

Dr Martin Luther King Jr College Prep HS 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	McFall, Kelly, Reynolds, Newby	Planning
03/12/2020	McFall, Kelly, Reynolds, Newby	Walk
04/27/2020	McFall, Kelly, Reynolds, Newby, Kurstin, Turner, Monik, Palmer, Bogan	Strategy and Priorities
04/30/2020	McFall, Kelly, Reynolds, Newby, Kurstin, Turner, Monik, Palmer, Bogan	Action Steps

Date	Participants	Topic
05/07/2020	McFall, Kelly, Reynolds, Newby, Kurstin, Turner, Monik, Palmer, Bogan	Review of strategies and action steps
05/08/2020	Kelly, Turner, Monik	Creation of Action steps
05/19/2020	McFall/Kelly	Community Survey (Parent Involvement)
05/28/2020	McFall, Kelly, Reynolds, Newby, Kurstin, Turner, Monik, Palmer, Bogan, Leflore	Disaggregate Survey Data
06/01/2020	McFall, Kelly, Reynolds, Newby, Kurstin, Turner, Monik, Palmer, Bogan, Leflore	Share feedback
06/02/2020	McFall, Kelly, Reynolds, Newby, Kurstin, Turner, Monik, Palmer, Bogan, Leflore	Finalize document
06/04/2020	Reed, Lucas, Moore, Palmer, Jones, Willis, Reynolds, LeFlore, Williams, Smith, Kelly, Johnson	Present to LSC for approval

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
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most

- 3 Employ the skills to effectively manage change
 - 3 Make “safe practice” an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Five Essentials survey data show that there is definitely room for improvement in this area and listen to our feedback from all stakeholders
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 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
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Survey feedback, Previous data from ILT team, they stated the ILT leads the faculty through a Professional Learning Cycle (including professional readings, peer observation, walkthroughs, and data analysis), meeting biweekly as a team and leading all instances of Wednesday afternoon professional development in the school.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student’s communities, culture, history, and language
 - 4 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** units plans scope and sequence Core department common prep periods; Common course team planning time; Teacher PD organized by the ILT.
- 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
 - 2 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
 - 4 Provide students frequent, informative feedback

- 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 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:** LASW during common planning
- 3 - 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
 - 3 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 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
 - 2 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:** Unit plan rubric
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 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)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 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)
 - 2 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)
 - 2 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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)
- 2 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)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 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)
- 2 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)
- 2 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)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 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)

- 2 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:** MTSS data FOT Reports Feedback from Network walks
- 2 - Transitions, College & Career Access, & Persistence
 - 2 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 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:** College and Career info PSAT data Persistence data from network

Quality and Character of School Life

- 2 - Relational Trust
 - 2 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)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** This has been an area that has shown great improvement in recent years (student-adult trust). However, 5 Essentials data still calls for improvement in relational trust between adults.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Dean Survey There are a range of extracurricular activities available. We also have an active Student Government Association. Students at King do not hesitate to volunteer their time for school initiatives or community activism.
- 3 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 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

- o that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - o **Evidence:** 5 Essentials data shows that students feel safe while in school. There are lower ratings with regard to students' commutes to school, but for the most part they reports are that this is a safe environment for our students. Survey data from 9th graders
- 3 - Supportive and Equitable Approaches to Discipline
 - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - o 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - o **Evidence:** Discipline data King data ranks among the lowest in the District with regard to suspension rates. The restorative justice program is entrenched in school practice, and the use of peace circles and restorative conversations is a regular part of the culture.
- 2 - Family & Community Engagement
 - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - o 2 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)
 - o 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - o 2 Partner equitably with parents speaking languages other than English
 - o 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)
 - o **Evidence:** We have an active LSC and a Parent Advisory Council that needs to be formed. In addition, this year we added a Friends of King College Prep PTO has provided volunteer opportunities to help raise funds

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0

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

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	Student growth on SAT
Root Cause 1	Lack of intentionality around teacher instructional planning that is aligned to SAT
Area of Critical Need 2	Student growth on AP exams
Root Cause 2	Lack of rigorous and engaging instruction in AP classes

Area of Critical Need 3	Student growth in Math on SAT
Root Cause 3	Lack of data informed planning and culturally relevant instructional practices

