

**Colorado's Unified Improvement Plan for Schools for 2014-15**

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8822 School Name: THOMAS JEFFERSON HIGH SCHOOL Official 2014 SPF: 1 Year

**Section I: Summary Information about the School**

**Directions:** This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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**

Academic Achievement (Status)	TCAP, CoAlt, 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	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement:  * Consult your School Performance Framework for the ratings for each content area at each level.
			-	-	73.33%	-	-	67.9%	
Academic Achievement (Status)	TCAP, CoAlt, 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	M	-	-	33.52%	-	-	34.45%	Overall Rating for Academic Achievement:  * Consult your School Performance Framework for the ratings for each content area at each level.
		W	-	-	50%	-	-	48.68%	
		ELP	-	-	39	-	-	70	
Academic Growth	Median Growth Percentile <b>Description:</b> Growth in TCAP for reading, writing and math and growth on ACCESS 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.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth:  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
Academic Growth	Median Growth Percentile <b>Description:</b> Growth in TCAP for reading, writing and math and growth on ACCESS 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.	M	-	-	19	-	-	60	Overall Rating for Academic Growth:  * Consult your School Performance Framework for the ratings for each content area at each level.
		W	-	-	92	-	-	50	
		ELP	-	-	54	-	-	52	
		ELP	-	-	39	-	-	70	

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

<b>Academic Growth Gaps</b>	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.	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.	Overall Rating for Growth Gaps:  * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.																	
	<b>Postsecondary &amp; Workforce Readiness</b>	<table border="1"> <tr> <td>Graduation Rate <b>Expectation:</b> At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</td> <td>At 80% or above</td> <td>Best of 4-year through 7- year Grad Rate 90.1% using a 5 year grad rate</td> <td>Exceeds</td> <td rowspan="4">Overall Rating for Postsecondary &amp; Workforce Readiness:</td> </tr> <tr> <td>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.</td> <td>At 80% or above for each disaggregated group</td> <td>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.</td> <td>Meets</td> </tr> <tr> <td>Dropout Rate <b>Expectation:</b> At or below state average overall (baseline of 2009-10).</td> <td>3.6%</td> <td>2.5%</td> <td>Meets</td> </tr> <tr> <td>Mean Colorado ACT Composite Score <b>Expectation:</b> At or above state average (baseline of 2009-10).</td> <td>20.0</td> <td>19.5</td> <td>Approaching</td> </tr> </table>	Graduation Rate <b>Expectation:</b> At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 90.1% using a 5 year grad rate	Exceeds	Overall Rating for Postsecondary & Workforce Readiness:	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.	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.	Meets	Dropout Rate <b>Expectation:</b> At or below state average overall (baseline of 2009-10).	3.6%	2.5%	Meets	Mean Colorado ACT Composite Score <b>Expectation:</b> At or above state average (baseline of 2009-10).	20.0	19.5	Approaching		
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**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2014	Initial 2014-15 UIP Draft Due for IS Review (via upload tool).
	December 10, 2014	UIP Due for ALL schools (via upload tool).
	April 8, 2015	2014-15 UIP due; this submission will be public on Schoolview.org in May 2015.

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 current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS 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.

**Section II: Improvement Plan Information**

**Additional Information about the School**

<p>Related Grant Awards</p>	<p>Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?</p>	<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>Jobs For the Future– The Jobs For the Future 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 JFF 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>
<p>Diagnostic Review, School Support Team or Expedited Review</p>	<p>Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?</p>	<p>No</p>
<p>External Evaluator</p>	<p>Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.</p>	<p>No</p>

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)  
  Diagnostic Review Grant  
  School Improvement Support Grant  
 Colorado Graduation Pathways Program (CGP)  
  Other: \_\_\_\_\_

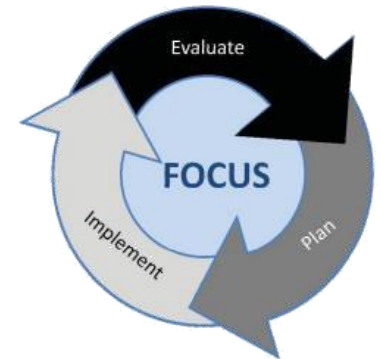
School Code: 8822

School Name: THOMAS JEFFERSON HIGH SCHOOL

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	Mailing Address	3950 S. 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.



**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:**

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 hosts 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, Mecha, National Honor Society, DECA, Denver Urban Debate, Guitar Club, Chess Club and many more.

**Demographics of Thomas Jefferson High School: (M/F/Total)**

Gr	Hispanic	Am/In.	Asian	Black	White	Native Hawaiian or Other P.I.	Two or More Races	Totals
09	52/56/108	2/5/7	4/7/11	32/40/72	75/61/136	1/0/1	6/9/15	172/176/350
10	47/31/78	1/1/2	2/6/8	38/27/65	68/43/111	-	12/3/15	168/111/279
11	39/32/71	1/1/2	2/0/2	18/21/39	56/38/94	-	6/6/12	122/98/220
12	29/20/49	2/0/2	2/2/4	32/30/62	43/36/79	-	3/6/9	111/94/205

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Total 167/139/306 6/7/13 10/15/25 120/118/238 242/178/420 1/0/1 27/24/51 573/481/1054

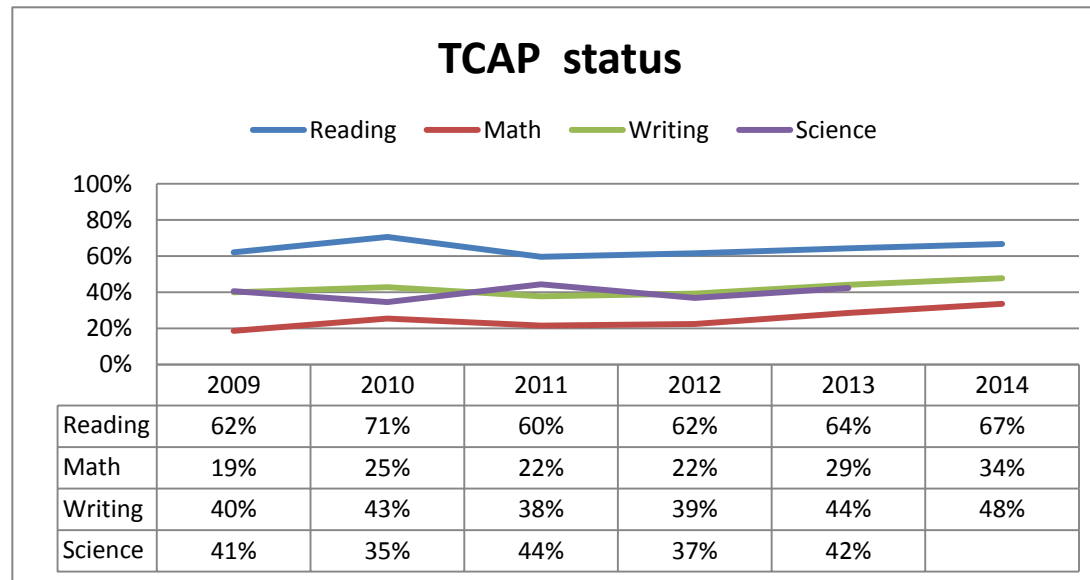
The UIP process has been a collaborative effort between the school administration and the Collaborative School Committee (CSC) and the Math and Language Arts departments of Thomas Jefferson. Drafts of the UIP have been issued to the Math and Language Arts departments, as well as members of the CSC to distribute and review for feedback. This feedback will go into the modification of our UIP as the year progresses.

**Review Current Data:**

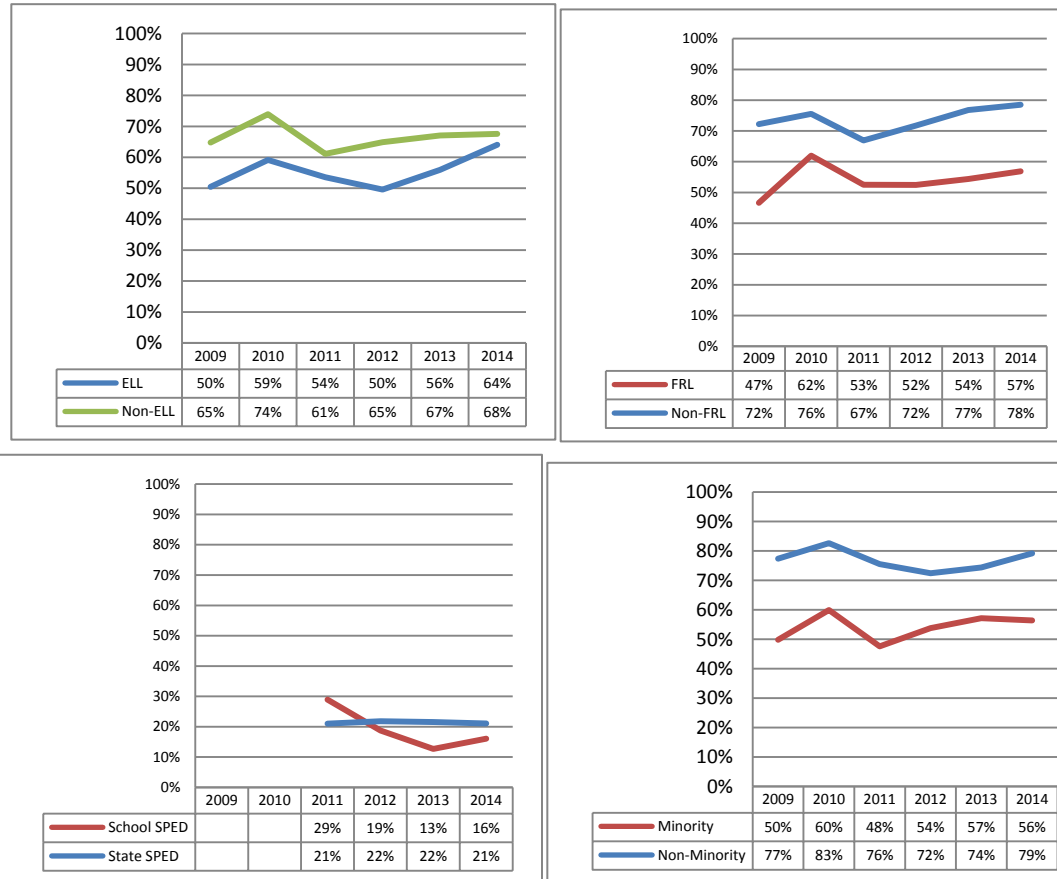
Currently, according to our School Performance Framework we are considered "Meeting Expectations" earning a total score of 53.75%. This rating indicates that according to the School Performance Framework, we have met the standard as set forth by Denver Public Schools. We are considered "Meeting Expectations" for all major categories that are assessed in the School Performance Framework. We are at 53.75%, which is a 6.25% increase from the previous year. The overall magnitude for our work is more focused, as there are many areas where we met or exceeded expectations. Our goal is that through our analysis of the School Performance Framework, our plan action will move us from 53.75% on our School Performance Framework, to over 60% for the 2015-2016 school year.

