

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8822 School Name: THOMAS JEFFERSON HIGH SCHOOL SPF Year: 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 2012-13. 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. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
<b>Academic Achievement (Status)</b>	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	-	73.33%	-	-	66.25%	Overall Rating for Academic Achievement: <b>Approaching</b> * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	30.02%	
		W	-	-	50.00%	-	-	46.11%	
		S	-	-	50.00%	-	-	44.31%	
<b>Academic Growth</b>	Median Growth Percentile <b>Description:</b> Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. <b>Expectation:</b> If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: <b>Meets</b> * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	17	-	-	57	
		M	-	-	95	-	-	49	
		W	-	-	57	-	-	45	
ELP	-	-	-	-	-	66			

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
<b>Academic Growth Gaps</b>	<p>Median Growth Percentile <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <b>Expectation:</b> If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: <b>Approaching</b></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
<b>Postsecondary &amp; Workforce Readiness</b>	<p>Graduation Rate <b>Expectation:</b> At 80% or above on the best of 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 <b>86.9%</b> using a 5 year grad rate</p>	<b>Meets</b>	<p>Overall Rating for Postsecondary &amp; Workforce Readiness: <b>Meets</b></p>
	<p>Disaggregated Graduation Rate <b>Expectation:</b> At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework 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 ELLs.	<b>Meets</b>	
	<p>Dropout Rate <b>Expectation:</b> At or below state average overall.</p>	<b>3.6%</b>	<b>1.6%</b>	<b>Meets</b>	
	<p>Mean Colorado ACT Composite Score <b>Expectation:</b> At or above state average.</p>	<b>20.0</b>	<b>18.2</b>	<b>Approaching</b>	

**Accountability Status and Requirements for Improvement Plan**

Denver Public Schools Summary of School Plan Timeline	October 16, 2013	All schools must upload their UIP to the ARE website via the <a href="#">DPS Unified Improvement Plan Upload Tool</a>
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the <a href="#">DPS Unified Improvement Plan Upload Tool</a>
	January 6, 2014	UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.
	April 9, 2014	All schools must submit their updated UIP to the ARE website via the <a href="#">DPS Unified Improvement Plan Upload Tool</a> for public viewing at <a href="http://www.schoolview.org">www.schoolview.org</a>

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Plan Type Assignment			
<b>ESEA and Grant Accountability</b>			
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 is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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**Section II: Improvement Plan Information**

**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?	<p>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.</p> <p>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.</p>
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	No
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.	No

**Improvement Plan Information**

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

State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Colorado Graduation Pathways Program (CGP)

Other: \_\_\_\_\_

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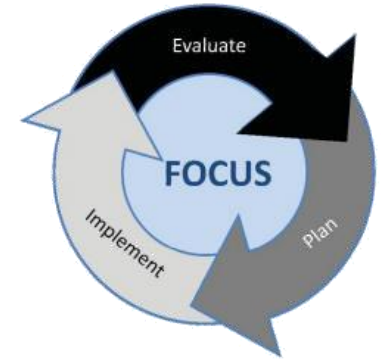
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Suzanne Morris-Sherer
	Email	<a href="mailto:Suzanne_Morris-Sherer@dpsk12.org">Suzanne_Morris-Sherer@dpsk12.org</a>
	Phone	720-423-7051
	Mailing Address	3950 S. Holly St. Denver, CO. 80237
2	Name and Title	Michael Christoff
	Email	<a href="mailto:Michael_Christoff@dpsk12.org">Michael_Christoff@dpsk12.org</a>
	Phone	720-423-7056
	Mailing Address	3950 S. Holly St. Denver, CO. 80237

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**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 the Unified Improvement Planning Handbook.



**Data Narrative for School**

**Directions:** In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

**Data Narrative for School**

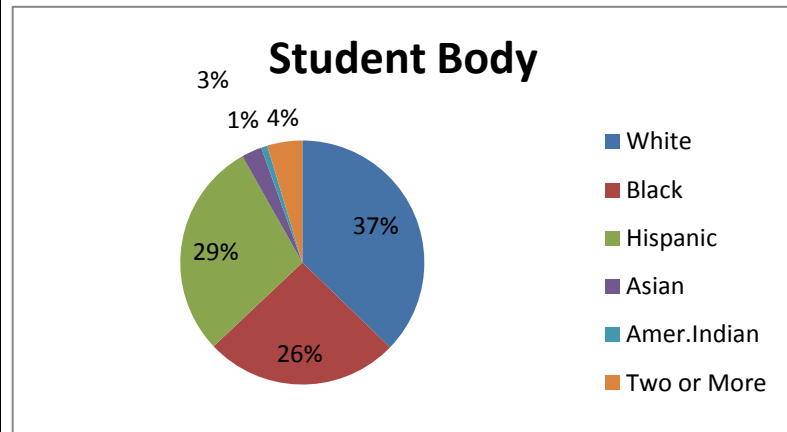
<p><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p><b>Review Current Performance:</b> Review the SPF and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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**Narrative:**  
**Description of School Setting:**

Thomas Jefferson High School is a hidden jewel in the Southeast quadrant of Denver. It is home to the District's CCTM program with its 21st Century experiential learning in the areas of web design, robotics, television production and computer programming. TJ also has the highest concurrent enrollment of any high school in the Denver metro area, boosting a strong partnership with both Metropolitan State University and Arapahoe Community College. Many of TJ's faculty members are teachers of the college courses making TJ the perfect fit for students who want to challenge themselves at high school but who also want the college experience. TJ has long been a sports powerhouse with many championships under its belt. The students of TJ make the school unique. TJ's students come from all over the world and have developed a community where students treat each other with respect and truly care for each other. The faculty members of Thomas Jefferson High School are caring, but are not afraid to continue to challenge all students to do their best every day. Spartan pride is alive and well as TJ alum pass the torch of respect, character and achievement that makes TJ the great school it is today.

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 Succeeds and numerous courses offered through our partnership with Arapahoe Community College. The school also hosts several specialty areas of study, such as the Center for Communication Technology Magnet, JROTC, Robotics, and Honors courses. With a host of student led 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 include a student-run newspaper, student-run broadcast news, yearbook, National Honor Society, DECA, Denver Urban Debate, Guitar Club, Chess Club and many more. In the spring of 2014 a re-evaluation of the Unified Improvement Plan was conducted by the administrative team at Thomas Jefferson High School as well as it's School Leadership Team and it's Collaborative School Committee. Consensus amongst the groups was that progress was being made in all identified areas and that at this time we have decided to stay the course set out in the fall of 2013.

**Demographics of Thomas Jefferson High School:**



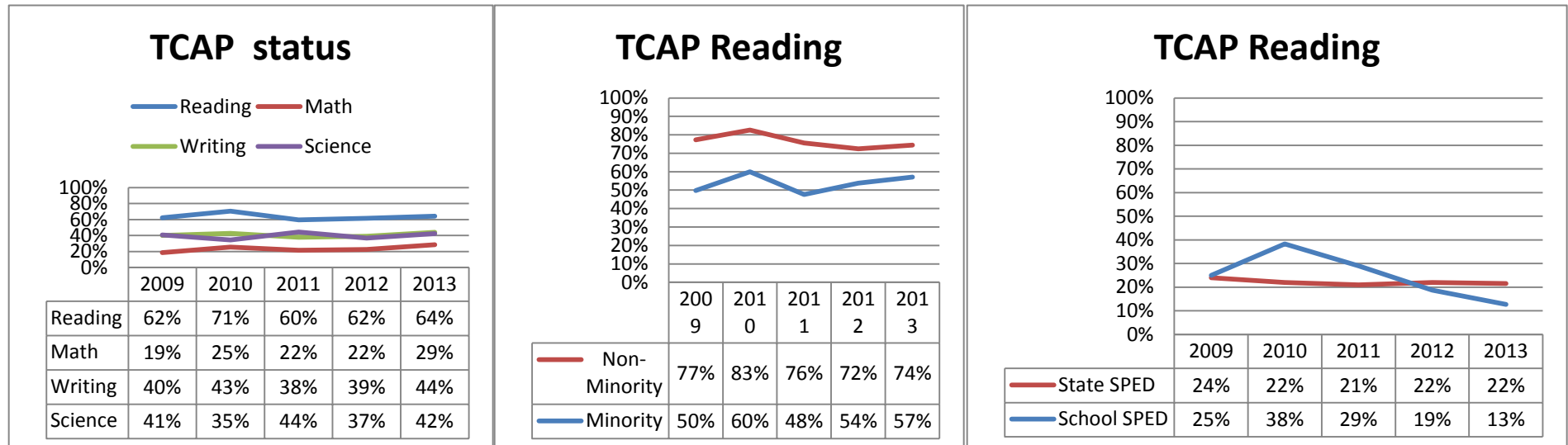
Thomas Jefferson High School is one of the smallest comprehensive high schools in Denver Public Schools in terms of student enrollment. We currently have between 1000 and 1100 students enrolled. This affords us the opportunity to create a very safe and welcoming atmosphere where all students are given the individualized attention they need to be successful. We are proud of being one of the most diverse educational options for students in the Denver metropolitan area where nearly 1/3 of our students are either White, Black or Hispanic and where nearly half of our student body qualifies for Free and Reduced Lunch.

**The UIP Process:** The UIP process has been a collaboration between the school administration and the school leadership team. The school leadership team is a group of teachers, including department chairs, who have been voted on by their peers to represent them in matters pertaining to the direction of the school. Drafts of the UIP have been issued to the School Leadership members to distribute for review with their colleagues and solicited for feedback. This feedback will go into the modification of our UIP as the year progresses. Additionally, we sought input from our Collaborative School Committee and parent teacher organization – TJ Partners. We will share progress and refine and seek input from each of these groups as the Unified Improvement Plan develops over time.

**Review Current Data:**

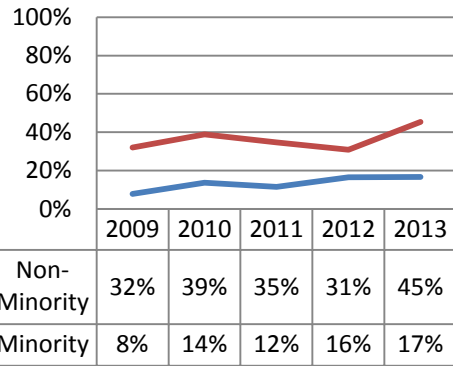
Currently, according to our School Performance Framework, we are considered “Accredited on-Watch” earning a total score of 47%. Although we are 47% overall, this is a 3% improvement from last year and we meet expectations in Academic Growth and Post-Secondary Workforce Readiness. Our goal is that through our analysis of the School Performance Framework, our plan of action will move us above 51% for next years’ achievement, which will mean that our school “Meets Expectations” or receives a “Green” rating.

