

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8822 School Name: THOMAS JEFFERSON HIGH SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	-	-	73.33%	-	-	64.5%	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	25.21%	
		W	-	-	50%	-	-	42.05%	
		S	-	-	50%	-	-	39.79%	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	22	-	-	52	
		M	-	-	97	-	-	49	
		W	-	-	63	-	-	51	
ELP	-	-	77	-	-	48			

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center; color: blue;">Approaching</p> <p><small>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</small></p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p style="text-align: center; color: blue;">82.7% using a 5 year grad rate</p>	Meets	<p>Overall Rating for Post Secondary Readiness:</p> <p style="color: blue;">Meets</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	Meets	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	3.6%	3.1%	Meets	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	20	19.4	Approaching	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the in UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

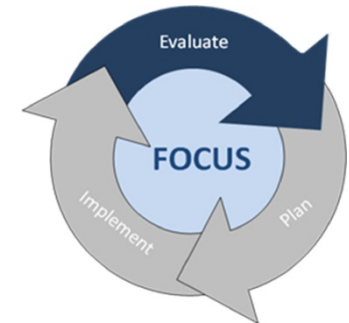
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Sandra Just, Principal
	Email	Sandra_Just@dpsk12.org
	Phone	720-423-7051
	Mailing Address	3950 So Holly St Denver, CO 80237
2	Name and Title	Michael Christoff
	Email	Michael_Christoff@dpsk12.org
	Phone	720-423-7056
	Mailing Address	3950 So Holly St. Denver, CO 80237

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R: Above the state average of 60 Prof or Above	62% Prof and Above. We exceeded target by 2%	We used TACAP predictor information to set targets. Reports allowed us to meet in all areas, but science. Department use of data to support instructional change needs to be more focused.
	M: Above the state average of 20% Prof or Above	22% Prof and Above We exceeded target by 2%	
	W: Students will score above the state average of 38% Prof or Above	39% Prof and Above We exceeded target by 1%	
	S: 44% of students will score proficient or above	37% Prof and Above We were 7% below target	
Academic Growth	R: 61	R: 52 We were 9 points below target	
	M: 56	M: 49	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
		We were 7 points below target	We did not focus on essential learning goals. We had a progress monitoring system, but it was not aligned to essential learning goals. We did not effectively target students most in need.
	W: 61	W: 51 We were 10 points below target	
Academic Growth Gaps	R: 58	White: 54.5 FRL: 52 Hisp: 53 ELL: 57 Black: 52.5 SPED: 47 We were below on all areas	
	M: 56	White: 47 FRL: 49.6 Hisp: 49 ELL: 51 Black: 44 SPED: 49.5 We were below on all areas	
	W: 61	White: 54 FRL: 49 Hisp: 50 ELL: 62.5 Black: 48 SPED: 56.5 We were below on all areas	
Post Secondary	Grad Rate: 78%	78	

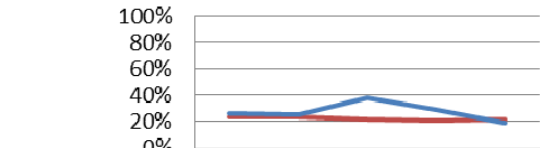
Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Readiness		We met rate	<p>We utilized school based and DPS resources to provide credit recovery and alternative options for students.</p> <hr/> <p>ACT tutorial has been provided the past three years. We have continued to see an increase each year, although still not at our target.</p>
	Dropout: 4%	3% We dropped by 1%	
	Mean ACT: 20	19.4	

Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
Academic Achievement (Status)	<p>READING: Overall:</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61%</td> <td>62%</td> <td>71%</td> <td>60%</td> <td>62%</td> </tr> </tbody> </table> </div>		2008	2009	2010	2011	2012	Reading	61%	62%	71%	60%	62%	<p>Significant achievement gaps exist with ELL, FRL, Special Education, black and Hispanic students in reading, writing and math.</p>	<p>We provided classroom strategies as professional development, but did not have an effective monitoring practice.</p> <p>Most all PD activities focused on Leading Effective Academic Practice (LEAP) as it was a first year pilot and teachers were concerned about the impact of the system. Our school-wide focus was on 21st century skills.</p> <p>We provided intervention and goal setting around bodies of evidence to all students. The intent was to provide equal access to strategies for all students. This, however, did not target the students most in need of support.</p>
	2008	2009	2010	2011	2012										
Reading	61%	62%	71%	60%	62%										

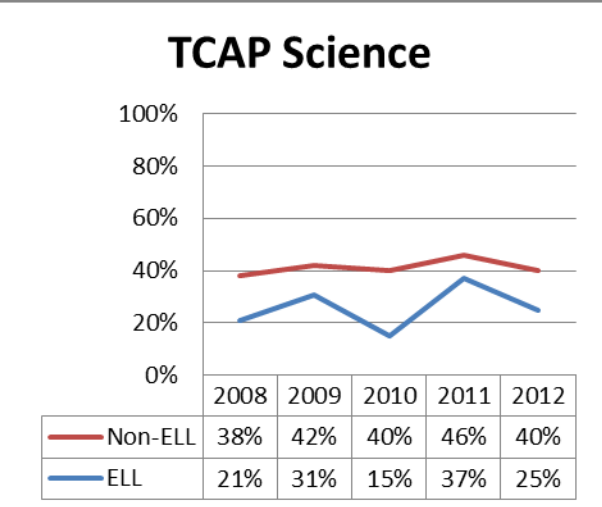
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	2008	2009	2010	2011	2012										
Reading	49	54	62	53	52										

