

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Paul Joseph Powers
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Jones College Preparatory School
(As it should appear in the official records)

School Mailing Address 700 South State Street
(If address is P.O. Box, also include street address.)

City Chicago State IL Zip Code+4 (9 digits total) 60605-2109

County Cook County

Telephone (773) 534-8606 Fax (773) 534-8625

Web site/URL https://www.jonescollegeprep.org/ E-mail pjpowers@cps.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Janice Jackson E-mail jkjackson@cps.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name City Of Chicago Sd 299 Tel. (773) 553-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Miguel del Valle
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 421 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 93 High schools
 - 0 K-12 schools
- 514 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	201	304	505
10	213	303	516
11	169	300	469
12 or higher	200	260	460
Total Students	783	1167	1950

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 14 % Asian
 - 12 % Black or African American
 - 28 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 37 % White
 - 7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: ≤1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	15
(4) Total number of students in the school as of October 1, 2018	1950
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Chinese (Mandarin), Chinese (Cantonese), Polish

English Language Learners (ELL) in the school: 1 %
26 Total number ELL

7. Students eligible for free/reduced-priced meals: 35 %
 Total number students who qualify: 685

8. Students receiving special education services: 5 %

103 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>23</u> Autism | <u>32</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>3</u> Orthopedic Impairment |
| <u>1</u> Deaf-Blindness | <u>37</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>20</u> Specific Learning Disability |
| <u>12</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>2</u> Traumatic Brain Injury |
| <u>33</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 12

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	96
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	91%	93%	92%	93%	94%
High school graduation rate	95%	95%	93%	97%	90%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	428
Enrolled in a 4-year college or university	91%
Enrolled in a community college	6%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	0%
Other	2%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2012

15. In a couple of sentences, provide the school's mission or vision statement.

The mission of Jones College Prep is to help students development themselves as leaders through a rigorous college prep program that focuses on educating the whole person.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Jones College Prep is a "Selective Enrollment" high school, one of eleven city-wide Chicago high schools. Most students enter at the 9th grade level and are selected based on three criteria: 7th grade core subject grades; 7th grade Northwest Evaluation Association / Measures of Academic Progress (NWEA/MAP) scores; and an admissions exam taken in the 8th grade. The top scoring 30% are placed according to their total rank score; the remaining 70% are selected by score distributed among four socioeconomic tiers based on US Census data. This process is designed to draw students from communities throughout the city and maintain the diversity of our school enrollment. In addition, a portion of each incoming freshman class is admitted through the Career and Technical Education (CTE) program using similar criteria but with preference given to students living within a defined radius of the school.

PART III - SUMMARY

Beginning in 1998, Jones College Prep transitioned from being a business magnet school to a comprehensive college prep, selective enrollment high school. From its early years, Jones has established a reputation as a school where students from all backgrounds can learn, grow, and prepare themselves for the future in a positive, supportive, and peaceful environment. Although it has undergone many changes, Jones has retained and nurtured a culture built around our vision of the "Ideal Jones Graduate at Graduation," a person who is intellectually competent, socially skilled and mature, compassionate, socially just and responsible, and well-rounded and holistic.

As a city-wide school, Jones serves students and families from every zip code in Chicago. Our mission has enabled the school to build and maintain a student body that is racially, ethnically, and socioeconomically diverse. Jones is a minority-majority school; approximately 40% of Jones students are from low income or disadvantaged families. This diversity is a core strength of the Jones identify. Jones is committed to student and family equity; all Jones students, not just a select few, are enrolled in a powerful Honors and Advanced Placement curriculum. In addition to the core content areas, Jones offers rich and diverse programs in visual arts, performing arts, computer science, engineering, law, and physical education. A wide range of student-led clubs and cultural organizations are open to students of all backgrounds, further reinforcing the diversity of the school's learning community. Jones has consciously crafted and engendered a collegiate environment, characterized by diversity and respect that empowers students to develop and exercise their individual and collective decision-making skills. At Jones, we believe in our students' capacity to learn and trust them to do what is right.

