

The following report is filtered by active items, all statuses, all funding sources, all assignments, all tags, and all goals.

GOAL Strengthening Reading Instructional Programs

Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Reading SGT of 61%.

Filing Cabinet Count	23	Budgeted:	\$45,000.00
SEA Resources Available	7	Actual:	\$45,000.00

STRATEGY 1. Core Reading Program

The Core reading programs will be fully implemented to correlate to the NM Common Core Standards in grades K-12.

Filing Cabinet Count	2	Budgeted	\$45,000.00
		Actual	\$45,000.00

ACTION STEP Core curriculum implementation- Literature

Teachers of grades K-6 will implement the Pearson Ready-Gen Curriculum program in daily 90 min. literacy blocks. 7-12 will implement Pearson's My Perspectives during their 90 min. literacy block.

Status	In Progress 12/05/2016	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	CCSS, DRev		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **1. Core Reading Program**

ACTION STEP **Core curriculum implementation- Literature**

TASKS 0 of 5 Complete

Literacy block	In Progress	Due 5/25/2017
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Students will receive the Literature program in a daily 90 minute ELA literacy block. The graduated release of independence model will be used to implement the program.

Monitor and report	In Progress	Due 5/25/2017
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Walk-through observations and instructional coaching observations will be used to monitor implementation. Data will be reported in PLCs to target goals and professional development.

Coach	In Progress	Due 5/25/2017
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Instructional coaching and peer coaching will take place through peer coaching and 1-1 interactions.

Assess and adjust	In Progress	Due 5/25/2017
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Literature program data and short-cycle assessment data will be used to assess and adjust instruction/interventions according to student need.

Evaluate	In Progress	Due 5/25/2017
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NMSBA, PARCC and NWEA MAP Reading growth data will be used to monitor program effectiveness.

ACTION STEP **Core Implementation-Heritage Model**

Students (K-6) identified as ELL and Bilingual shall receive one hour of sheltered instruction from a TESOL endorsed teacher in the 90 min literacy block. Grades 7-8 will receive Bilingual intervention and 9-12 through TESOL indorsed teachers. Students in BEP will receive 2 hours of instruction in their native language.

Status	In Progress 08/22/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/25/2017		
Tags	ELL, DRev		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **1. Core Reading Program**

ACTION STEP **Core Implementation-Heritage Model**

TASKS 2 of 5 Complete

Home language survey	Completed	Due 8/8/2016
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The home language survey will be submitted annually to new students to identify students that need to be assessed.

W-APT	Completed	Due 9/2/2016
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The W-APT assessment will administered to students whose results qualify them for assessment and placement in the ELL/Bilingual Program.

Sheltered Instruction	In Progress	Due 5/25/2017
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Teachers will use the SIOP Model to deliver sheltered instruction to ELL students during literacy blocks. Teachers are expected to be TESOL endorsed. SIOP strategies are used in weekly lessons.

ACCESS/IPT	In Progress	Due 5/25/2017
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Students placed in the Bilingual Program will complete the ACCESS for ELLs Assessment and the IPT Assessment annually to provide data to inform instruction/intervention necessary for English Language acquisition.

Evaluate	In Progress	Due 5/25/2017
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Student growth data from the ACCESS for ELLs Assessment and the IPT Assessment will be used to evaluate the progress of the general education ELL support, bilingual curriculum. Each student should progress one level each year, as set in the ECRA Charter.