**Trend Analysis:**

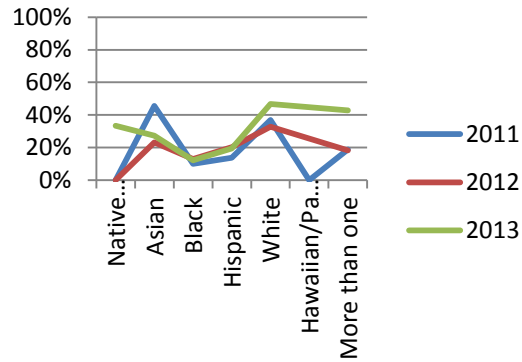


**Reading Trends:** Overall reading achievement at Thomas Jefferson High School has increased from 62% in 2009 to 64% in 2013. We have decreased in achievement with our Special Education population; however, our ELA students are closing the gap going from 50% in 2009 to 56% in 2013. Our non-minority students' status has decreased from 77% in 2009 to 74% in 2013, while our minority students' status has increased from 50% in 2009 to 57% in 2013.

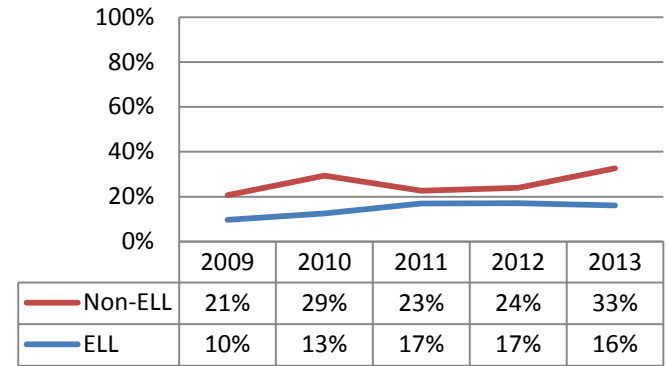
### TCAP Math



### TCAP Math

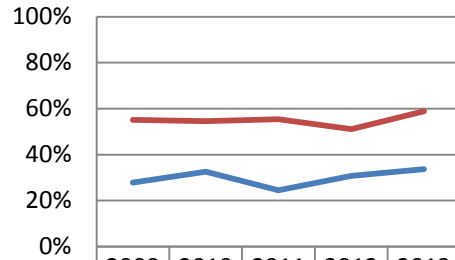


### TCAP Math



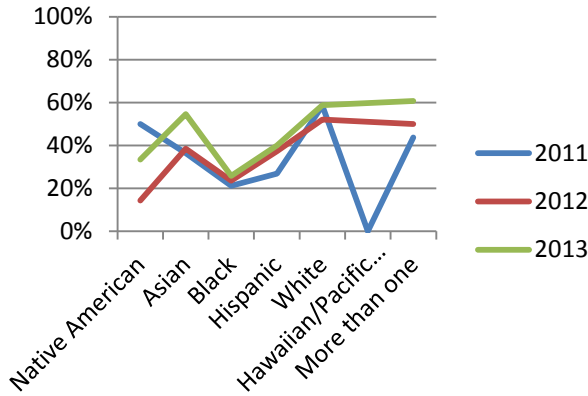
**Math Trends:** Overall achievement has improved in mathematics by 10% from 2009 (19%) to 2013 (29%). Our minority and non-minority students have also increased in status; however, there is an achievement gap of 28% between minority (17%) and non-minority (45%) students. We also see a similar trend with our ELL students where they have grown in status from 10% in 2009 to 16% in 2013, however our non-ELL students over that same time period have improved from 21% to 33%.

### TCAP Writing

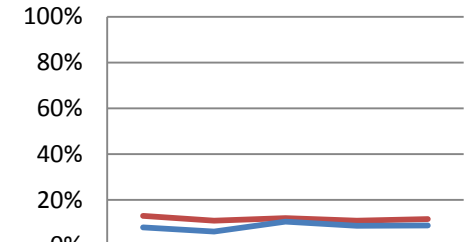


	2009	2010	2011	2012	2013
Non-Minority	55%	55%	55%	51%	59%
Minority	28%	32%	24%	31%	34%

### TCAP Writing

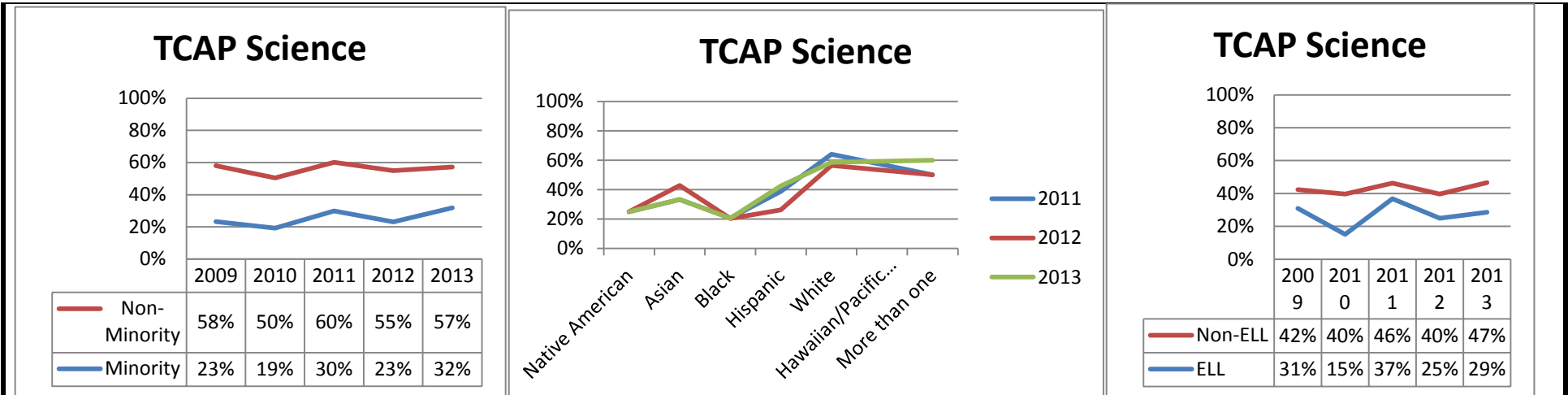


### TCAP Writing



	2009	2010	2011	2012	2013
State SPED	13%	11%	12%	11%	12%
School SPED	8%	6%	11%	9%	9%

**Writing Trends:** Achievement for writing has increased from 40% in 2009 to 44% in 2013. We have improved in status amongst both non-minority (55%-59%) and minority (28%-34%) from 2009-2013. However, a gap of 25% still exists.



**Science Trends:**

The scores in Science have remained relatively flat amongst our Black students (21% Proficient/Advanced from 2011-2013) and have declined with our White (64% in 2011 down to 59% in 2013) and ELL students (37% in 2011 down to 29% in 2013). However, scores have increased with our Non-ELL students (42% in 2009 to 47% in 2013) as well as with our Hispanic students (39% in 2011 to 43% in 2013).

**Priority Performance Challenges and Root Cause Analysis:**

**Priority Performance Challenge for Status (Achievement):**

The achievement of minority and English language learning students is significantly lower than non-minority students in reading, writing, math and science and is below state and federal targets.

**Root Cause Analysis:**

- Intentional progress monitoring of student mastery of key skills and concepts has not consistently been implemented.
- Systems to reteach content not mastered have not been consistently implemented.
- Teachers have not received adequate training on differentiation and re-teaching strategies.
- Teachers have not received adequate training in culturally responsive teaching methods

**Priority Performance Challenge for Growth:**

Median growth was at or above 50% from 2010-2012 in nearly all subject areas, but declined to under 50<sup>th</sup> percentile in Math and Writing in 2013. Median growth percentiles are below state adequate growth targets in Math and Writing.

**Root Cause Analysis:**

- Inconsistent levels of accountability from teachers and administration and common assessments not frequently done by teachers. Also teachers with a focus on covering content and not ensuring that students understand the content before moving on.
- Inconsistent use of Content Language Objectives in classrooms
- Inconsistent monitoring of school-wide expectations
- Inconsistent use of exemplars that are proficient or advanced
- Inconsistent re-teaching of concepts not mastered

**Priority Performance Challenge for Academic Growth Gaps:**

MGP's of minority students have declined and are significantly below that of non-minority students in writing and math and are also below state and federal targets.

**Root Cause Analysis:**

- Intentional progress monitoring of student mastery of key skills and concepts has not consistently been implemented.
- Systems to reteach content not mastered have not been consistently implemented.
- Teachers have not received adequate training on differentiation and re-teaching strategies.
- Teachers have not received adequate training in culturally responsive teaching methods

**Priority Performance Challenge for Post-Secondary and Career Readiness Goal:**

There is a significant gap in the ACT composite scores between our White students (21.6) compared to our Black (17.3) and Hispanic student (19.1). AP Pass rate is 26.4% and is below our expectation of 60%.

**Root Cause Analysis:**

- Some students are not being exposed to challenging questions that mirror the questions from ACT, AP or PARCC exams.
- Some teachers are not creating challenging tasks that promote critical thinking and problem solving.
- Some teachers are not promoting student talk in small groups as a way to promote critical thinking and perseverance.
- Some teachers are not including concise written explanations from their students every 6 weeks or on some larger overarching concepts/essential learning.