Before the school year starts, incoming freshmen participate in our annual "Freshman Connection," a two-week event when students get to know the school, their new classmates, teachers, upperclassman mentors, and begin the process of becoming a member of the school community. More than an orientation, Freshman Connection is the beginning of a transition program that continues through the freshman year and beyond. For Jones, this is especially important as each freshman class includes students from as many as 130 different elementary schools; the majority of our incoming freshmen know few if any of their new classmates. Our A/B block schedule, among the first of its kind in Chicago, enables students and teachers to collaborate in a more relaxed environment of 3-4 classes per day. The keystone of the academic environment is our unique Academic Lab, or "AcLab," a twice weekly block of time during which students are free to pursue a variety of opportunities, including meeting with their teachers during office hours, accessing the Library Media Center and computer labs, tutoring, and individual and group study or project work. AcLab offers students greater flexibility and a refreshing change of pace from their regular classes.

Many of these innovations have been developed since Jones received the National Blue Ribbon Award in 2012. The ethos of the school at that time was encouraged and reinforced by the recognition we received. This also coincided with the beginning of a period of rapid growth made possible by the construction of a new building adjacent to the existing school. Our enrollment grew from just 850 in 2012 to almost 2000 today. This growth has enabled Jones to serve far more students and to broaden the curriculum and vastly expand and enrich the life of the school, all the while retaining the small-school sense of community that characterized its earlier years. This positive, supportive, almost familial environment has made Jones College Prep, based on the annual volume of applications, the most sought after high school in Chicago.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

As a selective enrollment high school, Jones has developed and continues to expand and refine rigorous curricula and instructional practices that support the college prep mission of the school. The core curricular areas are aligned with the College Board curriculum and learning standards, the Illinois Common Core state standards, and the Next Generation Science standards. Skills and content are vertically aligned through each core discipline to ensure student readiness and success on the SAT and the wide-range of Advanced Placement exams taken each year by Jones students. In addition to this carefully crafted vertical alignment, each department and its respective course teams diligently plan and maintain effective horizontal alignment to ensure that all students receive comparable levels of skills and knowledge as they progress to the next grade level. Each department and course team develops a rich variety of formative assessments to track student progress, leading to summative assessments at the end of each marking period. Teachers develop and administer beginning, middle, and end of year assessments tied to the Chicago Public Schools teacher evaluation process. Although standard assessments are provided by CPS, Jones teachers develop their own departmental assessments which better represent the high level of achievement of Jones students. Department and course teams regularly review student assessment data to inform instructional practices. Jones teachers are committed to a high level of active student engagement, and they plan instruction accordingly. Lesson plans emphasize interactive learning in the classroom. Teachers organize their classrooms in cooperative groups; the typical Jones classroom is built around clusters of 4-5 students who collaborate, share, and reinforce each other's learning. Teachers utilize interactive technology in instruction, including Chromebook carts and other devices which are readily available for classroom use. While technology is an important tool in student learning, it does not take the place of human interaction which facilitates effective collaboration among students and teachers.

1b. Reading/English language arts

The Jones English Department teaches students to deep dive into words as both Art and Argument through the Analysis of Literature and Rhetoric. With this deeper understanding of language's power to move us, to persuade us, to broaden us, students will wield words intentionally and ethically to make a positive impact in their own lives and the lives of others. Our English curriculum provides a two year base of foundational skills, then offers a wide variety of options in the final two years, including several courses not offered in most CPS schools (Contemporary Literature and Language, Latin American Literature, African-American Literature, and Asian-American Literature). All English courses are vertically aligned from 9th to 12th grades, and our 11th and 12th grade courses are horizontally aligned. We use a variety of instructional approaches, but mainly a writing workshop approach, based on the work of K. Gallagher, C. Jago, P. Kittle, and L. Rief. The majority of our assessments, both summative and formative, are writing, and we believe that students learn best when they are frequently writing for extended periods of time, and maybe most importantly, giving opportunities for students to choose their writing topics. Teachers use a variety of low-stakes writing assessments, like journals, quickwrites, text modeling, and mentor texts to build writing skills along the spectrum of the writing process. Through these formative writing assessments, we are able to build writing stamina and work towards longer, more summative writing assessments. Summative assessments in English are writing-intensive and/or project-based. We strive to provide opportunities for inquiry and choice in their essays and projects. Some examples of summative assessment includes: policy speeches, rhetorical analyses, PechaKuchas storytelling format, novel-in-a-moment essays, satirical writing, and compare-contrast essays. Writing workshops also allow for significant differentiation because teachers are able to work with students on their individual reading and writing needs. Additionally, our English Department provides a variety of reading options for students. We have worked tirelessly to craft a list of grade level reading options that are challenging and diverse in voices and time periods. We also try to employ options for independent and choice reading. We have a variety of inter-departmental resources and activities for students, including a chapter of the National English Honor Society and a peer-led writing center during study periods. Jones English teachers use a variety of technological platforms including FlipGrid, PearDeck,

