

# **Strategic Plan**

# 2021-2024

Building a Legacy of Success

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#### CHÁVEZ / HUERTA K-12 PREPARATORY ACADEMY VISION, MISSION AND VALUES

Chávez / Huerta K-12 Preparatory Academy (CHPA) is a locally- controlled K-12 public charter school authorized by Pueblo City Schools (D60) and part of the Colorado State public school system. As such, and in keeping with the policies of the State Legislature, Colorado Department of Education and Pueblo City Schools, the school exists to serve the community of Pueblo County. As a charter school it adheres to three basic tenants:

- Charter public schools are tuition free.
- Charter public schools do not discriminate.
- There is no test-in requirements to enroll in charter public schools.

#### MISSION

To provide students a challenging, high quality, diverse K-12 learning environment that develops lifelong learners.

#### VISION

Chávez / Huerta K-12 Preparatory Academy is the best school of choice to develop college-ready students who will become scholars, leaders of great character, and productive citizens of the world.

#### VALUES

- Acceptance of all People
- Celebrating Community
- Respect for Life and the Environment
- Non-Violence
- Innovation
- A Preference to Help the Most Needy
- Knowledge
- Sacrifice
- Service to Others
- Determination

#### **Executive Summary**

Chávez/Huerta K-12 Preparatory Academy (CHPA) is a Public Charter School authorized by School District 60 and has been in existence since 2000. From 2016-2021 an Educational Master Plan (EMP) was created to provide goals in order to drive the priorities of the organization. With the ending of the EMP the current plan was developed with the input of stakeholder groups which is focused on Student Success from 2021-2024. The goal is: "Each CHPA Academy will meet growth and performance standards identified by the Colorado Department of Education (CDE) including ESS Students." Progress will be monitored quarterly against the yearly identified progress measures. By the end of the plan, all academies are to reach the cumulative "performance" standard.

#### HISTORY OF CHPA

In November 2000, Pueblo City Schools approved the charter application for César Chávez Academy (CCA). The public charter school was founded by a group of committed educators and community members in Pueblo, Colorado and opened as an alternative choice for public education when it began enrolling students for the 2001 school year. CCA occupied the vacant Hyde Park School built in 1948 on Pueblo's west side and began changing the face of education by implementing educational programs designed to meet the needs of its students and families.

In 2002, the music program expanded to include mariachi music and "Mariachi Águila" was formed. By 2003 enrollment grew and the facility was expanded to include a new gymnasium and science classrooms to accommodate growth of faculty, staff and students.

In December 2004, Pueblo City Schools also approved the charter application for the affiliated Dolores Huerta Preparatory High (DHPH) as an Early College Program (ECP) that first opened for the 2004-2005 school year. The DHPH ECP allowed students the opportunity to earn a high school diploma and an Associate's degree by the time they graduate from high school. By 2004, CCA had enrolled 555 students in grades K-8, and DHPH enrolled 179 students in grades 9<sup>th</sup> and 10<sup>th</sup> in its first year.

By 2006, enrollment at both schools was increasing rapidly and on November 10, 2006 DHPH broke ground on the new high school facility and construction began. On September 4, 2007 an historic ribbon cutting ceremony for Pueblo's newest high school building was conducted and Dolores Huerta herself was present to celebrate the occasion. DHPH firmly established itself as a premier school with its academic and athletic programs.

The schools continued to experience growth and in May 2008 Mariachi Águila released its music CD, "Por Primera Vez". Later in July, Mariachi Áquila placed third in the international Mariachi Spectacular in Albuquerque, New Mexico.

The next few years presented challenges for the schools due to rapid growth of the Pueblo campus and the CCA educational model expanding to Colorado Springs and Denver. As the result of a financial and organizational review of the César Chávez School Network by the Colorado Department of Education, the schools in Colorado Springs and Denver became independent schools. In 2010, CCA and DHPH were restructured to meet the challenges of reduced funding and began consolidation of the two contracts with Pueblo City Schools into one charter organization.

In June of 2012, Pueblo City Schools approved the new consolidated charter application and both schools became one entity under the Chávez / Huerta K-12 Preparatory Academy charter. While the organization has experienced a great deal of growth and change, the mission and vison are still focused on the children of Pueblo and their success. The academic, athletic and performing arts programs continue to meet the needs of Pueblo's students and families.

In 2016 the Board of Directors sanctioned the five-year Educational Master Plan (EMP) that guided the direction of CHPA in its development. While much improvement occurred including the authorized construction of a new school building, academic achievement of students was still lacking and further impacted by the COVID-19 Pandemic. The ensuing three-year (2021-2024) Strategic Plans is solely focused on meeting Colorado Department of Education (CDE) standards at all academies by 2024.

Chávez / Huerta K-12 Preparatory Academy (CHPA) is a locally- controlled K-12 public charter school authorized by Pueblo City Schools (D60) and part of the Colorado State public school system. As such, and in keeping with the policies of the State Legislature, Colorado Department of Education and Pueblo School District 60, exists to serve the children of Pueblo.

#### • Goal #1 – Student Success

Each CHPA Academy will meet growth and performance standards as identified by the Colorado Department of Education (CDE) including ESS Students. (Note: baseline cumulative CMAS assessment measures are from the 2019 documented measure.)

Objective #1 - CCA

- Year 1: To move from Turnaround to Priority Improvement on the cumulative CMAS Assessment Measure/SPF
- Year 2: To move from Priority Improvement to Improvement on the cumulative CMAS Assessment Measure/SPF
- Year 3: To move from Improvement to Performance on the cumulative CMAS Assessment Measure/SPF

#### Objective #2 - ECMS

- Year 1: To move from Turnaround to Priority Improvement on the cumulative CMAS Assessment Measure/SPF
- Year 2: To move from Priority Improvement to Improvement on the cumulative CMAS Assessment Measure/SPF
- Year 3: To move from Improvement to Performance on the cumulative CMAS Assessment Measure/SPF

#### Objective #3 – DHPH

- Year 1: To move from Turnaround to Priority Improvement on the cumulative CMAS Assessment Measure/SPF
- Year 2: To move from Priority Improvement to Improvement on the cumulative CMAS Assessment Measure/SPF
- Year 3: To move from Improvement to Performance on the cumulative CMAS Assessment Measure/SPF

Objective #4 - ESS

- Year 1: To move from Turnaround to Priority Improvement on the cumulative CMAS Assessment Measure/SPF
- Year 2: To move from Priority Improvement to Improvement on the cumulative CMAS Assessment Measure/SPF
- Year 3: To move from Improvement to Performance on the cumulative CMAS Assessment Measure/SPF