ACTION STEP **Researched-based core Reading program grades K-12**

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL Strengthening Reading Instructional Programs

STRATEGY 1. Core Reading Program

ACTION STEP Researched-based core Reading program grades K-12

We will purchase Pearson’s ReadyGen for grades K-6 and Pearson’s myPerspectives for grades 7-12 to create a seamless transition from one grade level to the next. ECRA will be utilizing Pearson’s curriculum as our main resource for ELA grades K-12. ReadyGEN is a K-6 integrated literacy program that accelerates learning for all by presenting modeled reading experiences with authentic text. Students engage in practice, build motivation, and improve their reading stamina. myPerspectives is a Grades 7-12 blended print and digital integrated curriculum that promotes student ownership of their learning through goal-setting, student choice, and reflection. The program encourages social collaboration and links together knowledge, skills and learning behaviors. At the same time, it's backwards designed from defined learning outcomes with activities, instruction, and assessments—always feeding back to the Performance Tasks and Performance-Based Assessment.
 Title I SIG funded

Status	In Progress 04/10/2016	Filing Cabinet Count	0
Start-End Dates	04/07/2016 - 05/25/2017	Budgeted	\$43,650.00
Tags	RFA-P/F-16	Actual	\$43,650.00

ACTION STEP Professional Development for ReadyGen Curriculum

Instructional Coaches will facilitate a two day summer workshop for 16 teachers to introduce the new curriculum.
 Teachers will learn how to implement the curriculum with fidelity using the ECRA unit template, utilizing resources, and how to incorporate TESOL Strategies including GLAD Strategies. Title I SIG and Title I funded.

Status	In Progress 04/10/2016	Filing Cabinet Count	0
Start-End Dates	04/10/2016 - 05/25/2017	Budgeted	\$1,350.00
Timeline Notes	Follow up trainings will be held ongoing during PLCs, and a mid-year training will be held during our regular Professional Development Day after winter break. Your assumption is correct: we have no intention to use RFA funds to cover these costs.	Actual	\$1,350.00
Tags	RFA-P/F-16		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **2. Tier II Supports for Students in Reading**

Intervention Reading Programs intended for flexible use as part of differentiated instruction, or in more intensive intervention(s), to meet student learning needs in specific areas in alignment with the NM RTI Framework. Identify: research-based programs/strategies; students being served; and implementation timeframe (days/week, minutes/day).

Filing Cabinet Count 0

ACTION STEP **Screen using benchmark assessments**

Grades K-2 shall administer Istation to identify students who are in need of strategic and intensive intervention. Grades 3-6 teachers shall administer the DIBELS Next Assessment . K-12 teachers shall administer the NWEA Reading Assessment to screen and identify skill deficiencies and areas in need of intervention. K-12 will use weekly PDSA cycles.

Status	In Progress 10/26/2014	Filing Cabinet Count	0
Start-End Dates	08/30/2016 - 05/25/2017		
Tags	DRev		

TASKS 2 of 10 Complete

Train DIBELS Next	Completed	Due 9/30/2014
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Teachers will receive training with the DIBELS Next Assessment administration, data collection, and data analysis to inform instruction/intervention.

Train NWEA Reading Assessment	Completed	Due 9/30/2014
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Teachers of grades K-12 will receive training for the CCSS aligned NWEA assessment for data collection, analysis, and using reports to target instruction/intervention by standard/skill.

Assess DIBELS Next	In Progress	Due 5/22/2017
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Grades 3-6 will receive the DIBELS Next Assessment in August, January, and April.

Grades K-2 will utilize Istation.

Assess NWEA Reading	In Progress	Due 5/22/2015
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Students in grades K-12 will receive the NWEA Reading Assessment in September, December, and April.

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **2. Tier II Supports for Students in Reading**