and NoRedInk. These platforms aid in building and reinforcing reading and writing skills. The English Department works within several formal, grade-level course teams. Teams meet on a bi-weekly basis to plan summative and formative assessments, share lesson ideas, and collect data. Course teams collect both PSAT and SAT-based data as well as writing performance data, for which we have created several rubrics and measures to gauge students' ability to meet grade-level standards. Data analysis is crucial and valuable for several reasons: to respond to immediate student needs, to reteach key skills, and to accurately place students in the most appropriate courses based on their comfort and ability.

1c. Mathematics

The mathematics curriculum at Jones College Prep is based on the Integrated Math Program (IMP) concept. First adopted at Jones in 2008, IMP was designed to provide rigorous curriculum, increase student engagement, and promote higher achievement. This integrated approach, built around a collaborative, problem solving model, presents skills and concepts multiple times, with increasing complexity and depth. Students create and apply mathematical models in order to represent and interpret real-world contexts. All students are regularly engaged in the Standards for Mathematical Practice as defined by the Common Core State Standards. The standard sequence for Jones students is algebra-based Math I, geometry-based Math II, algebra 2/trig-based Math III, and pre-calculus-based Math IV. Students who enter high school having already completed algebra start the IMP sequence at Math II, enabling them to progress to Advanced Placement Calculus AB or Calculus BC in their senior year. In addition, freshmen who have excelled in Math I may be eligible to take an accelerated Math II course in summer school so they are able to move on to calculus in their senior year. In addition to this sequence, Jones offers several other fourth year options, including AP Statistics, Financial Algebra, Probability and Statistics, and Multivariable Calculus. In keeping with our school's overall approach to instruction, students work in collaborative teams in all math classes, maximizing interactive communication with classmates and teachers. Technology plays an important part in math instruction, with all students utilizing TI-83+ or TI-84+ calculators. Since the inception of IMP, Jones has seen math achievement on standardized assessments improve; the mean math score on the 2019 SAT was 646/700. Although the Chicago Public Schools only require three credits in math to graduate, more than 90% of Jones graduates earn four or more credits in math.

1d. Science

The Jones science curriculum is a "physics first" curriculum, where all freshmen take an algebra-based introductory physics course, followed by chemistry and then biology. This flipping of the traditional science sequence has several advantages. The physics course parallels the mathematical skills learned in Algebra or Math 1. Students study cross-cutting concepts such as energy and forces with concrete examples in physics before addressing abstract examples such as atoms and molecules in chemistry. Additionally, this course sequence allows students to have a strong foundation in chemistry before tackling biochemistry in biology. Our science courses are based on an inquiry approach to science education, where students explore concepts via labs, simulations, hands-on models, and other methods to construct their understanding of the content. Our students are constantly engaging in the Scientific and Engineering Practices and Disciplinary Core Ideas outlined by the Next Generation Science Standards. Additionally, our courses are standards-focused, and students are given multiple opportunities to demonstrate their mastery of the learning standards. Our elective courses include both AP and Honors science options, and our AP courses are aligned with the College Board's curriculum and learning standards. Students also have opportunities to earn college credit via a dual-enrollment option with Loyola University. Our core courses (physics, chemistry, and biology) are highly aligned, and teachers work closely with one another to develop learning opportunities and assessments that will allow students to accurately demonstrate their understanding of the content. Teachers spend 1-2 hrs every week in course team meetings, where they both formally and informally review student work to discuss evidence of student understanding, and make adjustments to the specific learning activities to respond to student needs. The science department also uses whole-department meetings to discuss vertical alignment of skills and content as students progress through the science program at Jones.