#### The Work Plan

#### Objective #1 – César Chávez Academy (CCA)

Objectives	Actions	Responsible	Performance	Resources	Target	Status (frequency
(SMART)	Actions	Responsible	Indicators	Needed/Required	Date	to be evaluated)
Specific, Measurable,				<b>1</b>		
Achievable,						
Realistic,						
Time						
	x x.·1·	<u> </u>	<b>x</b>		x /x 1	
CHPA will achieve	Utilize	CAO	Improve	1. Curriculum aligned	June/July	Quarterly
Performance level	Colorado	D'''	student	to Colorado State	2022	assessment data
accreditation status	assessments	Principal	knowledge,	Standards, which		analysis based
as defined by the	(CMAS) and	Classic	growth and	includes:		upon LEA and
Colorado	Local	Classroom	academic	The structure of a set		CDE (Colorado)
Department of	Education	Teacher	performance	Tier I instructional		required
Education by 2024.	Agency	Dete	from Transmission 1	materials and resources		assessments to
V 1	(LEA)	Data	<u>Turnaround</u>	for ALL students		include:
Year 1:	assessments	Research	status to	Tion II in stars the 1		DOV
2021-2022	to identify	Analyst	<u>Priority</u>	Tier II instructional		• BOY
Identify current level	current	Cumment	<u>Improvemen</u> t	materials, resources and		(Beginning
of student	knowledge	Support Stoff	status in ELA.	interventions for students		of the year)
knowledge, growth and academic	and analyze baseline	Staff	Improvo	in need		• 1 <sup>st</sup> Quarter
	academic		Improve student	Tier III instructional		• MOY
performance utilizing the 2019 and 2021	data in		knowledge,	materials, resources and		(Middle of
state assessment data.			growth and	interventions for students		year)
state assessment data.	English		academic	most in need		• EOY (End
(Performance	Language Arts and		performance	most m need		of year)
indicators will be	Math for		from	2. Professional		
based upon the level	each student		Turnaround	Learning		These include
of achievement in	each student		status to	Communities		state
order to meet	Small group		<b>Priority</b>	aligned to research		assessments and LEA
performance within 3	instruction		Improvement	based on DuFour		assessments
years.)	will be		status in	and Marzanno		including
5 /	implemented		Math.			NWEA
Performance Plan:	at each grade			3. Identified data for		(MAPS),
53.0%-100% points	level to		(These will	teacher analysis		iReady, CMAS
earned	support		be based	and data-based		and curriculum-
	individual		upon the	academic reliability		based
<b>Improvement Plan:</b>	and specific		School	to support PLC		assessments (as
42.0%-52.9% points	student needs		Performance	work and academic		applicable)
earned			Framework	intervention		rr/
	Principal will		from 2019	decisions		
Priority	implement		and 2021			(Changes are
Improvement Plan:	observation/		with	4. Realignment of the		subject to the
34.0%-41.9% points	feedback		strategies	use of tutors,		alternative
earned	practices to		identified	paraprofessionals		assessments
	support the		and	and support staff		that the state
<b>Turnaround Plan:</b>	needs of the		addressed in			may require.)
0.0%-33.9% points	teachers		the School	5. Develop and		
earned			Improvement	implement a Health		
	Students will		Plan.)	and Wellness plan		
	be monitored			to address the		

<b></b>		I	Γ			
	daily using			needs of our	_	
	observation			students, staff	and	
	and data-			community		
	driven					
	sources			6. Implement a s	ocial-	
	G			emotional		
	Staff will			curriculum fo	cused	
	participate in			on wellbeing,		
	weekly			relationship-		
	PLC's			building and		
CHPA will achieve	Utilize	CAO	Turnanova	connectedness		. Ou ortenlar
Performance level	Colorado	CAU	Improve student	1. Curriculum al to Colorado St	0	
accreditation status		Duin sin sl				assessment data
	assessments	Principal	knowledge and academic	Standards, wh includes:		analysis based
as defined by the Colorado	(CMAS) and Local	Classroom	growth from	includes:		upon LEA and CDE (Colorado)
Department of	Education	Teacher	0	Tier I instructional		· · · · · · · · · · · · · · · · · · ·
Education by 2024.		reacher	<u>Priority</u> Improvement	materials and resou	rcas	required assessments to
Euucanon by 2024.	Agency (LEA)	Data	status to	for ALL students	1005	include:
Year 2:	(LEA) assessments	Research	<i>Improvement</i>			menuue.
2022-2023	to identify	Analyst	status in ELA.	Tier II instructional		• BOY
Identify current level	current	2 mary st	status III ELA.	materials, resources		• BOT (Beginning
of student	knowledge	Support	Improve	interventions for st		of the year)
knowledge, growth	and analyze	Staff	student	in need	lacins	• 1 <sup>st</sup> Quarter
and academic	baseline	Stall	knowledge	in need		<ul><li>MOY</li></ul>
performance utilizing	academic		and academic	Tier III instructiona	1	• MOT (Middle of
the 2021-2022 state	data in		growth from	materials, resources		year)
assessment data.	English		Priority	interventions for st		• EOY (End
	Language		<i>Improvement</i>	most in need		• EOT (End of year)
(Performance	Arts and		status to			or year)
indicators will be	Math for		Improvement	2. Professional		These include
based upon the level	each student		status in	Learning		state
of achievement in			Math.	Communities		assessments and
order to meet	Small group			aligned to rese	arch	LEA
performance within 2	instruction			based on DuF	our	assessments
years.)	will be		(These will	and Marzanno	)	including
	implemented		be based			NWEA
Performance Plan:	at each grade		upon the	3. Identified data	n for	(MAPS),
53.0%-100% points	level to		School	teacher analys		iReady, CMAS
earned	support		Performance	and data-base		and curriculum-
	individual		Framework	academic relia	-	based
Improvement Plan:	and specific		and EOY	to support PL		assessments (as
42.0%-52.9% points	student needs		data from	work and acad	lemic	applicable)
earned			2021-2022,	intervention		
<b>D</b> • •	Principal will		and the BOY	decisions		
Priority	implement		data from	4 D	6.41	(Changes are
Improvement Plan:	observation/		2022-2023	4. Realignment of	or the	subject to the
34.0%-41.9% points	feedback		with	use of tutors,		alternative
earned	practices to		strategies	paraprofession		assessments
Tunnaround Dlam.	support the needs of the		identified and	and support st	a11	that the state
Turnaround Plan:	teachers		and addressed in	5 Develor and		may require.)
0.0%-33.9% points earned	teachers		the School	5. Develop and implement a H	laglth	
calleu	Students will		Improvement	and Wellness		
	be monitored		Plan.)	to address the	21 <b>a</b> 11	
	be monitored		r 1a11.)	to address the		

r		[	Г	-	[	
	daily using			needs of our		
	observation			students, staff and		
	and data-			community		
	driven					
	sources			6. Implement a social-		
				emotional		
	Staff will			curriculum focused		
	participate in			on wellbeing,		
	weekly			relationship-		
	PLC's			building and		
				connectedness		
CHPA will achieve	Utilize	CAO	Improve	1. Curriculum aligned	June/July	Quarterly
Performance level	Colorado		student	to Colorado State	2024	assessment data
status accreditation	assessments	Principal	knowledge	Standards, which		analysis based
as defined by the	(CMAS) and	1	and academic	includes:		upon LEA and
Colorado	Local	Classroom	growth from			CDE (Colorado)
Department of	Education	Teacher	<i>Improvement</i>	Tier I instructional		required
Education by 2024.	Agency	-	status to	materials and resources		assessments to
	(LEA)	Data	Performance	for ALL students		include:
Year 3:	assessments	Research	status in ELA.			
2023-2024	to identify	Analyst		Tier II instructional		• BOY
Identify current level	current	· j ~ •	Improve	materials, resources and		(Beginning
of student	knowledge	Support	student	interventions for students		of the year)
knowledge, growth	and analyze	Staff	knowledge	in need		• 1 <sup>st</sup> Quarter
and academic	baseline	Stuff	and academic	in need		<ul><li>MOY</li></ul>
performance utilizing	academic		growth from	Tier III instructional		(Middle of
the 2022-2023 state	data in		Improvement	materials, resources and		,
assessment data.	English		status to	interventions for students		year)
assessment data.	Language		<b>Performance</b>	most in need		• EOY (End
(Performance	Arts and		status in	most m need		of year)
indicators will be	Math for		Math.	2. Professional		These include
based upon the level	each student			Learning		state
of achievement in			(These will	Communities		
order to meet	Small group		be based	aligned to research		assessments and LEA
performance within 1	instruction		upon the	based on DuFour		
year.)	will be		School	and Marzanno		assessments
<i>y</i> • • • • • •	implemented		Performance	······································		including NWEA
Performance Plan:	at each grade		Framework	3. Identified data for		
53.0%-100% points	level to		and EOY	teacher analysis		(MAPS),
earned	support		data from	and data-based		iReady, CMAS and curriculum-
curnea	individual		2022-2023	academic reliability		based
Improvement Plan:	and specific		and BOY	to support PLC		
42.0%-52.9% points	student needs		data from	work and academic		assessments (as
earned			2023-2024	intervention		applicable)
	Principal will		with	decisions		
Priority	implement		strategies			(Changes are
Improvement Plan:	observation/		identified	4. Realignment of the		(Changes are
34.0%-41.9% points	feedback		and	use of tutors,		subject to the alternative
earned	practices to		addressed in	paraprofessionals		
	support the		the School	and support staff		assessments
<b>Turnaround Plan:</b>	needs of the		Improvement	Support built		that the state
0.0%-33.9% points	teachers		Plan.)	5. Develop and		may require.)
earned	.cucileib			implement a Health		
	Students will			and Wellness plan		
	be monitored			to address the		
	se montored	1		to usual coo the	1	1

daily using	needs of our
observation	students, staff and
and data-	community
driven	
sources	6. Implement a social-
	emotional
Staff will	curriculum focused
participate in	on wellbeing,
weekly	relationship-
PLC's	building and
	connectedness