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

School Code: 8822

School Name: THOMAS JEFFERSON HIGH SCHOOL

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R: 65%		64	<p>Targets were met in 2 of the 4 categories for Academic Achievement (Math and Writing) while we fell short of the goal in Reading (-1%) and Science (-3%). Targets were not met due to the following:</p> <ul style="list-style-type: none"> <li>Intentional progress monitoring of student mastery of key skills and concepts has not consistently been implemented.</li> <li>Systems to reteach content not mastered have not been consistently implemented.</li> <li>Teachers have not received adequate training on differentiation and re-teaching strategies.</li> <li>Teachers have not received adequate training in culturally responsive teaching methods.</li> </ul> <p>As far as academic growth, we nearly made our target of 60% in Reading (-4%), however in Math and Writing we missed the mark significantly, by -12% and 15% respectively. A highlight is our ELL growth, which exceeded our Target growth of 60% by +6%.</p> <p>We did not meet any of our Targets for Growth Gaps of 60%. Our highest area of achievement was in Reading at 51.5%, but we did not reach above in either Math (46%) or Writing (42%) with our Black students.</p>
	M: 24%		29	
	W: 41%		44	
	S: 45%		42	
Academic Growth	R: 60		56	
	M: 60		48	
	W: 60		45	
	ELP: 60		66	
Academic Growth Gaps	R: Black Students: 60		51.5	
	M: Black Students 60		46	
	W: Black Students 60		42	
Post-Secondary & Workforce Readiness	Graduation Rate	83%	86.92	
	Disaggregated Grad Rate	Over 80% for all sub groups	Met expectation for all major subgroups	
	Dropout Rate	2%	1.6%	
	Mean ACT	21	18	

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School Name: THOMAS JEFFERSON HIGH SCHOOL

Performance Indicators		Targets for 2012-13 school year <small>(Targets set in last year's plan)</small>	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
				<p>Our Graduation Rate surpassed our Target by +3.92%. Our Drop Out rate was also surpassed by +1% under our Target.</p> <p>Our mean ACT score, however, did not meet our Target by -3 points.</p> <p>Some students are not being exposed to challenging questions that mirror the questions from ACT, AP or PARCC exams.</p> <ul style="list-style-type: none"> <li>Some teachers are not creating challenging tasks that promote critical thinking and problem solving.</li> <li>Some teachers are not promoting student talk in small groups as a way to promote critical thinking and perseverance.</li> <li>Some teachers are not including concise written explanations from their students every 6 weeks or on some larger overarching concepts/essential learning.</li> </ul>

**Worksheet #2: Data Analysis**

School Code: 8822

School Name: THOMAS JEFFERSON HIGH SCHOOL

**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><b>Overall Achievement:</b></p> <p style="text-align: center;"><b>TCAP status</b></p> <table border="1" data-bbox="525 747 1312 958"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62%</td> <td>71%</td> <td>60%</td> <td>62%</td> <td>64%</td> </tr> <tr> <td>Math</td> <td>19%</td> <td>25%</td> <td>22%</td> <td>22%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>43%</td> <td>38%</td> <td>39%</td> <td>44%</td> </tr> <tr> <td>Science</td> <td>41%</td> <td>35%</td> <td>44%</td> <td>37%</td> <td>42%</td> </tr> </tbody> </table>		2009	2010	2011	2012	2013	Reading	62%	71%	60%	62%	64%	Math	19%	25%	22%	22%	29%	Writing	40%	43%	38%	39%	44%	Science	41%	35%	44%	37%	42%	<p>The achievement of minority and English language learning students is significantly lower than non-minority students in reading, writing, math and science and is below state and federal targets.</p>	<p>Intentional progress monitoring of student mastery of key skills and concepts has not consistently been implemented.</p> <p>Systems to reteach content not mastered have not been consistently implemented.</p> <p>Teachers have not received adequate training on differentiation and re-teaching strategies.</p> <p>Teachers have not received adequate training in culturally responsive teaching methods.</p>
	2009	2010	2011	2012	2013																												
Reading	62%	71%	60%	62%	64%																												
Math	19%	25%	22%	22%	29%																												
Writing	40%	43%	38%	39%	44%																												
Science	41%	35%	44%	37%	42%																												

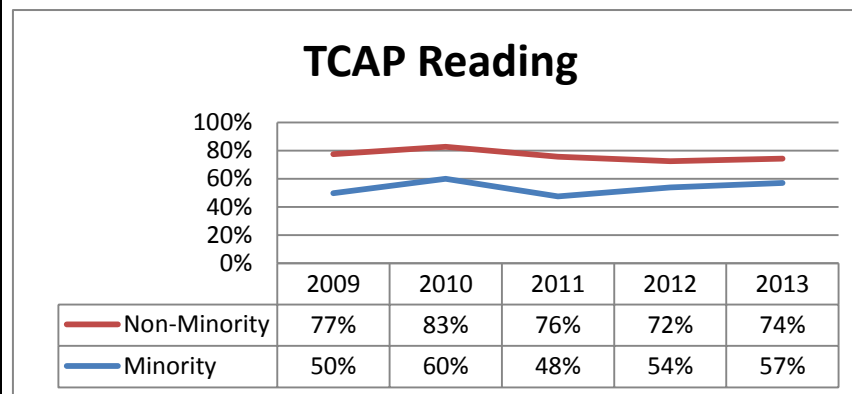
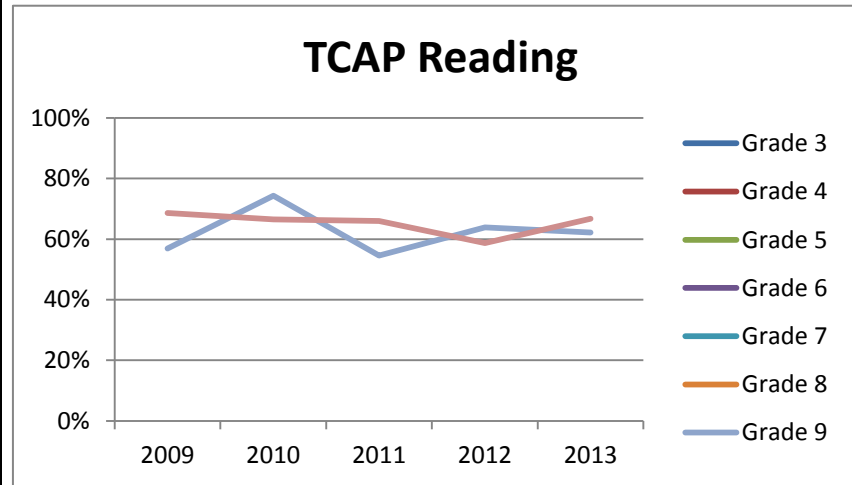
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority  
Performance  
Challenges

Root Causes

READING:



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School Name: THOMAS JEFFERSON HIGH SCHOOL

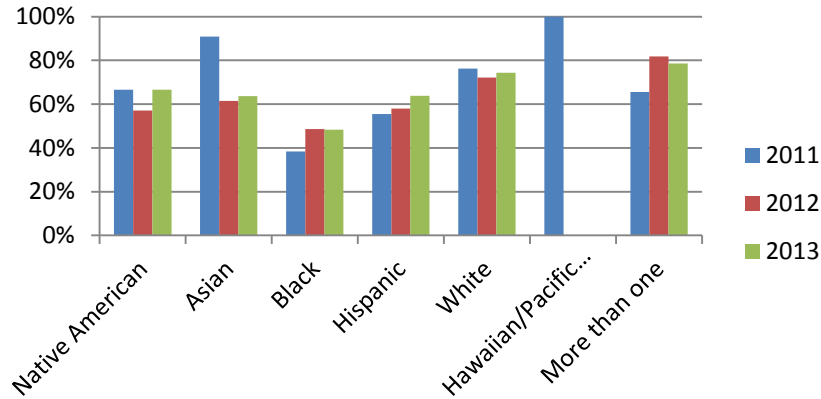
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

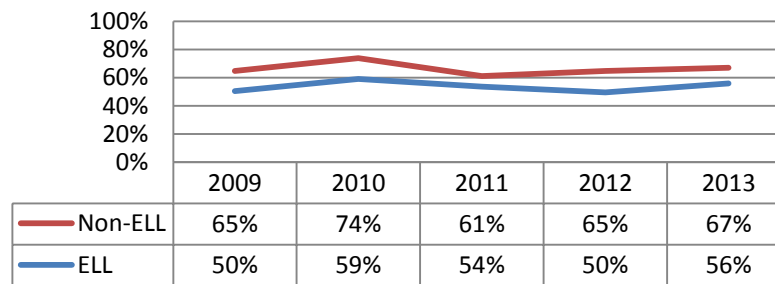
Priority  
Performance  
Challenges

Root Causes

**TCAP Reading**



**TCAP Reading**



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p style="text-align: center;"><b>TCAP Reading</b></p> <table border="1" data-bbox="527 581 1306 708"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>State SPED</td> <td>24%</td> <td>22%</td> <td>21%</td> <td>22%</td> <td>22%</td> </tr> <tr> <td>School SPED</td> <td>25%</td> <td>38%</td> <td>29%</td> <td>19%</td> <td>13%</td> </tr> </tbody> </table> <p><b>Reading Trends:</b> Overall reading achievement at Thomas Jefferson High School has increased from 62% in 2009 to 64% in 2013. We have decreased in achievement with our Special Education population; however, our ELA students are closing the gap from 50% in 2009 to 56% in 2013. Our non-minority students' achievement has decreased from 77% in 2009 to 74% in 2013, while our minority students' status has increased from 50% in 2009 to 57% in 2013.</p>		2009	2010	2011	2012	2013	State SPED	24%	22%	21%	22%	22%	School SPED	25%	38%	29%	19%	13%		
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School Code: 8822

