



**2012-2014 Continuous Improvement Work Plan**

**William Jones College Preparatory High School**

South Side High School Network  
606 S State St Chicago, IL 60605  
ISBE ID: 150162990250533  
School ID: 609678  
Oracle ID: 47021



**Mission Statement**

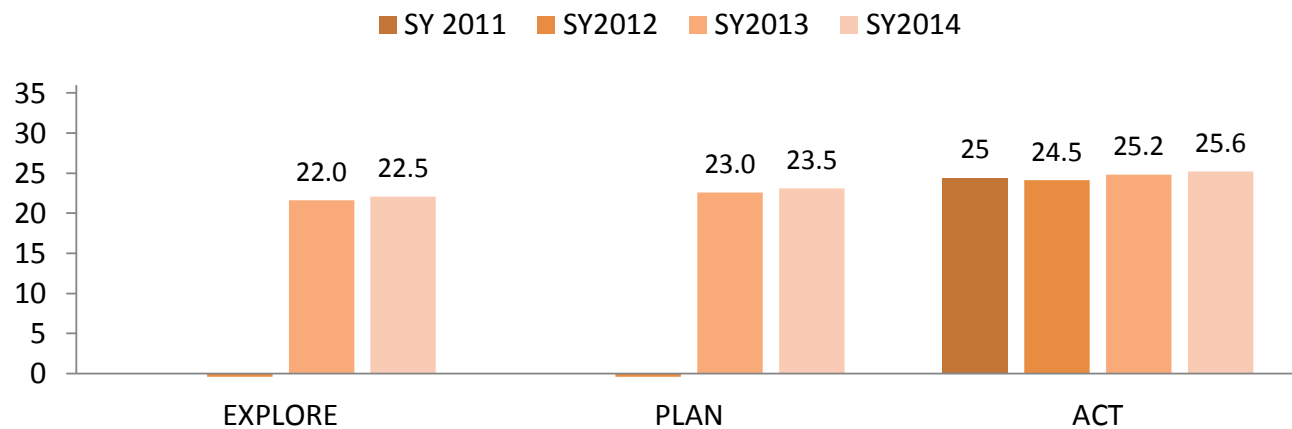
The mission of Jones College Prep is to help students develop themselves as leaders through a rigorous college prep program that focuses on educating the whole person. The ideal Jones graduate at graduation would be on the road to becoming: intellectually competent, socially skilled and mature, compassionate, socially just and responsible, well-rounded and holistic.

**Strategic Priorities**

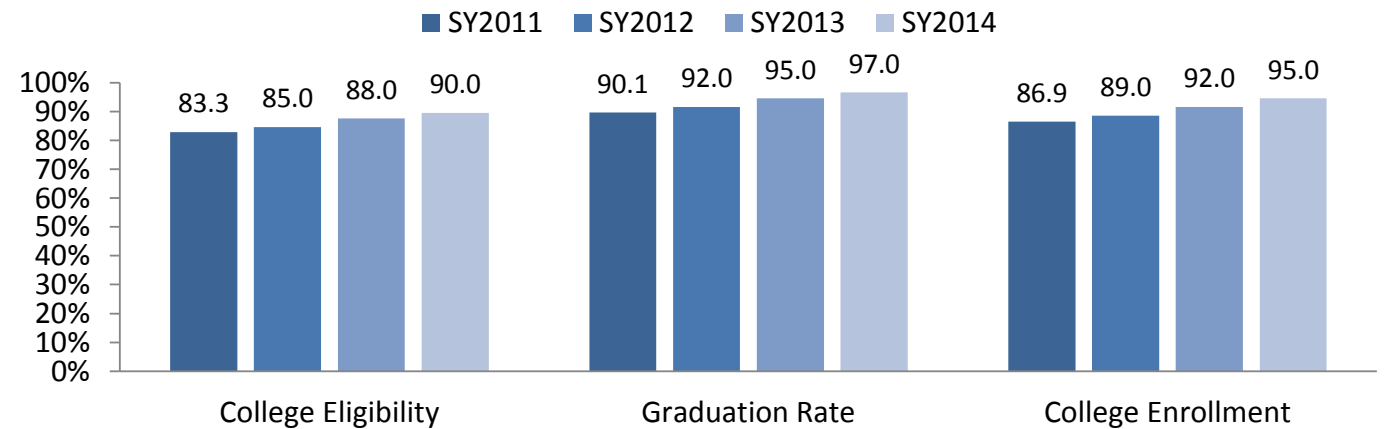
1. Develop a Professional Development Cycle to support teachers in gaining skills and knowledge to better promote student success.
2. Develop a comprehensive framework for student assessment and data analysis
3. Develop a curriculum and instruction framework to guide and monitor effective practices to promote student growth and achievement