Trend analysis:

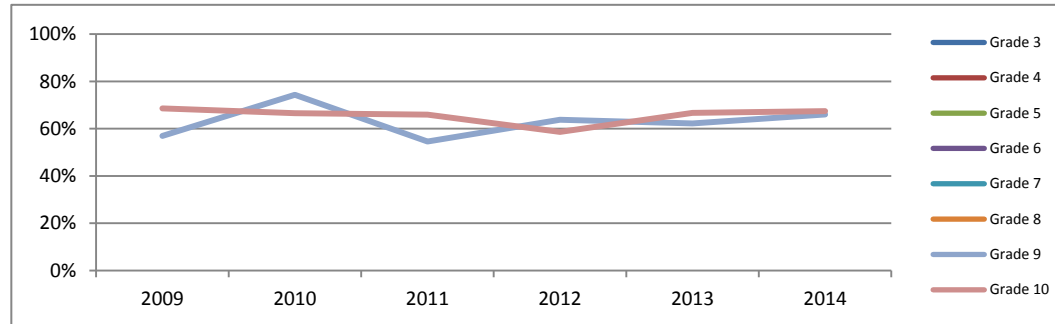
**Overall Achievement:**



Reading TCAP Status:



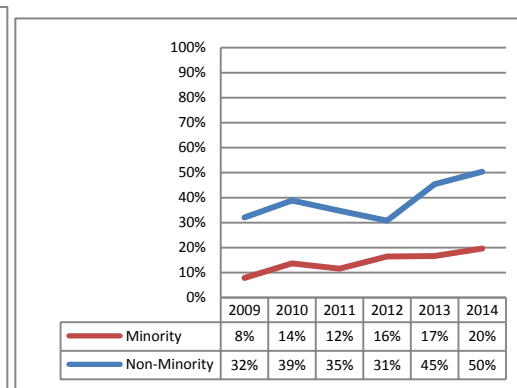
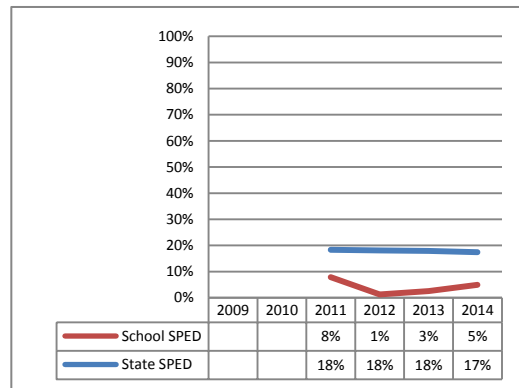
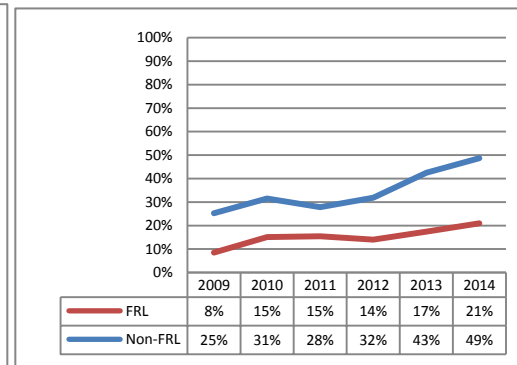
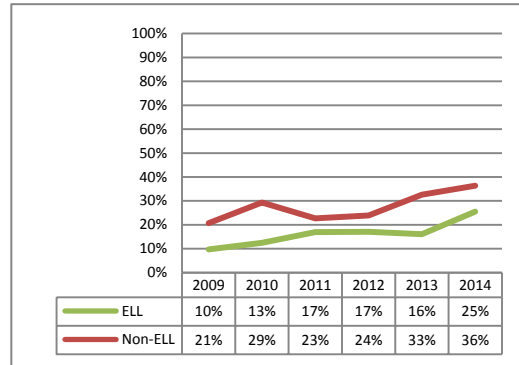
Reading TCAP Status cont.



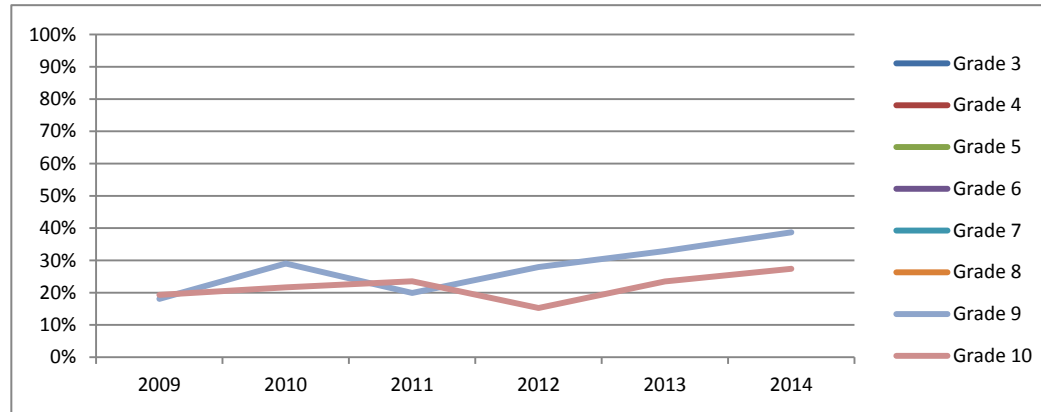
	Native American	Asian	Black	Hispanic	White
2011	67%	91%	38%	56%	76%
2012	57%	62%	49%	58%	72%
2013	67%	64%	48%	64%	74%
2014	71%	71%	52%	59%	79%

**Reading Trends:** Overall reading achievement at Thomas Jefferson High School has increased from 62% in 2009 to 67% in 2012. The achievement gap between ELL and Non-ELL has gone from 15 to 4%. Performance between FRL and non-FRL, while lessened by 4% is still at 21%. SPED showed an increase in 3% from last year, but still trails the state by 5%, and overall, there is a decrease in our SPED population from 29% in 2011 to 16% in 2014. All disaggregated groups, except for Asians, have shown an overall increase in status. Asians have shown a 20% decline. The achievement gap between the highest achieving and lowest achieving groups has decreased from 53% (between asian and black students) to 27% (between white and black students).

Math TCAP Status:



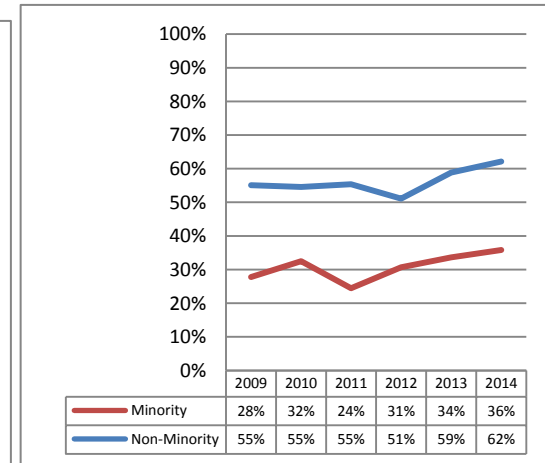
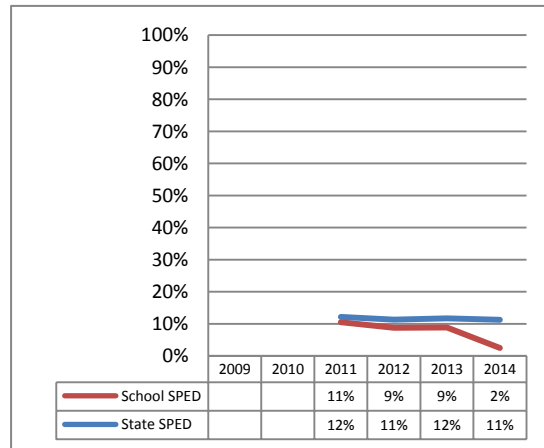
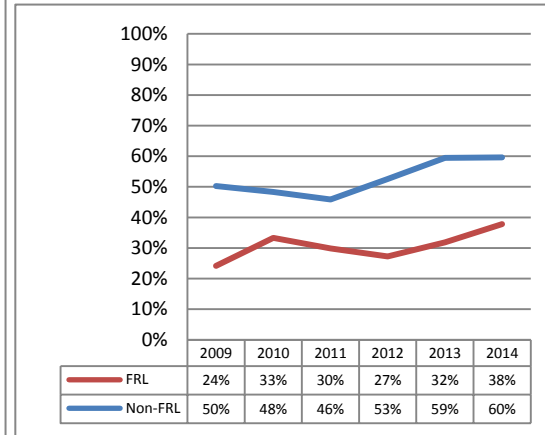
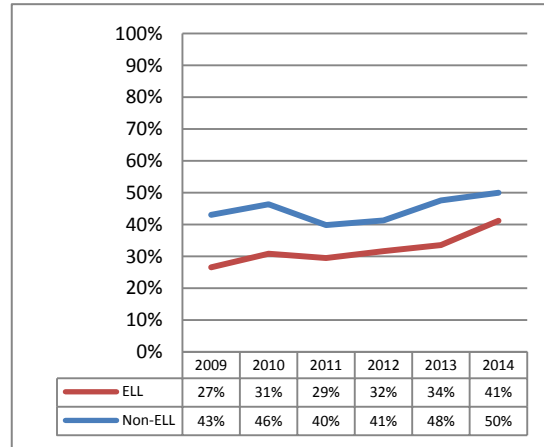
Math TCAP Status cont.