The Work Plan

Objective #2 – Ersilia Cruz Middle School (ECMS)

	1	1	1	ſ	1	
Objectives	Actions	Responsibl	Performance	Resources	Target	Status
(SMART)		e	Indicators	Needed/Required	Date	(frequency to be
Specific,						evaluated)
Measurable,						
Achievable,						
Realistic,						
Time						
CHPA will achieve	Utilize	CAO	Improve	1. Curriculum	June/July	Quarterly
Performance level	Colorado		student	aligned to	2022	assessment data
accreditation status	assessments	Principal	knowledge	Colorado State		analysis based
as defined by the	(CMAS) and		and academic	Standards, which		upon LEA and
Colorado	Local	Classroom	growth from	includes:		CDE (Colorado)
Department of	Education	Teacher	<u>Turnaround</u>			required
Education by 2024.	Agency		status to	Tier I instructional		assessments to
	(LEA)	Data	<u>Priority</u>	materials and resources		include:
Year 1:	assessments	Research	<u>Improvement</u>	for ALL students		
2021-2022	to identify	Analyst	status in ELA.			• BOY
Identify current level	current			Tier II instructional		(Beginning
of student	knowledge	Support	Improve	materials, resources and		of the year)
knowledge, growth	and analyze	Staff	student	interventions for		• 1 <sup>st</sup> Quarter
and academic	baseline		knowledge	students in need		• MOY
performance	academic		and academic			(Middle of
utilizing the 2019	data in		growth from	Tier III instructional		year)
and 2021 state	English		<u>Turnaround</u>	materials, resources and		• EOY (End
assessment data.	Language		status to	interventions for		of year)
	Arts and		<u>Priority</u>	students most in need		•
(Performance	Math for		<u>Improvement</u>			These include
indicators will be	each student		status in Math.	2. Professional		state
based upon the level				Learning		assessments and
of achievement in	Small group		(These will be	Communities		LEA
order to meet	instruction		based upon	aligned to research		assessments
performance within	will be		the School	based on DuFour		including
3 years.)	implemented		Performance	and Marzanno		NWEA
	at each grade		Framework			(MAPS),
Performance Plan:	level to		for 2021-2022			iReady, CMAS
53.0%-100% points	support		and identified	3. Identified data for		and curriculum-
earned	individual		and	teacher analysis		based
I	and specific		addressed in	and data-based		assessments (as
Improvement Plan:	student		the School	academic		applicable)
42.0%-52.9%	needs		Improvement	reliability to		
points earned	Dringing		Plan.)	support PLC work		
Driority	Principal			and academic		(Changes are
Priority Improvement Plan:	will			intervention		subject to the
<b>34.0%-41.9%</b>	implement observation/			decisions		alternative
points earned	feedback			1 Doolignmand - f 41		assessments
points earned	practices to			4. Realignment of the		that the state
<b>Turnaround Plan:</b>	support the			use of tutors,		may require.)
0.0%-33.9% points	needs of the			paraprofessionals		
earned	teachers			and support staff		
earneu	teacners					

				5. Develop and		
	Students will			implement a		
	be monitored			Health and		
	daily using			Wellness plan to		
	observation			address the needs		
	and data-			of our students,		
	driven			staff and		
				community		
	sources			community		
	0, 66, 111					
	Staff will			6. Implement a		
	participate in			social-emotional		
	weekly			curriculum focused		
	PLC's			on wellbeing,		
				relationship-		
				building and		
				connectedness		
CHPA will achieve	Utilize	CAO	Improve	1. Curriculum	June/July	Quarterly
Performance level	Colorado		student	aligned to	2023	assessment data
accreditation status	assessments	Principal	knowledge	Colorado State		analysis based
as defined by the	(CMAS) and	1	and academic	Standards, which		upon LEA and
Colorado	Local	Classroom	growth from	includes:		CDE (Colorado)
Department of	Education	Teacher	<i>Priority</i>			required
Education by 2024.	Agency		Improvement	Tier I instructional		assessments to
	(LEA)	Data	status to	materials and resources		include:
Year 2:	assessments	Research	Improvement	for ALL students		mendaet
2022-2023	to identify	Analyst	status in ELA.			• BOY
Identify current level	current	7 maryst	status III LLIA.	Tier II instructional		(Beginning
of student	knowledge	Support	Improve	materials, resources and		of the year)
knowledge, growth	and analyze	Staff	student	interventions for		•
and academic	baseline	Stall		students in need		• 1 <sup>st</sup> Quarter
			knowledge	students in need		• MOY
performance	academic		and academic			(Middle of
utilizing the 2021-	data in		growth from	Tier III instructional		year)
2022 state	English		Priority	materials, resources and		• EOY (End
assessment data.	Language		Improvement	interventions for		of year)
	Arts and		status to	students most in need		•
(Performance	Math for		Improvement			These include
indicators will be	each student		status in Math.	2. Professional		state
based upon the level				Learning		assessments and
of achievement in	Small group			Communities		LEA
order to meet	instruction		(These will be	aligned to research		assessments
performance within	will be		based upon	based on DuFour		including
2 years.)	implemented		the 2021-2022	and Marzanno		NWEA
	at each grade		EOY data	WAR AT AN ENHILY		(MAPS),
<b>Performance Plan:</b>	level to		and the BOY			iReady, CMAS
53.0%-100% points	support		data	3. Identified data for		and curriculum-
earned	individual		assessments	teacher analysis		based
	and specific		for 2022-2023	and data-based		assessments (as
Improvement Plan:	student		and identified	academic		applicable)
42.0%-52.9%	needs		in the School	reliability to		"PPlicable)
points earned			Improvement	support PLC work		
	Principal		Plan.)	and academic		(Changes are
Priority	will		-	intervention		subject to the
Improvement Plan:	implement			decisions		alternative
34.0%-41.9%	observation/					assessments
points earned	feedback					a5505511101118
round curned		1				

		1		-			
	practices to			4.	Realignment of the		that the state
Turnaround Plan:	support the				use of tutors,		may require.)
0.0%-33.9% points	needs of the				paraprofessionals		
earned	teachers				and support staff		
	G 1 1 11			-			
	Students will			5.	Develop and		
	be monitored				implement a		
	daily using				Health and		
	observation				Wellness plan to address the needs		
	and data- driven						
					of our students, staff and		
	sources				community		
	Staff will				community		
	participate in			6.	Implement a		
	weekly			υ.	social-emotional		
	PLC's				curriculum focused		
	ILC S				on wellbeing,		
					relationship-		
					building and		
					connectedness		
CHPA will achieve	Utilize	CAO	Improve	1.	Curriculum	June/July	Quarterly
Performance level	Colorado	CAU	student	1.	aligned to	2024	assessment data
status accreditation	assessments	Principal	knowledge		Colorado State	2024	analysis based
as defined by the	(CMAS) and	1 meipai	and academic		Standards, which		upon LEA and
Colorado	Local	Classroom	growth from		includes:		CDE (Colorado)
Department of	Education	Teacher	Improvement				required
Education by 2024.	Agency		status to	Tie	r I instructional		assessments to
	(LEA)	Data	Performance		terials and resources		include:
Year 3:	assessments	Research	status in ELA.	for	ALL students		
2023-2024	to identify	Analyst					• BOY
Identify current level	current	-	Improve	Tie	r II instructional		(Beginning
of student	knowledge	Support	student	mat	terials, resources and		of the year)
knowledge, growth	and analyze	Staff	knowledge	inte	erventions for		• 1 <sup>st</sup> Quarter
and academic	baseline		and academic	stuc	dents in need		• MOY
performance	academic		growth from				(Middle of
utilizing the 2022-	data in		<u>Improvement</u>		r III instructional		year)
2023 state	English		status to		terials, resources and		• EOY (End
assessment data.	Language		<b>Performance</b>		erventions for		of year)
	Arts and		status in Math.	stuc	dents most in need		- ·
(Performance	Math for				<b></b>		These include
indicators will be	each student		(These will be	2.	Professional		state
based upon the level	C		based upon		Learning		assessments and
of achievement in	Small group		the 2022-2023		Communities		LEA
order to meet	instruction will be		EOY data		aligned to research		assessments
performance within			and the BOY data		based on DuFour		including
1 year.)	implemented at each grade		data assessments		and Marzanno		NWEA
Performance Plan:	level to		for 2023-2024				(MAPS),
53.0%-100% points	support		and identified	2	Idontified data for		iReady, CMAS
earned	individual		in the School	3.	Identified data for		and curriculum-
	and specific		Improvement		teacher analysis and data-based		based
Improvement Plan:	student		Plan.)		academic		assessments (as
42.0%-52.9%	needs		- 100110)		reliability to		applicable)
points earned	needs				i chability to		
Points carned	1	l		1			1