School Name: THOMAS JEFFERSON HIGH SCHOOL

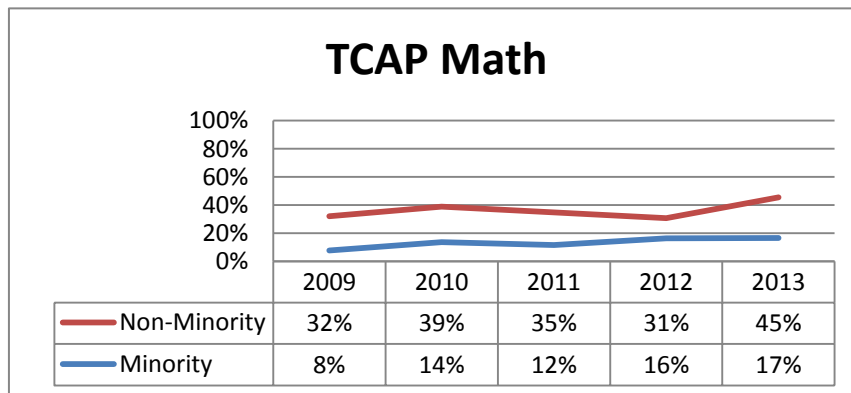
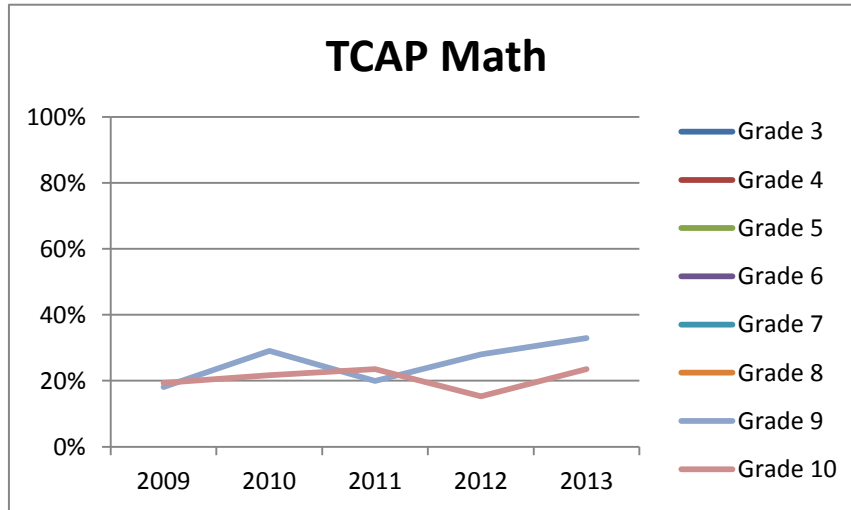
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority  
Performance  
Challenges

Root Causes

**MATH:**



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																
	<p style="text-align: center;"><b>TCAP Math</b></p> <table border="1"> <caption>TCAP Math Data (Estimated from Bar Chart)</caption> <thead> <tr> <th>Race/Ethnicity</th> <th>2011 (%)</th> <th>2012 (%)</th> <th>2013 (%)</th> </tr> </thead> <tbody> <tr> <td>Native American</td> <td>0</td> <td>0</td> <td>32</td> </tr> <tr> <td>Asian</td> <td>45</td> <td>22</td> <td>28</td> </tr> <tr> <td>Black</td> <td>10</td> <td>12</td> <td>10</td> </tr> <tr> <td>Hispanic</td> <td>12</td> <td>18</td> <td>18</td> </tr> <tr> <td>White</td> <td>35</td> <td>32</td> <td>45</td> </tr> <tr> <td>Hawaiian/Pacific...</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>More than one</td> <td>18</td> <td>18</td> <td>42</td> </tr> </tbody> </table>	Race/Ethnicity	2011 (%)	2012 (%)	2013 (%)	Native American	0	0	32	Asian	45	22	28	Black	10	12	10	Hispanic	12	18	18	White	35	32	45	Hawaiian/Pacific...	0	0	0	More than one	18	18	42		
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School Code: 8822

School Name: THOMAS JEFFERSON HIGH SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
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	2009	2010	2011	2012	2013																
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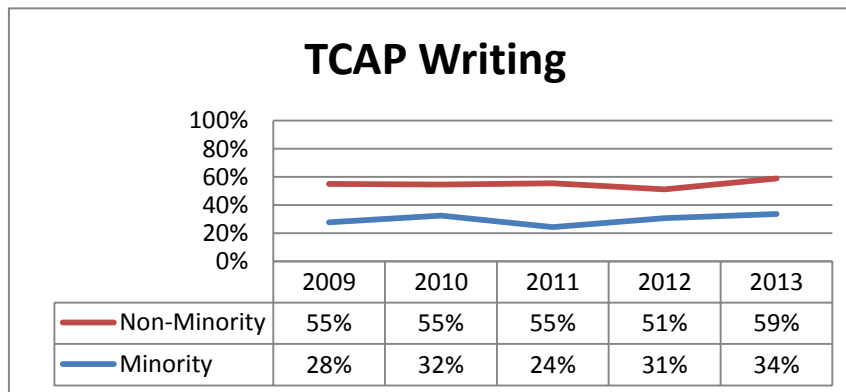
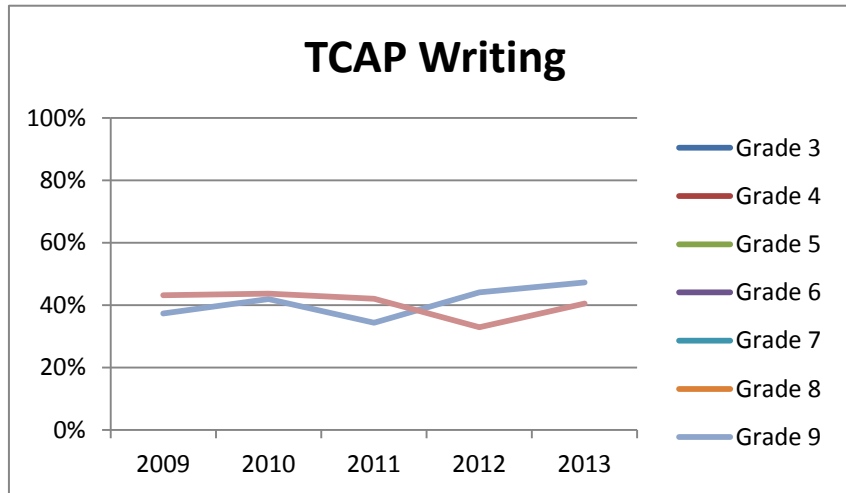
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority  
Performance  
Challenges

Root Causes

**WRITING:**



School Code: 8822

School Name: THOMAS JEFFERSON HIGH SCHOOL

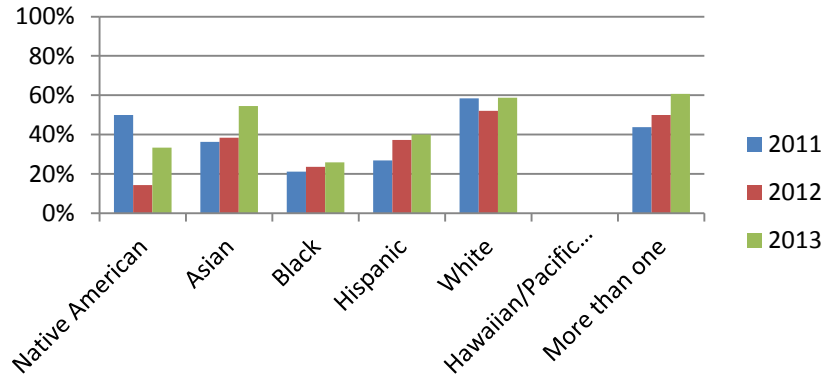
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

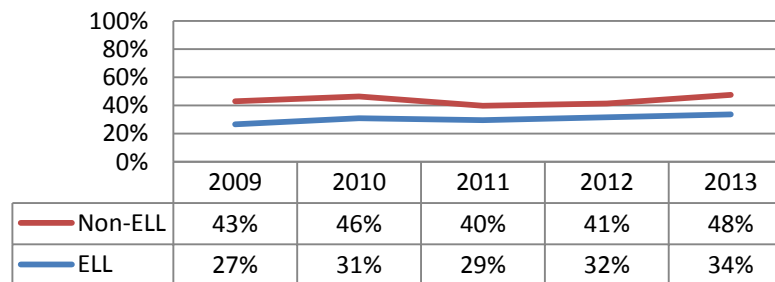
Priority  
Performance  
Challenges

Root Causes

**TCAP Writing**



**TCAP Writing**



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p style="text-align: center;"><b>TCAP Writing</b></p> <table border="1" data-bbox="525 576 1302 706"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>State SPED</td> <td>13%</td> <td>11%</td> <td>12%</td> <td>11%</td> <td>12%</td> </tr> <tr> <td>School SPED</td> <td>8%</td> <td>6%</td> <td>11%</td> <td>9%</td> <td>9%</td> </tr> </tbody> </table> <p><b>Writing Trends:</b> Achievement for writing has increased from 40% in 2009 to 44% in 2013. We have improved in status amongst both non-minority (55%-59%) and minority (28%-34%) from 2009-2013; however, a gap of 25% still exists.</p>		2009	2010	2011	2012	2013	State SPED	13%	11%	12%	11%	12%	School SPED	8%	6%	11%	9%	9%		
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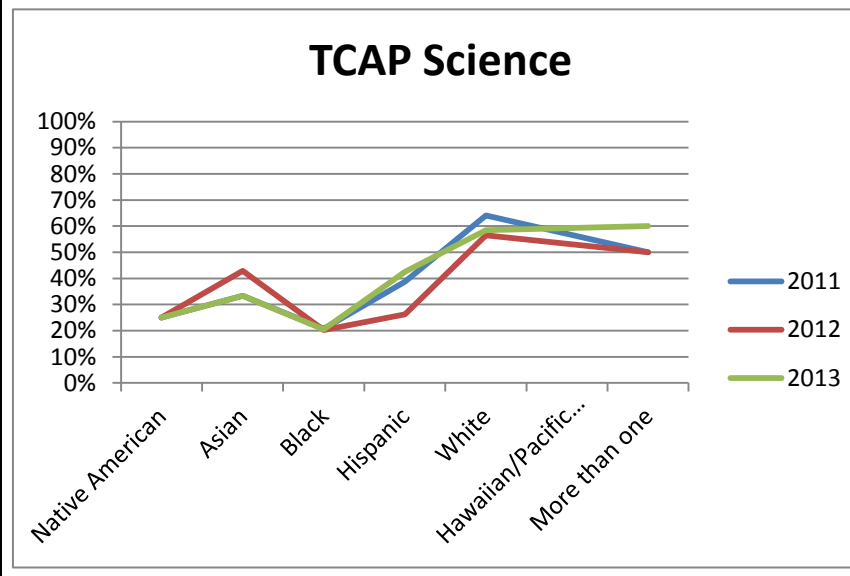
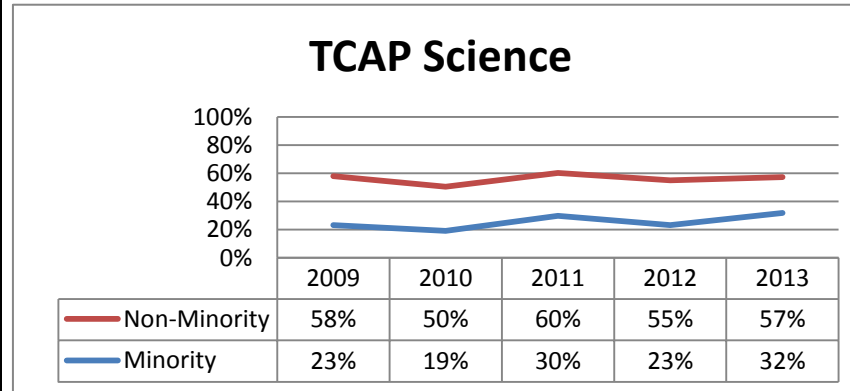
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority  
Performance  
Challenges

