CHÁVEZ HUERTA

K-12 PREPARATORY ACADEMY

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 9th and 10th 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

CHPA STRATEGIC PLAN 2021-2024

The Work Plan

Objective #1 – César Chávez Academy (CCA)

Objectives (SMART) Specific, Measurable, Achievable, Realistic, Time	Actions	Responsible	Performance Indicators	Resources Needed/Required	Target Date	Status (frequency to be evaluated)
CHPA will achieve Performance level accreditation status as defined by the Colorado Department of Education by 2024. Year 1: 2021-2022 Identify current level of student knowledge, growth and academic performance utilizing the 2019 and 2021 state assessment data. (Performance indicators will be based upon the level of achievement in order to meet performance within 3 years.) **Performance Plan: 53.0%-100% points earned** **Improvement Plan: 42.0%-52.9% points earned** **Priority Improvement Plan: 34.0%-41.9% points earned** **Turnaround Plan: 0.0%-33.9% points earned**	Utilize Colorado assessments (CMAS) and Local Education Agency (LEA) assessments to identify current knowledge and analyze baseline academic data in English Language Arts and Math for each student Small group instruction will be implemented at each grade level to support individual and specific student needs Principal will implement observation/ feedback practices to support the needs of the teachers Students will be monitored	CAO Principal Classroom Teacher Data Research Analyst Support Staff	Improve student knowledge, growth and academic performance from ***Turnaround*** status to ***Priority Improvemen***t status in ELA. Improve student knowledge, growth and academic performance from ***Turnaround*** status to ***Priority Improvement*** status in Math. **(These will be based upon the School Performance Framework from 2019 and 2021 with strategies identified and addressed in the School Improvement Plan.)**	1. **Curriculum aligned to Colorado State Standards, which includes:** Tier I instructional materials and resources for ALL students Tier II instructional materials, resources and interventions for students in need Tier III instructional materials, resources and interventions for students most in need 2. **Professional Learning Communities aligned to research based on DuFour and Marzanno** 3. **Identified data for teacher analysis and data-based academic reliability to support PLC work and academic intervention decisions** 4. **Realignment of the use of tutors, paraprofessionals and support staff** 5. **Develop and implement a Health and Wellness plan to address the**	June/July 2022	Quarterly assessment data analysis based upon LEA and CDE (Colorado) required assessments to include: • BOY (Beginning of the year) • 1st Quarter • MOY (Middle of year) • EOY (End of year) These include state 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.)**

	daily using observation and data-driven sources Staff will participate in weekly PLC's			needs of our students, staff and community 6. **Implement a social-emotional curriculum focused on wellbeing, relationship-building and connectedness**		
CHPA will achieve Performance level accreditation status as defined by the Colorado Department of Education by 2024. Year 2: 2022-2023 Identify current level of student knowledge, growth and academic performance utilizing the 2021-2022 state assessment data. (Performance indicators will be based upon the level of achievement in order to meet performance within 2 years.) **Performance Plan: 53.0%-100% points earned** **Improvement Plan: 42.0%-52.9% points earned** **Priority Improvement Plan: 34.0%-41.9% points earned** **Turnaround Plan: 0.0%-33.9% points earned**	Utilize Colorado assessments (CMAS) and Local Education Agency (LEA) assessments to identify current knowledge and analyze baseline academic data in English Language Arts and Math for each student Small group instruction will be implemented at each grade level to support individual and specific student needs Principal will implement observation/ feedback practices to support the needs of the teachers Students will be monitored	CAO Principal Classroom Teacher Data Research Analyst Support Staff	Improve student knowledge and academic growth from *Priority Improvement* status to *Improvement* status in ELA. Improve student knowledge and academic growth from *Priority Improvement* status to *Improvement* status in Math. **(These will be based upon the School Performance Framework and EOY data from 2021-2022, and the BOY data from 2022-2023 with strategies identified and addressed in the School Improvement Plan.)**	1. **Curriculum aligned to Colorado State Standards, which includes:** Tier I instructional materials and resources for ALL students Tier II instructional materials, resources and interventions for students in need Tier III instructional materials, resources and interventions for students most in need 2. **Professional Learning Communities aligned to research based on DuFour and Marzanno** 3. **Identified data for teacher analysis and data-based academic reliability to support PLC work and academic intervention decisions** 4. **Realignment of the use of tutors, paraprofessionals and support staff** 5. **Develop and implement a Health and Wellness plan to address the**	June/July 2023	Quarterly assessment data analysis based upon LEA and CDE (Colorado) required assessments to include: • BOY (Beginning of the year) • 1st Quarter • MOY (Middle of year) • EOY (End of year) These include state 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.)**