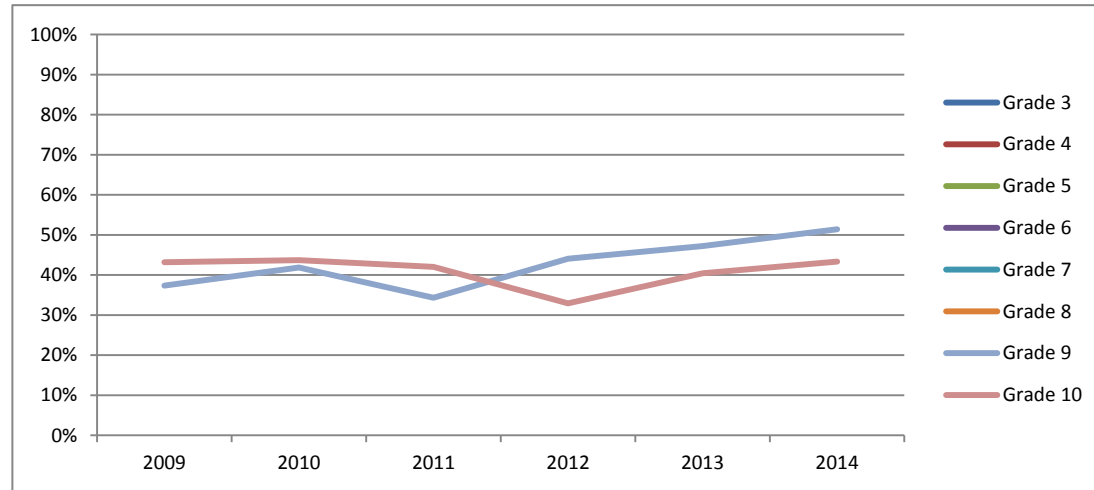
	Native American	Asian	Black	Hispanic	White
2011	0%	45%	10%	14%	37%
2012	0%	23%	13%	20%	33%
2013	33%	27%	12%	19%	47%
2014	14%	57%	18%	21%	50%

**Math Trends:** Overall, math status has improved by 25% from 2009 (19%) to 2014 (35%). Our ELL population has increased in status 15% although an achievement gap of 11% still exists between ELL and non-ELL students. Although both groups have shown improvement, the largest achievement gap is between FRL (21%) and non-FRL (49%) students. Another notable gap is between minority and non-minority student. This gap has increased from 24% in 2009 to 30% in 2014. While all disaggregated groups have shown a grown in status from 2009, and an achievement gap of between black and white student status shrunk from 35% to 32%, a large gap still exists.

Writing TCAP Status:



Writing TCAP Status cont.



	Native American	Asian	Black	Hispanic	White
2011	50%	36%	21%	27%	58%
2012	14%	38%	24%	37%	52%
2013	33%	55%	26%	40%	59%
2014	57%	57%	36%	35%	63%

**Writing Trends:** Overall there has been an increase from 40% in 2009 to 48% in 2014 in writing status. The achievement gap between ELL and non-ELL students has been decreasing each year and has gone from a 16% spread in 2009 to a 9% spread in 2014. SPED status decreased from 11% in 2009 to 2% in 2014. Minority students made an 8% gain from 2009-2014 while non-minority students made a 7% gain. The largest achievement gap (between black and white students) shrunk by 10% between 2009 and 2014.

**Priority Performance Challenges:**

- The achievement of minority students (55% of TJ Student Body) is below the DPS “MEETS” targets in Writing and Math.
- Median growth percentiles in all content areas are currently at or above the 50<sup>th</sup> percentile, however we were below state adequate growth targets in Math and Writing. Our school wide goal is to achieve 65<sup>th</sup> percentile or higher in all subject areas.
- FRL, SPED, and Minority populations are below DPS “meets” target in math, as well as with our SPED and FRL students.

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

All Language Arts and Social Studies teachers are all using the same district rubrics, teachers will calibrate their writing together, and 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 schools overall writing score from 48% to 58% proficient on district writing assessments.(TCAP and AP).

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

All Math teachers will use the district math unit assessments to plan for instruction, teachers will use exit tickets and Do-Now's 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.

**Major Improvement Strategy #3: College and Career Readiness Plan**

All of our students will be College or Career ready by graduation. 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 Analysis:**

**Root Cause(s) Addressed – Priority Performance Challenge 1:** Some teachers are not providing clear writing exemplars for short constructed responses in all writing genres. Some students are not specifically and explicitly provided instruction on genre type, elements and process. Some students are not consistently 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 intentionally using the support of the TEC and Early College Coach to better support writing instruction with the focus of Writing to Learn and Classroom Talk through the JFF grant/Early College Readiness grant.

**Root Cause(s) Addressed – Priority Performance Challenge 2:** 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.

**Root Causes Addressed – Priority Performance Challenge 3:**

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 over-arching concepts/essential learning.

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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2013-14 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.*

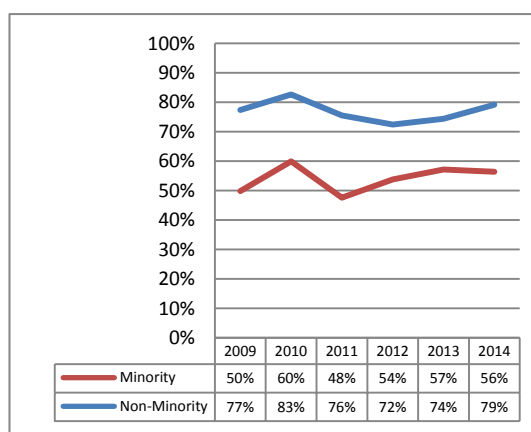
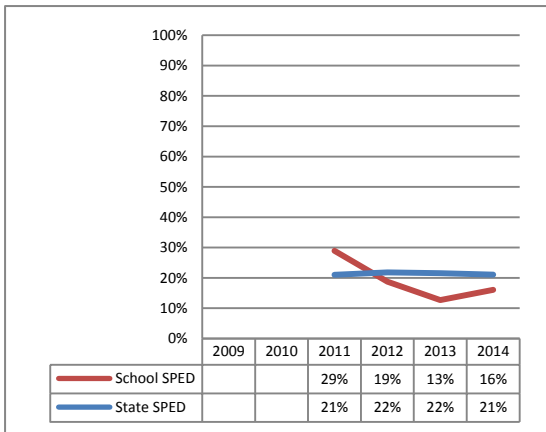
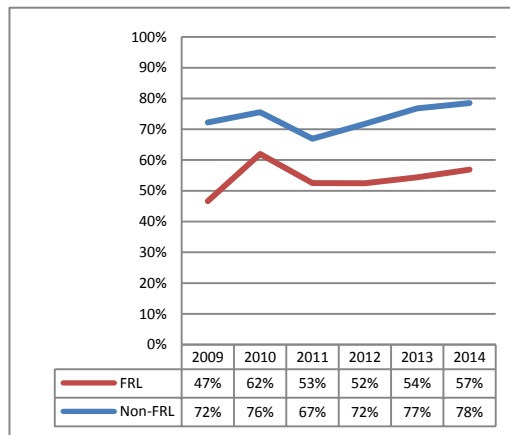
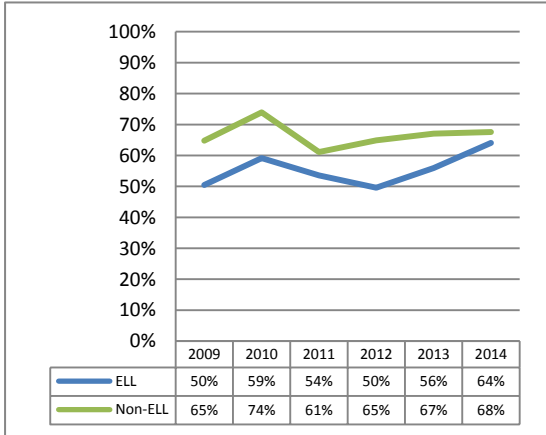
Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R: 69%	R: 67% (-2%)	We believe that significant gains were made in all three content areas due to a concentrated effort on teacher collaboration and common planning for our Algebra 1 and Introduction to Literature content teachers. We believe that by expanding collaboration and common planning throughout the Math, Science, Social Studies, and English departments that we will be able to meet our Status goal.  We set very high goals for the 2013-2014 school year in Growth and Growth Gaps. Unfortunately we were not able to meet those goals, however we did show significant increases in growth in all tested categories and believe that through collaboration and common planning time that we can continue to close the gaps in growth.
	M: 34%	M: 34% (+/- 0%)	
	W: 49%	W: 48% (-1.32%)	
Academic Growth	R: 65	R: 60 (-5)	
	M: 65	M: 50 (-15)	
	W: 65	W: 52 (-13)	
	ELP: na	ELP: 70	
Academic Growth Gaps	R: Black Students: 60	R: 60	
	M: Black Students: 60	M: 48.5	
	W: Black Students: 60	W: 43	
Postsecondary & Workforce Readiness	Graduation Rate: 80% or above	90.09%	
	Disaggregated Grad Rate: 80% or above for each group	Met for all major subgroups.	
	Dropout Rate: 3.6%	2.51%	
	Mean ACT: 20	19.5	

**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><b>Overall Achievement:</b></p> <table border="1" data-bbox="331 1008 1346 1219"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62%</td> <td>71%</td> <td>60%</td> <td>62%</td> <td>64%</td> <td>67%</td> </tr> <tr> <td>Math</td> <td>19%</td> <td>25%</td> <td>22%</td> <td>22%</td> <td>29%</td> <td>34%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>43%</td> <td>38%</td> <td>39%</td> <td>44%</td> <td>48%</td> </tr> <tr> <td>Science</td> <td>41%</td> <td>35%</td> <td>44%</td> <td>37%</td> <td>42%</td> <td></td> </tr> </tbody> </table>		2009	2010	2011	2012	2013	2014	Reading	62%	71%	60%	62%	64%	67%	Math	19%	25%	22%	22%	29%	34%	Writing	40%	43%	38%	39%	44%	48%	Science	41%	35%	44%	37%	42%		<p>The achievement of minority students (55% of TJ's students) is below the DPS “meets” targets in writing and math.</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	2014																																
Reading	62%	71%	60%	62%	64%	67%																																
Math	19%	25%	22%	22%	29%	34%																																
Writing	40%	43%	38%	39%	44%	48%																																
Science	41%	35%	44%	37%	42%																																	

