COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 1345   School Name: CESAR CHAVEZ ACADEMY DENVER Official 2014 SPF: 1 Year

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary
How are students performing? Where will school staff be focusing attention?
Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

1.   Increase ELL growth on ACCESS from 39 to 50.
   2.   Reduce the number of students scoring Red or Orange on NWEA MAP by 40% from August to May.
   3.   Increase the percentage of students scoring Met or Exceeded expectations on PARCC in the 2016 testing window by 10% (from 15.5% to 25.5% in ELA and from 8.9% to 18.9% in Math).

Why is the school continuing to have these problems?
Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

1.   Lack of frequent and impactful instructional observation and feedback sessions with actionable steps
   2.   Depth and rigor in CCSS is not present in daily instruction
   3.   Data Driven Instruction is not consistently present in daily instruction

What action is the school taking to eliminate these challenges?
Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

1.   Increase time and training for: Data Driven Instruction (DDI), data conversations, and monitoring student progress
   2.   Build Strong instructional systems, processes, and support – through a focus on writing strong, standards-based learning outcomes and classroom observations and instructional coaching
   3.   Refine the implementation of the curriculum purchased in the 2013-14 school year by increasing fidelity to the depth and rigor required by the Common Core State Standards

Access School Performance Frameworks here: http://www.cde.state.co.us/schoolview/performance

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	We are in the third year of the Early Literacy Grant to support implementation of the READ Act.
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

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

☑ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review and Planning Grant

☐ School Improvement Support Grant ☑ READ Act Requirements ☐ Other:

School Contact Information	(Additional contacts may be added, if needed)	
1	Name and Title	Mary Ann Mahoney, Interim Principal
	Email	mmahoney@cca-denver.org
	Phone	303-332-9712
	Mailing Address	3752 Tennyson St., Denver, CO 80212
2	Name and Title	Steve Thygesen
	Email	sthygesen@cca-denver.org
	Phone	303-455-0848
	Mailing Address	3752 Tennyson St., Denver, CO 80212

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3	Name and Title	Adam Quintana
	Email	aquintana@cca-denver.org
	Phone	303-455-0848
	Mailing Address	3752 Tennyson St., Denver, CO 80212

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This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
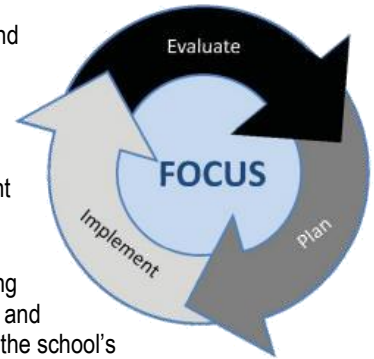
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

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

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

Narrative:
Description of School Setting and Process for Data Analysis:

César Chávez Academy Denver (CCAD) is a public charter school in North Denver. We opened our doors as a K-8 Charter School serving Denver's Northwest Community in 2009. Currently, 94% of our population is Hispanic and 82% of our students qualify for free and reduced lunch. In addition, 37% of our school population is ELL. Our total enrollment increased each year since we

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opened in 2009, until the current school year. We opened with 316.4 FPC, 332 actual students, increasing to 457 actual students last year, but dropping to 381 students this year. Our staff met to examine our PARCC, MAP, ACCESS and DIBELS data. We discussed our school's priority challenges, what we need to do to meet the needs of the students in our school. In addition, our Board of Directors examined the data and discussed the priority challenges. Those conversations are the foundation of our 15-16 UIP.

Review Current Performance:

CCAD was rated as Accredited on Watch on the 2010 SPF, earning 48% of the possible points, Accredited on Priority Watch in 2011, earning 42% of the possible points, Accredited on Priority Watch in 2012, earning 38% of the possible points, Accredited on Watch in 2013 earning 44.8% of the possible points. This year we are rated Accredited on Watch earning 46% of the possible points. Although we are not green yet, we have made steady progress towards green over the last three years. There is not a formal SPF for the 2015-16 school year at this time.

