U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [ ] Elementary [] Middle [**X**] High [] K-12 [] Other

[] Charter   [] Title I   [] Magnet [] Choice

Name of Principal: Mr. Steve Hill

Official School Name: Thomas Jefferson Senior High

School Mailing Address:
    4001 West 102 Street
    Bloomington, MN 55437-2699

County: Hennepin   State School Code Number*: 271

Telephone: (952) 806-7600   Fax: (952) 806-7601

Web site/URL: www.isd271.org/jhs   E-mail: shill@bloomington.k12.mn.us

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

Date

(Principal's Signature)

Name of Superintendent*: Mr. Les Fujitake

District Name: Bloomington School District # 271   Tel: (952) 681-6402

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

Date

(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Maureen Bartolotta

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

Date

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

Private Schools: If the information requested is not applicable, write N/A in the space.
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1.   The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2.   The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3.   To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4.   If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5.   The school has been in existence for five full years, that is, from at least September 2003.

6.   The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7.   The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8.   OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9.   The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10.   There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

10	Elementary schools
3	Middle schools
	Junior high schools
2	High schools
2	Other
17	**TOTAL**

2. District Per Pupil Expenditure: __9348__

   Average State Per Pupil Expenditure: __9364__

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. __7__ Number of years the principal has been in her/his position at this school.

   ____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8			0
1			0	9	204	204	408
2			0	10	214	211	425
3			0	11	225	233	458
4			0	12	223	193	416
5			0	Other			0
6			0				
					TOTAL STUDENTS IN THE APPLYING SCHOOL		1707

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
7	% Asian
8	% Black or African American
3	% Hispanic or Latino
	% Native Hawaiian or Other Pacific Islander
81	% White
	% Two or more races
100	**% Total**

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

7. Student turnover, or mobility rate, during the past year: __8__%

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

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	42
(2)	Number of students who transferred *from* the school after October 1 until the	91

	end of the year.	
(3)	Total of all transferred students [sum of rows (1) and (2)].	133
(4)	Total number of students in the school as of October 1.	1765
(5)	Total transferred students in row (3) divided by total students in row (4).	0.075
(6)	Amount in row (5) multiplied by 100.	7.535

8.   Limited English proficient students in the school: __0__%

Total number limited English proficient __0__

Number of languages represented: __0__
Specify languages:

Bloomington Public Schools uses the center-based model for programs that require teachers with special expertise and licenses. The center-based program for students with limited English proficiency is housed at our sister school, Kennedy High School.

Students who attend Jefferson High School need to be proficient in English.

In our community over ninety world languages are represented, and many of our students are bi- lingual, but all have proficent English skills.

9. Students eligible for free/reduced-priced meals: __15__%

              Total number students who qualify: __254__

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __12__%

     Total Number of Students Served: __205__

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

22	Autism	3	Orthopedic Impairment
2	Deafness	24	Other Health Impaired
0	Deaf-Blindness	58	Specific Learning Disability
45	Emotional Disturbance	3	Speech or Language Impairment
8	Hearing Impairment	2	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	38	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	77	9
Special resource teachers/specialists	9	0
Paraprofessionals	24	0
Support staff	34	13
Total number	147	22

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 __**21**__ **:1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	94%	94%	93%	94%
Daily teacher attendance	96%	96%	95%	95%	96%
Teacher turnover rate	3%	3%	2%	4%	8%
Student dropout rate	1%	1%	2%	1%	1%

Please provide all explanations below.

Student attendance rates are monitored hourly; attendance is taken on-line and has recently been made available to parents with updates twice each day. Parents are notified by email when their student has an unexcused absence. Evening phone calls go out to all households of students with unexcused absences and tardies.