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	<div style="text-align: center;"> <h3>TCAP Math MGP</h3> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>54</td> <td>40</td> <td>55</td> <td>52</td> <td>49</td> </tr> </tbody> </table> </div> <p>MATH TRENDS: The five year trend shows a decline and is below DPS targets.</p>		2008	2009	2010	2011	2012	Math	54	40	55	52	49	<p>Median growth percentiles in math have decreased over the past five years and are below state and district targets.</p>	
	2008	2009	2010	2011	2012										
Math	54	40	55	52	49										
	<p>WRITING MGP: Overall:</p>														

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	2008	2009	2010	2011	2012										
Writing	45	48	58	50	51										
Academic Growth Gaps	<p>Reading:</p>	<p>MGPs of black students are the lowest in all areas except reading and are below DPS and state adequate growth targets.</p>	<p>The level of use of data at the classroom level did not connect students to a progress monitoring system.</p> <p>Teacher effective practice was based on understanding LEAP.</p> <p>A clear connection of strategies to cultural competence was not in place.</p>												

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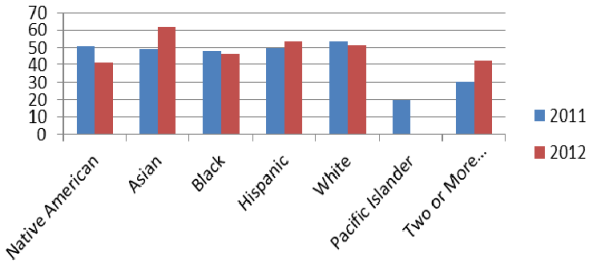
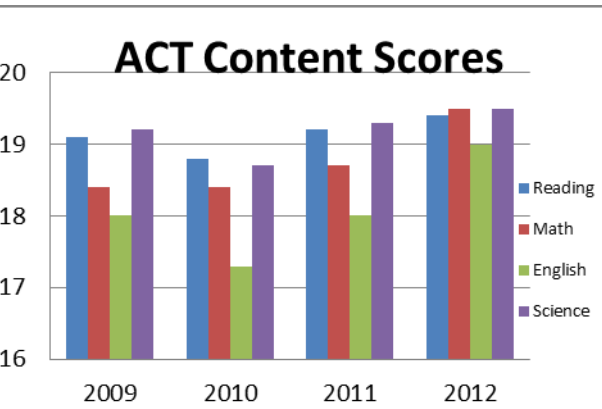
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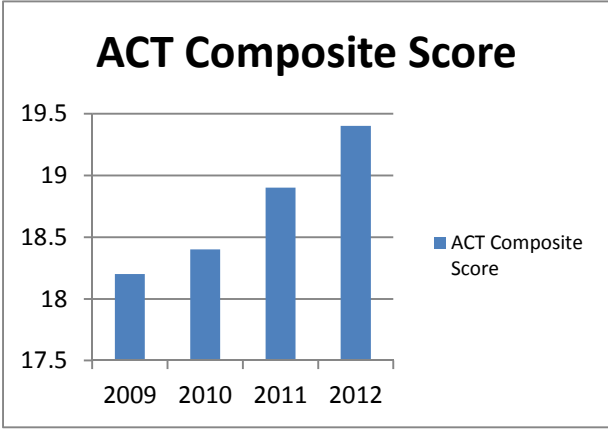
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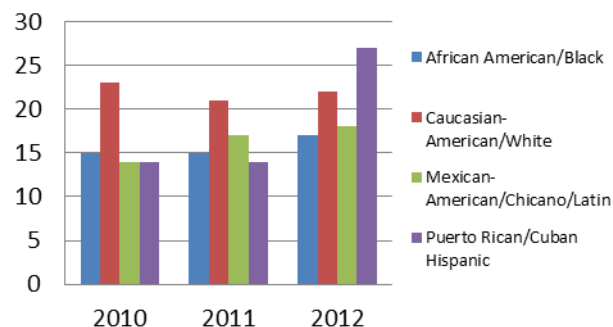
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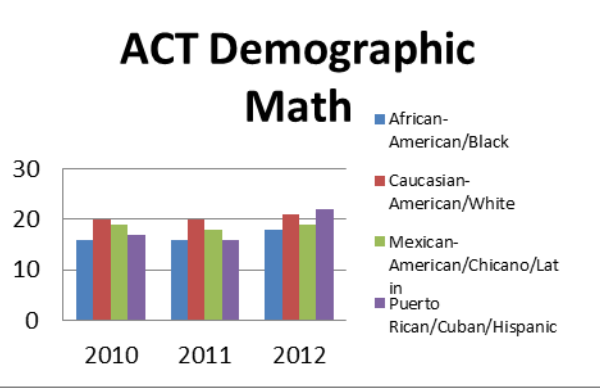
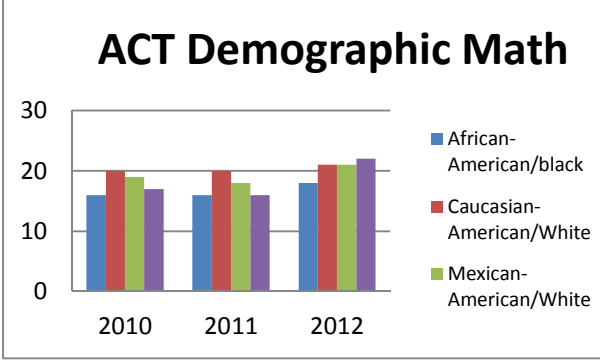
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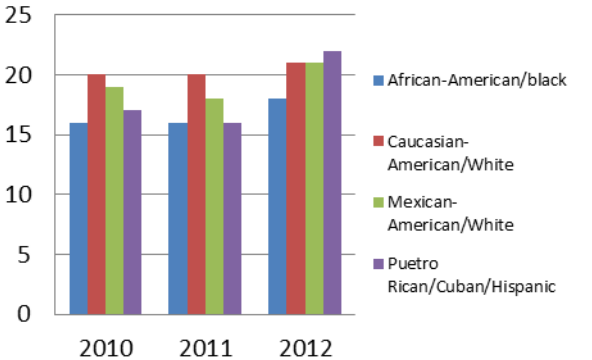
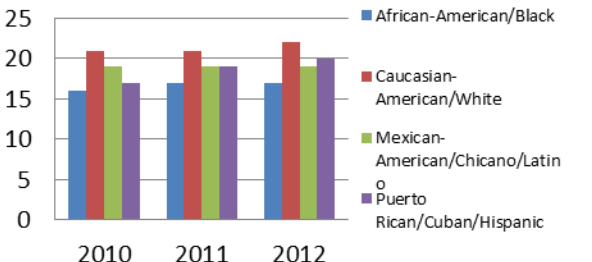
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Post Secondary & Workforce Readiness	<p>Graduation – Best of 4 to 7 year rate is 82.7% Dropout rate is 3.1%</p> <p style="text-align: center;">ACT Content Scores</p> 	<p>The ACT composite scores of black students are significantly lower than other disaggregated students at TJ and are below the state average.</p>	<p>Tutorial support has only been provided for 3 years</p> <p>There is a disconnect between teacher and student expectations. Minority students perceive that teachers expect less of them. Teacher knowledge and training in cultural competency is limited.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes										
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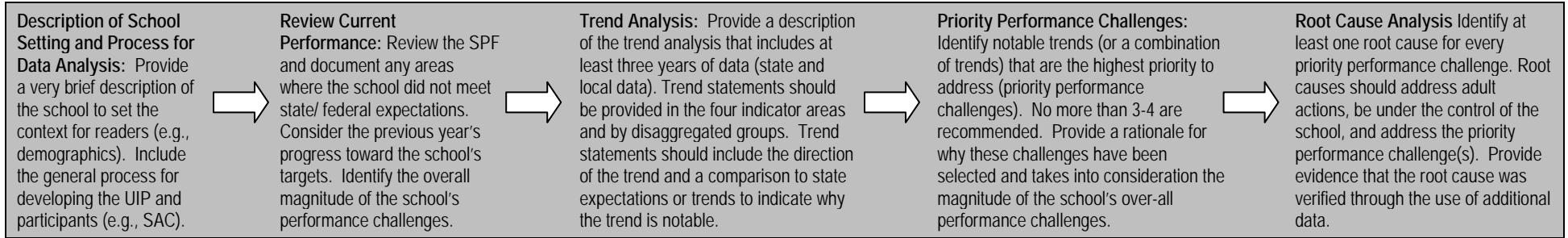
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	<p>ACT Mean is 19.4 for 2012, this has increased from 18 in 2011.</p> <p>ACT scores continue to increase overall and in all contents. Black students score significantly lower.</p> <p>Priority performance: Black students score significantly lower on the ACT than other groups.</p> <p>Hispanic students are stagnant.</p>		