ACTION STEP **Screen using benchmark assessments**

<p>Identify and target</p> <p>PLCs will use the reports provided by the assessments to triangulate data sources to identify and homogenously group students as "Benchmark," "Strategic," or "Intensive" to place students in the appropriate instructional support program.</p>	In Progress	Due 5/22/2015
<p>PLC Support</p> <p>PLCs will support students using the NWEA Class by RIT and Descartes reports to generate individual growth goals, and heterogenous and homogenously scaffolded grouping and instructional targets of success, according to the level of each student.</p>	In Progress	Due 5/22/2015
<p>Implement targeted interventions</p> <p>Students will receive interventions targeting needs identified by the data triangulation of formative, summative, and interim data. K-3: Foundations 123, SuccessMaker, Pinpoint,ELL 4-6: SuccessMaker,Pinpoint, Triumphs,Read 180 7-12: Language!,Read 180.</p>	In Progress	Due 5/22/2015
<p>Progress monitoring</p> <p>DIBELS Next Progress Monitoring Assessments will be provided every four weeks for "Strategic" and every two weeks for "Intensive" students to measure the effectiveness of the instructional programs/interventions.</p>	In Progress	Due 5/22/2015
<p>Adjust</p> <p>Interventions will be adjusted based upon a triangulation of data using DIBELS/NWEA, formative assessments, and intervention program assessments.</p>	In Progress	Due 5/10/2015
<p>Evaluate</p> <p>Tier II interventions shall evaluated by comparing beginning to end growth for students on the NWEA Reading and DIBELS Next Assessments.</p>	In Progress	Due 5/17/2015

ACTION STEP **Intervention blocks (K-12)**

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **2. Tier II Supports for Students in Reading**

ACTION STEP **Intervention blocks (K-12)**

All students will receive Tier II interventions and targeted support through an intervention block in reading and/or math for at least 1 hour 4 times a week (K-12).

Status	In Progress 08/21/2012	Filing Cabinet Count	0
Start-End Dates	09/08/2016 - 05/25/2017		
Tags	DRev		

TASKS 0 of 2 Complete

Adjust and intervene In Progress Due 5/22/2017

PLCs will prioritize, adjust, and assess the effectiveness of interventions every 3-4 weeks.

Evaluate In Progress Due 5/22/2017

Short-cycle assessment data and intervention program data will be used to measure the effectiveness of the interventions.

ACTION STEP **Tier II intervention programs**

Intervention programs shall be implemented during the intervention and literacy course blocks for students who qualify for strategic/supplemental interventions. Programs include: Successmaker (K-12), Triumphs (K-6), Read 180 (3-12), and Treasures Chest (K-3).

Status	In Progress 09/16/2012	Filing Cabinet Count	0
Start-End Dates	08/22/2016 - 05/25/2017		
Tags	RFA-P/F, DRev		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **2. Tier II Supports for Students in Reading**

ACTION STEP **Tier II intervention programs**

TASKS 0 of 3 Complete

Training	In Progress	Due 10/31/2012
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Training will be provided to staff to implement the Tier II programs in the intervention blocks according to student need/readiness.

Implementation	In Progress	Due 5/22/2015
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Teachers will implement Tier II interventions during the intervention blocks.

Evaluate	In Progress	Due 5/22/2015
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Use NWEA, DIBELS, Intervention programs (list programs) to compare data and prioritize instructional/skill needs. Intervention program placement will be adjusted using multiple data sources, also within the parameters of the SAT process.

ACTION STEP **Bilingual/ELL Support Staff**

ECRA will utilize a teacher to support ELL/Bilingual students. This person will also provide strategies for teachers to implement within their lesson plans.

Status	In Progress 11/05/2015	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	ELL		

ACTION STEP **Supplemental Leveled Library for 7-12**

Leveled Libraries will be purchased to supplement the Language Arts curriculum for struggling students. Funded by Title I.

Status	Completed 12/10/2015	Filing Cabinet Count	0
Start-End Dates	11/01/2015 - 12/31/2015		

ACTION STEP **IXL Essentials Curriculum**

GOAL Strengthening Reading Instructional Programs

STRATEGY 2. Tier II Supports for Students in Reading

ACTION STEP IXL Essentials Curriculum

Purchase the IXL program as a Tier II intervention for students in K-12. IXL's skills are aligned to the New Mexico Common Core State Standards and the New Mexico PreK Early Learning Outcomes, providing comprehensive coverage of math concepts and applications. With IXL's state standards alignments, you can easily find unlimited practice questions specifically tailored to each required standard. With the IXL Analytics standards center it's simple to view student progress towards state standards. The reports in the standards center allow you to quickly evaluate student aptitude and identify trouble spots. (Funded by Title I)