**School Performance Goals**

**EPAS Goals**



**12th Grade & Graduation Goals**





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	William Jones College Preparatory High School

**Developing a CIWP Team**

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

CIWP Team	
Name (Print)	Title/Relationship
Paul Joseph Powers	Principal
Carolyn Rownd	Assistant Principal
Latoya Hudson	Counselor/Case Manager
Shannae Jackson	Counselor/Case Manager
Chris Malebranche	Classroom Teacher
Raphael Jimenez-Riveria	Classroom Teacher
Ray Lesneiwski	Classroom Teacher
Meghan McClory	Classroom Teacher
Rob Heselton	Classroom Teacher
Jessica Fulton	Classroom Teacher
Frank Menzies	Classroom Teacher
Karen Stolzenberg	Classroom Teacher



## High School Goal Setting

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

### Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		20.8	NA	22.0	22.5	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	83.3	85.0	88.0	90.0
10th Grade - PLAN Average PLAN score		21.8	NA	23.0	23.5	5-Year Graduation Rate % of students who have graduated within 5 years	90.1	92.0	95.0	97.0
11th Grade - ACT Average ACT score	24.8	22.8	24.5	25.2	25.6	College Enrollment % of graduates enrolled in college	86.9	89.0	92.0	95.0

### EPAS Growth

	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	#VALUE!	1.5
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	#VALUE!	2.6

### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.8	95.0	95.0	95.0	Misconducts Rate of Misconducts (L4-6) per 100	4.5	3.0	3.0	3.0
Freshman On-Track % of Freshman Students on-track	92.8	100.0	100.0	100.0	Sophomore On-Track % of Sophomore students on track	96.7	100.0	100.0	100.0



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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>PSAE Reading</b> % of students meeting or exceeding state standards	92.6	93.0	93.5	94.0		<b>PSAE Reading</b> % of students exceeding state standards	26.5	27.5	28.5	29.5
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	94.2	94.5	95.0	95.5		<b>PSAE Mathematics</b> % of students exceeding state standards	12.2	13.2	15.0	17.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	91.5	92.0	92.5	93.0		<b>PSAE Science</b> % of students exceeding state standards	11.6	13.0	14.0	15.0