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: SAT Annual Growth Percentile-Math Our data shows that students at King are regressing and therefore not meeting benchmarks, the annual growth in math is lower than that for ERW.	Overall		42.00	62.00
	FRL Eligible		42.00	62.00
Vision: AP Exam Our AP data shows on average only 25% of our students receive AP credit of that 25% only 19% are receiving AP credit in a core subject.	Overall		35.00	45.00
	African American Male		35.00	45.00
SQRP: PSAT 9 Annual Growth Percentile After reviewing PSAT data for the past three cohorts, our examination shows that students are not meeting benchmarks compared to their peers at other selective enrollment schools. On average our students are not showing the 60 point growth from year to year. (i.e. Class of 2021 only showed 12 point growth from PSAT9 to PSAT 10)	Overall		56.00	66.00
	African American Male		56.00	66.00
(Blank)				
(Blank)				

Required metrics (Highschool) (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey				90.00	100.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(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...	utilize the Administrative Team to develop teacher leadership through regular collaboration meetings, leadership retreats, professional readings, and participation with leadership development
Then we see...	continuous improvement of instructional planning and practices that are aligned to CCSS/NGSS
which leads to...	intentional teacher planning and rigorous task, increase of student engagement and learning at KCP as measured by the PSAT/SAT growth based on national benchmarks
Budget Description	Local (115)
Tags	Leadership for Continuous Improvement
Action steps	<ul style="list-style-type: none"> (Not started) The SLT will do a summer retreat where we will develop a professor learning calendar for administration and for teachers for institute days. We will map out our readings and plan for adult learning. Tags:Leadership for Continuous Improvement (Not started) July- Select dates for the summer retreat. Tags:Leadership for Continuous Improvement (Not started) August 1-21 Objective for the summer retreat is to select texts, articles, or books related to improving instructional planning and rigorous practices aligned to CCSS/NGSS. Tags:Teacher Leader Development & Innovation: Distributed Leadership (Not started) August Institute Days- faculty and staff meet in small groups to discuss how to design 1 to 2 rigorous tasks for quarter 1 that can be implemented

	<p>to increase student engagement and learning. -From the readings, small groups will define or list criteria that determine if the task is rigorous, how the student outcome will be measured, and how the task aligns with SAT/College Readiness Skills resource. -Each group based on a discipline subject and grade level presents a rigorous task to gain a sense of how we as a team will create a focused and coherent approach to creating complex tasks.</p> <p>Tags:Leadership for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) SLT will partner with Network for College Success to build the capacity of the administrative team and the instructional support team <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> • (Not started) SLT will partner with Academic Approach to build the capacity of the administrative team and the instructional support team <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p>
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Strategy 2

If we do...	utilize Department Chairpersons to (1) prioritize intentional instructional planning by developing strong course teams with common assessment and lessons and (2) build teacher capacity by offering high quality professional learning
Then we see...	active teacher leadership and collaboration that is distributed throughout the school and with organized in teacher teams
which leads to...	growth in teacher professional practice and accountability and an increase in student learning at KCP as measured by the PSAT/SAT growth based on national benchmarks
Budget Description	Local (115)
Tags	Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) The SLT will interview teachers to determine their capacity to lead and learn. We will have a retreat with the NEW department chairs to build their capacity to lead and develop high quality professional learning. <p>Tags:Curriculum</p> <ul style="list-style-type: none"> • (Not started) During the August Institute days, the new department chair selection process should be finalized. New department chairs should attend professional development workshops in Quarter 1 pertinent to their discipline and share resources with their departments. This has worked well with the English department based on qualitative evidence so far. CPS has specialized departments like the Literacy Department that offers excellent workshops.

	<p>Tags:Curriculum</p> <ul style="list-style-type: none"> (Not started) Dept chairs will hold meetings with their departments at least twice a month. These meetings should be utilized to determine effective instructional strategies, review culturally relevant and appropriately complex texts and tasks designed by course teams, and design and finalize quarterly common assessments that reflect SAT skills and are aligned with CCSS/NGSS. <p>Tags:Curriculum</p> <ul style="list-style-type: none"> (Not started) Teachers will use data from quarterly common assessments can be used to determine students' strengths and areas for improvement as well as indicate what other professional development workshops are needed or other professional readings to use for dept planning or for full staff PD time. <p>Tags:Curriculum</p> <ul style="list-style-type: none"> (Not started) The SLT will attend year long training from the University of Chicago Network for College Success(team-building, goal-setting, curriculum design, and data analysis) . Learning sessions will occur quarterly and and the team will meet bi-weekly during our common planning time. <p>Tags:Leadership for Continuous Improvement</p>
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Strategy 3