1e. Social studies/history/civic learning and engagement

The Social Sciences Department at Jones College Prep provides students with a required sequence of world studies, US history, and civics, at both the honors and AP levels, as well as a variety of AP and honors electives for upperclassmen. All courses are aligned horizontally across course teams and vertically between grade levels. Within course teams, teachers meet regularly to review student work and making sure that what a student gets from one teacher is the same that they would get from another. Summative evaluations are always updated to reflect learning changes. AP courses adhere strictly to the College Board's curriculum and learning standards, as evidenced by the students AP exam results. Jones teachers realize that not every student learns the same way. Teachers bring an open mind, positive attitude, and high expectations to the classroom each day. Like John Dewey, many aim to have students learn as much as possible through experiences and, like Lev Vygotsky, through human interaction. Students engage in civic action service projects outside of school, where they might register people to vote, volunteer on a campaign, or tutor younger students or those who are learning English as a second language. Some classes use simulation to cast students in rolls so they can think about what it would be like to be in someone else's shoes. In some classes simulations may last for an extended period of time in order to broaden the perspective of every student, not just those that were super interested in the content in the first place. These learning activities spark the interest of those who might be more interested in other fields. As Dewey believed, simply put, students learn by doing and as Vygotsky believed, they learn by student-to-student engagements. We find that students always do better in a unit assessment after a simulation or project helps them to see other perspectives or gets them outside of their comfort zone. The Social Science Department strives to develop students' intellect through exposure to new materials, experiences and concepts. Our goal each day is to take the required content spelled out in dry textbooks and make it come alive with real-life situations and help students realize how they can use their skills and education to better themselves and better their world.

1f. For secondary schools:

The Jones Counseling Department supports college and career-readiness through a series of lessons and events that start freshman year and continue through graduation. We weave post-secondary planning into our 3-4, 90-minute seminars offered to students at every grade level. We also offer families supplemental support and learning through at least one in-person, parent/guardian-focused event at every grade level. With underclassmen, we cover everything from enrichment and service learning exploration freshman year to career interest engagement and standardized testing sophomore year. With upperclassmen, we cover the full range of post-secondary options, financial aid, and the college application process. We also offer college and career exposure to our students through a career fair, college fair, and college visit programs like Experience Illinois offered through the University of Illinois Urbana-Champaign. During the first semester of every year, we bring 100+ college admissions representatives to campus to provide optional, small-group information sessions for our students. Lastly, the counselors meet with all of our students 1-on-1 each year to provide individualized support around interest exploration, course scheduling, post-secondary planning, and transitioning out of high school. Through it all, we layer in social/emotional learning and holistic wellness content to help students learn and utilize the coping and self-advocacy skills necessary to be successful in any post-secondary pathway that they choose.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Jones College Prep provides students with a wide-range of curricular offerings that complement the traditional core content areas and are available to all students. This is in keeping with our school's "Grad at Grad" values that include wanting our students to be well-rounded and holistic. To us, the arts, physical education, foreign languages, and technology are just as much a part of the "core" curriculum as English, math, science, and social studies. All Jones graduates are required to take at least two fine arts classes during the four years of high school, although a large percentage take three or more. In the area of visual arts, students may choose from ten different courses, from introductory to advanced level, including Art I, Sculpture and Ceramics I and II, Mixed Media, Digital Media I, II, III, and IV, and AP Studio Arts (Drawing Portfolio and 2D Design Portfolio). Students are supported by five full-time visual arts teachers,

utilizing two traditional and two digital art studios. In the performing arts, Jones offers beginning through advanced levels of Band, Jazz Band, Choir, Orchestra, Theater, and Dance, supported by four teachers and utilizing three music studios, a dance studio, and a professional level theater. Numerous concerts, plays, musicals, and other public performances are offered throughout the school year. While not a fine arts school as such, many students are attracted to Jones because of these programs.

Students are required to be enrolled in physical education all four years of high school. Freshmen take a semester of physical education and a semester of health; sophomores take physical education and driver education. The PE components of grades 9 and 10 include personal fitness, strength and conditioning, aerobic activity, team sports, and aquatics. Juniors and seniors choose from a broad array of courses, including team sports, aquatics, strength and conditioning, dance, wellness walking, and outdoor adventure education. Students have access to a gymnasium, natatorium, weight room, fitness center, and spinning studio.

Jones offers three world languages (Spanish, French, and Mandarin Chinese) from beginning through AP levels. Teachers utilize the 5 Cs standards of foreign language instruction: communication, cultures, connections, comparisons, and communities. Special courses for heritage speakers are also available. Two dedicated language labs provide ready access to interactive learning beyond the regular classroom. Although CPS only requires two world language credits, more than 90% of Jones graduates take three or four years of the same world language. A high proportion of world languages teachers are native or heritage speakers.

Jones began a major expansion of technology education in 2013, developing and implementing a four-year pre-engineering sequence as part of our Career and Technical Education Program (CTE). The course sequence includes Engineering Design, Principles of Engineering, Digital Electronics, Civil Engineering and Architecture, and Engineering Design and Development. The program is taught by two experienced graduate engineers utilizing state-of-the-art instructional facilities and is open to all incoming freshmen. Students admitted through the CTE process commit to all four years of the pre-engineering program. Other students may enroll as an elective.