Status	Not Begun	12/12/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/25/2017			
Tags	RFA-P/F-16, TIA-20%			

TASKS 1 of 1 Complete

IXL Professional Development Completed Due 10/31/2016

Online training for IXL Essentials Implementation for Success - subscription grades K-12 for reading and math.(Funded by Title I)

ACTION STEP Laptop Purchase for IXL

ECRA will purchase laptops for students to continue with virtual ELA and Math learning. This is necessary to give students ample opportunities to access the technology needed for the IXL program.(Funded by Title I)

Status	Not Begun	12/12/2016	Filing Cabinet Count	0
Start-End Dates	11/25/2016 - 05/25/2017			
Tags	RFA-P/F-16			

STRATEGY 3. Tier III Supports for Students in Reading

Scientifically research-based programs and/or intensive targeted intervention(s) to meet specific learning needs of students with disabilities as determined by individual IEPs.

Filing Cabinet Count 0

ACTION STEP Curriculum for Intervention

GOAL Strengthening Reading Instructional Programs

STRATEGY 3. Tier III Supports for Students in Reading

ACTION STEP Curriculum for Intervention

Primarily utilizing EPS Book Spire Program and Voyager Learning Language! Comprehensive Curriculum taught by Special Education teachers in daily intervention blocks with CCSS aligned program delivery to provide effective, explicit, sequential, linguistically logical, and systematic instruction for struggling readers, writers, speakers, and spellers.

Status	In Progress 08/21/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	SpecialED, DRev		

TASKS 1 of 2 Complete

Training	Completed	Due 9/26/2014
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New staff will be trained to use the core replacement programs: Sounds Sensible (K-3);Spire (K-3);SRA (K-4);Language! (4-11)

Evaluate	In Progress	Due 5/22/2017
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Ongoing data regarding the effectiveness of program implementation will be gathered through formative and summative measures and be utilized to guide IEP goals/service hours. The data will include curriculum based assessment and NWEA,DIBELS,and ISTATON.

STRATEGY 4. Professional Development to support Reading

Professional Development in reading for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in reading, evidence based and follow up to professional development.

Filing Cabinet Count 0

ACTION STEP CCSS aligned PD

Instructional Coach (.8 FTE funded by Title I) will lead PD pertaining to shifts necessary in ELA to implement specific training in shifting trajectories, language/vocabulary, and structure of the CCSS in Reading aligned instruction/assessment.

Status	In Progress 08/19/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	DRev		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **4. Professional Development to support Reading**

ACTION STEP **CCSS aligned PD**

TASKS 2 of 6 Complete

Structured time	In Progress	Due 5/22/2017
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Provide structured time for content based training/collaboration

Trajectory training	In Progress	Due 8/31/2013
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Provide research-based studies and CCSS aligned trajectories within ELA CCSS curriculum/instructional development (CCSA scope and sequence vertical alignment to develop UbD Units).

Vocabulary Acquisition	Completed	Due 5/24/2015
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Train staff in vocabulary acquisition/instructional strategies aligned to CCSS implementation.

Coach and monitor	In Progress	Due 5/17/2017
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Instructional coaches will provide coaching by individual/group need; monitoring implementation through lesson plans, PDSA cycles, and walk-through observations.

Evaluate	In Progress	Due 5/24/2017
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Student performance on the PARCC and final NWEA Assessment will be used to measure effectiveness of the professional development.

GLAD Training	Completed	Due 5/25/2016
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Teachers will receive GLAD Training. Project GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills.

ACTION STEP **Plan PD**

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **4. Professional Development to support Reading**

ACTION STEP **Plan PD**

Instructional Coaches and administration shall use student and teacher performance data to develop a plan for professional development to support reading and vocabulary acquisition.