This increased parent communication in 2007-2008 improved our attendance rate.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	408	
Enrolled in a 4-year college or university	65	%
Enrolled in a community college	17	%
Enrolled in vocational training	7	%
Found employment	4	%
Military service	1	%
Other (travel, staying home, etc.)	5	%
Unknown	1	%
Total	**100**	%

PART III - SUMMARY

Situated between the Mississippi and Minnesota Rivers, Bloomington, Minnesota served as a crossroads for the Dakota Indians and French Voyageurs. Gideon Pond established the Oak Grove Mission in 1843, territory west of the Mississippi was opened to settlers in 1851, the town of Bloomington organized in 1858 and the first schoolhouse was built near the site of the present Thomas Jefferson High School in 1859. Rapid growth in the 1950's led to increased housing, schools, parks, businesses, public systems, and police and fire services. Thomas Jefferson High School (TJHS) was built in 1970. By 2000 Bloomington had seventeen schools Pre-K-12+, 97 parks, 94 ballfields, 3 indoor ice sheets, 55 playgrounds, the Mall of America, Normandale College and was home to world headquarters for Toro, General Dynamics, Seagate, Control Data, Donaldson, Inc., National Car Rental, Jostens, and Ceridian. In 2005, in a community of 85,000 residents, public school students numbered over 10,000. A very supportive community attends concerts, games, plays, musicals, and graduations, passes referenda, and volunteers. The 1,707 Jefferson students in grades 9-12 are valued and encouraged.

The Thomas Jefferson High School Mission is: "The Jefferson High School community will develop and nurture responsible leaders and enlightened citizens who challenge themselves to create the present and enrich the future."

As the namesake of Thomas Jefferson, who stood for courage, effort and excellence, Jefferson High School strives to accomplish its Vision: to enhance the journey toward personal and intellectual integrity, to be a high school that honors human diversity, to build caring relationships, to encourage and facilitate open communication, to assume our responsibility of contributing to the larger community--to discover the inherent joy of giving, and to be a scholarly community whose environment fosters creativity, inquiry, and respect among staff, students, and families.

TJHS is known for academic excellence and co-curricular opportunities. Twenty-nine Advanced Placement (AP) and honors classes are offered; 557 AP exams were administered in May '08—64% of students scored 3 or higher; forty-four National Merit Finalists/semi-finalists were named between 1999 and 2008; local ACT scores are consistently above national and state averages (i.e., composite scores '05-23.6, '06-23.1, '07-24.2, '08-23.9). Jefferson offers athletics at 9th grade to varsity level in 14 boys' sports, and 18 girls' sports. Hockey, basketball, tennis, and soccer teams have received Minnesota State High School League recognition for their impressive grade point averages. Since 1976 the high school has won over 50 state championships. Thirty-four different activities and clubs are available, such as: bowling, chess, debate, Latin, math team, robotics, cultural groups, and volunteer clubs. Exemplary humanitarian efforts include over 10,000 annual student volunteer hours in support of food shelves, AIDS victims, Memorial Blood Bank, Habitat for Humanity, Africa Project, homeless shelters, breast cancer research, and more. This vast pool of students involved in co-curricular and service learning activities strengthen community ties and enhance academic advancement.

TJHS and staff are recognized, examples include: Minnesota Music Educators Association Model School Award, 2000; Destination Imagination state winner, and 5th at World Competition, 2001; Mark O'Phaeley, Minnesota Paraprofessional of the Year, 1998; Pam Signorelli, Minnesota Art Teacher of the Year, 2000; Principal Steve Hill, Hennepin Division Principal of the Year, 2006; Senator Mark Dayton's School of Excellence Award, 2004; U. S. News and World Report Bronze Award, 2007; Minnesota Academic Excellence Foundation School Spotlight Award, 2007; U.S. News and World Report Silver Award, 2008; invited to apply for the AP Siemens Award for excellence of staff and scores, 2009.