Without an SPF, we looked at PARCC, DIBELS, and NWEA MAP data

ACCESS - Our overall median growth percentile dropped from 59 MGP in 2014 to 39 MGP in 2015.

PARCC – As a school, 15.5% or our kids "Met" or "Exceeded" expectations in Literacy, and 8.6% of our kids Met or Exceeded expectations in Math.

MAPS – Last year our goal was to reduce the number of students scoring in the red band (below 21%) and orange band (21% to 40%) by 40% in the 2014-15 school year. We did not reduce our students in the red/orange bands by 40%. In reading, we reduced the percentage of red and orange in Elementary reading and math, as well as in middle school reading. Each reduction was minimal. Our percentage of students in the red/orange bands increased in middle school math.

Our goal is to reduce the number of kids in the red band (below 21%) and orange band (21% to 40%) by 40% in the 2015-2016 school year. We began the year with 102 kids in the red proficiency band and 92 in the orange band, and currently stand at 146 and 97, respectively.

Trend Analysis:

We had been experiencing an upward trend prior to the 2015 data. Our ACCESS scores showed a significant drop, as did most schools statewide. Unfortunately, our drop was larger than most schools. In addition, our NWEA MAP scores show flat-lined proficiency. Although individual students are showing growth, they are not making adequate growth to meet proficiency targets. A bright spot in our data is our DIBELS scores. We have reduced the number of Red and Yellow students on DIBELS by half each year from August to May.

Priority Performance Challenges:

Clearly, increased proficiency is our number one priority performance challenge. With the change from TCAP to PARCC, we are focusing on movement in our NWEA MAP assessments with a focus on solid PARCC scores. To move students on the NWEA MAP assessments, we must focus on how individual students are moving toward mastery of concepts. We must focus on adequate growth for all students. If we focus on movement on MAP, increased percentages of students should score met or exceeded standards on PARCC. With less than 50% of our population scoring not proficient, it is critical that we strive to help students make significant growth (65% or higher) in all subjects. Our biggest priority performance challenges are:

1. Increase ELL growth on ACCESS from 39 to 50.
2. Reduce the number of students scoring Red or Orange on NWEA MAP by 40% from August to May.
3. Increase the percentage of students scoring Met or Exceeded expectations on PARCC in the 2016 testing window by 10% (from 15.5% to 25.5% in ELA and from 8.9% to 18.9% in Math).

Root Cause Analysis:

There are several root causes associated with each priority performance challenge in the charts following this page. The overarching root causes for our lack of adequate growth and limited growth in status are:

1. Lack of frequent and impactful instructional observation and feedback sessions with actionable steps
2. Depth and rigor in CCSS is not present in daily instruction
3. Data Driven Instruction is not consistently present in daily instruction

Although we have good curriculum in place, the lack of rigor and depth is preventing students from making adequate growth. Teachers follow the prescribed curriculum, but often fail to engage students in rigorous, higher level tasks. In order to increase proficiency and demonstrate student growth, it is essential that we address the CCSS and the rigor and depth they require for mastery.

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Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Elementary students will score higher on the PARCC ELA test than similar schools by demographics.	We did not meet this target.	We have been implementing Reading Street and Saxon math for 3 years. We saw increases for the first two years, but not last year.
	Middle school students will score higher on the PARCC Math test than similar schools by demographics.	We did not meet this target.	
Academic Growth	40% of the elementary students scoring in the red or orange band on the NWEA MAP reading test will move up one proficiency band by the end of year testing.	We only reduced the number of students in the red and orange bands by 4%.	Prior to this fall, observations for teachers were often vague and not focused on what depth and rigor were occurring in the classroom. Teachers were busy doing many things, but not necessarily maximizing instruction to ensure mastery.
	40% of the middle school students scoring in the red or orange band on the NWEA MAP math test will move up one proficiency band by the end of year testing.	The number of students in the red and orange bands increased by 10.5%.	In addition, many lessons have been delivered using only lower level questioning and tasks. The lack of depth and rigor has limited our students' ability to be successful on PARCC and other complex tasks.
	The School's ACCESS growth will meet or exceed SPF expectations (MGP=50); in 2014 the School's ACCESS MGP was 62 at the ES and 53 at the MS	We decreased from 59 to 39.	Finally, teachers have looked at data, but do not change what they are doing to ensure mastery.
Academic Growth Gaps			