Priority Improvement Plan: 34.0%-41.9% points earned Turnaround Plan: 0.0%-33.9% points earned	Principal will implement observation/ feedback practices to support the needs of the teachers	<ul> <li>support PLC work and academic intervention decisions</li> <li>4. Realignment of the use of tutors, paraprofessionals and support staff</li> </ul>	(Changes are subject to the alternative assessments that the state may require.)
	Students will be monitored daily using observation and data- driven sources	5. Develop and implement a Health and Wellness plan to address the needs of our students, staff and community	
	Staff will participate in weekly PLC's	6. Implement a social-emotional curriculum focused on wellbeing, relationship- building and connectedness	

The Work Plan

#### Objective #3 – Dolores Huerta Preparatory High (DHPH)

		<b>D 1 1 1</b>		<b>D</b>		~
Objectives	Actions	Responsible	Performance	Resources	Target	Status
(SMART)			Indicators	Needed/Required	Date	(frequency to
Specific,						be evaluated)
Measurable,						
Achievable,						
Realistic,						
Time						
		<u></u>	-			<u> </u>
CHPA will	Utilize	CAO	Improve	1. Curriculum	June/July	Quarterly
achieve	National	<b>D</b> · · 1	student	aligned to	2022	assessment
Performance	assessments	Principal	knowledge	Colorado State		data analysis
level	(PSAT,	CI	and academic	Standards, which		based upon
accreditation	SAT),	Classroom	growth from	includes:		LEA and CDE
status as defined	Colorado	Teacher	<u>Turnaround</u>			(Colorado)
by the Colorado	assessments	<b>D</b> .	status to	Tier I instructional		required
Department of	(CMAS)	Data	<u>Priority</u>	materials and		assessments to
Education by	and Local	Research	<u>Improvement</u>	resources for ALL		include:
2024.	Education	Analyst	status in ELA.	students		DOT
X7 1	Agency		T			• BOY
Year 1:	(LEA)	Support	Improve	Tier II instructional		(Beginning
2021-2022	assessments	Staff	student	materials, resources		of the
Identify current	to identify		knowledge	and interventions for		year)
level of student	current		and academic	students in need		• 1 <sup>st</sup> Quarter
knowledge,	knowledge		growth from			• MOY
growth and	and analyze		Turnaround	Tier III instructional		(Middle of
academic	baseline		status to	materials, resources		year)
performance	academic		Priority	and interventions for		• EOY (End
utilizing the 2019	data in		Improvement	students most in need		of year)
and 2021 state	English		status in			
assessment data.	Language		Math.	2. Professional		These include
(De af a mar a s	Arts and		<b>T</b>	Learning		state
(Performance	Math for		Increase	Communities		assessments
indicators will be	each student		graduation	aligned to		and LEA
based upon the	and determine		rate to 90%	research based		assessments
level of achievement in	both		Inoroaco	on DuFour and		including
order to meet	instructional		Increase participation	Marzanno		NWEA
performance	and student		in ECP by 5	3. Identified data		(MAPS),
within 3 years.)	needs		111 ECP by 5 %.	5. Identified data for teacher		iReady,
within 5 years.)	110008		/0.	analysis and		CMAS and
Performance	*Include		Decrease	data-based		curriculum-
Plan: 53.0%-	any		number of	academic		based
100% points	additional		students	reliability to		assessments
earned	performance		requiring	support PLC		(as applicable)
	data and		credit	work and		
Improvement	assessments		recovery by	academic		(Changes are
Plan: 42.0%-	that may be		5%.	intervention		(Changes are
52.9% points	a new		270.	decisions		subject to the
earned	source of					alternative
	curriculum		(These will	4. Identify and		assessments that the state
	including		be based	support students		
	B					may require.)