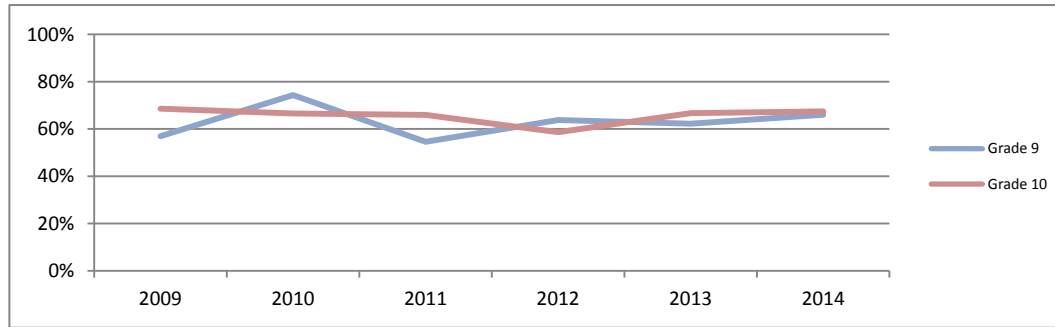
Reading TCAP Status:



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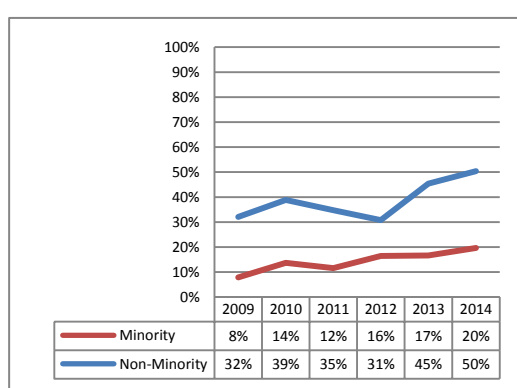
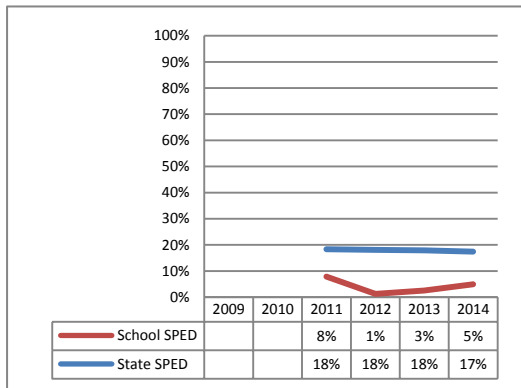
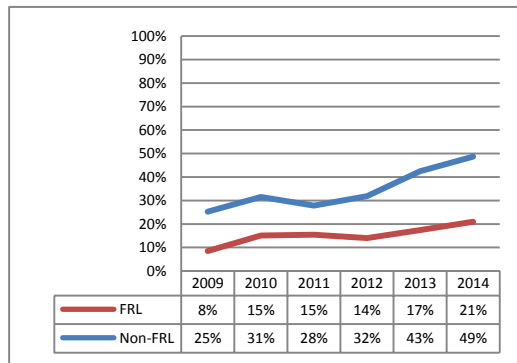
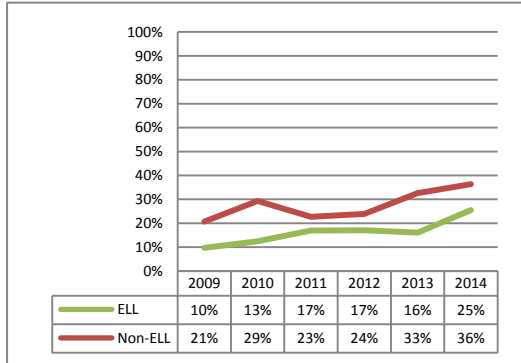
Reading TCAP Status cont.



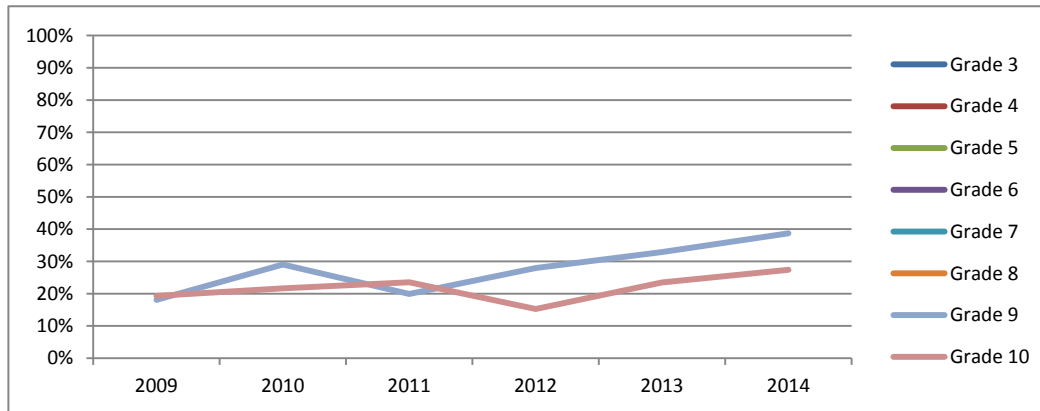
	Native American	Asian	Black	Hispanic	White
2011	67%	91%	38%	56%	76%
2012	57%	62%	49%	58%	72%
2013	67%	64%	48%	64%	74%
2014	71%	71%	52%	59%	79%

**Reading Trends:** Overall reading achievement at Thomas Jefferson High School has increased from 62% in 2009 to 67% in 2014 which is above the DPS “meets” expectation of 50 but just below the state and federal expectation of 73.33. The achievement gap between ELL and Non-ELL has gone from 15 to 4%. Performance between FRL and non-FRL, while lessened by 4% is still at 21%. SPED showed an increase in 3% from last year, but still trails the state by 5%, and overall, there is a decrease in our SPED population from 29% in 2011 to 16% in 2014. All disaggregated groups except for Asian students, have shown an overall increase in status. Although they meeting DPS targets, black and Hispanic students do not meet state and federal targets for reading.

**Math TCAP Status:**



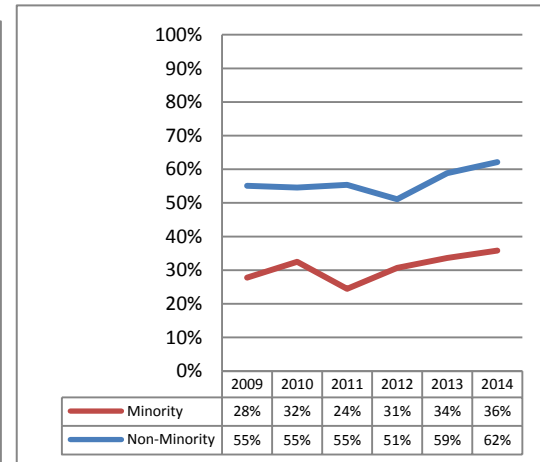
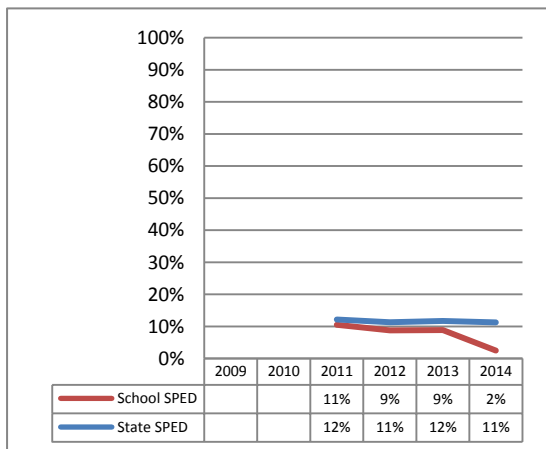
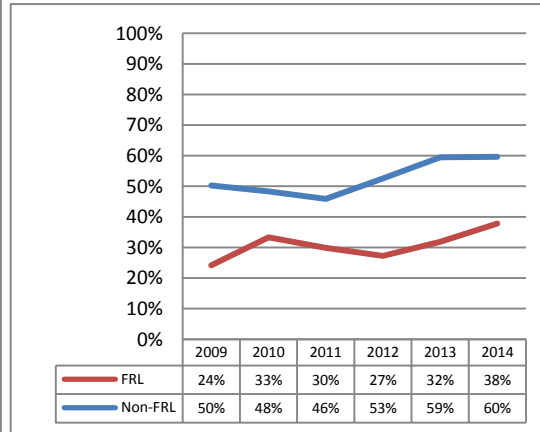
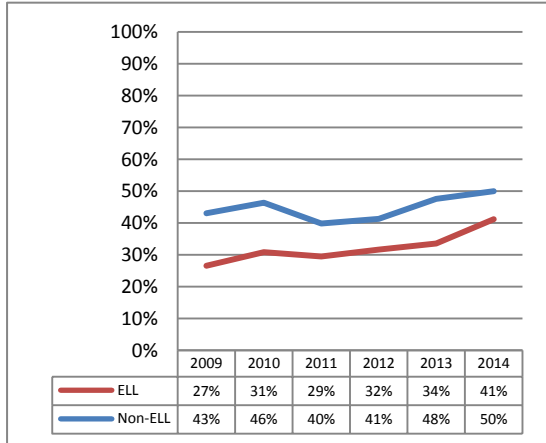
Math TCAP Status cont.