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School



Narrative:

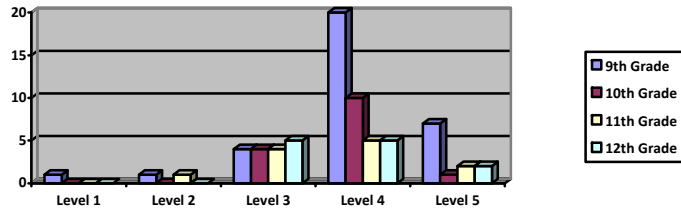
Description of School Setting:

Thomas Jefferson High School is a secondary school located in the Southmoor Park neighborhood, on the southeast side of Denver, Colorado. Open in 1960 the school's mascot is the Spartan, the school colors are brown and gold coinciding with the original Denver Bronco colors as the team and school were established in the same year. One of T.J.'s strengths is the pride of the staff, students, and community take in their long standing traditions, while maintaining the ability to adapt to an ever changing world. Many incoming students at T.J. now walk through the halls that have hosted many of their parents, grandparents, aunts and uncles. Continuing the family traditions found in the Spartan legacy.

The school offers Advanced Placement classes in English, Mathematics, Science, Social Studies, and Spanish; as well as a host of concurrent enrollment classes such as CU Succeed and numerous courses offered through our partnership with Arapahoe Community College. The school also host several specialty areas of study, such as the Computer Magnet Program, JROTC, Robotics, and Honor courses. With a host of student lead clubs and competitive athletic programs students are hard pressed to not get involved with extracurricular activities. Some of the extracurricular activities available, unique to Thomas Jefferson includes a student-run newspaper, student-run news casting, yearbook assembled in-house, Mecha, National Honor Society, DECA, Denver Urban Debate, Guitar Club, Chess Club and many more.