We are proud to be Thomas Jefferson High School where opportunities for academic excellence accompany energetic co-curricular programs in an atmosphere of caring and concern.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Assessment results on the state's Minnesota Comprehensive Assessments (MCA) have generally been very high, consistently ranking TJHS among the top scoring schools in the state on both reading and mathematics. In reading, the proportion of students who scored in the "meets and exceeds" group increased from 80 to 83 percent overall, and the increase in students who exceeded the standard increased by 6 percent. Similar or greater increases were noted in the various subgroups, including a 17 point increase in economically disadvantaged students; an 8 point increase in Asian/Pacific Islander students; and a 20 point increase for African American students. In all cases, the number of students in these groups increased in the school from 2007 to 2008.

State test results in mathematics did not change as much between 2007 and 2008. The overall proportion of students scoring in the "meets and exceeds" group was essentially unchanged and the proportion that exceeded increased by four percent. However, the various subgroups had somewhat lower proficiency rates in 2008 than was the case in 2007.

The change in the state test from the MCA to the MCA-II beginning in the 2005-06 school year has made the study of the trends somewhat challenging. The tests were changed to reflect the new state standards in these subjects, and the content and rigor of the exams changed significantly as a result. The impact of these new standards can be seen in the data, where the overall proportion of students meeting and exceeding the reading standard went from the mid to high 90s in 2004 and 2005 to the low 80s in the subsequent three years. Even more dramatic changes are evident in the mathematics results where the proportion scoring in the meets and exceeds range fell from low 90s to the mid 50 percent range. These changes were generally reflected in the performance of the subgroups as well. The number and meaning of the different performance levels have also been altered between 2005 and 2006. Prior data was reported at five achievement levels, with level 3 considered proficient and levels 4 and 5 considered above or advanced. Beginning in 2006, the levels were reduced to 4, and only a single level of performance beyond proficient.
Jefferson also has some of the highest Advanced Placement and ACT scores in the nation, as evidenced by awards we have received from the State of Minnesota, the College Board, and U.S. News and World Report.

The TJHS goal is for 100% of students to both take and perform well on the MCA-IIs. In order to reach that goal, numerous interventions are utilized. Some of the interventions apply directly to the assessments, others are designed to provide opportunities for students to reach maximun levels of performance.   Our school model includes the following: 1) Jag Academy--summer school for incoming freshmen who had limited success in middle school, 2) Jefferson Jump Start--two mid-August days for students to pick up class schedules and take care of some preliminary school business (improves school climate), 3) Pathfinder Days--carefully selected junior and senior volunteers mentor freshmen before school starts and throughout the school year in order to help the 9th graders successfully make the transition to high school, 4) Learning Lab--a program for freshmen and sophomores to increase skills related to school success, 5) Read 180--a class designed to inprove literacy skills, 6) Beacon-the Bloomington Alternative Learning Center that offers programming for both full and partial days, 7) After school tutoring--for identified students--several weeks just prior to the state tests, 8) Skills classes-core subjects taught with smaller class sizes and Special Education support, 9) Clinical classes--tutorial classes for students with Individualized Education Plans, 10) Testing tutorials--teaching sessions for all students taking MCA-II tests, subject specific.

Communication to students and parents on test results, and available interventions is key to our success rate. Letters, sent to parents and students, provide detailed information on subject strands where their student has

strengths and weaknesses. If remediation is needed, parents and students are informed by counselors and case managers.

Teachers are trained to be effective test proctors, and give the tests in quiet classrooms in groups of approximately 15 students. Students are encouraged to eat a healthy breakfast and get enough sleep prior to the tests.

Details about Jefferson's test results can be located on the State Report Card web site: http://app.education.state.mn.us/ReportCard2005/index.doc

2. **Using Assessment Results:**

Each August TJHS teachers examine results of the Minnesota Comprehensive Assessments (MCA IIs) given the previous April. Teachers have extensive experience conducting data studies on the MCA IIs and GRAD tests, utilizing guiding questions to assist in analysis. Data is disaggregated by subgroups and demographics. Student performance is reported in detail, including success rates on knowledge strands. Teachers analyze information and modify curriculum content and delivery to meet specific student needs.