	Native American	Asian	Black	Hispanic	White
2011	0%	45%	10%	14%	37%
2012	0%	23%	13%	20%	33%
2013	33%	27%	12%	19%	47%
2014	14%	57%	18%	21%	50%

**Math Trends:** Overall, math status has improved by 25% from 2009 (19%) to 2014 (35%) exceeding DPS “meets” expectation of 20 and just reaching the state and federal expectation of 34.45. Our ELL population has increased in achievement 15% although an achievement gap of 11% still exists between ELL and non-ELL students. Although both groups have shown improvement, the largest achievement gap is between FRL (21%) and non-FRL (49%) students. Another notable gap is between minority and non-minority student. This gap has increased from 24% in 2009 to 30% in 2014. While all disaggregated groups have shown a growth in status from 2009, and an achievement gap of between black and white student status shrunk from 35% to 32%, a large gap still exists: black students do not meet DPS, state or federal expectations.

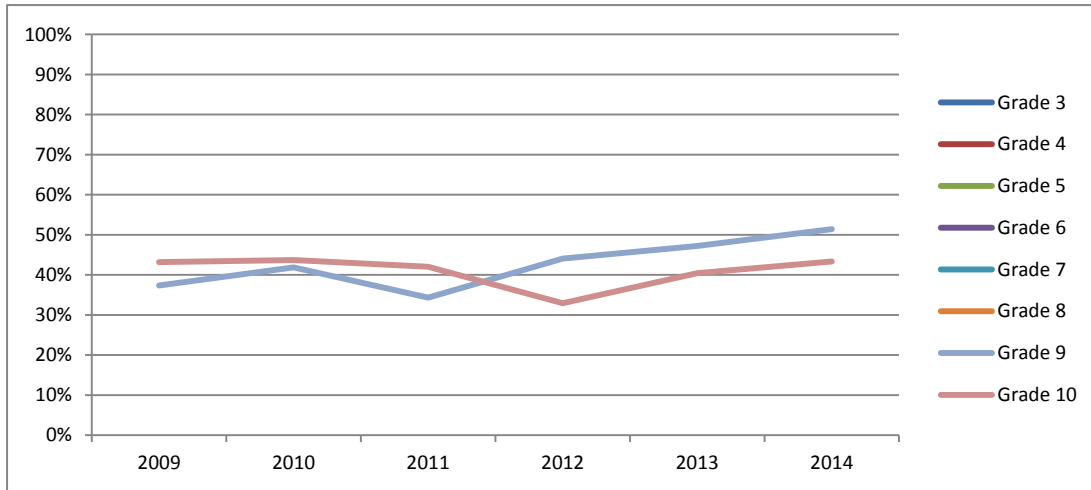
Writing TCAP Status:



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Writing TCAP Status cont.

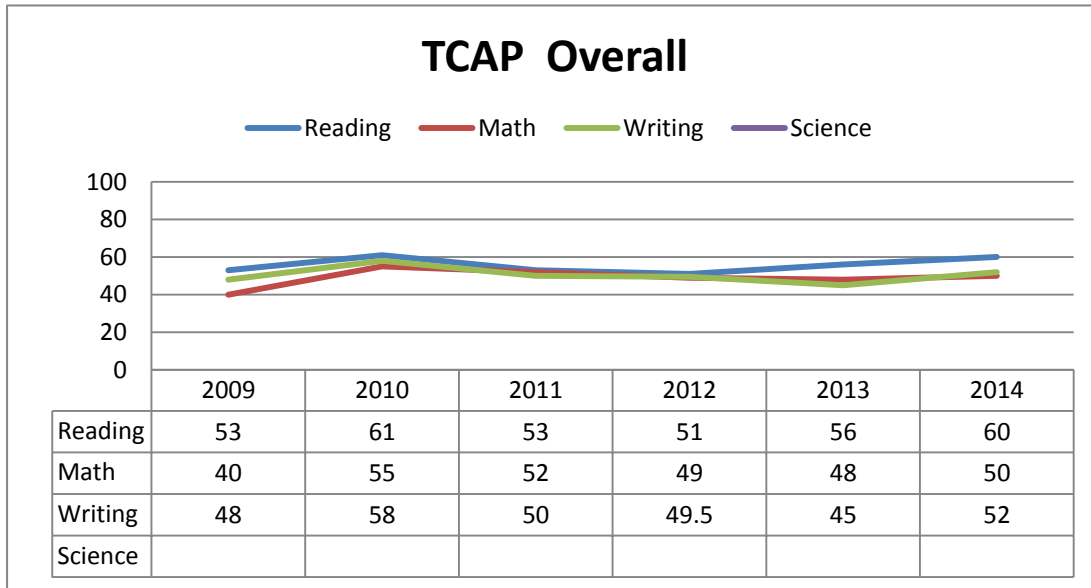


	Native American	Asian	Black	Hispanic	White
2011	50%	36%	21%	27%	58%
2012	14%	38%	24%	37%	52%
2013	33%	55%	26%	40%	59%
2014	57%	57%	36%	35%	63%

**Writing Trends:** Overall there has been an increase from 40% in 2009 to 48% in 2014 in writing status, which meets the DPS “meets” target and is just at the state and federal expectation of 48.68. The achievement gap between ELL and non-ELL students has been decreasing each year and has gone from a 16% spread in 2009 to a 9% spread in 2014. SPED status decreased from 11% in 2009 to 2% in 2014. Minority students made an 8% gain from 2009-2014 while non-minority students made a 7% gain. The largest achievement gap (between black and white students) shrunk by 10% between 2009 and 2014. Minority students do not meet DPS state or federal expectations.

Academic  
Growth

Overall Growth:



Median growth percentiles in all content areas are currently at or above the 50<sup>th</sup> percentile, however we were below state adequate growth targets in Math and Writing. Our school wide goal is to achieve 65<sup>th</sup> percentile or higher in all subject areas.

Inconsistent levels of accountability from teachers and administration and common assessments not frequently done by teachers. Also teachers have had a focus on covering content and not ensuring that students understand the content before moving on.

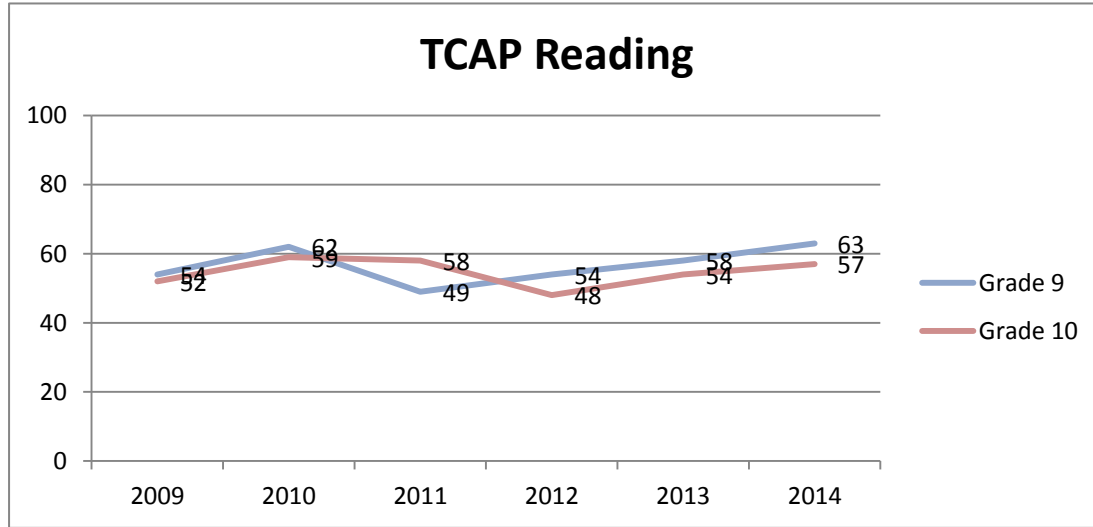
Inconsistent use specific feedback to students

Inconsistent monitoring of school wide expectations

Inconsistent use of commonly developed exemplars

Inconsistent re-teaching of concepts not mastered

Reading Growth:

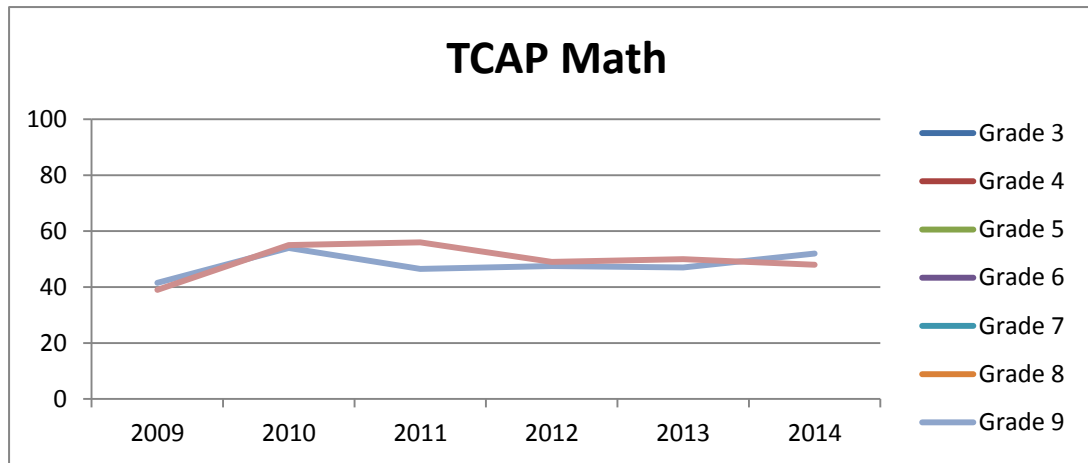


	Grade 9	Grade 10
2012	54	48
2013	58	54
2014	63	57

**Reading Growth Trend:**

Reading median growth has increased 9 percentile points since 2009 to 60 in 2014. This surpasses the state standard of 19 for Adequate Median Growth and is near the DPS "exceeds" target of 65.