Our Computer Science Department offers an introductory course, Exploring Computer Science, as well as AP Computer Science Principles, AP Computer Science A, and Data Structures and Algorithms. All students are required to take at least one computer science course for graduation; an increasing number of students are taking a two-year sequence. Three full time teachers utilize two dedicated computer labs. In addition to specific courses, technology is widely utilized in other content areas, especially through the use of Chromebook carts. The Library Media Center, staffed by a full-time director and parent volunteers, houses two full computer labs for student access; the center director provides instructional support services for students and teachers utilizing technology. The Library Media Center is open from 7:00 am to 5:00 pm, including before and after school, lunch periods, and during AcLab.

3. Academic Supports:

3a. Students performing below grade level

Due to its selective enrollment admissions process, few Jones students are performing below grade level by standard measures of achievement. Students who struggle academically are most often dealing with high school transition or social and emotional issues. Jones begins the transition process for incoming freshmen with a unique two-week summer program called Freshman Connection; transition services and supports continue through the first year of high school and beyond, including in-class sessions with school counselors and on-going contact with their upperclassman mentors. The school utilizes a Multi-Tiered System of Supports (MTSS) process to identify and track academically struggling students, developing interventions from the classroom level and up to ensure students remain on-track to graduate. Student supports also include a comprehensive guidance program and faculty mentors who check in with students on a regular basis. With these supports and interventions, typically 99% of Jones students remain on track to graduate in four years. Credit recovery courses are offered online throughout the school year and during the summer.

3b. Students performing above grade level

As a selective enrollment, college prep high school, a high percentage of our students are performing at or above grade level as they start their freshman year. In order to help our students continue with their academic growth and development, as well as providing all students with a rigorous course of study, all classes at Jones are taught at the Honors and Advanced Placement levels. Honors level classes are aligned to AP standards to ensure student readiness on future AP exams. AP offerings at Jones have grown steadily and now include 24 courses representing all core disciplines; 93% of Jones AP students scored 3+ on one or more exams in 2019. In addition to Advanced Placement, Jones has developed a dual credit program with Loyola University - Chicago, which Jones helped to pilot. The university reviews the credentials of Jones teachers, who are appointed adjunct faculty. All Jones courses in the program are aligned with the curriculum at Loyola, enabling hundreds of juniors and seniors to earn dual credit courses in English, math, science, social sciences, and world languages, all taught by Jones teachers. As part of our commitment to equity, Jones pays the tuition for students who qualify for fee waivers (free and reduced lunch). Jones also continues to build its summer school program which allows students to accelerate in such courses as civics, digital media, computer science, and math. Outside the classroom, Jones provides numerous opportunities to participate in interscholastic academic competitions, including Scholastic Bowl, Math Team, Science Olympiad, Model United Nations, Debate, and E-Sports.

3c. Special education

The majority of Jones College Prep students with Individualized Education Programs (IEPs) have mild disabilities and receive services as part of our Resource Program, staffed by seven full-time special educators. Students are fully integrated in the general education curriculum and are provided supports that include a well-staffed and equipped resource room, consult services, and co-taught classrooms, as well as health and social and emotional support. The Resource Program provides personalized academic support throughout the school day in small group and individual settings, according to each student's IEP. Jones also provides services and supports for students with moderate cognitive and severe or profound disabilities. The program focuses on each student's individual needs in traditional academic areas, social skills learning, community based education, personal care, and life skills. The classroom settings are small and provide intense teacher and paraprofessional support. Students with more serious disabilities are integrated in the general education classes and the life of the school through our Acceptance, Caring, Empowerment (ACES) program which pairs students with general education "buddies" in physical education, art, and music classes.