If we do...	utilize the Instructional Support Team to help teachers provide students opportunities to navigate complex texts and tasks using disciplinary literacy strategies
Then we see...	an improvement in the progress as we develop our TIA which will be measured by (1) qualitative and quantitative data on Learning Walks and (2) monitoring students' ability to use disciplinary literacy to solve complex tasks
which leads to...	(1) an increase in student persistence as measured through Learning Walks and (2) an increase in literacy proficiency, as measured by the PSAT/SAT growth based on national benchmarks
Budget Description	124 (external grants)
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (Not started) The IST will be identified, have a retreat, examine data, research strategies for complex text, develop a learning plan for adults over the course of SY21. The IST will create an Adult Learning calendar that will be implemented bi-monthly during common planning time. <p>Tags:Curriculum, Instruction</p>

	<ul style="list-style-type: none"> (Not started) August- Conduct the retreat to examine (P)SAT and GPA data, research strategies, and develop the learning plan. By the the BOY of SY21, process and outcomes goals will be created using the data from our analysis of cohort data from the previous three years. <p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> (Not started) The IST will meet at least twice a month starting week 2 of SY21. The IST will develop a TIA for Quarter 1, working with the professional readings and small groups "share outs" from the August Institute days. For Quarters 2 and 3, the IST will lead Learning Walks and determine which TIA discipline literacy strategies work effectively in providing students opportunities to navigate complex texts and tasks. For Quarter 4, IST conducts a PD for staff reflection about the current TIA and TIA goals for SY21-22. <p>Tags:Instruction</p> <ul style="list-style-type: none"> (Not started) The SLT will explore remote learning opportunities(APEX) and receive professional training on the content and implementation for various content options on a digital platform by August of 2019. Teacher will be trained during SY21 opening PD and will have quarterly training to maximize the student learning experience during SY21. <p>Tags:Structure for Continuous Improvement, Instruction, Literacy: Key Practice #5-Creating Content in a Digital Environment</p> <ul style="list-style-type: none"> (Not started) SLT will partner with Academic Approach so teachers can learn to effectively integrate data and use their digital platform, remotely or in their classroom while providing support our students during our shift to a more robust learning experience. Academic approach will provide quarterly training to our teachers during our institute days during SY21 <p>Tags:Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth</p>
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Strategy 4

If we do...	utilize Grade-Level Teams to provide tiered interventions to target student academic success, attendance, and social emotional growth
Then we see...	1) a FOT/SOT rate of 100% or higher (2) an increase in students earning a 3.7 GPA or higher, (3) an attendance rate of 97% or higher, and (4) all students supported in their social and emotional learning
which leads to...	1) a graduation rate of (5% or higher for all students, (2) an increase in the students enrolling in selective/highly selective colleges or universities, and (3) an increase in 4-year college enrollment.
Budget Description	Local 115

Tags	MTSS, Supportive and Equitable Approaches to Discipline, MTSS: Family and Community Engagement
Action steps	<ul style="list-style-type: none"> • (Not started) Teachers will share their best practices for student supports, the grade-level teams will organize supports within their band, the counselors will synthesize and create school wide systems to support the whole student by the end of quarter one during SY21 During the MOY, the MTSS team will create a survey to capture what students feel they need to have a safe and supportive environment. Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) Each month a grade-level team (GLT) meeting will be held to determine which students need supports, what kinds of supports will be utilized, and which teachers or staff members will do weekly check-ins with students. GLT members will create student improvement plans and monitor the progress as a team and plan for additional support with the dean/engagement coordinator as needed. Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership • (Not started) Week 4 of SY20-21 a school-wide tutoring calendar will be created by GLT leads and by posted Mcfall. Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring • (Not started) As MTSS student support, a tutoring center will be established for the 9th and 10th-grade levels that will be staffed by core teachers as a resource for those students who are in need of more support, in danger of failing, or are not on-track to graduate. Tutoring will be provided for students needing more support during teacher offices hours. Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) The JROTC program will be add to King's schedule to offer high school students leadership experiences and motivate them to become more involved at the school and in their communities. JROTC will provide experiential learning opportunities, scholarships, and the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self discipline. Tags:Leadership for Continuous Improvement, Health & PE: Health Education Skill-Based Curriculum, SSCE: Inclusive Partnerships