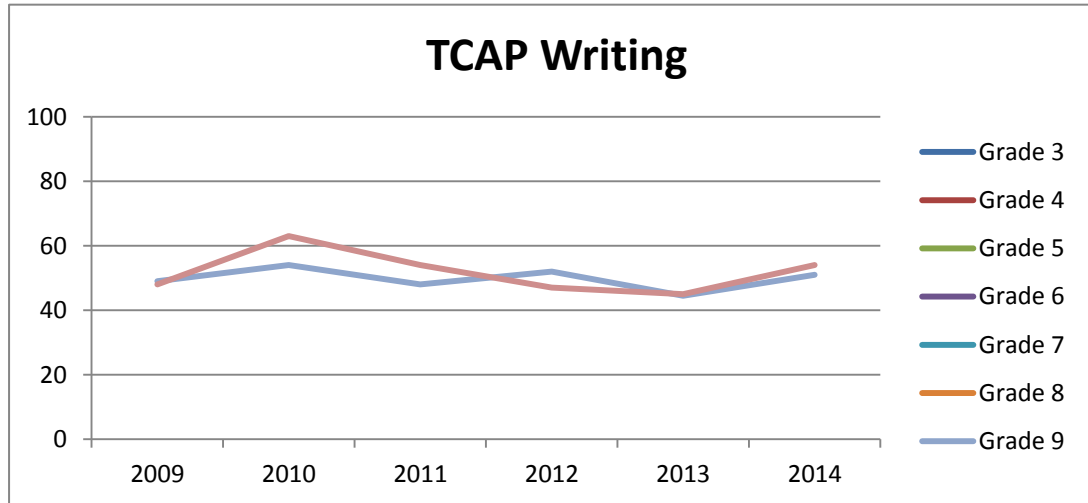
**Math Growth:**



**Math Growth Trends:**

Our MGPs in Math have increased from 2009 to 2014 by over 10 points to 5 overall. This does not meet the state and federal adequate growth expectation of 92% and reached the DPS "meets" expectation of 50.

Writing Growth:

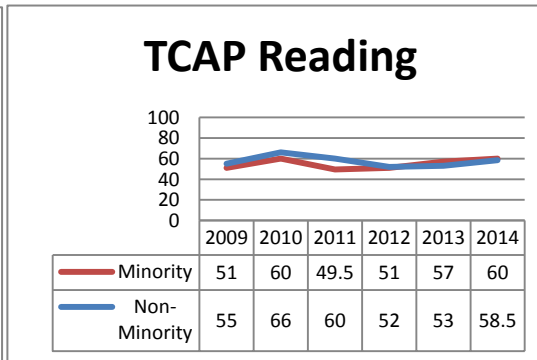
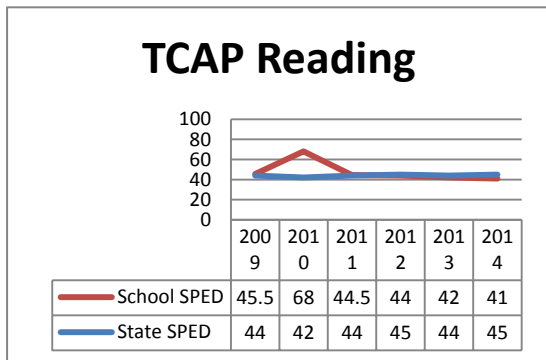
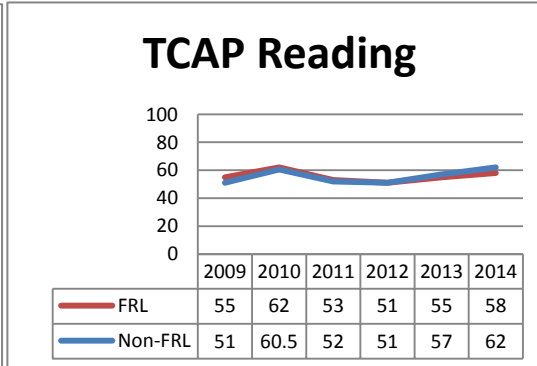
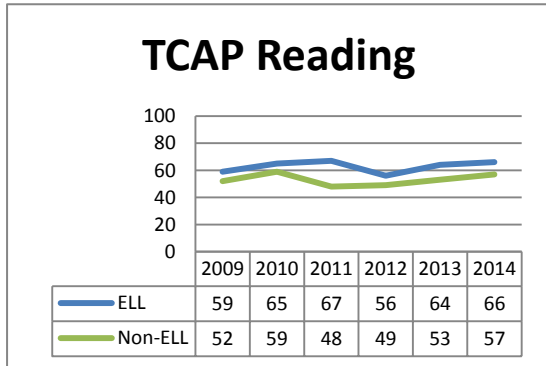


**Writing Growth Trends:**

The MGP writing has increased from 48 to 52 since 2009. This meets the DPS “meets” expectation of 50 but is 2 percentage points below the state median adequate growth expectation of 54.

Academic  
Growth Gaps

Reading Growth Gaps:



Reading Trends:

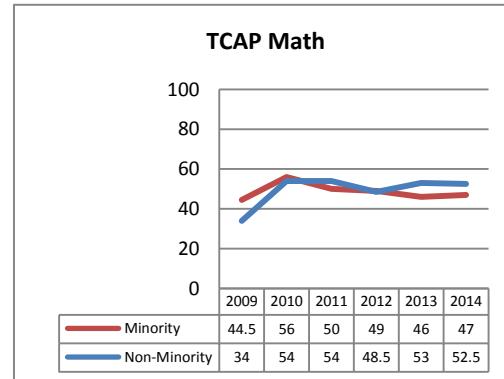
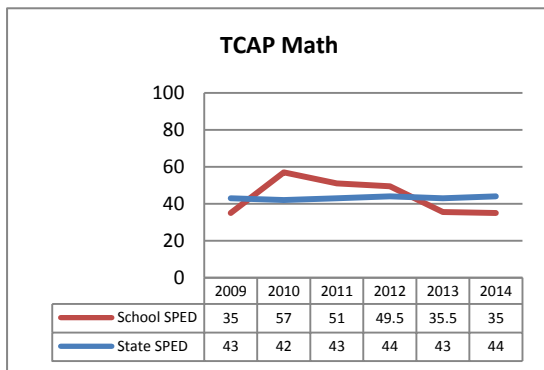
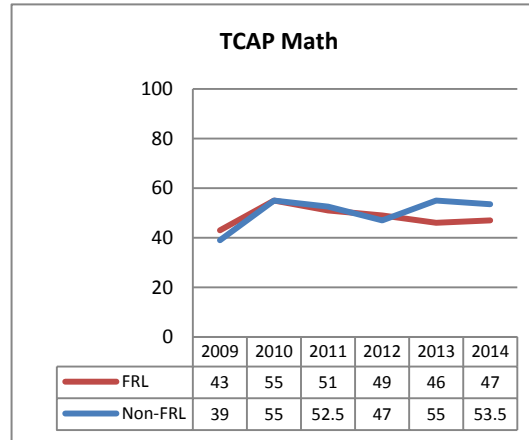
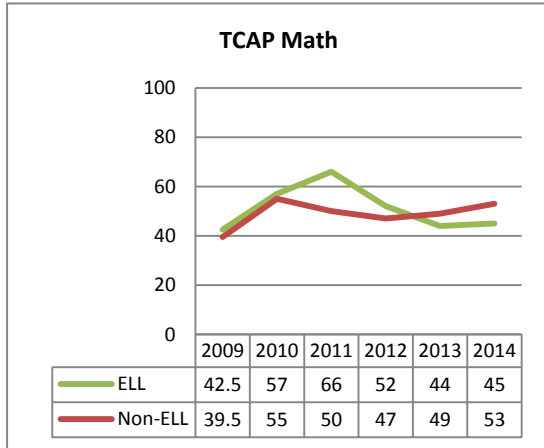
MGPs in reading at Thomas Jefferson High School have increased from 53 in 2009 to 60 in 2014. MGPs for each disaggregated group have increased with the exception of our SPED population. Of special note are our score increases from 2009 to 2013 in FRL from 55 to 58, Minority from 51 to 60, and our ELL from 59 to 66. Each disaggregated group meets DPS, state and federal adequate growth expectations in reading.

FRL, SPED, and Minority populations are below DPS “meets” target in math, as well as with our SPED and FRL students.

We will continue to push all students in all subgroups to read more complex texts in all subject areas.

We have not progress monitored and done an adequate enough of a job identifying the needs of our FRL, SPED, Minority, and ELL students.

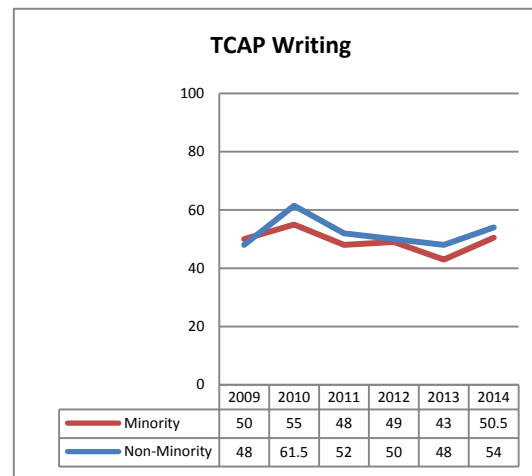
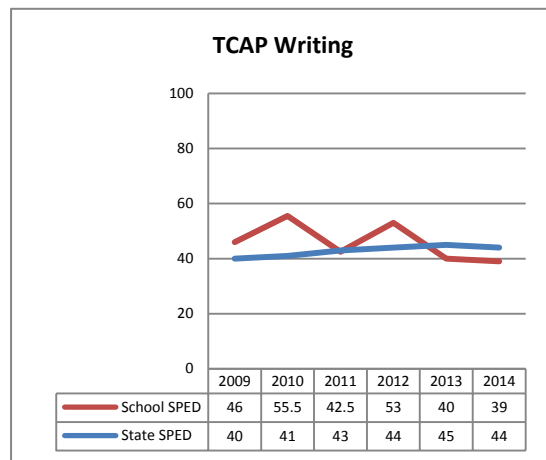
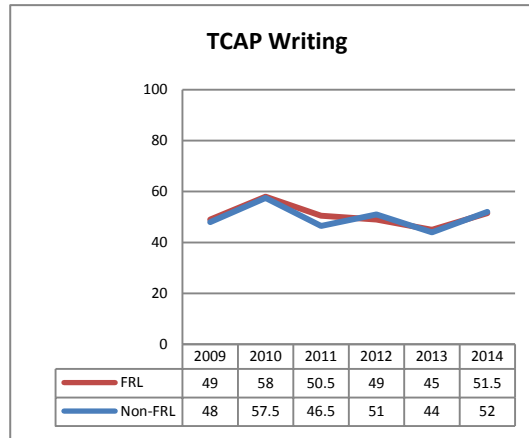
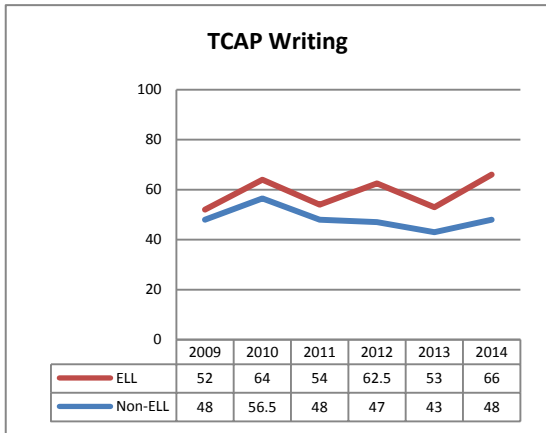
**Math Growth Gaps:**



**Math Trends:**

MGPs in mathematics have increased from 40 to 50 from 2009 to 2014, our most significant gains in any category, however the largest increases have occurred with non-minority and non-FRL students. SPED has remained stagnant 35 from 2009 to 2014. The gap between the performance of FRL and non-FRL, Minority and Non-Minority, and ELL and Non-ELL has shrunk while the gap has increased between Thomas Jefferson SPED performance and the State Sped Performance. MGPs of English language learning, minority, FRL and SPED students is below the DPS “meets” expectation of 50 and significantly below the state and federal expectation of 98.