Thomas Jefferson Demographics and School Satisfaction Survey results:

Thomas Jefferson's population consists of 626 students from the neighborhood and 422 students or 40.3% of our population who choice-in (2011-2012 data). In 2008, TJ had a high of 682 boundary (Southmoor, Wellshire East, and Hampden Heights neighborhoods) students attending the school. The number has declined and risen again from 2009-2012, still leaving us with 31 less boundary students than 2008. Last year, there were a total of 1,167 known students living in T.J.'s boundary. Of those, 541 chose schools other than T.J. The top three choices were South (171 students), George Washington (128 students), East (77 students). It is important to note that a large majority of students who we lose to South are referred for ELA services. We have 99 identified ELL students; we have current data on 74 of the 99 students identified. The grade level breakdown is as follows:



Our Center for Communication Technology Magnet (CCTM) serves as a huge point of interest for recruiting students. 377 students are currently enrolled in the CCTM program in which 25%

of the students in this program are students who are out of boundary and choice into Thomas Jefferson. The ethnic breakdown of T.J. is as follows: 1.7% American Indian or Alaskan Native, 3.4% Asian, 28.1% Black (Not Hispanic), 25.3% Hispanic, 4.1% Unknown and 37.4% White. 54% of the students qualify for Free or Reduced Lunch, 5.8% of the population identified as ELA, and 15.7% of the students receive Special Education services.

On the satisfaction survey, 88% of the students responded that they felt like they were getting a good education. 90% of students felt that they understood what they needed to do to learn and make progress in their classes and 85% of students felt that time in classes were spent on learning. 62% of students felt discipline for those who break the rules were fair and consistent which is a 4% increase over 2010. 85% of students expressed that they felt safe at school which is also a 4% increase over 2010. 85% of students felt that teachers treated them with respect and 84% felt that most teachers encourage them to do their best. 94% of all students felt that their families believed education would make them more successful in the future and 85% responded that the school provided them with education about college or career options.

UIP Planning Process:

The UIP planning team consisted of the following members:

- Principal
- 3 Assistant Principals
- DU Ritchie Intern
- Teacher Effectiveness Coach
- School Leadership Team
 - 5 Teacher Leaders representing an array of departments and experience

As a team, we sat down with the school performance framework and began to create action steps for the UIP.

Summer work around UIP

- **TCAP**-We met and began analyzing TCAP data. We looked at school wide results, then subject (math, writing, reading), grade level, and ended examine the demographic data to identify trends.
- **ACT**- We looked first at school wide, subject (math, writing, reading), and demographic

Fall work around UIP

- **SPF**- We first looked at the results as an administrative team to identify strength and weakness. Our students meet district expectations in overall growth and status. We are approaching in post-secondary readiness.
- **Spartan 500**- We surveyed students using survey monkey through our school website. It was a 7 question survey to determine student's level of: knowledge of TCAP and ACT scores, how to improve their scores (status and growth) and who can help them in building to reach these goals. Our finding showed that while 80% of the students understood that TCAP and ACT are important for their academic future, nearly half (43%) of the students that responded said that they did not know how they scored on TCAP and over one third (36%) of the students that responded did not feel that there is an adult in the building that motivates them to achieve at a level they do not think is possible. Based upon the data we retrieved from the student survey as well as the data from the trend analysis the Spartan 500 was born. These students were selected by Students identified by: reading, writing, math TCAP Status, students who fell within the high proficient and high partially proficient cusp range. As well as students who feel within the 40th -55th percentile in median growth.

Upon reflection, the administrative teams along with teacher leaders believe that instructional rounds, data teams, and post-secondary readiness groups were integral pieces to Thomas Jefferson's students meeting in growth and status. However, we recognize that post-secondary readiness is something that needs to become a point of emphasis.

Winter work around UIP

- The administrative team is meeting to revise and reexamine the UIP to monitor the progress we are making to accomplish our identified goals.

Previous Year's actions towards the schools targets:

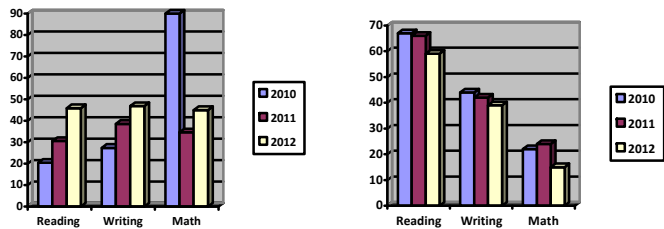
- **Data team:** Teachers selected grade level data teams to identify and progress monitor students in need of academic and/or social emotional support.
- **Instructional Rounds:** Teachers were placed in infinity groups based on their PGP.
- **Post-Secondary Readiness Groups:** Students were identified and placed in appropriate academic support groups based on the previous year's TCAP data. These groups met once weekly for 55 minutes.

- LEAP Training: PD was centered on a deep dive into the Leap Framework to support staff in their understanding and implementation of the indicators.
- Teach Like A Champion: A portion of the PD was dedicated to looking at strategies from this book supporting High Impact Instructional Moves.
- The magnitude is substantial in that 17% of total points possible on the School Performance Framework we Do Not Meet the State/Federal expectations. The magnitude is also substantial in that due to our score on the framework we moved from Accredited Green to Accredited on Watch Yellow.