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Postsecondary & Workforce Readiness			

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Worksheet #2: Data Analysis

Directions: ***This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.*** Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)			Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**2012-13**	**2013-14**	**2014-15**	We must increase the percentage of students who Meet or Exceed standards on the PARCC test.	1. Lack of frequent and impactful instructional observation and feedback sessions with actionable steps 2. Depth and rigor in CCSS is not present in daily instruction 3. Data Driven Instruction is not consistently present in daily instruction
	TCAP Reading 3-5 57% MS 42%	TCAP Reading 3-5 51% 6-8 54%	PARCC ELA School- 15.5% Met or Exceeded 41.6% Approaching or above		
	TCAP Math 3-5 63% 6-8 31%	TCAP Math 3-5 67% 6-8 40%	PARCC Math School- 8.6% Met or Exceeded 36% Approaching or Above		
	After years of fairly steady increase, our PARCC scores showed decreased proficiency.				

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	We had been showing steady growth on ACCESS, but our growth scores showed a decrease during the 2015-16 school year. 2012 65.5 (CELA) 2013 47.5 (ACCESS- year 1) 2014 59.0 (ACCESS) 2015 39.0 (ACCESS)	Increase growth on ACCESS back to 50 or higher.	Depth and rigor in WIDA standards is not present in classrooms, significantly limiting students' ability to show gains in English Language Acquisition. Specifically, lack of quality writing and speaking opportunities did not set students up for success on ACCESS.
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

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Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

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

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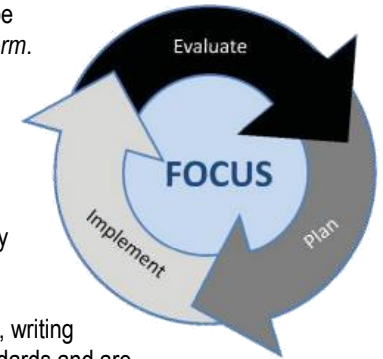
Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Increase percentage of students who meet or exceed standards on PARCC.	Increase met and exceeded standards from 15.5% to 25.5%.	Increase met and exceeded standards from 25.5% to 35.5%.	NWEA MAP	Increase time and training for: Data Driven Instruction (DDI), data conversations, and monitoring student progress

Build Strong instructional systems, processes, and support – through a focus on writing strong, standards-based learning outcomes and classroom observations and instructional coaching

Refine the implementation of the curriculum purchased in the 2013-14 school year by increasing fidelity to the depth and rigor required by the Common Core State Standards |
		READ	Reduce the number of students scoring in the red and yellow band by 50% in K-5 on DIBELS.	Reduce the number of students who were in the red and yellow bands at the BOY benchmark from 105 to 52 by May.	Reduce the number of students who are red/yellow in the BOY window on DIBELS by the EOY window by 50%.	DIBELS progress monitoring	
		M	Increase percentage of students who meet or exceed standards on PARCC.	Increase met and exceeded standards from 8.9% to 18.9%.	Increase met and exceeded standards from 18.9% to 29.9%	NWEA MAP	
		S	Increase percentage of students scoring in the Strong and Distinguished Command range on Science CMAS.	Increase 5th grade from 2% to 12% and 8th grade from 8% to 18%.	Increase 5th grade from 12% to 22% and 8th grade from 18% to 28%.	Unit tests in the new science curriculum that is aligned to the Colorado Academic Standards.	
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP	Increase growth on ACCESS	Increase ACCESS growth from 39 to 50.	Increase ACCESS growth or maintain growth of 50.	ACCESS online progress monitoring tool.	
		ELA					

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Academic Growth Gaps	Median Growth Percentile, local measures	M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