Root Causes

**SCIENCE:**



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School Name: THOMAS JEFFERSON HIGH SCHOOL

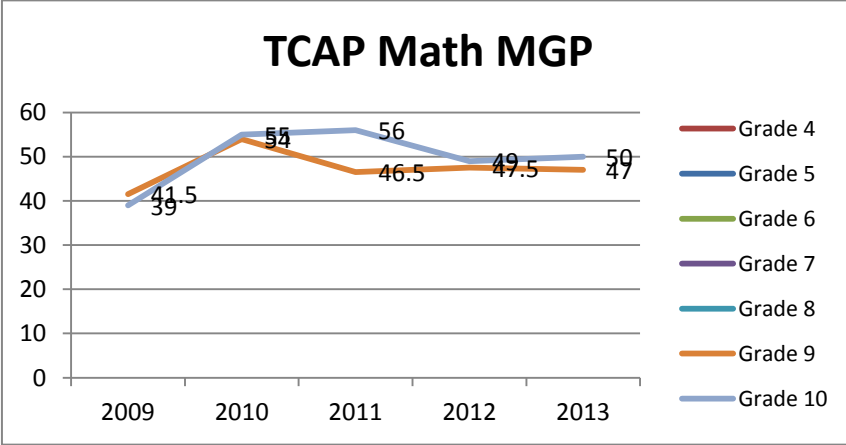
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p style="text-align: center;"><b>TCAP Science</b></p> <table border="1" data-bbox="525 763 1302 893"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Non-ELL</td> <td>42%</td> <td>40%</td> <td>46%</td> <td>40%</td> <td>47%</td> </tr> <tr> <td>ELL</td> <td>31%</td> <td>15%</td> <td>37%</td> <td>25%</td> <td>29%</td> </tr> </tbody> </table> <p><b>Science Trends:</b> Science scores have remained relatively flat amongst our Black students (21% Proficient/Advanced from 2011-2013) and have declined with our White (64% in 2011 down to 59% in 2013) and ELL students (37% in 2011 down to 29% in 2013). However, scores have increased with our Non-ELL students (42% in 2009 to 47% in 2013) as well as with our Hispanic students (39% in 2011 to 43% in 2013).</p>		2009	2010	2011	2012	2013	Non-ELL	42%	40%	46%	40%	47%	ELL	31%	15%	37%	25%	29%		
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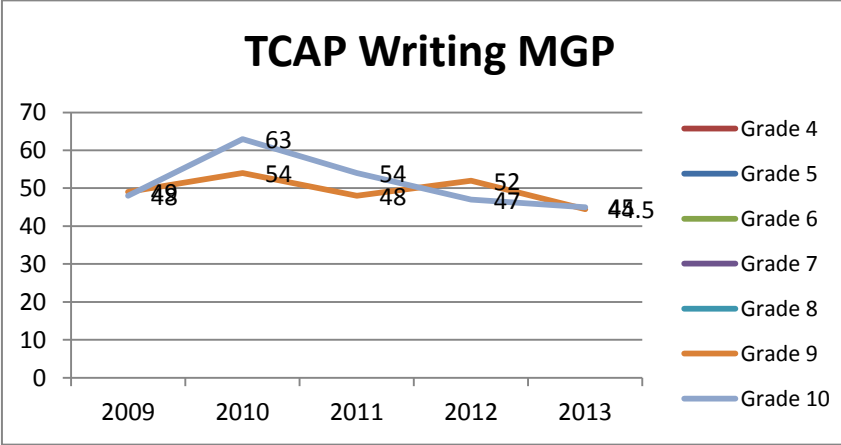
School Code: 8822

School Name: THOMAS JEFFERSON HIGH SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
Academic Growth	<p><b>Overall Growth:</b></p> <p style="text-align: center;"><b>TCAP MGP</b></p> <table border="1" data-bbox="527 732 1304 894"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>53</td> <td>61</td> <td>53</td> <td>51</td> <td>56</td> </tr> <tr> <td>Math</td> <td>40</td> <td>55</td> <td>52</td> <td>49</td> <td>48</td> </tr> <tr> <td>Writing</td> <td>48</td> <td>58</td> <td>50</td> <td>49.5</td> <td>45</td> </tr> </tbody> </table>		2009	2010	2011	2012	2013	Reading	53	61	53	51	56	Math	40	55	52	49	48	Writing	48	58	50	49.5	45	<p>Median growth was at or above 50% from 2010-2012 in nearly all subject areas, but declined to under 50<sup>th</sup> percentile in Math and Writing in 2013. Median growth percentiles are below state adequate growth targets in Math and Writing.</p>	<ul style="list-style-type: none"> <li>~ Inconsistent levels of accountability from teachers and administration and common assessments not frequently done by teachers. Also teachers with a focus on covering content and not ensuring that students understand the content before moving on.</li> <li>~ Inconsistent use of Content Language Objectives in classrooms</li> <li>~ Inconsistent monitoring of schoolwide expectations</li> <li>~ Inconsistent use of exemplars that are proficient or advanced</li> <li>~ Inconsistent re-teaching of concepts not mastered</li> </ul>
	2009	2010	2011	2012	2013																						
Reading	53	61	53	51	56																						
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																
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School Code: 8822	School Name: THOMAS JEFFERSON HIGH SCHOOL																																																		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																
	<p><b>MATH GROWTH:</b></p>  <table border="1"> <caption>TCAP Math MGP Data</caption> <thead> <tr> <th>Year</th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> <th>Grade 9</th> <th>Grade 10</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>41.5</td> <td>39</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2010</td> <td></td> <td></td> <td>54</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2011</td> <td></td> <td></td> <td></td> <td>56</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2012</td> <td></td> <td></td> <td></td> <td></td> <td>46.5</td> <td></td> <td></td> </tr> <tr> <td>2013</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>49.5</td> <td>47</td> </tr> </tbody> </table> <p><b>Math Growth Trends:</b> Median growth in math has increased from 2009 to 2013 by nearly 9% for both 9<sup>th</sup> and 10<sup>th</sup> grades. However, this does not meet the state's standard of 95% for Median Adequate Growth.</p>	Year	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	2009	41.5	39						2010			54					2011				56				2012					46.5			2013						49.5	47		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><b>WRITING Growth:</b></p>  <p><b>Writing Growth Trends:</b> Our growth in Writing has slightly decreased over the past five years to by 3% for both 9<sup>th</sup> and 10<sup>th</sup> grade students. Current median growth is below the states' Median Adequate Growth Percentile (57th).</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
Academic Growth Gaps	<p><b>READING GROWTH GAPS:</b></p> <p style="text-align: center;"><b>TCAP Reading MGP</b></p> <table border="1" data-bbox="525 755 1302 885"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Minority</td> <td>51</td> <td>60</td> <td>49.5</td> <td>51</td> <td>57</td> </tr> <tr> <td>Non-Minority</td> <td>55</td> <td>66</td> <td>60</td> <td>52</td> <td>53</td> </tr> </tbody> </table> <p style="text-align: center;"><b>TCAP Reading MGP</b></p>		2009	2010	2011	2012	2013	Minority	51	60	49.5	51	57	Non-Minority	55	66	60	52	53	<p>MGP's of minority students have declined and are significantly below that of non-minority students in reading, writing, math and science. MGP's are also below state and federal targets. State adequate growth targets in the area of math and writing.</p>	<p>Intentional progress monitoring of student mastery of key skills and concepts has not consistently been implemented.</p> <p>Systems to reteach content not mastered have not been consistently implemented.</p> <p>Teachers have not received adequate training on differentiation and reteaching strategies.</p> <p>Teachers have not received adequate training in culturally responsive teaching methods</p>
	2009	2010	2011	2012	2013																
Minority	51	60	49.5	51	57																
Non-Minority	55	66	60	52	53																

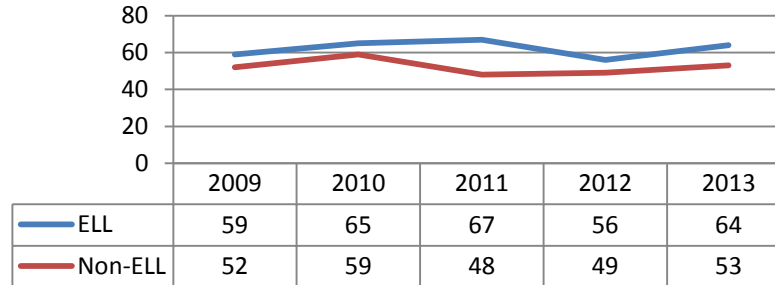
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

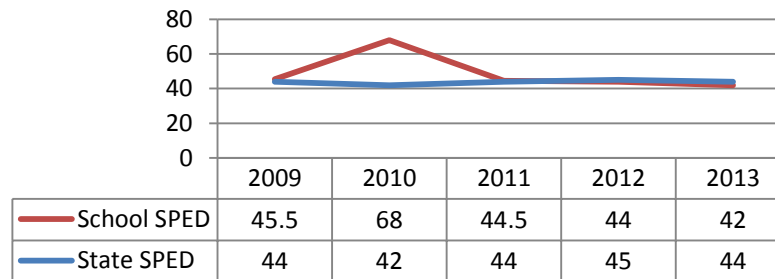
Priority  
Performance  
Challenges

Root Causes

**TCAP Reading MGP**



**TCAP Reading MGP**



**Reading Growth Gaps Trends:**

Our minority students are outpacing our non-minority students by 4% in 2013 (57% to 53%). Our ELL students are also growing at a higher rate than our Non-ELL students in Reading by 64% for ELL student to 53% for Non-ELL. Our SPED population's MGP is slightly below (2%) that of the state's MGP this past year 42% MPG for Thomas Jefferson and 44% for the state of Colorado.