Status	In Progress 08/19/2012	Filing Cabinet Count	0
Start-End Dates	08/15/2015 - 05/25/2017		
Tags	DRev		

TASKS 1 of 6 Complete

Needs assessment	In Progress	Due 12/28/2013
Needs assessment using walk-through observation data and student performance data in Reading geared toward sub-group populations.		
Align PD	In Progress	Due 1/25/2014
Align PD needs to CCSS/implementation, ensuring assessment/data-driven professional development is integrated		
Prioritize resources and schedules	Completed	Due 9/28/2013
Resources and schedules will be adjusted to allocate time and finances to the implementation of the plan.		
Implement Plan	In Progress	Due 5/24/2014
The plan will be implemented through monthly professional development meetings and PLC sessions.		
Coach and monitor	In Progress	Due 5/24/2014
Administration and instructional coaches will monitor implementation through PDSA cycles, walk-through data, and lesson plan implementation.		
Evaluate	In Progress	Due 5/31/2014
The PD plan will be evaluated based upon the data received from the staff's completion of the Fixsen Implementation Assessment.		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **5. Collaboration Time for Reading Teachers**

Dedicated and scheduled time during the school day for data analysis and review to inform planning to deliver targeted instruction and support to students as needed.

Filing Cabinet Count 0

ACTION STEP **PLCs**

Grade level teachers will meet in grade band PLCs every Friday after early release to maximize student learning outcomes. Student assessment and teacher performance data will be analyzed to target instruction and focus professional development needs. Teachers also have opportunities to meet during class pull-outs on Fridays.

Status	In Progress 09/16/2012	Filing Cabinet Count	1
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	DRev		

TASKS 2 of 4 Complete

Schedule	Completed	Due 8/10/2016
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Create a PLC Schedule

Protocols	Completed	Due 8/10/2016
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Protocols will be established for each PLC.

Data Analysis	In Progress	Due 5/17/2017
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Student assessment and teacher performance data will be analyzed during collaboration time to assess instructional and PD needs. Collaboration on best practice strategies, student learning and growth, SMART goals, PDSA data analysis, intervention grouping.

Coaching/PD	In Progress	Due 5/17/2017
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Coaching and Professional Development will be provided through Admin, ICs, and peers.

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL Strengthening Reading Instructional Programs

STRATEGY 6. Monitoring of Reading Instructional Programs

School administrators/designees monitor delivery of the specific program/curriculum to ensure that all classroom teachers adhere to the fidelity of the program.

Filing Cabinet Count 0

ACTION STEP Walk-through Observation protocols

Administration, instructional coaches, and peers shall perform observations using aligned tools for collecting data to enhance program fidelity and teacher performance.

Status	In Progress 08/18/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	DRev		

TASKS 0 of 4 Complete

Align protocol	In Progress	Due 5/25/2017
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Administration will perform walk-through observations utilizing My Learning Plan; instructional coaches will perform walk-throughs to monitor instruction, in addition to PDSA monitoring.

Coach	In Progress	Due 5/25/2017
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Coaching will take place individually and in PLCs to maintain fidelity to CCSS and focused literacy instructional strategies.

Train	In Progress	Due 5/25/2017
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Professional development shall take place based upon need as identified by the walk-through data collection.

Evaluate	In Progress	Due 5/25/2017
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PDSA cycles will be completed on a weekly basis to evaluate instruction and growth.

ACTION STEP Instructional coaching

Instructional coaches will participate in collaborative planning sessions and facilitate CCSS Reading content professional developments within the core curriculum.

Status	In Progress 08/18/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	DRev		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **6. Monitoring of Reading Instructional Programs**

ACTION STEP **Instructional coaching**

TASKS 0 of 6 Complete

Training	In Progress	Due 5/25/2017
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The instructional coach will provide training to staff in aligning curricular programs, assessment, and instruction to the CCSS in ELA.

Resources	In Progress	Due 5/25/2017
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The Instructional Coach will provide PLCs and individual staff members resources to research, supplement, and model implementation of the CCSS.

Walk-through support	In Progress	Due 5/25/2017
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The instructional coach will conduct walk-through observations using the "6 components of effective teaching" on a formative basis to provide teachers with performance feedback.