Strategy 5

If we do...	utilize our Engagement Coordinator to (1) establish a culture of belonging, (2) develop tiered systems to support all families, and (3) leverage key partnerships to empower parents to become leaders in the school community
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Then we see...	(1) an increase in parent participation (2) a well organized PAC (3) training to provide tools to foster trust and transparency
which leads to...	(1) an increase in the students in student achievement (2) strength in the voice of families (3) an increase in student enrollment (4) partnership with families
Budget Description	
Tags	MTSS: Family and Community Engagement, MTSS: Problem Solving Process, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> • (Not started) SLT will create job description, interview and identify an Engagement Coordinator SLT and engagement coordinator will do a walk-through of the building and analyze historical student data Tags:MTSS: Family and Community Engagement, MTSS: Shared Leadership • (Not started) Engagement Coordinator will create plan to Increase parent/guardian volunteer opportunities in the the school Engagement Coordinator will share plan with SLT and establish an implementation calendar Tags:SSCE: Community Engagement, SSCE: Inclusive Partnerships • (Not started) Engagement Coordinator will hold grade level parent night meetings in Quarter 1 and Quarter 3, particularly for freshmen and sophomore grade levels. Engagement Coordinator will plan community events to foster school pride and to create a sense of belonging Tags:MTSS: Problem Solving Process • (Not started) Counseling Department will have Junior year workshops for parents about how to help their student prepare for SAT and present other college planning tips. Tags:OSCPA: Postsecondary Pathway Advising & Planning • (Not started) Dean will use surveys to plan other workshops for parents/guardians Tags:ONS: Continuous Improvement • (Not started) Culture team will survey the community, identify the needs, develop a plan to support families with our partnerships Tags:MTSS: Family and Community Engagement

Action Plan

Strategy 1

The SLT will do a summer retreat where we will develop a professor learning calendar for administration and for teachers for institute days. We will map out our readings and plan for adult learning.

Jul 01, 2020 to Jul 01, 2022 - Kelly/McFall

July- Select dates for the summer retreat.

Jun 19, 2020 to Jun 19, 2020 - Kelly

August 1-21 Objective for the summer retreat is to select texts, articles, or books related to improving instructional planning and rigorous practices aligned to CCSS/NGSS.

Jul 01, 2020 to Aug 28, 2020 - SLT Team

August Institute Days- faculty and staff meet in small groups to discuss how to design 1 to 2 rigorous tasks for quarter 1 that can be implemented to increase student engagement and learning. -From the readings, small groups will define or list criteria that determine if the task is rigorous, how the student outcome will be measured, and how the task aligns with SAT/College Readiness Skills resource. -Each group based on a discipline subject and grade level presents a rigorous task to gain a sense of how we as a team will create a focused and coherent approach to creating complex tasks.

Aug 01, 2020 to Aug 31, 2020 - Kelly/McFall

SLT will partner with Network for College Success to build the capacity of the administrative team and the instructional support team

May 01, 2020 to Jun 30, 2022 - Kelly

SLT will partner with Academic Approach to build the capacity of the administrative team and the instructional support team

May 01, 2020 to Jun 30, 2022 - Kelly

Strategy 2

The SLT will interview teachers to determine their capacity to lead and learn. We will have a retreat with the NEW department chairs to build their capacity to lead and develop high quality professional learning.

Jul 01, 2020 to Jul 18, 2020 - McFall/Kelly

During the August Institute days, the new department chair selection process should be finalized. New department chairs should attend professional development workshops in Quarter 1 pertinent to their discipline and share resources with their departments. This has worked well with the English department based on qualitative evidence so far. CPS has specialized departments like the Literacy Department that offers excellent workshops.

Aug 01, 2020 to Aug 31, 2020 - Kelly/McFall

Dept chairs will hold meetings with their departments at least twice a month. These meetings should be utilized to determine effective instructional strategies, review culturally relevant and appropriately complex texts and tasks designed by course teams, and design and finalize quarterly common assessments that reflect SAT skills and are aligned with CCSS/NGSS.

Jul 01, 2020 to Jul 01, 2021 - Turner

Teachers will use data from quarterly common assessments can be used to determine students' strengths and areas for improvement as well as indicate what other professional development workshops are needed or other professional readings to use for dept planning or for full staff PD time.

Jun 01, 2020 to Jul 01, 2021 - Turner

The SLT will attend year long training from the University of Chicago Network for College Success(team-building, goal-setting, curriculum design, and data analysis) . Learning sessions will occur quarterly and and the team will meet bi-weekly during our common planning time.