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Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Increase time and training for: Data Driven Instruction (DDI), data conversations, and monitoring student progress
Root Cause(s) Addressed: Data Driven Instruction is not fully present and implemented

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

☑ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☑ READ Act Requirements ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Continued professional development on data analysis related to DIBELS, NWEA MAP, PARCC and CMAS as well as using classroom assessment data to drive instruction.	Monthly	Monthly	Core Consultant: Amy Van Ravenswaay Admin Team	NWEA $6,000 CORE consultant, funded through the Early Literacy Grant $89,900	Early Release Wednesdays used for PD MAP testing 4x per year NWEA MAP data DIBELS Benchmarking DIBELS Progress Monitoring	Ongoing
Team time to analyze data and make instructional decisions for classes and individual students	Monthly	Monthly	Core Consultant: Amy Van Ravenswaay Admin Team All instructional staff	No additional resources	Early Release Wednesdays MTSS- track student progress and growth towards proficiency	Ongoing

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Data Analysis Meetings	Monthly	Monthly	Core Consultant: Amy Van Ravenswaay Admin Team	No additional funds necessary	Teacher data notebooks with current data showing growth and proficiency	Ongoing

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

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Major Improvement Strategy #2: Build Strong instructional systems, processes, and support – through a focus on writing strong, standards-based learning outcomes and classroom observations and instructional coaching.   **Root Cause(s) Addressed:** Lack of frequent and impactful instructional observation and feedback sessions with actionable steps and depth and rigor in CCSS is not present in daily instruction

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

☑ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review Grant   ☐ School Improvement Support Grant

☑ READ Act Requirements   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Walk through classroom observations	Weekly	Weekly	Admin Team	Edivate software for walkthroughs	Data on 5 point "Walkthrough Observation Rubric"	Ongoing
Weekly evaluation of objectives	Weekly	Weekly	Admin Team	No additional resources	Presence of objectives in weekly lessons and posted in classroom	Ongoing
Formal classroom observations	2x per year	3x per year	Admin Team	No additional funding needed, but new observation rubric is being finalized	Data collected through observation rubric	Ongoing
Bi-weekly instructional PDs	Bi-weekly	Bi-weekly	Admin Team	Edivate software for differentiated PD videos	Needs based PD through Edivate, Teach Like a Champion, Data Driven Instruction with assistance from OSRI	Ongoing

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

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Major Improvement Strategy #3: Refine the implementation of the curriculum purchased in the 2013-14 school year by increasing fidelity to the depth and rigor required by the Common Core State Standards   **Root Cause(s) Addressed:** Depth and rigor in CCSS is not present in daily instruction, Data Driven Instruction is not fully present and implemented and lack of frequent and impactful instructional observation and feedback sessions with actionable steps.

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

☑ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review Grant   ☐ School Improvement Support Grant

☑ READ Act Requirements   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Pacing guides created annually	August	August	Mary Ann Mahoney Steve Thygesen	No additional funds are needed	Pacing guides are on file for all teachers	Completed
Professional Development: Writing rigorous objectives based in the CCSS that utilize higher order thinking skills	Quarterly (at a minimum)	Quarterly (at least)	Steve Thygesen	No additional funds are needed	Weekly checks with teachers	Ongoing
Alignment of curriculum to standards to be started in 2015-16 and completed in 2016-17	Monthly	Drafted in Aug. Final in May	Mary Ann Mahoney Steve Thygesen	No additional funds are needed	Monthly checks with teachers	Ongoing
Classroom observations to document whether or not increased rigor is occurring.	Monthly (at a minimum)	Monthly (at a minimum)	Mary Ann Mahoney Steve Thygesen	No additional funds are needed	Data tracked through Classroom Observation form in Edivate to track improvement across classrooms and within a classroom	Ongoing

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

School Code: 1345   School Name: CESAR CHAVEZ ACADEMY DENVER

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Department of Education

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FORM # OFP-135
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Approved 6/17/2015 for 2015-2016

Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

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