Trend Analysis:

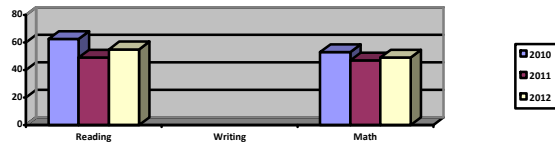
Achievement (Status):

Percentage of 9th (1st chart) and 10th (2nd chart) grade students that were Advanced or Proficient on CSAP/TCAP from academic years 2009-2012:

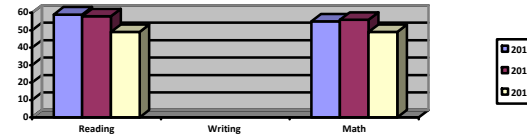


Growth

Median Growth Percentile (MGP) of 9th grade student from 2010-2012



Median Growth Percentile (MGP) of 10th grade students from 2012-2012



Root Cause Analysis:

Based on the analysis of our performance data on qualitative and quantitative assessments, the UIP team discovered that there were two areas that we needed to focus on – Growth and Status on TCAP and Post-Secondary Readiness. To drill down deeper, the administrative team conducted the 5-Why's process to determine our root cause. The following are the questions and answers the administrative team at Thomas Jefferson asked and answered in the 5-Why process:

Why do we think that we have been flat in status and growth in all subject areas:

- We provided teachers strategies, but did not have a good accountability and progress monitoring system in place.
- We wanted to make sure that teachers felt comfortable with the LEAP framework rather than monitoring.
- It was a first year pilot, and there is a lot of anxiety towards adding new things to the teachers work load.
- With concerns of the new observation system and lack of understanding for the new senate bill – we have a veteran staff that was more resistant to change.
- We have to increase the level of use of data in the classroom, in the intervention of students, and in the evaluation of teachers.
- We need to have teachers establish clear goals of where they need their students to be at the end of the year and then build backwards from there to create progress monitoring tools that can be communicated to student.
 - o Have teachers that have been more successful model what they are doing in their classes.

Post-Secondary Readiness:

We did poorly on SPF in college remediation

- We did not focus on the remediation rate, we focused on making sure kids graduated vs. making sure that they would not be remediated once they graduated.
- We did not know how to determine if a student needed to be remediated.
- We did not know what tools would be effective in making that determination.
- It wasn't an identified priority.
- We did not realize that it was a problem. Now we do and we are working to use:
 - o ACT data to determine students in need of remediation.
 - o Accuplacer given to all identified students that may need college remediation.
 - o Offering 090 classes in Math and English for students that the data identifies as in need of remediation.
 - o Accuplacer given to all identified students that may need college remediation.
 - o Offering 090 classes in Math and English for students that the data identifies as in need of remediation.

Spring updates:

Data Narrative:

Following the completion of the interim assessments we learned that in Algebra 1 and Geometry, our scores were at or above the district and secondary school average for the majority of the ELG's that were tested. Above district average scores were also true with our Introduction to Literature and American Literature classes in our English department. We believe that the strong results from our math department were a direct result of the collaborative work that they have done throughout the year around ELG's. Based on the success of our math department, we decided to pilot ELG work with our English department – particularly the teachers that teach Introduction to Literature.

ELA-PD:

Next year the entire staff will begin in building training to become ELA-E certified, trainers will be coming out monthly to administer the face to face requirements. Professional development time has been set aside monthly to allow the entire staff to participate in the process.

“Power Hour” Plan :

The Spartan Power hour is a rotating block of time that has been set aside each week for enrichment activities that will focus on three English and six Math power standards that will be selected in the fall.

i3 Grant:

The i3 Grant is designed to increase the rigor in the instruction by focusing teachers on the key elements of successful teaching, Collaborative Group Work, Writing to Learn, Scaffolding, Questioning, Classroom Talk, and Literacy Groups. The goal is to support teachers in implementing these strategies so that we can better support the advancement of students so that they are positioned to earn college credit through concurrent enrollment while still in high school. The five year i3 grant hopes to help TJ develop an Early College environment so all students have a chance to earn at least 12 college credits while attending high school, with most of those classes being provided for by our faculty at our school. The goal is to increase the number of students that earn college credit by 10% each year of the grant.

Legacy Grant:

The Legacy Grant is designed to increase overall enrollment in AP Math, AP Science and AP English course work with an emphasis on increasing the population of students coming from underrepresented cohorts within the school. The strategies for increasing enrollment are to provide top quality training for teachers in AP content, to provide students with meaningful opportunities for extra learning through Saturday sessions taught by experts other than their own teachers, and to provide financial incentives for students and teachers to earn a qualifying score on the AP test. The Legacy grant three year goal is to increase the number of students enrolled in AP by 15% each year while maintaining or improving the current passing rate in Math, English and Sciences AP courses.