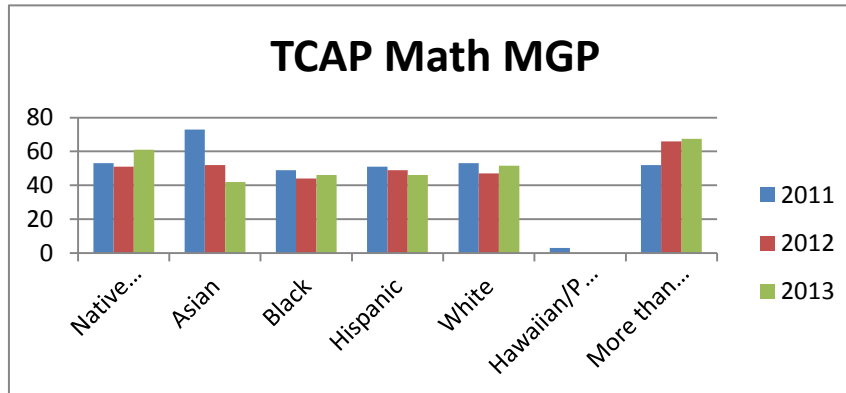
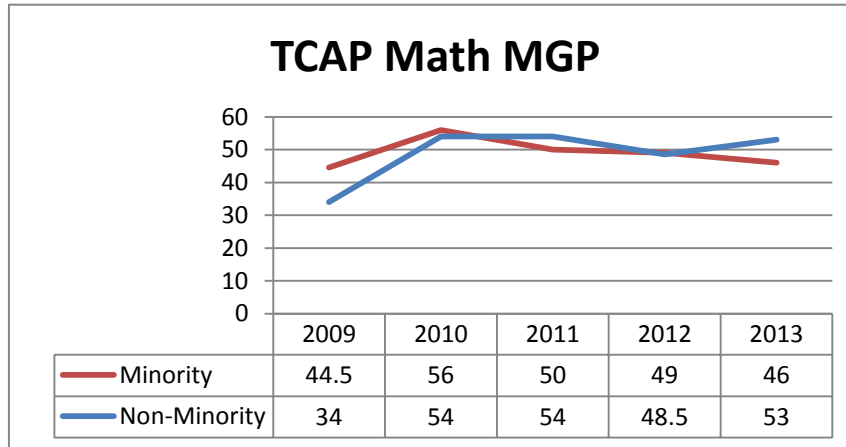
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority  
Performance  
Challenges

Root Causes

**MATH Growth Gaps:**



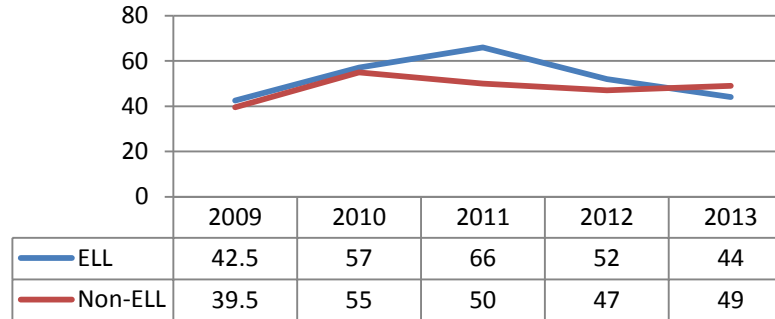
Performance Indicators

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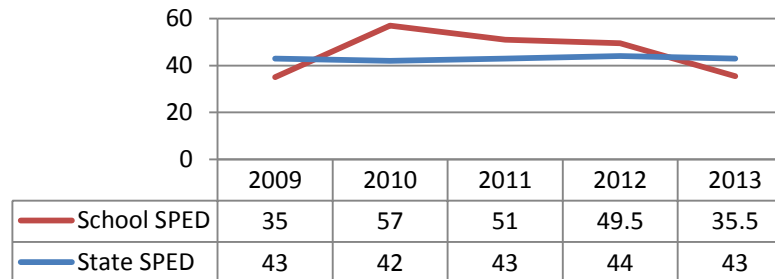
Priority  
Performance  
Challenges

Root Causes

**TCAP Math MGP**



**TCAP Math MGP**



**Math Growth Gaps Trends:**

Growth Gaps exist in all sub-categories for mathematics. Our minority students are growing 7% lower than our non-minority students (46% vs. 53%). Our MGP of our ELL and Non-ELL also shows a gap of 5% (ELL – 44% MGP, Non-ELL 49% MPG). There is also a growth gap in our SPED student population of 7.5% (TJ SPED 35.5% MGP vs. State SPED 43%)

Performance Indicators

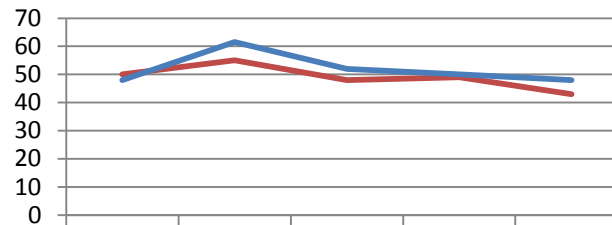
Description of Notable Trends  
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Priority  
Performance  
Challenges

Root Causes

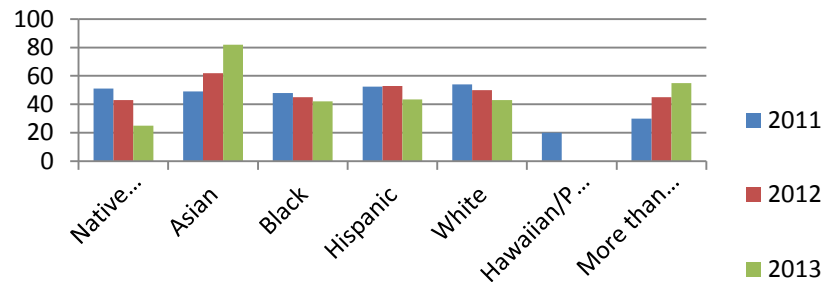
**WRITING Growth Gaps Trends:**

**TCAP Writing MGP**



	2009	2010	2011	2012	2013
Minority	50	55	48	49	43
Non-Minority	48	61.5	52	50	48

**TCAP Writing MGP**



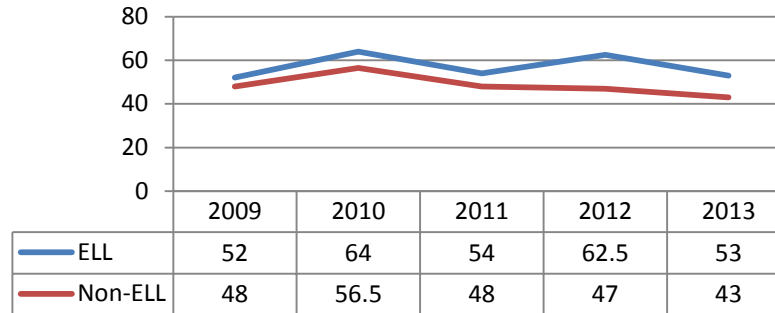
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