Priority Improvement Plan: 340%- earned       graduation rates, credit success       upon the BOY data assessments       eligible for ECP approvement box of the success       upon the BOY data assessments         Turnaround Plan: 0.0%- 3.30% points earned       ECP success       BOY data assessments       Create and implement a box of the eed of interventions to decrease the need for credit recovery       Create and implement a support system to support to identify students most in need of interventions to decrease the need for credit recovery         CHPA will achieve terventions       Utilize National SAT, colorado status as defined assessments       CAO       Improve student for the use of futors, partyport staff       June/July 2023         CHPA will achieve status as defined by the Colorado status as defined performance assessments       Utilize for trace for trace       CAO       Improve for the use of futors, partyport staff       June/July 2023       Quarterly assessment for 2023         CHPA will achieve status as defined by the Colorado status as defined performance tatus as defined performance status as defined performance status as defined performance status as defined performance status as defined performance teducation particle in the colorado savessments fuery for 222-2013       Improve status in ELA. Status to for adverse status in ineLA. Status in ineLA.       June/July 2023       Quarterly assessment for 2023         CHPA will achieve performance status as defined performance teducation to includes: status as defined includes: status in ineLA.       Improve status in ineLA.       June/July 2023       Quarterly assessments includes:		1	1	•		r	
Plan:       340%- ECP       recovery, success       Image: success       susport system to ensure success.       support system to ensure success.         Turnaround Plan:       0.0%- 330% points earned       S.       Create and indentified in the School Support to identify students most in need of interventions to decrease the need for credit recovery       S.       Create and implement a         Flan:       Support system to support system to identify students most in need of interventions to decrease the need for credit recovery       S.       Realignment of the use of tutors, paraprofessionals and support students, staff and connectedness       S.         CHPA will accreditation status as defined by the Colorado assessments       Udize Staff       CAO       Improve student       S.       Implement a social-emotional connectedness       June/July 2023       Quaterly assessment data analysis         Performance accreditation status as defined Department of (CSAT, Colorado       Principal assessments and support status as defined Department of (CSAT, Colorado       CAO       Improve student acachere Priority       June/July 2023       Quaterly assessments status as defined Department of (CSAT, Colorado       CAO       Improve student acachere Priority       June/July 2023       Quaterly assessments status as defined Department of (CSAT, Colorado       CAO       Improve student acachere Priority       June/July 2023       Quaterly assessments status as defined Department of (Colorado       June/July 2023       Quaterly assessments status to tile. <td< td=""><td></td><td>graduation</td><td></td><td></td><td>eligible for ECP</td><td></td><td></td></td<>		graduation			eligible for ECP		
41.9% points carned       ECP       Success       For 2021- 2022 and identified in the School Improvement 33.9% points       ensure success.       ensure success.         Turnaround Plan: 0.0%- 3.3% points       success       identified in the School Improvement Plan.)       5. Create and implement a Improvement decrease the need for credit recovery       identify students most in need of interventions to decrease the need for credit recovery       identify students most in need of interventions to decrease the need for credit recovery         CHPA will achieve Reference (CHPA will accredition status as defined by the Colorado Satus as defined by the Colorado Status status in ELA. Agency Year 2: (LEA) 2024.       Utilize National Charley Staff       CAO Friedry Staff       Improve students novel staff Principal assessments status in ELA. Agency Year 2: (LEA) 2024.       Utilize National Staff       CAO Friedry Staff       Improve students novel students status in ELA. Staff       Improve students tatus in ELA. Staff       Improve students and support staff       June/July Status in ELA. Staff       June/July Status in ELA. Staff       June/July Status in ELA. Staff       June/July Status in ELA. Staff       June/July Status in ELA. Status in ELA. Status in ELA.       June/July Status in ELA. Status in ELA.       Support Status in ELA. Status in ELA.       Tirr I instructional materials, resources and interventions for Status in ELA.       Support Status in ELA. Statue in ELA.       Tirr I instructional materials, resourc	Improvement	rates, credit		BOY data	and provide a		
earnedsuccess2022 and identified in the SchoolS. Create and implement a Multi-TieredJ30% points earnedS. Sigten of Support to identify students most in need of interventions to decrease the need for credit recoveryS. Statt most in need of interventions to decrease the need for credit recoveryS. Statt most in need of interventions to decrease the need for credit recoveryCHPA will exceeding tevelUtilize tevelCAOImprove statts as defined growth from recoverS. Due/July statts and most in need of interventions to decrease the need for credit recoveryS. Bune/July stattsQuarterly assessments to assessments to include:CHPA will evel accredition status as defined by the Cloardo assessments 2024. are 12.CAOImprove status to to throw prioripal status as defined accredition status as defined accredition status as defined areaction to areaction status as defined areaction status as defined accredition status as defined <br< td=""><td></td><td></td><td></td><td></td><td>support system to</td><td></td><td></td></br<>					support system to		
Turnaround Plan: 0.0%- 33.9% points earnedidentified in the School Improvement Plan.)5. Crcate and implement a Multi-Tiered System of System of support to identify students most in need of or credit recoveryImprovement of credit recovery5. Crcate and implement a Multi-Tiered System of System of System of support to identify students most in need of or credit recoveryImprovement of credit recoveryImprovement support to identify students most in need of or credit recoveryImprovement support stuffCHPA will achieve accreditation tackieve preformance acsessments paraturent of colorado assessments paraturent of coloradoUtilize CAOCAO support sudent student student student student students status as defined port colorado colorado status as defined port colorado sessments o tactedition sessments o tactation scatedition sessments paraturent of sessments o tactation scatedition scatedition scatedition scatedition scatedition scatedition scatedition scatedition scatedition scatedition scatedition scatedition scatedition scatedition scatedition scatedition scatedition scatessments paraturent of tatus as defined phine cloradio sasessments phine cloradio status sto tatus in ELA.Scate and scates scate scatedition scates tatus in ELA.Scate and scates scates tatus in ELA.Scate and scates scates scate and accemic scatesJune/July scates scates tatus in ELA.Scate and scates tatus in ELA.Scate and scates tatus in ELA.Scat	41.9% points	ECP			ensure success.		
Turnaround Plan: 0.0%- 33% points earnedImpervent support to identify students most in need of interventions to decrease the need for credit recoveryImpervent Support to identify students most in need of interventions to decrease the need for credit recoveryImpervent Support to identify students most in need of interventions to decrease the need for credit recoveryCHPA will achieve Performance achieve Performance achieve Performance achieve Performance tarkingUtilize CAO recoveryCAO Improve student student student provementImprove students staff and communityJune/July assessments prioripal status as defined prioripal status as defined provementJune/July assessments prioripal status to the tractical status to tractical status to tractical status and tractical status to tractical status to <b< td=""><td>earned</td><td>success</td><td></td><td></td><td></td><td></td><td></td></b<>	earned	success					
Plane: 0.0%-       Multi-Tiered       Multi-Tiered         33.9% points       earned       System of         earned       Support to       identify students         most in need of       interventions to         decrease the need       for credit         recovery       6. Realignment of         new space       6. Realignment of         most in need of       interventions to         decrease the need       for credit         recovery       6. Realignment of         decrease the need       for credit         most in need of       interventions to         decrease the need       for credit         most in need of       interventions         address the needs       of our students,         staff and       community         8. Implement a       social-emotional         curriculum       digned to         achieve       National         excheve       National         status as defined       Colorado         status as defined       Colorado         achieve       Mational         status as defined       Colorado         status as defined       Colorado         assessments       Prinoriga							
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CHPA will achieveUtilizeCAOImprove studentI.Curriculum focused on wellbeing, relationship- building and connectednessJune/July assessmentQuarterly assessmentPerformance accreditationMational studentImprove studentI.Curriculum aligned to studentJune/July 2023Quarterly assessmentPerformance accreditationAssessments SAT),Principal classroom growth fromKnowledge growth from Includes:Colorado State includes:Util EA and CDE (Colorado)by the Colorado by the Colorado assessmentsClassroom reachergrowth from PriorityTier I instructional required status and data danalystLEA and CDE (Colorado)begartment of Education by and Local EducationData ResearchStatus to materials and status in ELA.Tier I instructional resources for ALL studentsImprovement includes:Improvement resources for ALLinclude; include;Year 2: (LEA)(LEA) SupportSupport studentImprove student materials, resources-BOY (Beginning of the year)					community		
CHPA will achieveUtilizeCAOImprove studentI.Curriculum focused on wellbeing, relationship- building and connectednessJune/July assessmentQuarterly assessmentPerformance accreditationMational studentImprove studentI.Curriculum aligned to studentJune/July 2023Quarterly assessmentPerformance accreditationSAT),Classroom studentGolorado State materials and studentUtiles:LEA and CDE (Colorado)by the Colorado by the ColoradoSAT),Classroom status as definedTier I instructional materials and status in ELA.Tier I instructional resources for ALLLEA and CDE (Colorado)Department of Education by and Local AgencyDataStatus in ELA.StudentsYear 2: (LEA)(LEA)Support SupportImprove studentTier I instructional resources for ALLBOY (Beginning of the year)					8. Implement a		
CHPA will achieveUtilizeCAOImprove student1. Curriculum focused on wellbeing, relationship- building and connectednessQuarterlyCHPA will achieveUtilizeCAOImprove student1. Curriculum aligned to 2023June/July 2023Quarterly assessmentPerformance accreditationassessments (PSAT, (PSAT, accreditationPrincipal studentknowledge and academicColorado State studentJune/July assessmentQuarterly assessmentby the Colorado by the ColoradoSAT),Classroom reachergrowth from Priorityincludes:LEA and CDE (Colorado)by the Colorado by the ColoradoDatastatus to status as defined and Local EducationDatastatus to status in ELA.Tier I instructional resources for ALLassessments to includes:2024. AgencyGuearch AgencyKnopveTier II instructional resources for ALL• BOY (Beginning of the year)Year 2: (LEA)SupportImprove KnowledgeTier II instructional materials, resources• BOY (Beginning of the year)					-		
CHPA will achieveUtilizeCAOImprove studentI.Curriculum aligned toJune/July 2023Quarterly assessment data analysis based uponPerformance levelNational assessments (PSAT, status as defined by the ColoradoPrincipal classroom massessmentsImprove studentI.Curriculum aligned to Standards, which includes:June/July 2023Quarterly assessment data analysis based uponby the Colorado by the Colorado Department of 2024.Colorado coal coal and Local AgencyClassroom reacherTier I instructional mprovement status in ELA.Tier I instructional studentIncludes: required assessments to include:Year 2: 2022-2023 Identify currentCLEA stafeSupport StaffImprove studentTier II instructional materials, resources and interventions for• BOY (Beginning of the year)							
CHPA will achieveUtilizeCAOImprove studentI.Curriculum aligned toJune/July 2023Quarterly assessment data analysisPerformance levelassessments (PSAT, studentPrincipalknowledge and academicColorado State stadentJune/July 2023Quarterly assessment data analysisBevel status as defined by the ColoradoColoradoStandards, which includes:LEA and CDE (Colorado)Status as defined by the ColoradoColoradoTeacherPriority Improvement status toTier I instructional materials andLEA and CDE (Colorado)Department of Education by and Local AgencyDataStatus in ELA.Tier I instructional resources for ALLassessments to includes:Year 2: 2022-2023 Identify currentSupportImprove timerTier II instructional materials, resources• BOY (Beginning of the year)					focused on		
CHPA will achieveUtilizeCAOImprove studentI. Curriculum aligned to studentJune/July assessmentQuarterly assessmentPerformance levelassessments (PSAT, (PSAT, accreditationPrincipal (SAT),knowledge growth from (Classroom growth fromColorado State status as defined (ColoradoJune/July (DoradoQuarterly assessmentsby the Colorado by the ColoradoSAT),Classroom (Classroom growth fromStandards, which includes:LEA and CDE (Colorado)by the Colorado by the ColoradoTeacherPriority Improvement ImprovementTier I instructional requiredrequired assessments to include:Department of Education by 2024.(CMAS)Data Researchstatus in ELA.studentsinclude:Year 2: (LEA)(LEA)SupportImprove studentTier II instructional materials, resources and interventions for• BOY (Beginning of the year)							
CHPA will achieveUtilizeCAOImprove student1. Curriculum aligned toJune/July 2023Quarterly assessment data analysisPerformance levelassessments (PSAT, accreditationPrincipalknowledge and academicColorado State Standards, which includes:June/July 2023Quarterly assessment data analysisaccreditation status as defined by the ColoradoSAT), Classroom TeacherClassroom PriorityGuarterly and academicLEA and CDE (Colorado)by the Colorado by the Colorado assessmentsDataStatus to status toTier I instructional materials andrequired assessments to include:2024.Education AgencyAnalyststatus in ELA. studentstudents•BOY (Beginning of the year)2022-2023 Identify currentSupportImprove studentTier II instructional materials, resources and interventions for•BOY (Beginning of the year)					relationship-		
CHPA will achieveUtilizeCAOImprove student1.Curriculum aligned toJune/July 2023Quarterly assessmentPerformance levelassessments (PSAT, accreditationPrincipalknowledge and academicColorado State Standards, which includes:June/July 2023Quarterly assessmentaccreditation status as defined by the ColoradoSAT), Classroom TeacherClassroom Prioritygrowth from ImprovementStandards, which includes:LEA and CDE (Colorado)by the Colorado by the ColoradoColorado assessmentsTeacherPriority ImprovementTier I instructional materials and resources for ALLTier I instructional materials, resourcesrequired assessments2024.Education Agency (LEA) 2022-2023SupportImprove studentTier II instructional materials, resources and interventions for• BOY (Beginning of the year)							
achieve Performance levelNational assessments (PSAT, accreditationPrincipalstudent knowledge and academic growth from <i>Princity</i> aligned to Colorado State Standards, which includes:2023assessment data analysis based upon LEA and CDE (Colorado)status as defined by the Colorado by the Colorado assessmentsColorado TeacherTeacher <i>Princity</i> <i>Princity</i> <i>Improvement</i> status toTier I instructional materials and resources for ALL2023assessment data analysis based upon LEA and CDE (Colorado) required assessments to include:Department of Education by 2024.(CMAS) and Local AgencyData Research AnalystTier I instructional materials.Tier I instructional resources for ALL studentsassessments (Beginning of the year)Year 2: (LEA) 2022-2023 Identify currentSupport to identifyImprove student knowledgeTier II instructional materials, resources and interventions for• BOY (Beginning of the year)							
Performance levelassessments (PSAT, SAT),Principalknowledge and academicColorado State Standards, which includes:data analysis based uponaccreditationSAT),Classroom Teachergrowth from Priorityincludes:LEA and CDE (Colorado)status as defined by the ColoradoColorado assessmentsTeacherPriority ImprovementTier I instructional materials andrequired assessments to include:Department of Education by 2024.(CMAS)Datastatus to status in ELA.Tier I instructional status in ELA.assessments to include:Year 2: (LEA)(LEA)SupportImprove student knowledgeTier II instructional materials, resources and interventions for• BOY (Beginning of the year)			CAO	·		•	
level accreditation(PSAT, SAT),Classroom Classroomand academic growth from PriorityStandards, which includes:based upon LEA and CDE (Colorado)status as defined by the ColoradoColorado assessmentsTeacherPriority Improvement status toTier I instructional materials andLEA and CDE (Colorado)Department of Education by 2024.(CMAS)Datastatus toTier I instructional materials andrequired assessments2024.Education AgencyAnalyststatus in ELA.students•BOY (Beginning of the year)Year 2: (LEA)(LEA)SupportImprove studentTier II instructional materials, resources•BOY (Beginning of the year)			<b>D</b> · · ·			2023	
accreditation status as defined by the Colorado Department of Education by 2022-2023 Identify currentSAT), Classroom TeacherClassroom priority Improvement Improvement Improvement Improvement Status toincludes:LEA and CDE (Colorado) required assessments to include:Department of Education by 2022-2023 Identify current(CMAS)DataStatus toTier I instructional materials and resources for ALL status in ELA.Tier Sources for ALL status in ELA.Improvement resources for ALLinclude:Vear 2: Identify current(LEA)SupportImproveTier II instructional materials, resources and interventions for• BOY (Beginning of the year)			Principal	Ų			
status as defined by the Colorado Department of Education by 2022-2023 Identify currentColorado assessmentsTeacherPriority Improvement status toTier I instructional materials and resources for ALL student(Colorado) required assessments to include:value by the Colorado Department of Education by 2024.Colorado and Local Education AgencyDataTier I instructional materials and resources for ALL students(Colorado) required assessments to include:value 2022-2023 Identify currentColorado assessmentsImprovement staffTier I instructional materials, resources and interventions for(Colorado) required assessments to include:			Classes				
by the Colorado Department of Education by 2024.assessments (CMAS)Improvement statusTier I instructional materials and resources for ALL studentsrequired assessments to include:2024.and Local Education AgencyResearch AnalystImprovement status in ELA.Tier I instructional materials andrequired assessmentsYear 2: 2022-2023 Identify current(LEA) to identifySupport StaffImprove student studentTier II instructional materials, resources and interventions for• BOY (Beginning of the year)		· · ·		U	includes:		
Department of Education by 2024.(CMAS) and Local Education AgencyData Research Analyststatus to Improvement status in ELA.materials and resources for ALL studentsassessments to include:Year 2: 2022-2023 Identify current(LEA)Support StaffImprove Improve studentTier II instructional materials, resources and interventions for• BOY (Beginning of the year)			reacher		Tier Linstructional		· · · · · · · · · · · · · · · · · · ·
Education by 2024.and Local Education AgencyResearch AnalystImprovement status in ELA.resources for ALL studentsinclude:Year 2: 2022-2023 Identify current(LEA) to identifySupport StaffImprove student studentTier II instructional materials, resources and interventions for• BOY (Beginning of the year)			Data				·
2024.Education AgencyAnalyststatus in ELA.students• BOY (Beginning of the year)Year 2: 2022-2023 Identify current(LEA)Support StaffImprove student knowledgeTier II instructional materials, resources and interventions for• BOY (Beginning of the year)		· · · · ·					
Agency Year 2: 2022-2023Agency (LEA)Support StaffImprove student knowledgeTier II instructional materials, resources and interventions for• BOY (Beginning of the year)	•						menuae.
Year 2: 2022-2023 Identify current(LEA)SupportImprove studentTier II instructional materials, resources and interventions for(Beginning of the year)			2 mary 5t	Status III LL/1.	Stadonts		• BOY
2022-2023 Identify currentassessments to identifyStaffstudent knowledgematerials, resources and interventions forof the year)	Year 2:		Support	Improve	Tier II instructional		
Identify currentto identifyknowledgeand interventions foryear)				·			
juli juli juli juli juli juli juli juli							
		•		•			
knowledge, knowledge growth from							- Quarter