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

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

CHPA STRATEGIC PLAN 2021-2024

The Work Plan

Objective #2 – Ersilia Cruz Middle School (ECMS)

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

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

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

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 Students will be monitored daily using observation and data-driven sources Staff will participate in weekly PLC's			**support PLC work and academic intervention decisions** 4. **Realignment of the use of tutors, paraprofessionals and support staff** 5. **Develop and implement a Health and Wellness plan to address the needs of our students, staff and community** 6. **Implement a social-emotional curriculum focused on wellbeing, relationship-building and connectedness**		**(Changes are subject to the alternative assessments that the state may require.)**

The Work Plan

Objective #3 – Dolores Huerta Preparatory High (DHPH)

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

Priority Improvement Plan: 34.0%-41.9% points earned **Turnaround Plan: 0.0%-33.9% points earned**	graduation rates, credit recovery, ECP success		**upon the BOY data assessments for 2021-2022 and identified in the School Improvement Plan.)**	**eligible for ECP and provide a support system to ensure success.** 5. **Create and implement a Multi-Tiered System of Support to identify students 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**		
CHPA will achieve Performance level accreditation status as defined by the Colorado Department of Education by 2024. Year 2: 2022-2023 Identify current level of student knowledge,	Utilize National assessments (PSAT, SAT), Colorado assessments (CMAS) and Local Education Agency (LEA) assessments to identify current knowledge	CAO Principal Classroom Teacher Data Research Analyst Support Staff	Improve student knowledge and academic growth from *Priority Improvement* status to *Improvement* status in ELA. Improve student knowledge and academic growth from	1. **Curriculum aligned to Colorado State Standards, which includes:** Tier I instructional materials and resources for ALL students Tier II instructional materials, resources and interventions for students in need	June/July 2023	Quarterly assessment data analysis based upon LEA and CDE (Colorado) required assessments to include: • BOY (Beginning of the year) • 1st Quarter

growth and academic performance utilizing the 2021-2022 state assessment data. (Performance indicators will be based upon the level of achievement in order to meet performance within 2 years.) **Performance Plan: 53.0%-100% points earned** **Improvement Plan: 42.0%-52.9% points earned** **Priority Improvement Plan: 34.0%-41.9% points earned** **Turnaround Plan: 0.0%-33.9% points earned**	and analyze baseline academic data in English Language Arts and Math for each student and determine both instructional and student needs *Include any additional performance data and assessments that may be a new source of curriculum including graduation rates, credit recovery, ECP success		Priority Improvement status to Improvement status in Math. Increase graduation rate to 95%. Increase participation in ECP by 5%. Decrease number of students requiring credit recovery by 5%. Increase PSAT and SAT scores by 2% **(These will be based upon the BOY data assessments for 2021-2022 and identified in the School Improvement Plan.)**	Tier III instructional materials, resources and interventions for students most in need 2. **Professional Learning Communities aligned to research based on DuFour and Marzanno** 3. **Identified data for teacher analysis and data-based academic reliability to support PLC work and academic intervention decisions** 4. **Identify and support students eligible for ECP and provide a support system to ensure success.** 5. **Create and implement a Multi-Tiered System of Support to identify students 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,**		• MOY (Middle of year) • EOY (End of year) These include state 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.)**

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

Plan: 34.0%-41.9% points earned **Turnaround Plan: 0.0%-33.9% points earned**	rates, credit recovery, ECP success		**(These will be based upon the BOY data assessments for 2021-2022 and identified in the School Improvement Plan.)**	**and provide a support system to ensure success.** 5. **Create and implement a Multi-Tiered System of Support to identify students most in need of interventions to decrease the need for credit recovery** 6. **Realignment 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** 8. **Implement a social-emotional curriculum focused on wellbeing, relationship-building and connectedness**		

CHPA STRATEGIC PLAN 2021-2024

The Work Plan

Objective #4 – Exceptional Student Services (ESS)