Jul 01, 2020 to Jul 01, 2021 - SLT Team

Strategy 3

The IST will be identified, have a retreat, examine data, research strategies for complex text, develop a learning plan for adults over the course of SY21 . The IST will create an Adult Learning calendar that will be implemented bi-monthly during common planning time.

Apr 01, 2020 to Jul 01, 2022 - Kurstin/Turner/Monik

August- Conduct the retreat to examine (P)SAT and GPA data, research strategies, and develop the learning plan. By the the BOY of SY21, process and outcomes goals will be created using the data from our analysis of cohort data from the previous three years.

Aug 03, 2020 to Aug 20, 2021 - Kurstin/Turner/Monik

The IST will meet at least twice a month starting week 2 of SY21. The IST will develop a TIA for Quarter 1, working with the professional readings and small groups "share outs" from the August Institute days. For Quarters 2 and 3, the IST will lead Learning Walks and determine which TIA discipline literacy strategies work effectively in providing students opportunities to navigate complex texts and tasks. For Quarter 4, IST conducts a PD for staff reflection about the current TIA and TIA goals for SY21-22.

Sep 14, 2020 to Jun 18, 2021 - Kurstin/Turner/Monik

The SLT will explore remote learning opportunities(APEX) and receive professional training on the content and implementation for various content options on a digital platform by August of 2019. Teacher will be trained during SY21 opening PD and will have quarterly training to maximize the student learning experience during SY21.

Jun 01, 2020 to Aug 31, 2020 - Kelly/McFall

SLT will partner with Academic Approach so teachers can learn to effectively integrate data and use their digital platform, remotely or in their classroom while providing support our students during our shift to a more robust learning experience. Academic approach will provide quarterly training to our teachers during our institute days during SY21

May 01, 2020 to Jun 30, 2021 - Kelly

Strategy 4

Teachers will share their best practices for student supports, the grade-level teams will organize supports within their band, the counselors will synthesize and create school wide systems to support the whole student by the end of quarter one during SY21 During the MOY, the MTSS team will create a survey to capture what students feel they need to have a safe and supportive environment.

Apr 01, 2020 to Aug 28, 2020 - Department Chairs/Counselors

Each month a grade-level team (GLT) meeting will be held to determine which students need supports, what kinds of supports will be utilized, and which teachers or staff members will do weekly check-ins with students. GLT members will create student improvement plans and monitor the progress as a team and plan for additional support with the dean/engagement coordinator as needed.

Sep 07, 2020 to Jun 17, 2022 - GLT Leads (TBD)

Week 4 of SY20-21 a school-wide tutoring calendar will be created by GLT leads and by posted Mcfall.

Sep 28, 2020 to Jun 30, 2021 - Kelly/McFall

As MTSS student support, a tutoring center will be established for the 9th and 10th-grade levels that will be staffed by core teachers as a resource for those students who are in need of more support, in danger of failing, or are not on-track to graduate. Tutoring will be provided for students needing more support during teacher offices hours.

Sep 28, 2020 to Jun 17, 2022 - Kelly/McFall

The JROTC program will be add to King's schedule to offer high school students leadership experiences and motivate them to become more involved at the school and in their communities. JROTC will provide experiential learning opportunities, scholarships, and the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self discipline.

Jul 01, 2020 to Jul 01, 2022 - Kelly

Strategy 5

SLT will create job description, interview and identify an Engagement Coordinator SLT and engagement coordinator will do a walk-through of the building and analyze historical student data

Jun 01, 2020 to Jun 20, 2020 - Kelly/McFall

Engagement Coordinator will create plan to Increase parent/guardian volunteer opportunities in the the school Engagement Coordinator will share plan with SLT and establish an implementation calendar

Aug 03, 2020 to Jun 17, 2022 - TBD

Engagement Coordinator will hold grade level parent night meetings in Quarter 1 and Quarter 3, particularly for freshmen and sophomore grade levels. Engagement Coordinator will plan community events to foster school pride and to create a since of belonging

Sep 28, 2020 to May 03, 2021 - TBD

Counseling Department will have Junior year workshops for parents about how to help their student prepare for SAT and present other college planning tips.