growth and	and analyze	Priority	Tier III instructional	• MOY
academic	baseline	Improvemen	t materials, resources	(Middle of
performance	academic	status to	and interventions for	year)
utilizing the 2021-	data in	Improvemen	t students most in need	• EOY (End
2022 state	English	status in		of year)
assessment data.	Language	Math.	2. Professional	
	Arts and		Learning	These include
(Performance	Math for	Increase	Communities	state
indicators will be	each student	graduation	aligned to	assessments
based upon the	and	rate to 95%.	research based	and LEA
level of	determine		on DuFour and	assessments
achievement in	both	Increase	Marzanno	including
order to meet	instructional	participation		NWEA
performance	and student	in ECP by	3. Identified data	(MAPS),
within 2 years.)	needs	5%.	for teacher	iReady,
within 2 years.)	needs	570.	analysis and	CMAS and
Performance	*Include	Decrease	data-based	curriculum-
Plan: 53.0%-	any	number of	academic	based
100% points	additional	students	reliability to	
earned	performance	requiring	support PLC	assessments
	data and	credit	work and	(as applicable)
Improvement	assessments	recovery by	academic	
Plan: 42.0%-		5%.	intervention	
	that may be	5%.	decisions	(Changes are
52.9% points	a new	In one one	decisions	subject to the
earned	source of curriculum	Increase PSAT and	1 Identify and	alternative
D-1			4. Identify and	assessments
Priority	including	SAT scores	support students	that the state
Improvement	graduation	by 2%	eligible for ECP	may require.)
Plan: 34.0%-	rates, credit		and provide a	
41.9% points	recovery,	(These will	support system to	
earned	ECP	be based	ensure success.	
T I	success	upon the		
Turnaround		BOY data	5. Create and	
Plan: 0.0%-		assessments	implement a	
33.9% points		for 2021-	Multi-Tiered	
earned		2022 and	System of	
		identified in		
		the School	identify students	
		Improveme		
		Plan.)	interventions to	
			decrease the need	
			for credit	
			recovery	
			6. Realignment of	
			the use of tutors,	
			paraprofessionals	
			and support staff	
			7. Develop and	
			implement a	
			Health and	
			Wellness plan to	
			address the needs	
			of our students,	
	1		Ja vai staatiitsi	I I I