Objectives (SMART) Specific, Measurable, Achievable, Realistic, Time	Actions	Responsible	Performance Indicators	Resources Needed/Required	Target Date	Status (frequency to be evaluated)
CHPA will achieve Performance level status accreditation as defined by the Colorado Department of Education by 2024. Year 1: 2021-2022 Identify current level of student knowledge and academic performance (Performance indicators will be based upon the level of achievement in order to meet performance within 3 years.)	Utilize National assessments (PSAT, SAT), Colorado assessments (CMAS) and Local Education Agency (LEA) assessments to identify current knowledge and analyze baseline academic data in English Language Arts and Math for each student and determine both instructional and student needs *Include any additional performance data and assessments that may be a new source of curriculum including	CAO Executive Director of Student Services Principals Classroom Teachers Data Research Analyst Support Staff	Improve student knowledge and academic growth from ***Turnaround*** status to ***Priority Improvement*** status in ELA. Improve student knowledge and academic growth from ***Turnaround*** status to ***Priority Improvement*** status in Math. Increase graduation rate to 90% Increase participation in ECP by 5 %. Decrease number of students requiring credit recovery by 5%. Increase PSAT and	1. **Curriculum aligned to Colorado State Standards, which includes:** Tier I instructional materials and resources for ALL students Tier II instructional materials, resources and interventions for students in need Tier III instructional materials, resources and interventions for students most in need 2. **Professional Learning Communities aligned to research based on DuFour and Marzanno** 3. **Identified data for teacher analysis and data-based academic reliability to support PLC work and academic intervention decisions** 4. **Identify and support students eligible for ECP and provide a**	June/July 2022	Quarterly assessment data analysis based upon LEA and CDE (Colorado) required assessments to include: • BOY (Beginning of the year) • 1st Quarter • MOY (Middle of year) • EOY (End of year) These include state 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 rates, credit recovery, ECP success and ESS progress		SAT scores by 2% **(These will be based upon the BOY data assessments for 2021-2022 and identified in the School Improvement Plan.)**	**support system to ensure success.** 5. **Create and implement a Multi-Tiered System of Support to identify students 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**		
CHPA will achieve Performance level status accreditation as defined by the Colorado Department of Education by 2024. Year 2: 2022-2023 Identify current level of student knowledge and academic performance	Utilize National assessments (PSAT, SAT), Colorado assessments (CMAS) and Local Education Agency (LEA) assessments to identify current knowledge and analyze baseline	CAO Executive Director of Student Services Principals Classroom Teachers Data Research Analyst Support Staff	Improve student knowledge and academic growth from *Turnaround* status to *Priority Improvement* status in ELA. Improve student knowledge and academic growth from *Turnaround* status to	1. **Curriculum aligned to Colorado State Standards, which includes:** Tier I instructional materials and resources for ALL students Tier II instructional materials, resources and interventions for students in need Tier III instructional materials, resources	June/July 2023	Quarterly assessment data analysis based upon LEA and CDE (Colorado) required assessments to include: • BOY (Beginning of the year) • 1st Quarter

(Performance indicators will be based upon the level of achievement in order to meet performance within 2 years.)	academic data in English Language Arts and Math for each student and determine both instructional and student needs *Include any additional performance data and assessments that may be a new source of curriculum including graduation rates, credit recovery, ECP success and ESS progress		Priority ***Improvement*** status in Math. Increase graduation rate to 95% Increase participation in ECP by 5 %. Decrease number of students requiring credit recovery by 5%. Increase PSAT and SAT scores by 2% **(These will be based upon the BOY data assessments for 2021-2022 and identified in the School Improvement Plan.)**	and interventions for students most in need 2. **Professional Learning Communities aligned to research based on DuFour and Marzanno** 3. **Identified data for teacher analysis and data-based academic reliability to support PLC work and academic intervention decisions** 4. **Identify and support students eligible for ECP and provide a support system to ensure success.** 5. **Create and implement a Multi-Tiered System of Support to identify students 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**		• MOY (Middle of year) • EOY (End of year) These include state 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.)**

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

	and ESS progress		**assessments for 2021-2022 and identified in the School Improvement Plan.)**	5. **Create and implement a Multi-Tiered System of Support to identify students 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.)