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<ol style="list-style-type: none"> <li>Mission and vision are present but goals for the school are lacking specifics leading to unclear objectives.</li> <li>Data via benchmark testing, EPAS etc is available but the data is not used to help move the school to its goals. No data team is present / active in the school</li> <li>The school faces competing priorities and each year brings changes in policy and procedure. JCP is trying to keep up with the changes.</li> <li>Although there are intervention programs there are still achievement gaps and a lack of identifying students missed.</li> </ol>	
<b>DIMENSION 1: Leadership</b>	<b>Principal Leadership</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<ol style="list-style-type: none"> <li>Communication with parents is present via emails, website, FOJ, school functions, Gradebook/parent portal</li> <li>Support for individual PD is present but school wide PD is absent-need to link dept PD to the overarching goals of the school.</li> <li>Strong parent involvement but not connected to the goals of the school</li> <li>Clarification of goals is needed</li> <li>Focus is on college readiness with strong focus on EPAS, CK, AP</li> </ol>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<ol style="list-style-type: none"> <li>1. Communication with parents is present via emails, website, FOJ, school functions, Gradebook/parent portal</li> <li>2. Support for individual PD is present but school wide PD is absent-need to link dept PD to the overarching goals of the school.</li> <li>3. Strong parent involvement but not connected to the goals of the school</li> <li>4. Clarification of goals is needed</li> <li>5. Focus is on college readiness with strong focus on EPAS, CK, AP</li> </ol>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>• The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus.</li> <li>• The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly</li> </ul>	<ol style="list-style-type: none"> <li>1. ILT is present with members who are strong teachers that address a variety of issues.</li> <li>2. ILT lacks communication with the rest of the school</li> <li>3. ILT lacks connection to data</li> <li>4. Faculty Council is present and handles staff concerns</li> <li>5. Operations team is present but the lines are blurred about who is doing what</li> <li>6. PD is addressed in departments by ILT but not as a whole school</li> </ol>	
<b>Monitoring and adjusting</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<ol style="list-style-type: none"> <li>1. Data is present but no systematic way to collect data and use data is established</li> <li>2. Data is used to put students into specific classes, not for “tracking” purposes, but to provide support and /or challenges</li> <li>3. School is seeking additional data on students via benchmark testing</li> </ol>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<ol style="list-style-type: none"> <li>Alignment of curriculum is in progress but some teachers still do not participate or adhere to department established curriculum</li> <li>Yearlong scope and sequence is established in most departments</li> <li>Special Ed student needs are addressed by some but not all teachers.</li> <li>There are instances where grade level common curriculum items are not present because there are no grade level teams or common teacher planning time</li> <li>Consistency not always present in departments</li> <li>Standards (AP, CCSS, CRS)are addressed by most teachers</li> </ol>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<ol style="list-style-type: none"> <li>Supplemental materials available but not for every class</li> <li>Materials for all classes are not tied to CCSS</li> <li>Consumable materials are becoming hard to get</li> <li>Departments are working toward teachers using the same materials for the same courses</li> </ol>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<ol style="list-style-type: none"> <li>1. Alignment of assessments is occurring but not in all subjects or embraced by all teachers.</li> <li>2. Data from assessments present but not shared and / or used</li> <li>3. Changes at CBOE are affecting assessment practices</li> </ol>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<ol style="list-style-type: none"> <li>1. Instruction is ongoing and teachers are continuously working to improve instruction</li> <li>2. Teacher feedback in some classes is prompt yet in others it is not</li> <li>3. Sequencing in departments is present and throughout the school</li> <li>4. Differentiation of instruction is present in some classes but not in all</li> </ol>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ol style="list-style-type: none"> <li>Identification of students is taking place by teachers, counselors, special ed</li> <li>RTI is helping to identify students at risk</li> <li>Benchmark testing is taking place</li> <li>Variety of programs in place to assist students both academically and outside of school hours.</li> <li>ILT does not monitor student interventions</li> </ol>	
	<b>Whole staff professional development</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<ol style="list-style-type: none"> <li>Some departments have good individual and group PD</li> <li>No long term PD goals for school except curriculum alignment</li> <li>No school wide PD and, if available, CBOE tends to interfere... requires groups to attend</li> <li>CBOE keeps changing priorities</li> </ol>	

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<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<ol style="list-style-type: none"> <li>Teachers meet when they can... not all have common teacher planning</li> <li>Special Ed integrates well with departments</li> <li>Grade level teams not present in all departments</li> <li>Not all teachers participate in teams and or with departments</li> </ol>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<ol style="list-style-type: none"> <li>New teachers are mentored</li> <li>Coaching is present in the building but is not formal or wide spread</li> <li>Feedback regarding teaching practices is not given consistently</li> </ol>	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<ol style="list-style-type: none"> <li>The school offers twenty Advanced Placement classes which are open to all students. Teachers gear curriculum and instruction to the C R S and utilize assessment activities to prepare students for success</li> <li>Preparation for the ACT is reinforced by College Knowledge for Juniors, as well as ACT prep programs.</li> <li>Students and parents are also provided opportunities for college campus visits, financial aid and scholarship programs, and other services through College Knowledge for Seniors.</li> <li>The college-bound culture is reinforced by faculty and staff</li> </ol>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<ol style="list-style-type: none"> <li>Jones provides students with a diverse, inclusive, and accepting environment.</li> <li>The small school environment enables teachers and students to maintain regular, positive contact minimizing the danger of students falling between the cracks.</li> <li>Students with disabilities participate actively in the life of the school and are fully integrated in the academic program.</li> <li>Students demonstrate positive relationships with peers and faculty. Teachers and students alike are committed to promoting diversity within their classrooms and in extra-curricular activities.</li> <li>While most faculty and staff build positive, supportive relationships with their students, this needs to be done in a</li> </ol>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<ol style="list-style-type: none"> <li>Faculty and staff members are trained in the school-wide code of conduct and participate in a wide array of extra- and co-curricular activities that enhance the school environment by providing students with a safe space for students to interact in enrichment activities.</li> <li>The Rtl (Response to Intervention) process includes a tiered behavior component as well as providing academic support.</li> <li>While there are few serious discipline problems at Jones and</li> </ol>	

### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<ol style="list-style-type: none"> <li>Teachers communicate expectations to students and parents by posting syllabi, rubrics, and homework assignments on the school website, maintaining a record of student performance on Gradebook, and communicating directly with students and parents by email, telephone, and during in-person conferences.</li> <li>Expectations are also communicated to students and parents through regularly scheduled events to which parents are invited.</li> <li>Academic and behavioral expectations and other types of information are clearly communicated through the school website and distribution of a Parent and Student Handbook and CPS Student Code of Conduct.</li> <li>There should be greater consistency among all faculty and staff members in how they communicate and reinforce expectations,</li> </ol>	
	<b>Ongoing communication</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<ol style="list-style-type: none"> <li>Most faculty members communicate regularly with families regarding student progress. It is expected that teachers will return parent emails and message within 24-48 hours. Special education teachers are in regular communication with parents regarding student progress.</li> <li>Administrators and counselors hold parent forums on a variety of topics, including the full school day, FAFSA, financial aid, College</li> </ol>		
<b>Bonding</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ol style="list-style-type: none"> <li>The school presents a positive and welcoming environment for students and their families.</li> <li>Students and parents are encouraged to play an active role in the life of the school. Parents are afforded many opportunities and are encouraged to be engaged in school related activities, e.g., plays, concerts, visual arts events, sports, school social functions.</li> <li>Parents are also actively engaged in the life of the school through active involvement in Friends of Jones, Sports Boosters, and the Local School Council.</li> <li>Distances between home and school, as well as parent work schedules, present challenges for many parents</li> </ol>		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<ol style="list-style-type: none"> <li>Jones students and parents are provided a comprehensive program of specialized services, including the services of counselors, social worker, nurse, psychologist, and other itinerant support services, as well as access to outside social service agencies and homebound instruction.</li> <li>It appears that these services are not generally well-known</li> </ol>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	<ol style="list-style-type: none"> <li>Jones provides all students with a comprehensive, curricular-based College Knowledge program for Juniors and Seniors, developed and implemented by the Counseling Department.</li> <li>Services include outreach to parents, college visits, college fairs, financial aid and scholarship assistance, and ACT/PSAE prep.</li> </ol>	
<b>Academic Planning</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<ul style="list-style-type: none"> <li>Two programs are most often cited as evidence of strong academic planning: Advanced Placement and College Knowledge, both of which are addressed in detail elsewhere in this report.</li> </ul>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<ol style="list-style-type: none"> <li>Jones students are actively involved in a wide array of extra- and co-curricular activities, including sports, visual and performing arts, interscholastic academic competitions, student government, and special interest clubs and organizations. New groups are easily</li> </ol>		

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<ol style="list-style-type: none"> <li>Two programs are most often cited as evidence of strong academic planning are Advanced Placement and College Knowledge, both of which are addressed in detail elsewhere in this report.</li> </ol>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	<ol style="list-style-type: none"> <li>Beginning with freshman year, Jones students are afforded a comprehensive college counseling program designed to prepare them for successful transition from high school to college. These programs include Freshman and Sophomore Fridays, College Knowledge for Juniors and Seniors, ACT preparation, financial aid and scholarship support, Advanced Placement and special services for students with disabilities.</li> <li>As a result of these programs, nearly 100% of graduating seniors</li> </ol>	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<ol style="list-style-type: none"> <li>Jones students are provided comprehensive programs to assist their successful transition to high school, including a dedicated freshman counselor, Freshman Connection, Freshman and Sophomore Fridays, as well as transition services for students with disabilities, both entering and graduating high school. Internships and summer programs are regularly encouraged and made available.</li> <li>CPS budget restrictions have forced reduction of some programs, especially Freshman Connection (reduced from 5 weeks to 1 week),</li> </ol>	



## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<ol style="list-style-type: none"> <li>CPS budget restrictions have created difficulties in meeting all of our discretionary budget needs over the past several years. Friends of Jones has been active in supporting instructional and student activity programs when discretionary funds are insufficient or not available. The school should pursue additional outside resources through area businesses, grants, and other sources.</li> <li>The discretionary budget process needs to be more transparent in its development and implementation, directly involving teacher instructional leaders.</li> </ol>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ol style="list-style-type: none"> <li>Budget cuts have forced staffing reductions, which have been made primarily among educational support personnel.</li> <li>A conscious effort has been made to focus resources on instructional staff and retention of college prep programs.</li> <li>Staffing positions are based on instructional and other programmatic needs centered on the students.</li> <li>Faculty and staff members are directly involved through their respective departments in the recruitment, screening, interview, and selection process for new personnel.</li> <li>Common planning, by department and/or grade level team, continues to be problematic and should be a priority in order to support team building, academic and instructional planning, and professional development.</li> </ol>	
<b>Use of Time</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<ol style="list-style-type: none"> <li>The new block schedule will provide greater flexibility in the use of instructional time, as well as allowing for academic and behavioral support and enrichment.</li> <li>Common planning time will need to be integrated into the new schedule to ensure sufficient opportunity for faculty and staff to collaborate on instructional planning and professional development</li> </ol>	

## Mission & Strategic Priorities

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

### Mission Statement

The mission of Jones College Prep is to help students develop themselves as leaders through a rigorous college prep program that focuses on educating the whole person. The ideal Jones graduate at graduation would be on the road to becoming: intellectually competent, socially skilled and mature, compassionate, socially just and responsible, well-rounded and holistic.