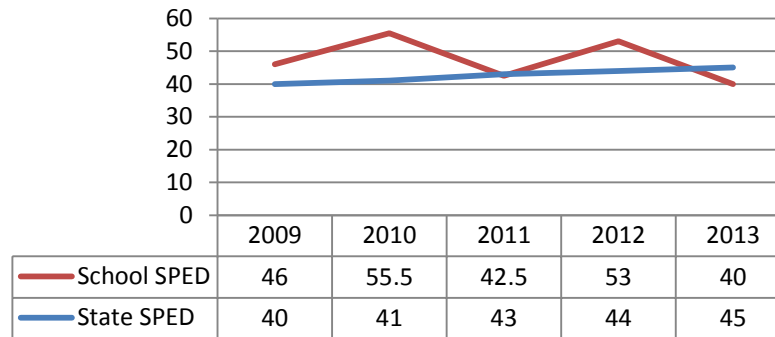
Priority  
Performance  
Challenges

Root Causes

**TCAP Writing MGP**



**TCAP Writing MGP**



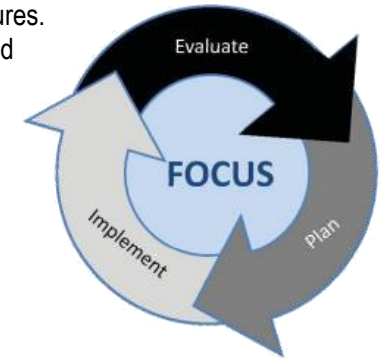
**Writing Growth Gap Trends:**

The gap for ELL students is closing compared to Non-ELL students. A gap in growth exists between minority and non-minority students, as well as with SPED students.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																									
<p>Postsecondary &amp; Workforce Readiness</p>	<p><b>Graduation Rate:</b></p> <table border="1" data-bbox="485 381 1249 495"> <thead> <tr> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>71.2%</td> <td>78.0%</td> <td>78.3%</td> <td>82.6%</td> </tr> </tbody> </table> <p><b>Disaggregated Graduation Rate:</b></p> <table border="1" data-bbox="485 544 1249 787"> <thead> <tr> <th>Group</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>75.6%</td> <td>82.8%</td> <td>75.8%</td> <td>83.3%</td> </tr> <tr> <td>Black</td> <td>68.6%</td> <td>78.1%</td> <td>82.9%</td> <td>79.6%</td> </tr> <tr> <td>Hispanic</td> <td>64.2%</td> <td>69.2%</td> <td>76.6%</td> <td>82.0%</td> </tr> <tr> <td>SPED</td> <td>51.2%</td> <td>73.1%</td> <td>56.1%</td> <td>61.5%</td> </tr> </tbody> </table> <p><b>Graduation Trend:</b> Our graduation rate has improved over the past 5 years including a significant increase in 2013.</p> <p><b>Dropout Rate:</b></p> <table border="1" data-bbox="485 909 1249 1023"> <thead> <tr> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>2.7%</td> <td>3.7%</td> <td>3.1%</td> <td>1.6%</td> </tr> </tbody> </table> <p><b>Dropout Trend:</b> The dropout rate of TJ students has declined over the past 5 years including a significant reduction in 2013.</p> <p><b>ACT Achievement:</b></p> <table border="1" data-bbox="485 1185 1249 1388"> <thead> <tr> <th>Group</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>21.3</td> <td>21.6</td> <td>21</td> </tr> <tr> <td>Black</td> <td>16.3</td> <td>17.3</td> <td>16</td> </tr> <tr> <td>Hispanic</td> <td>17.9</td> <td>19.1</td> <td>17</td> </tr> </tbody> </table> <p style="text-align: right;">School Code: <a href="#">8822</a></p>	2010	2011	2012	2013	71.2%	78.0%	78.3%	82.6%	Group	2010	2011	2012	2013	White	75.6%	82.8%	75.8%	83.3%	Black	68.6%	78.1%	82.9%	79.6%	Hispanic	64.2%	69.2%	76.6%	82.0%	SPED	51.2%	73.1%	56.1%	61.5%	2010	2011	2012	2013	2.7%	3.7%	3.1%	1.6%	Group	2011	2012	2013	White	21.3	21.6	21	Black	16.3	17.3	16	Hispanic	17.9	19.1	17	<p>There is a significant gap in the ACT composite scores between our White students (21.6) compared to our Black (17.3) and Hispanic student (19.1). AP Pass rate is 26.4% and is below our expectation of 60%.</p>	<p>Some students are not being exposed to challenging questions that mirror the questions from ACT, AP or PARCC exams.</p> <p>Some teachers are not creating challenging tasks that promote critical thinking and problem solving.</p> <p>Some teachers are not promoting student talk in small groups as a way to promote critical thinking and perseverance.</p> <p>Some teachers are not including concise written explanations from their students every 6 weeks or on some larger overarching concepts/essential learning.</p>
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## Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then 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; 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 2013-14	Major Improvement Strategy	
			2013-14	2014-15			
Academic Achievement (Status)	TCAP/CSAP	The achievement of minority and English language learning students is significantly lower than non-minority students in reading, writing, math and science and is below state and federal targets.	R	69%	74%	Unit Assessments School Wide Writing results throughout the year Semester Final District Assessments	Implement School Wide Writing Expectations
			M	34%	39%		Improve Progress Monitoring of Student Achievement
			W	51%	56%		Implement School Wide Writing Expectations
			S	47%	53%		Implement School Wide Writing Expectations
Academic Growth	Median Growth Percentile - TCAP/CSAP	Median growth was at or above 50% from 2010-2012, but declined under 50 <sup>th</sup> percentile in Math and Writing in 2012. Median growth percentiles are below adequate growth targets in Math and Reading.	R	65 <sup>th</sup> percentile	65 <sup>th</sup> percentile	Unit Assessments School Wide Writing Results throughout the year Semester Grades District Assessments	Implement School Wide Writing Expectations
			M	65 <sup>th</sup> percentile	65 <sup>th</sup> percentile		Improve Progress Monitoring of Student Achievement
			W	65 <sup>th</sup> percentile	65 <sup>th</sup> percentile		Implement School Wide Writing Expectations
			ELP	65 <sup>th</sup> percentile	65 <sup>th</sup> percentile		

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Academic Growth Gaps	<b>Median Growth Percentile – TCAP/CSAP</b>	R	MGP's of minority students have declined and are significantly below that of non-minority students in reading, writing and math and are also below state and federal targets. Students of African-American ethnicity who had TCAP Growth scores near the 50 <sup>th</sup> percentile were selected as students of focus.			Unit Assessments School Wide Writing Results throughout the year Semester Grades District Assessments	
		M		60 <sup>th</sup> percentile	70 <sup>th</sup> percentile		Improve progress monitoring of Student Achievement
		W		60 <sup>th</sup> percentile	70 <sup>th</sup> percentile		Implement School Wide Writing Expectations
Postsecondary & Workforce Readiness	Graduation Rate			90%+	90%+	On track Seniors to graduate at end of Semester 1	Ensure all students graduate from Thomas Jefferson High School College and Career Ready
	Disaggregated Graduation Rate			90% Graduation rate for all students	92% Graduation rate for all students	On track Seniors to graduate at the end of Semester 1	Ensure all students graduate from Thomas Jefferson High School College and Career Ready
	Dropout Rate			1%	.8%	Track all students who are failing classes at the end of each semester to determine which students need intervention to maintain on-track status.	Ensure all students graduate from Thomas Jefferson High School College and Career Ready
	Mean CO ACT		There is a significant gap in the ACT composite scores between our White	21	22	90% of students on track	Ensure all students graduate from Thomas Jefferson High School College and Career Ready

		students (21.6) compared to our Black (17.3) and Hispanic student (19.1). AP Pass rate is 26.4% and is below our expectation of 60%.			Ready
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**Action Planning Form for 2013-14 and 2014-15**

**Directions:** Identify the major improvement strategy(s) for 2013-14 and 2014-15 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**Major Improvement Strategy #1: Implement Common School Wide Writing Expectations**

Teachers are all using the same district rubrics, teachers will calibrate their writing together, they will use exemplars of expected writing products and consistently give effective feedback to their students. All students will become better writers and increase the school's overall writing score from 45% to 55% proficiency on district writing assessments.(TCAP and AP).

**Root Cause(s) Addressed:** Some teachers are not providing clear writing exemplars for short constructed responses in all content areas. Some students are not specifically instructed on the different types of writing. Some students are not given specific authorial feedback about their writing. Some teachers are not calibrating on their writing, so there is no common standard for what proficiency should look like for each genre. Some teachers are not using the support of the TEC and Early College Coach to better support writing instruction with the focus of Writing to Learn through the JFF grant/Early College Readiness grant.

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

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  Colorado Graduation Pathways Program (CGP)  
 Other: \_\_\_\_\_

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)
	2013-14	2014-15				
Embed writing across all curriculum	Ongoing 2013-2014 School Year	Ongoing 2014- 2015 School Year	All Staff	Denver Public School writing rubric Early College Effectiveness Coach Teacher Effectiveness Coach District Department of	<ul style="list-style-type: none"> <li>Clearly articulate writing expectation to staff: Prior to Sept. 30<sup>th</sup> (1) Prior to February 28<sup>th</sup> (2) Prior to April 30<sup>th</sup> (3)</li> <li>Create a tab in IC to track student writing</li> </ul>	In progress

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				Technology	<ul style="list-style-type: none"> <li>Leadership will evaluate administration of writing prompts</li> <li>Check to see that writing is embedded through classroom walk throughs</li> <li>Evaluate data to determine Professional development</li> </ul>	
Use the district writing rubrics, with fidelity, where applicable: argumentative, narrative, expository (informative)	Throughout 2013-2014 school year	Ongoing 2014-2015 School Year	All Staff	None	<ul style="list-style-type: none"> <li>Writing Scores tab in IC being utilized</li> <li>Collaboration observation</li> </ul>	In progress
Normed students' writing to ensure inter-rater reliability in all content areas	Throughout 2013-2014 school year	Ongoing 2014-2015 School Year	All Staff	None	<ul style="list-style-type: none"> <li>Collaboration observation</li> </ul>	In progress
Use exit tickets in Math to determine students' ability to write concisely about content knowledge	Throughout 2013-2014 school year	Ongoing 2014-2015 School Year	Math dept.	None	<ul style="list-style-type: none"> <li>Collaboration observation</li> <li>Lesson Plans</li> </ul>	In progress
Implement consistent tool for proofreading to support students' achievement	September 2013	Ongoing 2014-2015 School Year	All Staff	None	<ul style="list-style-type: none"> <li>Posted in classrooms throughout contents</li> <li>Notes on students feedback will reflect use of tool</li> </ul>	Completed
Monitor the writing weekly, and adjust instruction based on achievement	Throughout 2013-2014 school year	Ongoing 2014-2015 School Year	All Staff	None	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Debrief notes</li> </ul>	In progress

Provide coaching support to teachers on embedding writing in all classrooms	Throughout 2013-2014 school year	Ongoing 2014-2015 School Year	Teacher Effectiveness Coach Early College Coach School Leadership Team	None	<ul style="list-style-type: none"> <li>• Leadership check-ins with Early College Coach and Teacher Effectiveness Coach</li> <li>• School Leadership Team</li> </ul>	In progress
Provide teachers observational feedback through LEAP	Ongoing throughout 2013-2014 School Year	Ongoing 2014-2015 School Year	Administrative Staff	LEAP Framework SchoolNet	<ul style="list-style-type: none"> <li>• 100% of teachers will have 1 full LEAP evaluation</li> <li>• 2 full LEAP evaluations will be conducted for all teachers that are below "Effective" after 1<sup>st</sup> semester</li> <li>• 6 "Walkthrough" evaluations will be completed for each teacher</li> </ul>	In progress

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #2: Improve Progress Monitoring of Student Achievement in Mathematics**

All math teachers will use the district math unit assessments to plan for instruction, teachers will use exit tickets and Do-Nows as a daily checks for student understanding. Teachers will use weekly retention quizzes then we will have an increase in math growth for all students, especially for African American students.

**Root Cause(s) Addressed:** Some math teachers are not using the district unit assessments to plan for effective lessons. Some math teachers are not looking at the unit assessments to see what the Essential Learning Goals are and to build effective lessons from them. Some math teachers have not been using retention quizzes to solidify students basic math facts as they move through the math curriculum. Most students have not been expected to retain knowledge from one unit to another unit.