Writing Growth Gaps:



**Writing Trends:**

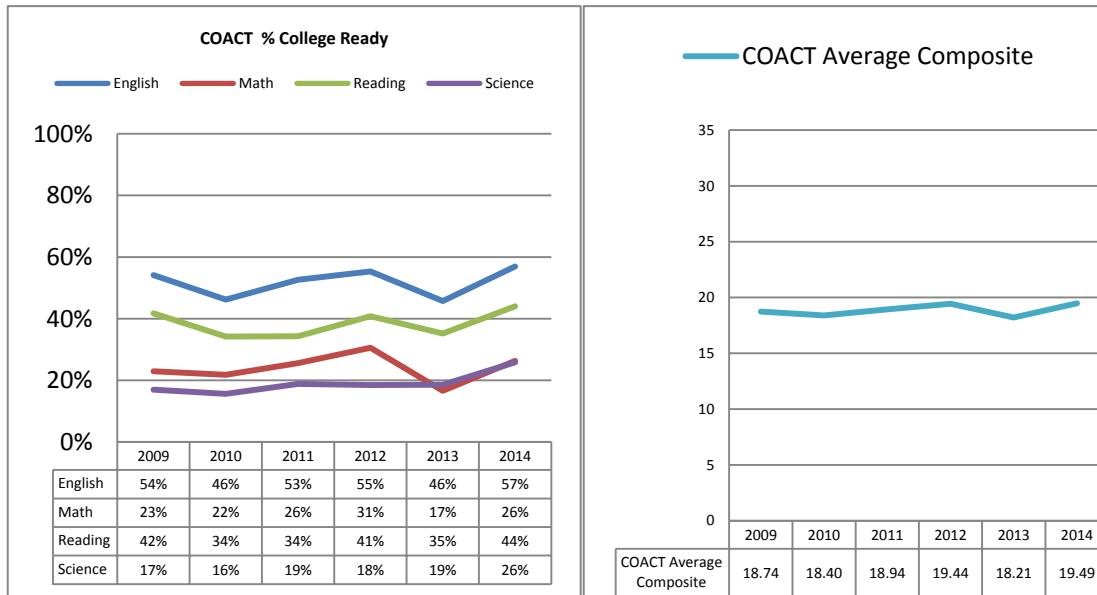
MGP's in writing have remained stagnant from 2009 to 2014 for each disaggregated group with the exception of ELLs who increased from 52 in 2009 to 66 in 2014. MGP's of minority, FRL and SPED students is below or at the DPS "meets" expectation of 50 and is below the state and federal adequate growth expectation of 69. .

Postsecondary & Workforce Readiness	<b>Graduation Rate:</b>			
	<b>2012</b>	<b>2013</b>	<b>2014</b>	
	78.3%	82.6%	90.09%	
	<b>Disaggregated Graduation Rate</b>			
		<b>2012</b>	<b>2013</b>	<b>2014</b>
	<b>White</b>	75.8%	83.3%	81.2%
	<b>Black</b>	82.9%	79.6%	94%
	<b>Hispanic</b>	76.6%	82.0%	81.3%
	<b>Graduation Trend:</b>			
	We continue to increase our overall graduation rate, and in 2014 exceeded 90%. Further investigation needs to be put into our program for students with special needs as we have 5 center-based programs with students graduating from high school between four to seven years.			
<b>Dropout Rate:</b>				
<b>2012</b>	<b>2013</b>	<b>2014</b>		
3.1%	1.6%	2.51%		
<b>Dropout Trend:</b>				
The dropout rate increased 0.9% from 2013, but is down, overall, from 2012. The Dropout Rate exceeds the state standard of 3.5% and meets the DPS target of <3.				

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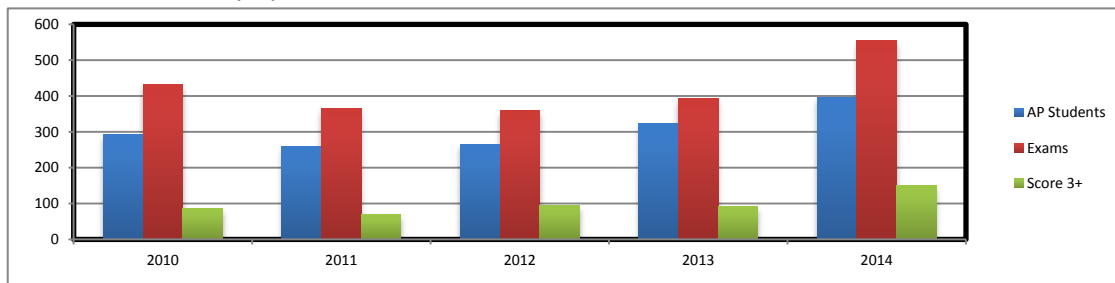
**ACT:**



**ACT Trend Analysis:**

We continue to see an upward trend in the percentage of students being identified as “College Ready” by the standards set by the ACT. In 2014 we had our highest overall percentage of “College Ready” students according to ACT.

**Advanced Placement (AP)**



**AP Trend Analysis:**

We have increased our total pass rate while also increasing the number of students enrolled and the number of exams taken.

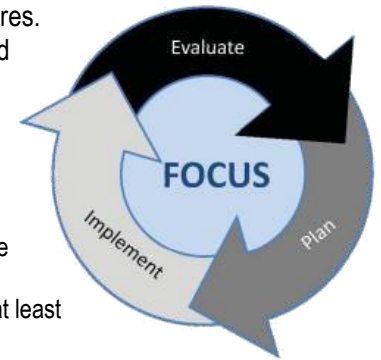
## Section IV: Action Plan(s)

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. 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.

**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.



**School Target Setting Form**

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
			2014-15	2015-16		
Academic Achievement (Status)	TCAP	The achievement of minority students (55% of TJ's students) is significantly lower than non-minority is below the DPS "meets" targets in writing and math..	To increase proficiency by 5% in all tested areas	To increase proficiency by 5% in all tested areas	Unit assessments, school-wide writing results throughout the year, semester final, district assessments	1,2
Academic Growth	Median Growth Percentile (TCAP & ACCESS),	Median growth percentiles in all content areas are currently at or above the 50 <sup>th</sup> percentile, however we were below state adequate growth targets in Math and Writing. Our school wide goal is to achieve 65 <sup>th</sup> percentile or higher in all subject areas.	To increase our growth to 65% for all tested categories	Sustain or increase a 65% growth rate in all tested categories	Unit assessments, school-wide writing results throughout the year, semester final, district assessments	1,2

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Academic Growth Gaps	Median Growth Percentile, local measures	Median growth percentiles in all content areas are currently at or above the 50 <sup>th</sup> percentile, however we were below state adequate growth targets in Math and Writing. Our school wide goal is to achieve 65 <sup>th</sup> percentile or higher in all subject areas.	60% for all sub groups	Over 60% for all sub groups	Unit assessments, school-wide writing results throughout the year, semester final, district assessments	1,2
	Graduation Rate	90.09%	90%+	90%+		3
Postsecondary & Workforce Readiness	Disaggregated Grad Rate		American Indian or Alaska Native 75% Asian 100% Black 85% Hawaiian/Pacific Islander Hispanic 91% White 92% Female 92% Male 85%	American Indian or Alaska Native TBD Asian TBD Black TBD Hawaiian/Pacific Islander TBD Hispanic TBD White TBD Female TBD Male TBD		3
	Dropout Rate	2.51%	<3.6%	<3.6%	Currently at .04% (-30 students from 2013-2014)	3
	Mean CO ACT		20	21	ACT Practice Average >17.5	3
	Other PWR Measures	Current pass rate is 38% and is less than the "Meets" requirement for our SPF	To increase our average AP Pass rate to >50%	To sustain our >50% AP Pass rate	Princeton Review October ACT test Accuplacer ACT results	3

**Action Planning Form for 2014-15 and 2015-16**

**Directions:** Identify the major improvement strategy(s) for 2014-15 and 2015-16 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**

All Language Arts and Social Studies teachers are all using the same district rubrics, teachers will calibrate their writing together, and 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 schools overall writing score from 48% to 58% proficient on district writing assessments. (TCAP and AP).