Dec 07, 2020 to Apr 02, 2021 - Newby

Dean will use surveys to plan other workshops for parents/guardians

Oct 05, 2020 to Jul 01, 2022 - TBD

Culture team will survey the community, identify the needs, develop a plan to support families with our partnerships

Sep 01, 2020 to Jun 30, 2021 - TBD

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

King College Prep High School will accomplish this by working collaboratively with the PAC Chairperson and all members of the Parent Advisory Committee. The Administration will regularly attend PAC meetings and solicit input for the development of a parental involvement plan and policy. KCP will continue to support the PAC through ongoing workshops on stages of development and for parents on collaborating with schools. The LSC will be informed of King's parent involvement activities and approve the parent involvement plan and policy.

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

King College Prep High School will host a "Back to School Night" around the third week of school planned by our Engagement Coordinator and Counseling team. Information regarding the OPEN HOUSE will be distributed during the August student registration. King's Title I Parent Involvement Information Meeting will be held in September, in the school's Social Room. Invitations will be mailed out 7 days prior to the meeting in accordance with the rules of Title I. The Organizational Meeting will be held immediately after the meeting in September. A meeting will be held in the Social Room to communicate clearly King's participation in NCLB Title I programs. Application process will take place immediately after the meeting in the Main Entrance Foyer. King will continue to provide opportunities for parents to obtain additional information at Report Card Pickups and through mailings for student progress reporting. Report Card Pickups will be on Thursday, November 17, 2020, and April 12, 2021.

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.

King's Engagement Coordinator will create opportunities for the PAC and other parent organizations to gather information and data for school improvements, ways to celebrate our students, opportunities to increase parental involvement, what programs they would like to bring to King. The administrative team has an open-door policy to discuss all communal concerns and desires, and we will host "Quarterly Meet & Greet" to strengthen our adult relationships in and outside of the school community.

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.

Once the results of State Assessments arrive, King College Prep High School will mail the information to parents in a timely fashion. Parents also can access their student's performance in ASPEN. KCP teachers are required to update grades weekly so that parents have current student performance reported.

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.

Once the not "highly qualified" letters arrive at King College Prep High School, those letters will be mailed in a timely manner. Upon receiving the letter, parents have the right to inquire about the reported teacher and address any concerns to the principal.

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.

King College Prep High School will host an OPEN HOUSE/Virtual Open House in the month of October planned by our Engagement Coordinator and Counseling team. Information regarding the OPEN HOUSE/Virtual open House will be distributed during the August student registration. King's Title I Parent

Involvement Information Meeting will be held in September, in the school's Social Room. Invitations will be mailed out 7 days prior to the meeting in accordance with the rules of Title I. The Organizational Meeting will be held immediately after the meeting in September. A meeting will be held in the Social Room to communicate clearly King's participation in NCLB Title I programs. Application process will take place immediately after the meeting in the Main Entrance Foyer. King will continue to provide opportunities for parents to obtain additional information at Report Card Pickups and through mailings for student progress reporting. Report Card Pickups will be on Thursday, November 17, 2020, and April 12, 2021.

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.

King's PAC will provide regularly scheduled parent trainings (ASPEN/Google/Naviance) which will include information, resources, materials and training (including literacy training and technology) to assist parents in working with their children to improve their academic achievement. The PAC will attend King's open house and report card pick-up to distribute information and ask parents to get involved in the PAC. PAC registration forms will be available for distribution and a schedule of meetings and training sessions will be provided.

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.

King College Prep High School has staff and professional development days built into its yearly calendar. During these professional development opportunities, King's administration will provide research-based strategies on the value and utility of contributions parents make in the educational process. The Department Chairs, Engagement Coordinator, PAC & LSC will collaboratively devise a plan to be proactive about parent contacts, implement and coordinate parent programs and build ties with parents.

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.

Parent visits to King is an opportunity to communicate parent programs and activities that are offered to increase their awareness of student performance and support. At the beginning of the school year, we will communicate and register eligible students for Supplemental Educational Services (SES). Between the time of open house and the first report card pick-up session, King will continue to communicate to parents about the various academic, social and extra-curricula programs available to their children after school.

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

King College Prep High School is committed to communicating effectively with parents, as well as making sure they understand expectations of students. Therefore, King will create letters in a uniform format that can be mailed in the native/home language of our families. King has interpreter posters in highly visible locations throughout the school and staff members who make themselves available to translate if

necessary. Communication will take place in spoken and written forms for the maximum understanding of the languages represented in the Jaguar community.

Policy Implementation Activities

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

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

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

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

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

NA

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.)