			[			,
				staff and		
				community		
				8. Implement a		
				social-emotional		
				curriculum		
				focused on		
				wellbeing,		
				relationship-		
				building and		
				connectedness		
CHPA will	Utilize	CAO	Improve	1. Curriculum	June/July	Quarterly
achieve	National		student	aligned to	2024	assessment
Performance	assessments	Principal	knowledge	Colorado State		data analysis
level status	(PSAT,		and academic	Standards, which		based upon
accreditation as	SAT),	Classroom	growth from	includes:		LEA and CDE
defined by the	Colorado	Teacher	<u>Improvement</u>			(Colorado)
Colorado	assessments		status to	Tier I instructional		required
Department of	(CMAS)	Data	<b>Performance</b>	materials and		assessments to
Education by	and Local	Research	status in ELA.	resources for ALL		include:
2024.	Education	Analyst		students		
	Agency	_	Improve			• BOY
Year 3:	(LEA)	Support	student	Tier II instructional		(Beginning
2023-2024	assessments	Staff	knowledge	materials, resources		of the
Identify current	to identify		and academic	and interventions for		year)
level of student	current		growth from	students in need		• 1 <sup>st</sup> Quarter
knowledge,	knowledge		<u>Improvement</u>			• MOY
growth and	and analyze		status to	Tier III instructional		(Middle of
academic	baseline		<u>Performance</u>	materials, resources		year)
performance	academic		status in	and interventions for		• EOY (End
utilizing the 2022-	data in		Math.	students most in need		of year)
2023 state	English		<b>.</b>			
assessment data.	Language		Increase	2. Professional		These include
	Arts and		graduation	Learning		state
(Performance	Math for		rate to 100%	Communities		assessments
indicators will be	each student		T	aligned to		and LEA
based upon the	and		Increase	research based		assessments
level of	determine		participation	on DuFour and		including
achievement in	both		in ECP by	Marzanno		NWEA
order to meet	instructional		5%.	<b>3 1 1 1 1 1</b>		(MAPS),
performance	and student		Deemasse	3. Identified data		iReady,
within 1 year.)	needs		Decrease number of	for teacher		CMAS and
Donformance	*Include			analysis and data-based		curriculum-
Performance Plan: 53.0%-	*Include		students	academic		based
Plan: 53.0%- 100% points	any additional		requiring credit	reliability to		assessments
earned	performance		recovery by	support PLC		(as applicable)
carneu	data and		5%.	work and		
Improvement	assessments		570.	academic		
Plan: 42.0%-	that may be		Increase	intervention		(Changes are
52.9% points	a new		PSAT and	decisions		subject to the
s2.9% points earned	source of		SAT scores			alternative
carneu	curriculum		by 2%	4. Identify and		assessments
Priority	including		Uy ∠70	4. Identify and support students		that the state
5	graduation			eligible for ECP		may require.)
Improvement	graduation			engible for ECP		

<b></b>					T
Plan: 34.0%-	rates, credit	(These will		and provide a	
41.9% points	recovery,	be based		support system to	
earned	ECP	upon the		ensure success.	
	success	BOY data			
Turnaround		assessments	5.	Create and	
Plan: 0.0%-		for 2021-		implement a	
33.9% points		2022 and		Multi-Tiered	
earned		identified in		System of	
		the School		Support to	
		Improvement		identify students	
		Plan.)		most in need of	
				interventions to	
				decrease the need	
				for credit	
				recovery	
				·	
			6.	<b>Realignment</b> of	
				the use of tutors,	
				paraprofessionals	
				and ancillary	
				staff	
			7.	Develop and	
				implement a	
				Health and	
				Wellness plan to	
				address the needs	
				of our students,	
				staff and	
				community	
				j	
			8.	Implement a	
				social-emotional	
				curriculum	
				focused on	
				wellbeing,	
				relationship-	
				building and	
				connectedness	
L	1			connectedness	

The Work Plan

Objective #4 – Exceptional Student Services (ESS)

Realistic, Time					be evaluated)
CHPA will achieveUtilize National assessmPerformanceassessm 	ents onal lent onal lent al conal lent conal lent lent al ance l anc ance l ance l anc ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l anc l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l ance l anc l anc l anc anc anc ance l anc ance l anc l anc anc anc anc anc anc anc anc anc anc	Improve student knowledge and academic growth from <u>Turnaround</u> status to <u>Priority</u> <u>Improvement</u> status in ELA. Improve student knowledge and academic growth from <u>Turnaround</u> status to <u>Priority</u> <u>Improvement</u> status in Math. Increase graduation rate to 90% Increase participation in ECP by 5 %. Decrease number of students requiring credit recovery by 5%.	<ol> <li>Curriculum aligned to Colorado State Standards, which includes:</li> <li>Tier I instructional materials and resources for ALL students</li> <li>Tier II instructional materials, resources and interventions for students in need</li> <li>Tier III instructional materials, resources and interventions for students most in need</li> <li>Professional Learning Communities aligned to research based on DuFour and Marzanno</li> <li>Identified data for teacher analysis and data- based academic reliability to support PLC work and academic intervention decisions</li> <li>Identify and support students eligible for ECP and provide a</li> </ol>	June/July 2022	Quarterly assessment data analysis based upon LEA and CDE (Colorado) required assessments to include: BOY (Beginning of the year) 1 <sup>st</sup> Quarter MOY (Middle of year) EOY (End of year) These include state assessments and LEA assessments and LEA assessments including NWEA (MAPS), iReady, CMAS and curriculum- based assessments (as applicable) (Changes are subject to the alternative assessments that the state may require.)

	graduation		SAT scores		support system to		
	rates, credit		by 2%		ensure success.		
	recovery,						
	ECP success		(These will	5.	Create and		
	and ESS		be based		implement a		
	progress		upon the		Multi-Tiered		
			BOY data		System of		
			assessments		Support to		
			for 2021-		identify students		
			2022 and		most in need of		
			identified in		interventions to		
			the School		decrease the need		
			Improvement		for credit		
			Plan.)		recovery		
				6.	Realignment of		
					the use of tutors,		
					paraprofessionals		
					and support staff		
				7	Develop and		
				<i>'</i> •	implement a		
					Health and		
					Wellness plan to		
					address the needs		
					of our students,		
					staff and		
					community		
				Q	Implement a		
				о.	social-emotional		
					curriculum		
					focused on		
					wellbeing,		
					relationship-		
					building and		
CHPA will	Utilize	CAO	Improve	1.	connectedness Curriculum	June/July	Quarterly
achieve	National		student		aligned to	2023	assessment
Performance	assessments	Executive	knowledge		Colorado State		data analysis
level status	(PSAT,	Director of	and academic		Standards, which		based upon
accreditation	SAT),	Student	growth from		includes:		LEA and CDE
as defined by	Colorado	Services	<i>Turnaround</i>				(Colorado)
the Colorado	assessments		status to	Tie	er I instructional		required
Department	(CMAS)	Principals	<b>Priority</b>		terials and resources		assessments to
of Education	and Local		Improvement	for	ALL students		include:
by 2024.	Education	Classroom	status in ELA.				
Year 2:	Agency	Teachers		Tie	er II instructional		• BOY
2022-2023	(LEA)		Improve	ma	terials, resources		(Beginning
Identify	assessments	Data	student		l interventions for		of the
current level	to identify	Research	knowledge	stu	dents in need		year)
of student	current	Analyst	and academic				• 1 <sup>st</sup> Quarter
knowledge	knowledge	-	growth from	Tie	er III instructional		
and academic	and analyze	Support	<u>Turnaround</u>	ma	terials, resources		
performance	baseline	Staff	status to				
•		1		•		1	