Coaching	In Progress	Due 5/25/2017
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Walk-through data and individual teacher PDP goals will target areas for coaching and professional development.

Retrain	In Progress	Due 5/25/2017
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Student and staff performance data will be used to target areas of curriculum, instruction, assessment in need of retraining.

Evaluate	In Progress	Due 5/25/2017
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Student performance data from short-cycle assessments and teacher performance data from walk-through observations will be used to evaluate the success of the coaching support.

STRATEGY **7. College and Career Ready (Grades 8-12)**

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

ACTION STEP **Next-Step Plans**

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **7. College and Career Ready (Grades 8-12)**

ACTION STEP **Next-Step Plans**

Secondary staff will follow the guidelines for the Next-Step Plans, beginning in 8th grade, and updating the documents with parents, students, and staff on an annual basis.

Status	In Progress	08/18/2012	Filing Cabinet Count	0
Start-End Dates	08/19/2016 - 05/10/2017			

ACTION STEP **College Career Fair**

High School students will organize a College/Career Fair by inviting local college and business members to display information about the program requirements and options available to students after graduation.

Status	In Progress	08/18/2012	Filing Cabinet Count	0
Start-End Dates	01/05/2017 - 04/30/2017			

ACTION STEP **College prep/entrance exams**

ECRA students will begin taking the Accuplacer, PSAT, ACT on campus and abroad beginning in 10th grade to prepare for college courses.

Status	In Progress	08/18/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2016 - 05/10/2017			

ACTION STEP **Dual credit courses**

ECRA will offer and enroll students in dual credit classes, partnering with CNM.

Status	In Progress	08/18/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/10/2017			

ACTION STEP **College & Career Readiness Student Support**

Middle and High School Students will receive support through courses and teacher support built into the schedule.

Status	In Progress	08/18/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017			

ACTION STEP **Transition Plans**

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL Strengthening Reading Instructional Programs

STRATEGY 7. College and Career Ready (Grades 8-12)

ACTION STEP Transition Plans

High school special education students will complete their transition plans with the IEP Team, selecting their graduation pathway.

Status	In Progress	12/12/2016	Filing Cabinet Count	0
Start-End Dates	08/26/2016 - 05/25/2017			
Tags	SpecialED			

TASKS 0 of 4 Complete

Monitor IEP Goals	In Progress	Due 5/25/2017
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The IEP Team will monitor career readiness and graduation/credit on an annual basis.

Credit analysis	In Progress	Due 5/25/2017
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Intervention courses and core support/replacement courses will be provided to meet the needs of the students' IEP goals.

Training	In Progress	Due 5/25/2017
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Special Education staff will attend yearly trainings for Indicator 13/Transition Plans.

Evaluate	In Progress	Due 5/25/2017
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The graduation rate will be used to measure the effectiveness of ECRA's Transition Plan implementation.

ACTION STEP After School Support

Students in need of academic support may stay after school for intervention in their academic area of need to support their pathway to graduation.

Status	In Progress	08/21/2012	Filing Cabinet Count	0
Start-End Dates	09/15/2016 - 05/15/2017			
Tags	DRev			

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL Strengthening Reading Instructional Programs

STRATEGY Use of Data to Analyze Reading

A dialogue around how students are performing to establish action steps needed to address gaps. Subgroup data are analyzed (describes facts, detects patterns, compares results and organizes data) and is uploaded to the Web EPSS File Cabinet.

Filing Cabinet Count 1

ACTION STEP Istation (K-2) and Dibels Assessment (3-6)

Teachers in grades K-6 will screen students in August. Progress monitoring and benchmark assessment data will be used in the PLCs on a regular basis to inform professional development and student instructional needs.

