculty and administration study strategies and personal growth units	Professional Development	All	EF Team/Consultant from RN, ILT	Quarter 3	Quarter 3		
In-classroom EF implementation sessions	Professional Development	All	Consultant, EF Team	Quarter 3	Quarter 3		
Conduct PD session for faculty and administration study strategies and personal growth units	Professional Development	All	EF Team/Consultant from RN, ILT	Quarter 3	Quarter 3		
On-site student assessments	Other	All	EF Team/Consultant from RN	Quarter 4	Quarter 4		
In-classroom EF implementation sessions	Professional Development	All	Consultant, EF Team	Quarter 4	Quarter 4		
End of Year Review and Planning	LSC/ PAC/ PTA	All	EF Team/Consultant from RN, ILT	Quarter 4	Quarter 4		
Conduct PD session for faculty and administration on foundational units and study strategies	Professional Development	All	EF Team/Consultant from RN	Summer 2012	Summer 2012		
Conduct workshops for parents on brain development and executive functioning	Professional Development	All	EF Team/Consultant from RN	Quarter 4	On-going		
Conduct curriculum design and planning session for year 1	Professional Development	All	EF Team, ILT	Quarter 4	Summer 2013		
Identify EF tools for faculty and students and order for year 1	Professional Development	All	Administrative, EF Team	Quarter 4	Summer 2013		
Conduct PD session for faculty and administration	Professional Development	All	EF Team/Consultant from RN	Summer 2013	Summer 2013		
Conduct EF training for incoming Freshmen	Professional Development	All	Freshmen Connection Faculty	Summer 2013	Summer 2013		
Conduct PD session for faculty and administration foundational units and study strategies	Professional Development	All	EF Team/Consultant from RN, ILT	Summer 2013	Summer 2013		