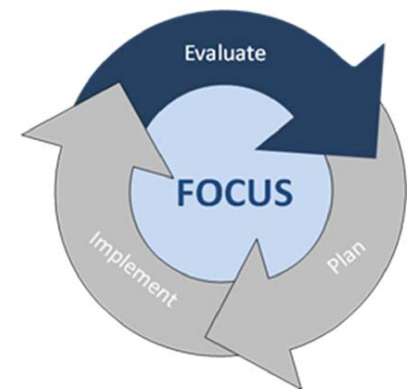
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Achievement is stagnant in all areas. Significant achievement gaps are exist in ELL, FRL, Special Education, black, and hispanic.	65%	70%	Explore and plan testing. DPS Interim Assessment ELG progress monitor	Effective instruction in every classroom
		M		24%	25%		Collaboration to monitor learning targets and methods
		W		41%	44%		Implementing 'Spartan 500' program
		S		45%	49%		
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	MGP in math has declined over 5 years and is below DPS and state targets.	60	65	Explore and plan testing. DPS Interim Assessment ELG progress monitor	Collaboration to monitor learning targets and methods
		M		60	65		Implementing 'Spartan 500' program
		W		60	65		
		ELP		60	65		
Academic Growth Gaps	Median Student Growth Percentile	R	MGPs of Black students are significantly lower than other disaggregated groups and are below state and district targets.	60	65	Explore and plan testing. DPS Interim Assessment ELG progress monitor	Collaboration to monitor learning targets and methods
		M		60	65		Implementing 'Spartan 500' program
		W		60	65		
Post Secondary & Workforce Readiness	Graduation Rate		ACT composite scores are significantly lower for black students.	83	83.5	Kaplan	Effective instruction in every classroom
	Disaggregated Grad Rate					ACT tutorial progress monitor	Collaboration to monitor learning targets and

					mastery
	Dropout Rate	2	1		Implementing Spartan 500
	Mean ACT	21	22		

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Implement ‘Spartan 500’ Program to develop relationships and to target and progress monitor student needs in reading, writing, and math.

Root Cause(s) Addressed: The need to target and monitor students. The need to have an effective progress monitoring tool.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
1. Identify students high PP on TCAP and/or MGP of 40-55 on TCAP to place into Spartan 500 Cohort.	September - 2013	AP	District data googledoc. Created	Student identification list	Completed
2. Identify teachers who will serve as one- on-one student mentors.	October – 2013	All staff	Planning time/ teacher selects students in googledoc.	Teachers listed in googledoc linked to students	Completed

<p>3. Develop protocols, professional development and monitoring tools for teachers to use with mentoring students.</p>	<p>October - May 2013</p>	<p>All staff</p>	<p>Planning googledoc BOE</p>	<ul style="list-style-type: none"> • Teacher Training • Development of Google Doc to Track Progress • Teachers review Body of Evidence Data with students, logged in Googledocs • Teachers meet weekly with identified students, logged in google docs 	<p>Completed</p>
<p>4. Develop schoolwide needs-based intervention program to accommodate weekly support in math, reading, and writing.</p>	<p>October – March 2013</p>	<p>Math and English teachers</p>	<p>Springboard curriculum \$4,000. From budget to support extra planning time Googledoc.</p>	<ul style="list-style-type: none"> • Identification of students for particular classes • Identification of teachers to instruct classes • Development of project based curriculum for classes 	<p>Completed</p> <p>Students identified and groups created and targeted instruction</p>
<p>5. Document mastery of essential learning goals on intervention projects using Googledocs. Award 2.5 elective credits for successful completion and mastery.</p>	<p>October – April 2013</p>	<p>Content area teachers</p>	<p>Information recorded on googledoc. Transcripts</p>	<ul style="list-style-type: none"> • Entry of data after each session • Weekly review of googledoc by Intervention Coordinator and Admin. 	<p>In progress</p> <p>Ms. Buffington is in the progress of analyzing effectiveness of intervention with</p>

					Math teachers
6. Analyze effectiveness of Interventions after each session.	December 2012 - April 2013	Administrators	Interim Assessments Transcripts	<ul style="list-style-type: none"> • Analysis of student proficiency in Intervention class to interim assessments at end of semester • Transcript Analysis • End of Year Analysis of Effectiveness of Entire Program. 	In progress
7. Create master schedule for 2013 – 2014 that prioritizes intervention support for students and collaboration for teachers	October 2012 – February 2013	School Leadership Team	Support from Furman Brown	Master Schedule 2013 - 2014	Framework completed
					Master schedule in progress
8. Review grades and end of course assessments to determine student support for next year	April 2013 – August 2013	School leadership team	Googledoc Assessment data On Track report	District assessments On Track report	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Implement systems for teacher collaboration focused on mastery of identified learning in math and writing.
 Root Cause(s) Addressed: Need to focus on ELG's & monitor student progress on those goals. Common Department student growth objectives to provide for common tools.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
1. Math teachers will align curriculum and assessments to match and measure student performance on essential learning goals (ELG's).	September 2012 – May 2013	Math Teachers Asst. Principal	ELG docs District support Planning & Pacing Guides Teacher Leaders Course Unit Assessments Dept. created assessments	<ul style="list-style-type: none"> Pacing calendars reflect focus on ELGs Weekly quizzes aligned to ELGs created 	In progress
					Math department meets during 4 th period to discuss student progress and modifying curriculum
2. Create and implement a schedule and protocols for weekly Math Department data conversations focused on mastery of ELGs.	August 2012 – November 2012	Administration Math Teachers	Schedule that allows for common planning Protocol for data Collaboration time capture tool	<ul style="list-style-type: none"> Weekly collaboration schedule developed Protocol developed Utilization of Protocols Monitored by Admin Googledoc data capture reviewed at the end of each unit 	Completed
					Math meets during 4 th period on a schedule that they created