Annually teachers team in Professional Learning Communities (PLCs) and develop academic Specific, Measurable, Attainable, Results-oriented, Time-bound (SMART) goals, based on assessment information. PLCs meet monthly to review student work, create common assessments, and monitor progress on their goals. PLC goals are included in the district-driven, building specific, Continuous Improvement Plan (CIP). (See answer to Part V, 5.)

TJHS uses assessment data to create and strengthen interventions for students who need additional academic support. Innovations include: special test-taking tutorials (refresher information for all students, disseminated prior to the MCA-II tests), extended day classes, summer school, Learning Lab (a tutorial study hall to enhance study skills, test taking techniques, and organization), Read 180, peer-tutoring, and Special Education clinical classes. Teachers work with students before and after school as needed. Each Tuesday all students have a 30-minute tutorial period where extra help is provided.

Staff development offerings are tailored to assist teachers in accomplishing these data determined student needs. District specialists work with teachers on pertinent academic requisites in teaching and learning. The curriculum review process requires the subject area teams to analyze student data on standardized measures, and make improvements in instruction so that students have increased success.

3. **Communicating Assessment Results:**

The Bloomington schools have an informational web site: http://re.bloomington.k12.mn.us/data/results/ that provides links to information on multiple measures; i.e. demographics, MCA IIs, Explore tests, Basic Skills Tests (BSTS), GRAD tests, Report cards, Parent Surveys, Student Surveys, and Continuous Improvement Plans. Summary assessment information is compiled in School Pages, and mailed to all Bloomington residences. Much of this information is also reported in the local Sun Current newspaper. The Minneapolis Star Tribune and the St. Paul Pioneer Press release testing information on all metro area schools. The Jefferson parent newsletter, Jag Quarterly, provides assessment highlights and explanations of results, and is available on the school's web page (www.isd271.org/jhs). An annual school profile is produced each year; this is provided for families of new students, prospective employees, and for public relations purposes. Verbal and written reports are presented by the principal at the Parent Teacher Student Association (PTSA), the school site council, and school board meetings. Test results of each student are mailed to their homes along

with interpretive information. Teacher PLC goals and the building CIP goals are available for public view at the CIP web site.

Jefferson, in working with Technology Information Education Services (TIES), is piloting a computer-based academic profile of each student called the Personal Learning Plan (PLP). TJHS is the only school in Minnesota participating with this pilot, but interest around the state is evident. The PLP is available to students, parents, teachers, counselors, and administrators on-line. This information is used both to track progress, and to determine interventions and course choices. It provides a comprehensive view of each student's transcript information, test scores, attendance, and behavior all in one location. Teachers are coached on how to use the PLP in one-on-one student meetings during homeroom.

Parent-teacher conferences are held once a quarter. Student performance on assessments is an important topic of conversation.

 Parents and students use School-View to keep up-to-date on course work grades and assignment completion. Teachers enter grades at this site weekly, attendance and tardy information daily. Each family has individual login information to access School-View.

4. **Sharing Success:**

Jefferson successes are shared with other schools through our district and school web sites, in local newspapers (see previous answer), in the Bloomington Schools' Annual Report, with Lake Conference Schools at monthly meetings, in publications of the Minnesota Association of Secondary School Principals, and in our school communication organs (Jag Quarterly, School Pages, web site, school-based news show--Students' Perspectives Of Their School--SPOTS). Jefferson staff and students also share in a variety of forums by invitation: principals delegation to Sweden, sister city exchanges with Izumi, Japan, presenters at professional organizations (Minnesota Music Teachers' Association, Minnesota School Board Association, Minnesota English Teachers' Association, National Council of Teachers of Mathematics, National Council of Social Studies, T.I.E.S. Conferences, Education Minnesota, etc.). In the fall of 2008, the Japan Ministry of Education Research Project Team picked three U.S. schools to visit, and Jefferson was one of the three. A number of universities come to Jefferson because of its academic reputation to conduct research studies, and publically report the results. In recent years the University of Minnesota, Bethel University, Normandale Community College, and Minnesota State University-Mankato have conducted research projects with our students and staff.