King College Prep High School is committed to guiding the academic, social, and career development of all students, including those with special needs, through rigorous instruction aligned to College Readiness Standards and Common Core State Standards, and Next Generation Science Standards varied extracurricular activities, and professional preparation, in a safe, nurturing, and respectful environment enabling them to continuously contribute positively to their community.

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.

King College Prep High School will hold 2 parent-teacher conferences AKA Report Card Pick-up Days. One will be held on Thursday, November 17, 2020, and the other will be held on Thursday, April 12, 2020. The hours of conferences will be 12:00 pm to 6 pm.

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

King College Prep High School utilizes a computerized grading and attendance keeping system called ASPEN. This program has a parent portal that allows parents to access their student's grades and attendance at any time. It also sends notification of student grade changes and attendance infractions. Parents are encouraged to use this feature at every event at King, through mailings, and our website. Along with this, Progress reports are mailed to parents/guardians around every 5-6 weeks. Reports cards are

mailed home after every quarter (if they are not picked up during Report Card Pick-up days in November and April).

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

Parents will always have access to staff through KCP's website at www.newkcp.org where parents can lookup and email staff members. Parents may also call staff with extended office hours by the Main Office Clerical Staff which may take messages and provide parent contact information to teachers in their mailboxes. KCP will host our annual Open House where annually approximately 80% of the staff attend in the first three weeks of school. Staff will be available for parents on each of the two Report Card Pick-up days on Thursday, November 17, 2020, and Thursday, April 12, 2021. Parents are also welcome and able to set appointments with teachers to meet with them during their planning periods during the day.

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.

All parent volunteers MUST complete a CPS required Volunteer Packet if they plan on volunteering for more than 5 hours/week. The administration will coordinate with teachers of office personnel how the parent will be utilized. Parents are always welcome to serve as chaperones on field trips and can do so by formally completing a Volunteer Packet. Parents who wish to shadow their children must coordinate that through principal with support from the counselors, disciplinarians, or the attendance office.

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

Parents should access the ASPEN Parental Portal daily and activate ALL grade and attendance triggers. Parents must ensure that their children arrive in an appropriate amount of time for their child(ren) to eat breakfast if they wish, go to their lockers, and arrive at their first period BEFORE the bell rings at 7:50 am to start class. Parents should be sure to set up structures in their homes that allow for quiet time to complete homework and study. Parents should make sure their child(ren) has access to a computer and printer either at home, with a relative/friend/neighbor, or at the public library. Parents should also read the Student Code of Conduct and King College Prep High School policies to teach and expect that their child(ren) adhere to all CPS and school rules with PRIDE (Positive, Respectful, Integrity, Determined, Excellence) TBD.

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

Parents should attend every LSC meeting held regularly on the 1st of every third Thursday of the month beginning at 6:30 pm in the Social room at KCP. All meetings will be held in compliance with the OMA and FOIA. Parents should visit the KCP website at www.newkcp.org for information and links to surveys. Parent Advisory Council will meet each Month (day/time TBD). At these meetings, parents vote on the use of all NCLB Title I funds and receive information from the Principal on how the school is doing and how their children are being educated. Parents may also participate in the CIWP writing and development process.

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).

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation). Students MUST arrive on-time EVERY day. They need to have a Positive attitude, be Respectful, have Integrity, be Determined and strive for Excellence. Students MUST assume personal responsibility for their own education. This includes, but is not limited to, monitoring their own progress with their teachers and in ASPEN, completing every assignment from their teachers and turning them in on time, take EVERY assessment seriously and try to answer EVERY question to the best of their abilities. KCP uses assessment data as its PRIMARY indicator of learning and skill acquisition. Teaching plans are driven by assessment data results.

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.

Annual Informational and Organizational Meeting will take place in September 2020. It will be publicized at our Annual Registration and displayed on the school's website. The PAC will establish the annual meeting calendar and establish the training that parents will receive based on interest inventory of parents at the Organizational Meeting. The PAC's overarching goal is to provide parents with opportunities to learn how best to support their children in succeeding in high school. Based on the organizational meeting, the PAC Executive Board will establish the parent learning and development calendar with timeline and activities, along with training topics.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1000.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1000.00

54125	<p>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)</p>	\$1000.00
54505	<p>Admission and Registration Fees, Subscriptions and memberships For Parents use only.</p>	\$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>	\$500.00
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>	\$500.00