3d. ELLs, if a special program or intervention is offered

For a large urban public high school, Jones College Prep has a very small number of students who are identified as English Language Learners. This is due primarily to the fact that students are admitted through a selective enrollment process from a pool of students who are native speakers of English or who have established English proficiency prior to high school. Most of the students receiving ELL services at Jones also have moderate cognitive or severe and profound disabilities and are served through special education services. A half-time ELL teacher provides support services for both special and general education ELL students, including one-to-one instruction and co-teaching.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Over the years, many students, parents, and even teacher candidates have shared that it is our school's "Vision of the Ideal Jones Graduate at Graduation" that first drew their attention to Jones College Prep. Our "Grad at Grad" values envision a student who is on a journey to becoming intellectually competent, socially skilled and mature, compassionate, socially just and responsible, and well-rounded and holistic. These concepts serve as the foundation of our school's culture, framing all of our efforts to help students as they learn and grow. This vision also presents a challenge of how to translate aspirational phraseology into reality. We approach this in a deliberate and purposeful manner, beginning with our annual "Freshman Connection for incoming 9th graders and continuing on through four years of school. Much of what we do in welcoming our incoming students centers on helping them to understand what these values mean for them and the entire school community. Posters of the "Grad at Grad" values can be found in every classroom and common space in the school to serve as daily reminders of who we are and who we strive to be. Our highest honor at graduation is not the valedictorian and salutatorian, but the "Principal's Award," presented each year to the graduating seniors whose conduct and character best exemplify the Jones "Grad at Grad" values. As we look at the school, what do we see that is reflective of those values?

Through continuous modeling, teachers build positive, supportive relationships that invite students to be actively engaged in their learning. Jones tends to attract students who are competitive with themselves, always striving to improve academically, athletically, artistically or civically, and who want an environment that allows them to focus their energies and ambitions in positive ways. We trust the students' capacity to learn and their intent to do what is right. We allow students a good deal of freedom and encourage students to express themselves through their interests and to share their passions with others in the school community. Students are encouraged to actively participate in the life of the school; the vast majority of students take advantage of a diverse array of extra- and co-curricular activities, many of which are student initiated and led. Occasional lapses in good judgment are addressed through the use of restorative practices that help students address their personal challenges and understand the important role they play in our school community..

2. Engaging Families and Community:

Jones College Prep strives to build a strong sense of community among families who are scattered across the entire city. While this poses a logistical challenge, our school is blessed with families who have chosen to send their students to Jones and who join our school community with a great deal of enthusiasm. Our mission is to build upon that positive start to by making parents welcome and encouraging them to be actively engaged. We are proactive in our approach.

Beginning with our annual Open House, which takes place even before students are selected, we set a tone that communicates that we want parents to be our partners in their students' education. One of our primary vehicles for parent involvement is Friends of Jones, an organization established and operated entirely by Jones parents. FOJ is more than a booster club; in addition to traditional activities like organizing volunteers and fundraising, FOJ conducts active outreach to all Jones parents through monthly meetings, a bi-weekly newsletter (including a regular letter from the principal), and periodic "friendraiser" events to draw parents in to support the school and our programs. Parent volunteers make it possible to keep our Library Media Center open and available to students before and after regular school hours, as well as chaperoning major school events and field trips. Parents are also encouraged to assist through their own professional networks, connecting students with internships and supporting teacher with outside expertise in various fields. Jones puts a great deal of emphasis on teacher availability for calls and conferences. Teachers are encouraged to take the initiative to keep parents informed and to respond to parent questions and concerns in a timely, professional, and empathetic manner. Although parents have ready access to our electronic grade book program's "parent portal" so they can easily keep track of their students' progress, teachers take a proactive approach, reaching out to parents with both concerns and positive reinforcement. Formal report cards or progress reports are sent out every five weeks. Jones has a robust social media presence, including the

school website, Twitter and Facebook, through which the school celebrates the achievements of students and staff.

In addition to our parent outreach efforts, Jones has built partnerships with neighboring institutions of higher education, including a dual credit program with Loyola University and our "After School Matters" fine arts program with Columbia College.

3. Creating Professional Culture:

Jones College Prep is a learning community where teachers feel valued and supported. The administration and faculty collaborate in a systematic, inclusive, and comprehensive process to review, revise and communicate the school's focus on student success. These efforts reflect the administration's commitment to establishing and fostering a school culture that believes in equity of educational opportunity and cultural experience for all students. Professional development initiatives grow out of these collaborative efforts, providing faculty and staff with knowledge and skills to better support the academic progress and social and emotional well-being of our students. To further promote the school's professional culture, Jones leadership implements a continuous improvement process through regular meetings of the Instructional Leadership Team (ILT) and content area department and course teams, with the common goal of improving teaching and learning at Jones College Prep.