If awarded the Blue Ribbon School designation there will be singing from the rooftops at Jefferson! The award will be embraced and celebrated at back-to-school events, Homecoming Festivities, City-wide River Rendezvous happenings, and more. We will make a banner for the marching band flag corps to carry in parades. We will proudly fly the Blue Ribbon Flag. We will include this designation on our publications. Our Blue Ribbon status will be known far and wide.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

All curricular areas have three levels of standards:
• Essential—all students must learn these and pass an official district assessment
• Important—all students must learn, classroom teacher determines assessment
• Enhancing—intended to extend and enrich student understanding.
Standards are determined by locally-based curriculum committees. State standards and benchmarks, coupled with the standards put forth by professional organizations, are used to determine Bloomington standards. College Board standards are in place in AP classes. Input from the state-required Planning Evaluation Reporting committee, the Office of Education Equity, the Department of Learning and Leadership, principals, and content area teachers is all considered. Reading, writing, and math skills are integrated in most curricular areas; as are the Bloomington Core Ethical Values: respect, responsibility, integrity, citizenship, honesty, and teamwork. Staff development focus and PLC goals are often linked to implementing new strategies and improving assessment practices.

Instruction is delivered in the four-block, four-quarter system. Regular and skills level core classes meet daily for 83-minute periods for two quarters; most AP classes require 3 or 4 quarters to complete.

Language Arts: The curriculum ensures that students are proficient in their abilities to read with understanding, to write coherently, to speak clearly, to listen with comprehension, and to realize that 21st century communication demands a new kind of literacy. Students are required to take 4 years of language arts, and may select electives such as journalism, creative writing, and theater. Several members of Jefferson's English department are recognized state-wide for development of hybrid academic courses utilizing internet technology.

Mathematics: Math curriculum is guided by the Minnesota Academic Standards for Mathematics and the National Council of Teachers of Mathematics (NCTM). Learning includes: number sense, computation and operations; patterns, functions, and algebra; data analysis, statistics, and probability; spatial sense, geometry, and measurement. In addition to content standards, students use NCTM process standards: reasoning and proof, communication (of mathematical thinking), connections, and representation. Algebra I, geometry, algebra II, probability, and statistics are required for graduation. Many students also take pre-calculus, calculus, and discrete math.

Science: Minnesota Academic Standards in Science and the National Science Education Standards determine the science curriculum. Required classes are physical science, biology and one lab-based elective, from choices such as marine biology, geology, astronomy, meteorology, environmental science, and forensic science. Most college-bound students elect chemistry and/or physics. Students are taught the scientific process: asking questions about how the world works; collecting and analyzing relevant data; formulating ideas drawn on the work of others; testing ideas through prediction and controlled experimentation; communicating results to colleagues for critique and further refinement; examining the implication of scientific discoveries on social, economic, and political systems.

Social Studies: From the National Council of Social Studies (NCSS) ten thematic strands drive the curriculum: culture; time, continuity, and change; people, places, and environments; individual development and identity; groups and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; civic ideal and practice. Four years of social studies are required for graduation. The goal for all students is "to develop the ability to make informed

and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" (adapted from the NCSS vision statement).

Visual and Performing Arts: Art standards employ four discipline perspectives: aesthetics, criticism, history, and production. Our 13 elective courses include two- and three-dimensional art, ceramics, photography, graphic design, and digital animation from beginning to advanced levels.

Music and dance classes strive to incorporate three artistic processes (create, respond, and perform); include culturally and historically diverse experiences; motivate students toward excellence in performance; provide opportunities for creative expression; include performances to demonstrate learning; make connections and links to other curricular areas; help students find intrinsic value in the beauty and passion of music and dance. Jefferson offers varying levels of instrumental and vocal music, and dance.

Theater classes are taught by language arts faculty. Each year TJHS produces full-length theater events; this year's line-up is: "Fiddler on the Roof," "Jungle Book," "M*A*S*H," and "Steel Magnolias."