### Strategic Priorities

#	<b>Priority Description:</b> Write in the description of your priority.	<b>Rationale:</b> Write in your rationale (see instructions for guiding questions).
1	Develop a Professional Development Cycle to support teachers in gaining skills and knowledge to better promote student success.	The School Effectiveness Framework highlights a lack of whole school professional development that allows for sufficient time and resources to develop, implement best practices, and monitor progress toward goals and objectives identified by the Instructional Leadership Team.
2	Develop a comprehensive framework for student assessment and data analysis	Jones lacks a systematic approach to assessing student academic performance and utilizing resulting data to inform instruction and raise levels of student achievement.
3	Develop a curriculum and instruction framework to guide and monitor effective practices to promote student growth and achievement	Rapidly changing curriculum demands (e.g. Common Core State Standards, growth of technology) necessitate a systematic and purposeful alignment of curriculum and instruction to meet evolving demand.
4	Optional	
5	Optional	



### Strategic Priority 1

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

Strategic Priority Description	Rationale
Develop a Professional Development Cycle to support teachers in gaining skills and knowledge to better promote student success.	The School Effectiveness Framework highlights a lack of whole school professional development that allows for sufficient time and resources to develop, implement best practices, and monitor progress toward goals and objectives identified by the Instructional Leadership Team.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop needs assessments	Professional Development	Not Applicable	ILT	Summer 2012	Summer 2012		
Administer needs assessments	Professional Development	Not Applicable	Administration	Summer 2012	Summer 2012		
Develop priorities for professional development	Professional Development	Not Applicable	ILT	Quarter 1	Quarter 1		
Articulate priorities for professional development	Professional Development	Not Applicable	ILT	Summer 2012	Summer 2012		
Implement peer visits in departments	Professional Development	Not Applicable	Department Chairs	Quarter 1	On-going		
Plan professional development days program , August 27-31, 2012	Professional Development	Not Applicable	ILT and Administration	Summer 2012	Summer 2012		
Plan professional development days program, November 2, 2012	Professional Development	Not Applicable	ILT and Administration	Quarter 1	Quarter 1		
Plan professional developemnt days program, January 25th, 2013	Professional Development	Not Applicable	ILT and Administration	Quarter 2	Quarter 2		
Plan professional development days program, March 29, 2013	Professional Development	Not Applicable	ILT and Administration	Quarter 3	Quarter 3		
Plan professional development days program, June 18, 2013	Professional Development	Not Applicable	ILT and Administration	Quarter 4	Quarter 4		
Conduct periodic assesements of program effectiveness	Professional Development	Not Applicable	ILT	On-going	On-going		
Implement peer visits across departments	Professional Development	Not Applicable	ILT	Year 2	On-going		



**Strategic Priority 1**






Strategic Priority 2

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### Strategic Priority 3

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

Strategic Priority Description	Rationale
Develop a curriculum and instruction framework to guide and monitor effective practices to promote student growth and achievement	Rapidly changing curriculum demands (e.g. Common Core State Standards, growth of technology) necessitate a systematic and purposeful alignment of curriculum and instruction to meet evolving demand.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop strategies for improvement in targeted areas	Instruction	Other student group	ILT	Summer 2012	Summer 2012		
Establish freshman and sophomore grade level teams and collaboration schedule	ILT/ Teacher Teams	Other student group	Administration	Summer 2012	Summer 2012		
Establish Advanced Placement team	ILT/ Teacher Teams	Other student group	Administration	Summer 2012	Summer 2012		
Align curriculum and instruction in all disciplines with the College Readiness Standards	Instruction	All	Departments	On-going	On-going		
Align curriculum and instruction to the Common Core State Standards (English, Math, Reading) utilizing backward design (understanding by design)	Instruction	All	Departments	Summer 2013	On-going		
Establish and implement benchmark assessments in the core disciplines	Instructional Materials	All	Dept	Quarter 1	On-going		



**Strategic Priority 3**