			Duinuit		1	MON
	academic		Priority		l interventions for	• MOY
(Performance	data in		<u>Improvement</u>	stu	dents most in need	(Middle of
indicators will	English		status in			year)
be based upon	Language		Math.	2.	Professional	• EOY (End
the level of	Arts and		*		Learning	of year)
achievement	Math for		Increase		Communities	
in order to	each student		graduation		aligned to	These include
meet	and		rate to 95%		research based on	state
performance	determine		*		DuFour and	assessments
within 2	both		Increase		Marzanno	and LEA
years.)	instructional		participation		T1 4.6. 114	assessments
	and student		in ECP by 5	3.	Identified data	including
	needs		%.		for teacher	NWEA
			5		analysis and data-	(MAPS),
	*Include		Decrease		based academic	iReady,
	any		number of		reliability to	CMAS and
	additional		students		support PLC	curriculum-
	performance		requiring		work and	based
	data and		credit		academic	assessments
	assessments		recovery by		intervention	(as applicable)
	that may be		5%.		decisions	
	a new					
	source of		Increase	4.	Identify and	(Changes are
	curriculum		PSAT and		support students	subject to the
	including		SAT scores		eligible for ECP	alternative
	graduation		by 2%		and provide a	assessments
	rates, credit				support system to	that the state
	recovery,		(These will		ensure success.	may require.)
	ECP success		be based	_		
	and ESS		upon the	5.	Create and	
	progress		BOY data		implement a	
			assessments		<b>Multi-Tiered</b>	
			for 2021-		System of	
			2022 and		Support to	
			identified in		identify students	
			the School		most in need of	
			Improvement		interventions to	
			Plan.)		decrease the need	
					for credit	
					recovery	
				6.	<b>Realignment</b> of	
					the use of tutors,	
					paraprofessionals	
					and support staff	
				7.	Develop and	
					implement a	
					Health and	
					Wellness plan to	
					address the needs	
					of our students,	
					staff and	
l l					community	
					community	

					1	i
				8. Implement a		
				social-emotional		
				curriculum		
				focused on		
				wellbeing,		
				relationship-		
				building and		
				connectedness		
CHPA will	Utilize	CAO	Improve	1. Curriculum	June/July	Quarterly
achieve	National	CAU	student	aligned to	2024	assessment
Performance		Executive		Colorado State	2024	
	assessments		knowledge			data analysis
level status	(PSAT,	Director of	and academic	Standards, which		based upon
accreditation	SAT),	Student	growth from	includes:		LEA and CDE
as defined by	Colorado	Services	Priority			(Colorado)
the Colorado	assessments		Improvement	Tier I instructional		required
Department	(CMAS)	Principals	status in ELA.	materials and resources		assessments to
of Education	and Local			for ALL students		include:
by 2024.	Education	Classroom	Improve			
	Agency	Teachers	student	Tier II instructional		• BOY
Year 3:	(LEA)		knowledge	materials, resources		(Beginning
Review and	assessments	Data	and academic	and interventions for		of the
analyze EOY	to identify	Research	growth from	students in need		year)
data from	current	Analyst	<u>Turnaround</u>			• 1 <sup>st</sup> Quarter
2022-2023 to	knowledge	2	status to	Tier III instructional		• MOY
identify	and analyze	Support	<b>Priority</b>	materials, resources		(Middle of
current level	baseline	Staff	Improvement	and interventions for		year)
of student	academic	~~~~~	status in	students most in need		• EOY (End
knowledge	data in		Math.			
and academic	English		1/1/////	2. Professional		of year)
performance	Language		Increase	Learning		T1
periormanee	Arts and		graduation	Communities		These include
(Performance	Math for		rate to 100%	aligned to		state
indicators will	each student		1410 10 10070	research based on		assessments
be based upon	and		Increase	DuFour and		and LEA
the level of	determine		participation	Marzanno		assessments
achievement	both		in ECP by 5			including
in order to	instructional		%.	3. Identified data		NWEA
meet	and student		/0.	for teacher		(MAPS),
performance	needs		Decrease	analysis and data-		iReady,
within 1	necus		number of	based academic		CMAS and
	*Include		students	reliability to		curriculum-
year.)				-		based
	any additional		requiring credit	support PLC work and		assessments
						(as applicable)
	performance		recovery by	academic		
	data and		5%.	intervention		
	assessments		Tu ana	decisions		(Changes are
	that may be		Increase	4 T.J		subject to the
	a new		PSAT and	4. Identify and		alternative
	source of		SAT scores	support students		assessments
	curriculum		by 2%	eligible for ECP		that the state
	including			and provide a		may require.)
	graduation		(These will	support system to		
	rates, credit		be based	ensure success.		
	recovery,		upon the			
	ECP success		BOY data			

1.500			]
and ESS	assessments	5. Create and	
progress	for 2021-	implement a	
	<b>2022 and</b>	Multi-Tiered	
	identified in	System of	
	the School	Support to	
	Improvement		
	Plan.)	most in need of	
		interventions to	
		decrease the need	
		for credit	
		recovery	
		6. Realignment of	
		the use of tutors,	
		paraprofessionals	
		and support staff	
		7. Develop and	
		implement a	
		Health and	
		Wellness plan to	
		address the needs	
		of our students,	
		staff and	
		community	
		8. Implement a	
		social-emotional	
		curriculum	
		focused on	
		wellbeing,	
		relationship-	
		building and	
		connectedness	

#### Monitoring Plan Progress/Data Collection:

As indicated in the workplan each academy has identified the assessment to be utilized appropriate for the grade level. Assessments will occur at the beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY). Results will be analyzed and shared with faculty to identify needs of students and strategies to improve learning outcomes and a report provided at the end of each quarter to the Board on the academic progress of each academy.

#### **Resources:**

Core resource needs for operations are identified each year to serve the curriculum and instructional elements for students to learn and grow. Results of assessments may indicate additional resources needed to address instructional and learning components and will be provided. Additional resources will also include professional development of faculty and staff.

#### **Conclusion:**

In the Educational Master Plan from 2016-2021 the Board set out to complete 4 goals. Three of the goals have been substantially accomplished or on the verge of being accomplished with the exception of Goal #2, "Improve academic student success to exceed state standards." As a result of looking into the future, conducting SWOC Analysis and surveying parents the conclusion was reached to focus on the one goal – student success. The primary goal for the 2021-24 Strategic Plan is student success in which "Each CHPA Academy will meet growth and performance standards as identified by the Colorado Department of Education (CDE) including ESS Students."

#### **Strategic Planning Process/Team:**

As part of the input process, a "Look into the Future" document was provided as the backdrop to conducting SWOC (Strength, Weaknesses, Opportunities and Challenges) analysis by the stakeholder groups as well as conducting parent surveys in order to identify the goal to drive CHPA forward over the next three years.

After conducting the various SWOC Analysis, (Faculty/Staff April 2, 2021, School Accountability Committee (SAC) April 15, 2021 and the Board of Directors May 8, 2021) of constituent groups and parent surveys, the results were submitted to the CEO's Cabinet for analysis and discussion to determine the priority goal(s) of the Strategic Plan for (2021-2024) for Board approval. (Supporting documents available upon request.)