World Language: World language curriculum is aligned with the Minnesota Language Proficiency Assessments (MLPA) developed by the University of Minnesota in French, German, and Spanish. Students who complete Level 4 should be proficient, and start second-year university language courses. We also offer instruction in Latin and Japanese. AP classes are available in French and Spanish; Japanese III can be taken as a College-in-the-School class. World language standards are referred to as the five Cs: Communication, Culture, Connection, Comparisons, and Communities. New standards describe communication as interpersonal, interpretive, and presentational, and include listening, speaking, reading, and writing in situational contexts.

2a. **(Elementary Schools) Reading:**

   This question is for elementary schools only

2b. **(Secondary Schools) English:**

Bloomington' s carefully constructed K-12 language arts program has tiered and scaffolded scope and sequence, common assessments, and multiple levels of interventions. Research into best practices is routinely used to improve learning and instruction. Based on academic needs of students, the curriculum is taught at three levels: skills, regular, and honors/AP.

Freshmen schedules are individually determined by parents, eighth-grade teachers, and middle and high-school counselors. Computerized Achievement Level Tests (CALT), Minnesota Comprehensive Assessment results, grades, and teacher recommendations are used for placement. Students who read below grade level are assigned to one or more interventions:
• Summer programming
• Read 180 Course
• Learning Lab (a tutorial study hall for credit)
• Skills level core classes
• 504 plan modifications
• IEP goal emphasis, and/or clinical class
• Peer tutoring
• Extended day classes.
Students who fail the 10th grade MCA II-Grad Test are assigned and counseled into individual and group interventions. Literacy is taught across the curriculum. The building literacy leader works with individual teachers and students on specific learning needs.

Elective course offerings such as College Writing, World Mythology, Interpersonal Communications, and Media Production are popular among students. Several department members are innovators in developing hybrid courses (combination in-class and internet).

3. **Additional Curriculum Area:**

In line with the district mission ("The Bloomington Public School District is an educational leader developing in ALL of our learners the ability to thrive in a rapidly changing world."), technology is a means for students to learn how to think critically, solve problems creatively, and communicate effectively—vital 21st Century skills. Utilizing technology, the experiences in math, reading, and writing help students make connections between school and the real word. Technology skills build fluency that provides benefits for post-secondary education and employment. Students learn and use technology skills in virtually all classes, but some classes emphasize a higher level of expertise:
• Art—Animation Digital Video is a class where students embark on studio projects using techniques of two-dimensional cells, pixilation, and stop motion animation. Photography combines traditional and high-tech methodology.
• Music—Garage Band—students create, perform, and record their own music using the digital program, "Garage Band."
• Business-Microsoft Office User Specialist (MOUS) is offered--Computer Applications, Advanced Computer Applications, and an Independent Study prepares students for the assessment.
• Language Arts--1) students write, plan, and produce a weekly news-magazine show using digital equipment, 2) A creative writing hybrid course requires students to do on-line blogging and writing on Web 2.0, 3) Journalism/Yearbook –desktop publishing software is used to create publications.
• Computer/Media /Technology Education-- computer applications, desktop publishing, web page design, computer programming, computer technician training, architectural design, engineering, digital electronics, aerospace engineering, and graphic arts. (These encompass Project-Lead-the-Way classes.)

Jefferson is pioneering hybrid courses in art, language arts, math, and science. Students work both at off-site locations and at required check-in times at school. Some course content like journaling, presentations, and research is delivered and submitted online. Students need to be motivated, and possess good time management and technology skills to succeed in these classes.

4. **Instructional Methods:**

Differentiation of instruction is a district-wide staff development focus; as a result, teachers employ a variety of strategies:
• Separating essential from non-essential learning
• Enrichment activities
• Homework help online
• Culturally inclusive environment
• Teaming students by ability, strengths, and needs
• Working with students during the weekly 30-minute tutorial period
• Before and after school tutoring
• Modifying assignments, assessments, deadlines, and materials according to 504 Plans and IEPs, and for other needs
• Preferential seating for a variety of reasons
• Daily/Weekly check-ins
• Adaptive equipment.
The academic core areas offer three levels of instruction: skills, regular, and honors/AP. Students are guided into appropriate learning levels so that they can be successful. Skills classes are usually team-taught by a content instructor and a special education teacher.