3. Provide targeted small group support for students not meeting mastery in Math ELGs.	October – May 2013	Math Teachers Administration	Common planning time	<ul style="list-style-type: none"> Individual student tracker created in each class Evidence of increased percentage of student mastery of ELGs Review effectiveness of strategies by analyzing DPS Math Interims 	In progress
					Ms. Buffington's class during EXCEL
4. Implement common schoolwide writing expectations.	September – October 2012	All teachers	Department PD time	<ul style="list-style-type: none"> Departments develop common writing rubrics PD to articulate expectation to teachers. Evidence of common expectations observed in student work. 	Completed
					Graded writing assignments in IC
5. Departments administer common writing assessment three times a year.	September 2012 – April 2013	All teachers		<ul style="list-style-type: none"> Administration of prompts Utilization of Writing Tracker in Googledocs 	In progress
					Winter and Spring

6. Departments collaboratively grade writing prompts using common rubric and identify next steps for students.	September 2012 – April 2013	Common Planning Time	Collaborative time	<ul style="list-style-type: none"> • Protocol Developed • Student Data logged into Writing Tracker in GoogleDocs • Review of Schoolwide Data by Leadership Team • Review of Interim Writing data (Winter and Spring) • Student growth evident by teacher attainment of Student Growth Objectives 	In progress
					Winter completed – Spring to be completed from April - May
7. Create master schedule for 2013 – 2014 that prioritizes collaboration time for teachers and intervention time for students.	October – January 2013	School leadership team	Support from National Center on Time and Learning (Furman Brown)	<ul style="list-style-type: none"> • Master Schedule 	In progress
					Master schedule
8. Expectations and facilitation of common planning are created	April – August 2013	School leadership team	Leverage Leadership	<ul style="list-style-type: none"> • Googledoc for planning tool 	In progress
9. Lesson planning document for use in collaboration created	April – august 2013	School leadership team	Leverage Leadership	<ul style="list-style-type: none"> • Googledoc for planning tool 	In progress

Major Improvement Strategy #3: Provide professional development including observation feedback and collaborative learning teams focused on high impact instructional moves.

Root Cause(s) Addressed: Professional development was focused on LEAP overall rather than focused on high impact strategies and schoolwide implementation of common strategies.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
1. All teachers select an area of personal growth focused on High Impact Instructional Moves on the DPS LEAP Framework	September 2012	Teachers, Admin	PD Time	<ul style="list-style-type: none"> PGPs selected 	Completed
2. Provide professional development and observation feedback to teachers focused on identified strategies from the <i>Teach Like a Champion (TLAC)</i> book aligned to DPS LEAP Framework.	August – May 2013	All staff	Teach Like A Champion book for each staff member TLAC DVD PD Supplies	<ul style="list-style-type: none"> Provide all staff a TLAC book. Create TLAC Advisory Teacher Leader Team Advisory Team identifies common strategies TLAC strategies aligned to LEAP Framework. Implement Monthly PD 	In progress
					Observational Rounds

3. Create TJ Walkthrough protocol to provide feedback to teachers and capture use of TLAC strategies.	October 2013	Administration	Walk through document	<ul style="list-style-type: none"> • Protocol and walkthrough capture form developed • Walkthroughs completed • Feedback shared with teachers • End of Semester Analysis of Effectiveness • End of Year Analysis of Effectiveness 	In progress
					Observational Rounds
4. Create professional development plan that incorporates Instructional Rounds and Culturally Responsive Pedagogy for 2013 – 2014 into the Master Schedule.	October – January 2013	SLT Dr. Darlene Sampson Scheduling Admin	Consultation with Furman Brown	<ul style="list-style-type: none"> • Master Schedule 	In progress
					Created cultural competence team consulting with Dr. Sampson. C.R. work began in January
5. Leadership team and teachers use walk through sheet to observe classrooms monthly	February 2012 – May 2013	School leadership	Classroom coverage Walk-through document TLA Leverage Leadership	<ul style="list-style-type: none"> • Debrief notes • PD calendar 	In progress
6. Debrief of walk through occurs and information shared with SLT	February 2012 – May 2013	School leadership	Classroom coverage Walk-through document TLA Leverage Leadership	<ul style="list-style-type: none"> • Debrief notes • PD calendar 	In progress
7. Trends from data of walk-through used to create professional development plan	February 2012 – May 2013	School leadership	Classroom coverage Walk-through document TLA	<ul style="list-style-type: none"> • Debrief notes • PD Calendar 	In progress

			Leverage Leadership		
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Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #4: Provide opportunities to prepare students for TJ expectation of taking at least one AP or concurrent enrollment course prior to graduation.