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

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  Colorado Graduation Pathways Program (CGP)  
 Other: \_\_\_\_\_

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)
	2013-14	2014-15				
Math teachers will utilize teacher collaboration to backward plan, create common exit tickets and create common do-nows based on DPS unit and interim assessments.	Ongoing throughout 2013-2014 School Year	Ongoing 2014-2015 School Year	Math dept.	None	<ul style="list-style-type: none"> <li>Create a master schedule to allow for collaboration</li> <li>Articulate expectations for collaboration and protocols</li> <li>Development of planning template</li> <li>Collaboration Observation</li> </ul>	In progress
Provide coaching and support to teachers to assist in backward planning based on data from unit and interim assessments	Ongoing throughout 2013-2014 School Year	Ongoing 2014-2015 School Year	Math dept.	Early College and Career Coach Teacher Effectiveness Coach Assistant Principal	<ul style="list-style-type: none"> <li>Professional development on data analysis</li> <li>Professional development on backward design</li> <li>Collaboration Observation</li> <li>Professional development on instructional strategies</li> </ul>	In progress

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Teacher will use the results of the student exit tickets and do-nows to adjust instruction in order to ensure students are mastering Essential Learning Goals.	Ongoing throughout 2013-2014 School Year	Ongoing 2014-2015 School Year	Math dept.	None	<ul style="list-style-type: none"> <li>• Teachers analyzing essential ELG's</li> <li>• Teachers collaboratively creating exit tickets and do-nows</li> <li>• Teachers collaboratively grading exit tickets and do-nows</li> <li>• Teachers collaboratively creating actions steps to address student mastery towards identified ELG</li> </ul>	In progress
Provide teachers observational feedback through LEAP	Ongoing throughout 2013-2014 School Year	Ongoing 2014-2015 School Year	Math dept.	Peer Observers Administrative staff	<ul style="list-style-type: none"> <li>• 100% of teachers will have 1 full LEAP evaluation</li> <li>• 2 full LEAP evaluations will be conducted for all teachers that are below "Effective" after 1<sup>st</sup> semester</li> <li>• 6 "Walkthrough" evaluations will be completed for each teacher</li> </ul>	In progress

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #3: Ensure all students graduate from Thomas Jefferson High School College and Career Ready**

All of our students will graduate College or Career ready. Teachers will implement the strategies that are being taught through the Legacy Grant and through the supports provided by the Early College Readiness Grant, and embed ACT, AP and PARCC types questions in their daily curriculum, over 60% of the students taking AP classes will pass the exam and we will increase from 18-20 as scores for the ACT exam for those who also attend the after school tutoring with fidelity.

**Root Cause(s) Addressed:** Some students are not being exposed to challenging questions that mirror the questions from ACT, AP or PARCC exams. Some teachers are not creating challenging tasks that promote critical thinking and problem solving. Some teachers are not promoting student talk in small groups as a way to promote critical thinking and perseverance. Some teachers are not including concise written explanations from their students every 6 weeks or on some larger overarching concepts/essential learning.

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

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  Colorado Graduation Pathways Program (CGP)  
 Other: \_\_\_\_\_

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)
	2013-14	2014-15				
Maintain a highly effective college preparatory path for all students by providing strong Tier 1 instruction by: <ul style="list-style-type: none"> <li>• Collaborative Planning</li> <li>• Focus on rigorous Instruction with clear Content Language Objectives that address essential learning</li> <li>• Professional Development as determined by observed need</li> </ul>	Ongoing throughout 2013-2014 school year	Ongoing 2014-2015 School Year	All Staff	Legacy Grant Early College Readiness Grant School funding Teacher Effectiveness Coach Early College Readiness Coach	<ul style="list-style-type: none"> <li>• Build collaborative planning in master schedule for 9<sup>th</sup> grade English, Math teachers</li> <li>• Administrative walkthroughs (6) of all classrooms throughout the year.</li> <li>• Professional development provided for CLO's, SLO's, and rigorous instruction</li> </ul>	Completed  Ongoing  August, September (CLO's) October, November (Rigorous Instruction) November (SLO's)
Build rigorous Advanced Placement and honors programs to support higher level critical thinking and problem solving through: Collaboration of AP/honors teachers Provide training for AP/honors teachers		Ongoing 2014-2015 School Year		Building in time for AP/honor collaboration Early College Readiness Grant Legacy Grant provides training and financial incentives for teachers and students who pass the AP test  Updating lab equipment for	<ul style="list-style-type: none"> <li>• Apply for and receive Legacy Grant</li> <li>• Apply for and receive Early College and Readiness Grant</li> <li>• Teacher participation in district AP collaboration</li> <li>• All AP teachers receive formal AP training every three years</li> </ul>	Completed  Completed  Ongoing  Completed

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				existing and new AP offerings	<ul style="list-style-type: none"> <li>All AP/Honors teachers receive additional money to fully equip their classrooms</li> </ul>	Completed
<p>Create Concurrent Enrollment opportunities for every student:</p> <p>Link all Center for Communication Technology Magnet (CCTM/CTE) courses to a Concurrent Enrollment class at Arapahoe Community College.</p> <p>Use student interest surveys to increase partnership with Metropolitan State University to increase CTE/Concurrent Enrollment course offerings both on and off school campus.</p> <p>Create coursework using Colorado University Succeeds (CU Succeeds)</p> <p>Provide opportunities for all Juniors and Seniors to take college courses on their chosen campus</p>	Ongoing throughout the 2013-2014 school year	Ongoing 2014-2015 School Year	<p>School Administrative Staff</p> <p>AVID Coordinator</p> <p>Post-Secondary Readiness Coordinator</p> <p>DPS Office of Post-Secondary Readiness</p> <p>University of Colorado</p> <p>Metropolitan State University</p> <p>Arapahoe Community College</p> <p>All CCTM members</p> <p>Business Department</p> <p>Select CU staff</p> <p>Select Metro State staff</p> <p>Select ACC staff</p>	<p>Thomas Jefferson High School adjunct professors</p> <p>AVID Coordinator</p> <p>Post-Secondary Readiness Coordinator</p> <p>DPS Office of Post-Secondary Readiness</p> <p>University of Colorado</p> <p>Metropolitan State University</p> <p>Arapahoe Community College</p>	<ul style="list-style-type: none"> <li>Link all CCTM courses to ACC CE classes</li> <li>Meet with MSU faculty/staff to identify potential high-interest courses</li> <li>Survey Thomas Jefferson High School students to determine high-interest courses</li> <li>Aligning human resources with potential course offerings</li> <li>Include approved courses in course selection for 2014-2015</li> <li>Staff must be complete adjunct professor application for 2014-2015</li> <li>Offer Juniors and Seniors high-interest coursework through the University of Colorado Denver</li> <li>Work individually with students who have demonstrated an interest to attend classes on a college campus so that they can enroll, register and attend at a reduced rate</li> </ul>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Ongoing</p> <p>In progress</p> <p>Not started</p> <p>Completed/Ongoing</p> <p>Completed/Ongoing</p>
<p>Create a college remediation plan for every Senior who has not demonstrated college-readiness via ACT or the Accuplacer</p>	Fall 2013	Ongoing 2014-2015 School Year	<p>Counseling College Readiness Staff Member Administration</p>	<p>Early College Grant</p> <p>ACT Scores</p>	<ul style="list-style-type: none"> <li>Identify students in need of remediation through ACT/Accuplacer scores</li> <li>Schedule students in appropriate 060-090-099 courses in Math and</li> </ul>	<p>Completed</p> <p>Completed</p>

			Arapahoe Community College College Liaison Office of Post-Secondary Readiness Early College Grant	Accuplacer Scores  Adjunct professors (090/099)  College text books	English <ul style="list-style-type: none"> <li>Monitor progress towards college readiness using Accuplacer</li> <li>Graduate college ready students</li> </ul>	Ongoing throughout 2013-2014 school year  June, 2014
Embed AP and/or ACT type questions in 6-week writing assessments	Ongoing throughout 2013-2014 school year	Ongoing 2014-2015 School Year	All Staff	AP/ACT released items ACT prep book access for every teacher Early College Effectiveness Coaching	<ul style="list-style-type: none"> <li>Analyze AP/ACT released items</li> <li>Create do-now's/exit tickets that resemble AP/ACT questions</li> </ul>	In progress  Ongoing
Provide students with effective feedback on their short constructed responses for AP and ACT type essays	Ongoing throughout 2013-2014 school year	Ongoing 2014-2015 School Year	All Staff	ACT prep book access for every teacher Early College Effectiveness Coaching	<ul style="list-style-type: none"> <li>Students receive feedback on a 6 week basis throughout 2013-2014 school year</li> </ul>	Ongoing
Hold students accountable for attendance and full participation for the after-school ACT sessions	Ongoing throughout 2013-2014 school year	Ongoing 2014-2015 School Year	All Staff	None	<ul style="list-style-type: none"> <li>Administration monitors student attendance with support from ACT-Team</li> </ul>	Ongoing
Intentionally embed AP and ACT type questions in do-nows, daily classwork, and exit tickets	Ongoing throughout 2013-2014 school year	Ongoing 2014-2015 School Year	All Staff	None	<ul style="list-style-type: none"> <li>Observation of teachers' classrooms</li> <li>Analyze teacher lesson plans</li> </ul>	Ongoing  Ongoing
Provide all students with continued support in creating and maintaining a personal education plan (PEP) starting in 9 <sup>th</sup> grade throughout their high school career. <ul style="list-style-type: none"> <li>Counselors will meet with students twice a year to</li> </ul>	Ongoing throughout 2013-2014 school year	Ongoing 2014-2015 School Year	Counseling staff English teachers, and admin team	General Funds	Consistently above 90% completion rate every year	

<p>complete PEP via Naviance.</p> <ul style="list-style-type: none"> <li>• Juniors will include college essay and resumes on Naviance.</li> <li>• Seniors will review and revise college essays and resumes to be used for college applications</li> </ul>						
<p>Maintain a robust CTE program at the school which includes all 36 course offerings. Increase enrollment in Robotics from one to three sections (75 students) in 2013 and then four sections (100 students) in 2014.</p>	Ongoing throughout 2013-2014 school year	Ongoing2014-2015 School Year	CCTM and Business Coordinator, counselors, admin. Team	General Funds Perkins Grant		
<p>Mentoring partnerships with project management experts, programming experts, business experts, video and sound production experts, communications experts, through CTE connections.</p>	Ongoing throughout 2013-2014 school year	Ongoing2014-2015 School Year	CCTM and Business Coordinators, counselors, admin team	General Funds		
<p>Host community showcases twice a year to present student work in photography ceramics, and drawing and painting</p>	Ongoing throughout 2013-2014 school year	Ongoing2014-2015 School Year	CCTM Coordinator, admin team	General Funds		

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

School Code: [8822](#)

School Name: [THOMAS JEFFERSON HIGH SCHOOL](#)



- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)