Supplemental learning opportunities include extended day programs, summer school, National Honor Society tutors, adult tutors, the Learning Lab, and clinical classes. Pathfinders, a student-led mentoring program for transitioning freshmen, employs juniors and seniors as mentors of small groups of incoming freshmen. Seniors can be involved in Students Taking Renewed Interest in the Value of Education (STRIVE), a Rotary initiative that includes adult mentors and college scholarships.

It is important for all parents and students to be fully served by our school. Two full-time interpreters are employed for our students who are deaf and hard-of-hearing. Interpreters are hired for hearing-impaired parents when they attend school functions and meetings. We arrange for interpreters to be at meetings and events through the Language Ambassador Program; common language interpreters we hire to communicate with parents speak Spanish, Somali, Hmong, Cambodian, and Russian.

5. **Professional Development:**

TJHS offers site-based, job-embedded staff development. Jefferson Professional Learning Communities (PLCs) and the Jefferson Staff Development Committee (JSDC) drive these efforts. The District Staff Development Committee (DSAC) guides and supports building needs. In 2008-09 there are 13 staff development/workshop days and several half-day release sessions for PLCs.

In the fall, state test results are released; TJHS staff analyzes the student data and compares it to PLC goals from the previous year. This new information is used to determine PLC goals for the ensuing year. All PLC goals are about student achievement, and are written as Specific, Measureable, Attainable, Results-oriented, Time-bound (SMART) goals. As data trends are identified, staff development needs for improving instruction are determined. Some examples of PLC goals are: 1) at least 60% of current juniors will score 3 or higher on the math MCA-II exam; 2) 85 percent of 10th grade students will pass the MCA-II Reading test with a score of 3 or 4; 3) 80 percent of students in Spanish 4 will score 75 percent or higher on the MLPA Standard Assessment at the end of each semester; 4) During the 2008-09 school year 50 percent of Read-180 students will attain an exiting-level proficiency score.

Examples of other staff development foci are: authentic instruction and assessment, cultural competency, building climate, literacy, math and writing across the curriculum, crisis planning, brain-based learning, curriculum mapping and webbing, tuning protocols for examining student work, and seven norms of collaboration.

Departments work together with district curriculum specialists and the Department of Learning and Leadership when setting content standards. Professional development needs that arise because of curricular innovations are developed and offered in timely ways. For example, the math department implemented spiraling curriculum; therefore, all algebra and geometry teachers attended summer and release-day sessions. Teachers for the Read 180 program received extensive training from Scholastic, Inc. on the Scholastic Reading Inventory and teaching methods for the program. Release days are provided for curricular staff development, usually in matched groups in order to enhance synergy and accountability.

Jefferson has a history of high academic achievement; staff development enables us to continue to improve students' learning and teachers' competencies.

6. **School Leadership:**

Thomas Jefferson High School has one principal, two assistant principals, one Dean, department leaders, faculty senate, student council, and the Parent Teacher Student Association (PTSA). The Council of Representatives (COR), the school site-council, consists of members of these groups. Decisions are primarily reached through a consensus model for decision-making after researching the issues. Breaking Ranks Research, conducted by the National Association of Secondary School Principals, is used as a design model to test the validity of proposals as they are scrutinized in light of academic rigor, relevance, and school-based interpersonal relationships. Decisions are also examined through filters provided by vision and mission statements of both the school and the district.

School leadership is responsible for guiding the vision, mission, and operations of the school, including the following: budget, building climate, co-curricular activities, community relations, evaluation and hiring of staff, facilities, scheduling, and student achievement. Varying stakeholder groups provide leadership and input where appropriate. The principal leads the department leader meetings where decisions are made related to budget, curriculum, new courses, and day-to-day functioning concerns. The principal also leads COR, where decisions on major or controversial issues are made. For instance, COR votes on the Continuous Improvement Plan (CIP), the Health Policy, the Crisis Plan, changes to the discipline policy, and the Vision and Mission.