Root Cause(s) Addressed: Supports must be in place to provide success for all students.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
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Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
1. Strategically schedule 9 th grade students to prepare them for AP classes: <ul style="list-style-type: none"> a. All 9th grade students take honors Introduction to Literature. b. A targeted group of 9th students take algebra infused with AVID support to prep for AP Calculus their senior years. c. All 9th graders take US History to prepare for AP World. 	August – May 2013	English teachers Math teachers Social Studies teachers Counselors	Collaborative planning time Scheduling General funds	<ul style="list-style-type: none"> • Develop list of students based on data • Students scheduled into appropriate classes 	In progress
					IC
2. Offer ACT prep classes afterschool.	October – April 2013	ACT lead teachers	SEI grant	<ul style="list-style-type: none"> • ACT data • Develop Course Curriculum 	In progress
					IC

3. Offer ACT prep course during school day to targeted students during 2 nd semester.	January – May 2013	Social Studies teachers	SEI grant	<ul style="list-style-type: none"> List of Students ACT data Develop Course Curriculum 	In progress
					Civics roster
4. Accuplacer given to all seniors who scored below 21 on ACT	September 2012		District support	<ul style="list-style-type: none"> Accuplacer data 	Completed
					Accuplacer scores
5. Offer 090 English and 090 math classes to all seniors with ACT below 21 during second semester.	January – May 2013	English & Math teachers	General funds	<ul style="list-style-type: none"> Obtain Adjunct Professor Status for 1 Math and 1 English Teacher through ACC Identify roster for class Schedule Students Obtain Accuplacer on-line support program 	In progress
					IC
6. Offer APs prep sessions 3 Saturdays a year for each content course.	October – May 2013	AP teachers	SEI	<ul style="list-style-type: none"> Communication developed for students and parents Prep calendar Prep Curriculum 	In progress
					Sign in sheets
7. Create AP Success teacher role to coordinate AP teacher collaboration time and to meet individually with students struggling in AP Classes.	August – May 2013	Administration	District supported funds Common Planning	<ul style="list-style-type: none"> Roles and Responsibilities Identified Teacher hired Teacher Collaboration and individual student 	In progress

				meetings logged in Data Tracker. <ul style="list-style-type: none"> Effectiveness of Support Monitored by Admin in December and in July 	Tracking from teacher
8. Create master schedule that prioritizes intervention and collaboration for 2013 – 2014.	October – May 2013	School Leadership	Support from Furman Brown	Master schedule for 2013	In progress
					Schedule
9. Preparation for involvement in Legacy grant	April – August 2013	All staff	Summer Legacy and I3 training opportunities		In progress
10. Preparation for involvement in I3 grant	April – August 2013	All staff	Summer Legacy and I3 training opportunities		In progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Parent Involvement/ Communication: COMMUNICATION OF INTERVENTION AND ACADEMIC PROGRAMS TO ENGAGE PARENT SUPPORT

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Publish <i>TJ Times</i> bi-weekly to inform parents of initiatives This is an electronic publication.	August – May 2013	Admin Staff	\$ 0.00	Bi-weekly publication / archive	In progress
					E-mail
Hold <i>Back to School Night</i>	August 2012	All Staff	\$ 0.00	Attendance logs collected	In progress
					Sign-in sheets
Hold Schoolwide Parent/ teacher conferences two times a year Notifications and phone calls made to invite parents.	October 2012 & March 2013	All Staff	\$ 0.00	Conference & communication logs of attendees	Completed
					Raffle tickets
Hold <i>TJ Partner</i> meetings, every other month: to inform parent group of improvement efforts.	October – May 2013	Administration	\$ 0.00	Attendance and agenda logs collected	In progress
					Meeting minutes
TJ website to list major topics and efforts Updated continuously throughout the school year	August – May 2013	Webmaster	\$ 0.00	Log of number of hits, on site, kept	In progress
					Website
Parent Resources added to the school website Updated continuously throughout the school year	August – May 2013	Webmaster	\$ 0.00	Log number of hits on parent area of site. Using resources listed stating how you learned about resource	Completed
					TJ Times
Administer Parent Questionnaire	May 2013	Admin Staff	\$ 0.00	More parent questionnaires done with positive feedback	Completed
					Feedback
Send Intervention letters to any student with an “F” each 6 weeks. In addition to letters there will be parent phone calls home from teachers.	August – May 2013	Intervention teachers	Postage	Master lists maintained of letters sent. Follow-up support provided by intervention	In progress
					Draft of letter
Develop and distribute a <i>TJ Expectation</i> letter – all	August 2012	Admin and staff	\$ 0.00	Copy of letter and log of	Completed

students will take at least AP or concurrent enrollment course prior to graduation.				who completed	Log
Expectation letter – all students / 10 hours Community service per year. This is tracked by a paraprofessional and reviewed by the administration monthly.	August 2012	Admin and staff	\$ 0.00	Copy of letter and log of who completed	Completed
					Log
Distribute a <i>Body of Information</i> letter with explanation of assessment meaning and importance	October 2013	Admin	Postage	Copy of letter	Completed
					Draft of letter
Administer a Parent Volunteer Survey for parents of each new student Volunteer connection to teachers	August 2012 – March 2013	Admin & Staff	\$ 0.00	Completed survey online or hard copy	Completed
					Googledoc
Send Spartan 500 calls and letters home to parents to update parents about their child's participation in the program.	August – May 2013	Admin & Staff	Postage	Increased attendance, increase grades, increased communication w/ parents who get e-mail, as e-mail notification of student status	In progress

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required for identified districts)
- Districts designated as a Graduation District (Required for identified districts)
- Title IA (Required for Title I funded Districts with a Turnaround or Priority Improvement plan type)
- Title IIA (Required for Title IIA funded Districts with a Turnaround or Priority Improvement plan type)
- Title III (Optional for Grantees identified under Title III)