**Root Cause(s) Addressed:** Some Language Arts and Social Studies teachers are not providing clear writing exemplars for short constructed responses in all writing genres. Some students are not specifically and explicitly provided instruction on genre type, elements and process. Some students are not consistently 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 intentionally using the support of the TEC and Early College Coach to better support writing instruction with the focus of Writing to Learn and Classroom Talk 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)
	2014-15	2015-16				
Embed writing across all curriculum	Ongoing throughout 2014-2015 School Year	Ongoing throughout 2015-2016 School Year	All Staff	Denver Public School writing rubric per genres Early College Effectiveness Coach Teacher Effectiveness Coach District Department of Technology Common Plan/Collaboration Time built into schedule Principal	<ul style="list-style-type: none"> <li>Clearly articulate writing expectation to Language Arts/Social Studies staff:</li> <li>Check to see that writing is embedded through classroom walk-throughs</li> <li>Evaluate data to determine Professional Development needs</li> </ul>	Completed/Ongoing 4x a year  Completed/Ongoing  Completed/Ongoing

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Use the district writing rubrics, with fidelity, where applicable: argumentative, narrative, expository (informative)	Throughout 2014-2015 school year	Ongoing throughout 2015-2016 School Year	All Staff		<ul style="list-style-type: none"> <li>• Collaboration observation</li> <li>• Students data posted and reviewed on a weekly basis</li> </ul>	Completed/Ongoing
Normed teacher scoring of writing to ensure inter-rater reliability in all content areas	Throughout 2014-2015 school year	Ongoing throughout 2015 -2016 School Year	All Staff		<ul style="list-style-type: none"> <li>• Collaboration observation</li> <li>• Common planning</li> </ul>	Completed/Ongoing
Teachers will assign 2 writing assignment every month to monitor student growth and make instructional adjustments based on the data	Throughout 2014-2015 school year	Ongoing throughout 2015-2016 School Year	All Staff		<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Debrief notes</li> </ul>	Completed/Ongoing
Provide coaching support to teachers on embedding writing in all classrooms <ul style="list-style-type: none"> <li>• Coach on creating good prompts</li> <li>• Using rubrics of instructional strategies to use when students are not proficient</li> </ul>	Throughout 2014-2015 school year	Ongoing throughout 2015-2016 School Year	Teacher Effectiveness Coach Early College Coach School Leadership Team		<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>• Leadership check-in's with Early College Coach and Teacher Effectiveness Coach</li> <li>• School Leadership Team</li> <li>• Professional development on data analysis</li> </ul>	Completed/Ongoing

\* 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 data-driven systems that monitor student progress towards proficiency on standards and improve student learning outcomes in math.**

All math teachers will use the district math unit assessments to plan for instruction, teachers will use exit tickets and Do-Now's 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 student's 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)
	2014-15	2015-16				
Math teachers will utilize teacher collaboration to backward plan, create common exit tickets and create common do-now's based on DPS unit and interim assessments.	Ongoing throughout 2014-2015 School Year	Ongoing throughout 2015-2016 School Year	Math dept.		<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>	Completed  Completed September, 2014  Completed September, 2014 Completed/Ongoing
Provide coaching and support to teachers to assist instructional planning based on data from unit and interim assessments	Ongoing throughout 2014-2015 School Year	Ongoing throughout 2015-2016 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  Completed September, 2014  Completed/Ongoing Completed/Ongoing

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					<ul style="list-style-type: none"> <li>• Common Planning time provided for opportunity to meet daily</li> <li>• Observational feedback will monitor to ensure that instructional adjustments have occurred</li> </ul>	Completed/Ongoing
Teacher will use the results of the student exit tickets and do-now's to adjust instruction to better meet students understandings	Ongoing throughout 2014-2015 School Year	Ongoing throughout 2015-2016 School Year	Math dept.		<ul style="list-style-type: none"> <li>• Teachers will collaborate weekly to determine goals and expected outcomes for students</li> <li>• Teachers will see an increase in student performance on summative and formative assessments</li> </ul>	Completed/Ongoing
Provide coaching and professional development based on observation feedback aligned to LEAP to improve instruction	Ongoing throughout 2014-2015 School Year	Ongoing throughout 2015-2016 School Year	Math dept.	Peer Observers Administrative staff	<ul style="list-style-type: none"> <li>• Observe collaboration on a regular basis</li> <li>• Formally observe classroom practices 4-6 times per year for every math teacher</li> </ul>	Completed/Ongoing

\* 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: College and Career Readiness Plan**

All of our students will be College or Career ready by graduation. 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 50% of the students taking AP classes will pass the exam and we will increase from 19.5-20+ 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 over-arching 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)
	2014-15	2015-16				
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 Providing necessary resources and equipment to support AP/honors teachers	Throughout 2014-2015 school year	Ongoing throughout 2015-2016 School Year	School Administrative Staff  College Readiness Partner	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 existing and new AP offerings	<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> <li>All AP/Honors teachers receive additional money to fully equip their classrooms</li> </ul>	Completed/Ongoing  Completed/Ongoing  Completed/Ongoing  Completed/Ongoing  Budget request submitted in October, 2014
Create Concurrent Enrollment opportunities for every student: Link all CCTM/CTE courses to a Concurrent Enrollment class at	Ongoing throughout the 2014-2015 school year	Ongoing throughout 2015-2016 School Year	School Administrative Staff AVID	Thomas Jefferson High School adjunct professors AVID Coordinator	<ul style="list-style-type: none"> <li>Link all CCTM courses to ACC CE classes</li> <li>Meet with MSU</li> </ul>	Completed

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<p>Arapahoe Community College 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>			<p>Coordinator Post-Secondary Readiness Coordinator DPS Office of Post-Secondary Readiness All CCTM members Business Department Select CU staff Select Metro State staff Select ACC staff</p>	<p>Post-Secondary Readiness Coordinator DPS Office of Post-Secondary Readiness University of Colorado Metropolitan State University Arapahoe Community College</p>	<p>faculty/staff to identify potential high-interest courses</p> <ul style="list-style-type: none"> <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 2015-2016</li> <li>• Staff must complete adjunct professor application for 2015-2016</li> <li>• Offer Juniors and Seniors high-interest coursework through the University of Colorado Denver</li> <li>• Work individually with all qualifying students that 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>Ongoing</p> <p>Completed</p> <p>Completed</p> <p>Completed/Ongoing</p> <p>Completed/Ongoing</p>
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<p>Create a college remediation plan for every Senior that has not demonstrated college-readiness via ACT or the Accuplacer</p>	<p>Fall 2014</p>		<p>Counseling College Readiness Staff Member Administration Arapahoe Community College College Liaison Office of Post- Secondary Readiness Early College Grant</p>	<p>Early College Grant  ACT Scores  Accuplacer Scores  Adjunct professors (for college remediation courses in Math and English)  College text books</p>	<ul style="list-style-type: none"> <li>• Identify students in need of remediation through ACT/Accuplacer scores</li> <li>• Schedule students in appropriate College Remediation courses in Math and English</li> <li>• Monitor progress towards college readiness using Accuplacer and ACT scores</li> <li>• Graduate college ready students</li> </ul>	<p>Accuplacer test administered in November, 2014 for English ACT scores used for Math</p> <p>Completed</p> <p>Ongoing throughout 2014-2015 school year</p> <p>May, 2015</p>
<p>Hold student accountable for attendance and full participation for the after-school ACT sessions</p>	<p>On-going throughout 2014-2015 School Year</p>	<p>Ongoing throughout 2015-2016 School Year</p>	<p>All Staff</p>	<p>General Fund</p>	<ul style="list-style-type: none"> <li>• 75% of the students will attend 60% of the time and earn elective credit</li> </ul>	<p>On going throughout the 2014-2015 school year</p>
<p>Intentionally embed AP and ACT type questions in do-now's, daily classwork, and exit tickets</p>	<p>On-going throughout 2014-2015 school year</p>	<p>Ongoing throughout 2015-2016 School Year</p>	<p>All Staff</p>	<p>AP/ACT released items ACT prep book access for every teacher Early College Effectiveness Coaching AP Course training Collaboration</p>	<ul style="list-style-type: none"> <li>• Over 75% of classrooms will embed AP and ACT type of questions in do-now's, daily classwork, and exit tickets</li> </ul>	<p>In progress</p>
<p>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.</p> <ul style="list-style-type: none"> <li>• Counselors will meet with</li> </ul>	<p>Ongoing throughout 2014-2015 school year</p>	<p>Ongoing throughout 2015-2016 School Year</p>	<p>Counseling staff English teachers Admin. team</p>	<p>General Funds</p>	<ul style="list-style-type: none"> <li>• Consistently above 90% completion rate every year</li> </ul>	<p>In progress</p>

<p>students twice a year to complete PEP via Naviance.</p> <ul style="list-style-type: none"> <li>• Juniors will include college essay and resumes on Naviance.</li> </ul> <p>Seniors will review and revise college essays and resumes to be used for college applications</p>						
<p>Maintain a robust CTE program at the school which includes all 36 course offerings.</p> <p>Increase enrollment in Robotics from one to three sections (75 students) in 2013 and then four sections (100 students) in 2014.</p>	2014-2015	Ongoing throughout 2015-2016 school year	<p>CCTM and Business Coordinator</p> <p>Counselors</p> <p>Admin. Team</p>	General Funds Perkins Grant	<ul style="list-style-type: none"> <li>• Increase CTE offerings</li> <li>• Increase opportunity for students outside of CCTM to take CTE courses (added 3 courses for 2015-2016 open to all TJ students)</li> </ul>	<p>Completed/Ongoing</p> <p>Completed/Ongoing</p> <p>Completed</p>
<p>Mentoring partnerships with project management experts, programming experts, business experts, video and sound production experts, and communications experts, through CTE connections.</p>	2014-2015 ongoing	Ongoing throughout 2015-2016 School Year	<p>CCTM and Business Coordinators</p> <p>Counselors</p> <p>Admin. team</p>	General Funds		In progress
<p>Host community showcases twice a year to present student work in photography ceramics, and drawing and painting.</p>	2014-2015	Ongoing throughout 2015-2016 School Year	<p>CCTM Coordinator</p> <p>Admin. team</p>	General Funds	<ul style="list-style-type: none"> <li>• Average 75 families per showcase</li> </ul>	Completed
<p>Have over 90% of our Seniors apply to one or more colleges</p>	2014-2015	Ongoing throughout 2015-2016	<p>DSF Coordinator</p> <p>Counselors</p> <p>Teachers</p>	Naviance	<ul style="list-style-type: none"> <li>• 50% of Seniors applied to 1 college by end of Semester 1</li> <li>• 90% of Seniors applied to 1 college or more by end of Spring Break</li> </ul>	<p>Completed</p> <p>Completed</p>

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- Note: These two columns are not required to meet state or federal accountability requirements, though

## Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a School wide Program (Optional)