Jefferson's Continuous Improvement Plan (CIP) has four areas of emphasis: student achievement, educational equity, building climate, and staff development. All PLC goals that are part of the CIP, must be related to student learning and achievement; therefore, the leadership ensures that the academic focus gets the attention it deserves. The District's Office of Education Equity supports efforts at Jefferson in meeting the needs of all students. In addition, the District Strategic Plan has expectations of each site to ensure the continuous improvement of academic achievement.

Jefferson's current principal was instrumental in redesigning the district tenured staff evaluation process. The new design requires annual unannounced observations (old process was three scheduled observations, every three years), and personal discussions with each staff member about goals related to their instruction and student progress. The evaluation process has moved from "planned performances" to an emphasis on day-to-day learning in the classroom.

Jefferson's leadership is devoted to creating a culture of learning that improves each year.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 10   Test: MCA/MCA-II

Edition/Publication Year: 2003/2006   Publisher: Mn Dept of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Meets and Exceeds	83	80	83	95	97
Exceeds	50	44	52	67	70
Number of students tested	450	412	442	387	429
Percent of total students tested	97	95	96	97	98
Number of students alternatively assessed	8	13	0	0	0
Percent of students alternatively assessed	2	3	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets and Exceeds	67	51	63	83	70
Exceeds	30	17	28	50	35
Number of students tested	61	55	46	46	43
2. Racial/Ethnic Group (specify subgroup): Asian					
Meets and Exceeds	90	82	96	100	83
Exceeds	59	50	63	62	55
Number of students tested	29	22	24	21	36
3. (specify subgroup): Hispanic					
Meets and Exceeds	64	64	86	88	
Exceeds	45	36	43	50	

Number of students tested	11	11	14	12	

4. (specify subgroup): Black

Meets and Exceeds	58	38	59	81	58
Exceeds	21	24	28	56	41
Number of students tested	38	21	29	16	17

Notes:

Data are available on the MCA-II for 2006 through 2008. The Alternate Assessment (MTAS) was not available prior to the 2007 school year. In 2003-04 and 2004-05, the state CRT was called the MCA. That test contained 5 levels rather than 4, and no descriptors were used other than the numbers. Level 3 was considered proficient, and levels 4 and 5 were considered exceeding the proficiency level.

Subject: Mathematics   Grade: 11   Test: MCA/MCA-II
Edition/Publication Year: 2003/2006   Publisher: Mn Department of Ed

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Meets and Exceeds	55	56	57	91	90
Exceeds	30	26	26	51	52
Number of students tested	393	423	369	393	360
Percent of total students tested	97	98	95	92	95
Number of students alternatively assessed	13	13	0	0	0
Percent of students alternatively assessed	3	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets and Exceeds	20	29	21	76	46
Exceeds	6	5	0	24	11
Number of students tested	49	41	39	29	28
2. Racial/Ethnic Group (specify subgroup): Asian					
Meets and Exceeds	68	70	52	84	90
Exceeds	28	44	14	53	59
Number of students tested	25	27	21	32	22
3. (specify subgroup): Black					
Meets and Exceeds	22	26	21	82	36
Exceeds	11	9	0	36	18
Number of students	19	23	14	11	11

tested					
4. (specify subgroup): Hispanic					
Meets and Exceeds		38	21		
Exceeds		15	0		
Number of students tested		13	14		

Notes:

Data are available on the MCA-II for 2006 through 2008. The Alternate Assessment (MTAS) was not available prior to the 2007 school year. In 2003-04 and 2004-05, the state CRT was called the MCA. That test contained 5 levels rather than 4, and no descriptors were used other than the numbers. Level 3 was considered proficient, and levels 4 and 5 were considered exceeding the proficiency level.

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