Teams study instructional practices and develop and implement professional development activities that support the teachers in meeting the diverse learning needs of all students. Teams review student work, conduct data analysis, and survey stakeholders to ensure policies and procedures that are in place support a learning environment that is congruent with the school's mission and vision. In addition, the Instructional Leadership Team collaborates with the administration to ensure appropriate interventions for students who are struggling academically. Administrators conference regularly with teachers to discuss and set clear expectations and provide constructive feedback. Support for teachers can take many forms, including instructional coaching, targeted professional development opportunities, teacher mentoring, and peer observations. Levels of support are tailored to each teacher's specific needs, enabling them to grow professionally. This ongoing collaboration strengthens relationships that are essential to fostering the school's professional culture.

4. School Leadership:

At Jones College Prep, leadership is shared among administrators, faculty, and other members of the school community to better promote effective instruction, build trust among stakeholders, and foster a sense of community, with the ultimate goal of improving student achievement. This philosophy of shared leadership functions through both formal and informal structures and practices developed over many years, providing stakeholders with opportunities to impact the life of the school. The distribution of leadership is both individual and holistic. Teachers and other staff are afforded a great deal of autonomy to pursue various goals and/or tasks within the context of our school's shared vision and goals.

The Administrative Team consists of the principal and three assistant principals, with each member of the team taking primary responsibility for a portfolio of leadership roles under the overall guidance of the principal. The primary responsibilities of the Administrative Team are to communicate the vision and mission of the school, develop and implement long-term plans for student academic success, seek ways to continuously improve curriculum and instruction, cultivate leadership capacity in others, create and maintain a positive school culture, and effectively and efficiently manage the daily operations of the school, including the allocation of resources to support instruction and learning. The Administrative Team meets weekly with the Instructional Leadership Team (ILT), which consists of the chairs of each academic department and other key staff. ILT members work collaboratively to improve student achievement through the development of rigorous curriculum and instruction. These teacher leaders are instrumental in maintaining effective alignment of instruction in their respective departments and course teams. In fact, most recommendations regarding curriculum originate with the teachers, to be reviewed and acted upon by the ILT and school administration.

Teacher leaders and their department colleagues also play a key role in the recruitment of new faculty, screening and interviewing candidates and making recommendations to the principal. The principal reports monthly to an elected Local School Council (LSC), consisting of six parents, two teachers, one support staff member, one student, two community members, and the principal. The LSC discusses and makes recommendations on a wide-range of topics related to the life of the school, including school culture, student achievement, budget approval, management of resources, and the effective administration of the school. The LSC conducts an annual evaluation of the principal and approves the principal's contract renewal.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

While there are many factors which contribute to our school's success, the greatest impact is both philosophical and organizational. Throughout this report, we have made frequent reference to the "Vision of the Ideal Jones Graduate at Graduation," our "Grad at Grad" values. We believe the ideal Jones graduate will be on the road to becoming intellectually competent, socially skilled and mature, compassionate, socially just and responsible, and well-rounded and holistic. This vision is more than a statement; it is an aspiration to which we bend all efforts. At Jones, we trust in the capacity of our students to learn and in their desire and ability to do what is right. We have built our school on this foundation. The key strategy we have developed to make our vision a reality is an organizational structure that allows students freedom to engage, to make choices and commitments that help them to take ownership of their learning.

We set the stage for this through our block schedule and Academic Lab. Jones students attend seven classes over a two-day alternating A/B schedule. Block classes are not 90 minutes of teacher lecture; the blocks provide teachers and students extended time to engage in highly differentiated learning activities without the constant interruption of ringing bells and frantic rushing to the next classroom, repeated seven times every day. This approach contributes to a high level of active student engagement in learning, as reflected in every classroom, every day.

The block schedule has the added advantage of allowing students to focus on and prepare for a limited number of classes, rather than facing their entire course load on a daily basis. This has helped to distribute homework in a more balanced and less burdensome way. The block schedule also provides students with 10-minute passing times and 45-minute lunch periods which contribute to a less hectic and stressful school day. The last period on B days is Academic Lab. AcLab is something of a social compact; students are allowed flexibility and time to breath with the belief they will use that time to their best advantage. AcLab is not a homeroom or study hall; it is more akin to a collegiate environment where students can study, both individually and with classmates, work on projects, meet with their teachers during office hours, attend help sessions and counselor appointments, and access the Library Media Center and computer labs. By trusting students to take ownership of their learning and providing them with the time and space to do so, Jones College Prep students are well on their way to fulfilling our vision of the ideal graduate and graduation.