Status	In Progress	12/09/2015	Filing Cabinet Count	0
Start-End Dates	08/20/2016 - 05/15/2017			
Tags	DRev			

TASKS 2 of 9 Complete

Schedule	Completed	Due 8/15/2015
Schedule the beginning, mid, and end of year benchmark assessments.		
Train new staff	Completed	Due 8/30/2015
The instructional coach will train all staff members in how to administer the assessment; as well as collecting and interpreting data.		
Deliver 3 times per year	In Progress	Due 5/15/2017
Teachers will deliver the benchmark assessments in August, January, and May.		
PLCs identify level of need	In Progress	Due 5/25/2017
PLCs will meet to identify students as in need of "Strategic" or "Intensive" intervention.		
Progress monitoring	In Progress	Due 5/15/2017
Teachers will administer the Progress Monitoring assessments for Strategic students every 4wks, and Intensive every 2 wks.		

SCHOOL PLAN
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GOAL Strengthening Reading Instructional Programs

STRATEGY Use of Data to Analyze Reading

ACTION STEP Istation (K-2) and Dibels Assessment (3-6)

Foundational literacy professional development	In Progress	Due 4/15/2017
The instructional coach will facilitate literacy skill data-driven professional development in PLCs to focus instruction and planning.		
Coaching	In Progress	Due 5/25/2017
Instructional coaches and administrators will provide coaching to monitor the use of data to inform instruction.		
Monitoring	In Progress	Due 5/25/2017
The instructional coach and admin will monitor the use of data to inform and follow-up with additional training/resources.		
Evaluate	In Progress	Due 5/13/2017
PLCs will evaluate and track the use of data to inform instruction using by comparing the growth from the beginning of the year benchark to the end year benchmark assessment.		

ACTION STEP Data triangulation in PLCs

Use NWEA, DIBELS, Istation, Intervention programs, to compare data and prioritize instructional/skill needs. Intervention program placement will be adjusted using multiple data sources, also within the parameters of the SAT process.

Status	In Progress 08/17/2012	Filing Cabinet Count	0
Start-End Dates	09/18/2016 - 05/25/2017		
Tags	DRev		

SCHOOL PLAN
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GOAL **Strengthening Reading Instructional Programs**

STRATEGY **Use of Data to Analyze Reading**

ACTION STEP **Data triangulation in PLCs**

TASKS 1 of 3 Complete

Train staff Instructional coaches will train staff to triangulate strand data from short-cycle assessments, classroom formative assessments, and intervention program data.	Completed	Due 9/30/2016
Student data folders All teachers will engage students in the development and weekly monitoring of student data folders to track personal growth in literacy skills/CCSS.	In Progress	Due 5/25/2017
Coach and monitor Instructional coaches shall use the data triangulation template within PLCs. Coaching and monitoring will take place through individual and grade level teacher meetings.	In Progress	Due 4/20/2017

ACTION STEP **PDSA cycles**

Use weekly PDSA continuous classroom improvement cycles in all classes to focus on ELA CCSS and engage students in data-driven decision making.

Status	In Progress 08/18/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	DRev		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **Use of Data to Analyze Reading**

ACTION STEP **PDSA cycles**

TASKS 4 of 8 Complete

Train new staff	Completed	Due 8/28/2016
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New staff will be trained to install the PDSA system in their classrooms.

Align lesson plans	In Progress	Due 5/25/2017
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Lesson plans will be aligned to the PDSA system.

Align student data folders	Completed	Due 9/30/2016
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Student data folders will be aligned to PDSA goals to monitor individual growth formative assessment data.

Strategic learning goals	Completed	Due 5/25/2016
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PLCs will use NWEA Reading Assesment data (2-12) and DIBELS (K-1) to develop strategic learning goals to drive the PDSA cycles.

Train students	Completed	Due 9/30/2016
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Students will be trained to participate in class PDSA cycles and monitor their own data through PDSA.

Adjust and monitor	In Progress	Due 5/15/2016
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Students and teachers will adjust their learning plans and monitor weekly assessment data to measure progress.

Coach and monitor	In Progress	Due 5/3/2016
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Administration and instructional coaches will monitor implementation and fidelity of PDSA cycles in each classroom using walk-through observation tools.

Evaluate	In Progress	Due 5/25/2016
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PDSA plans will be evaulated through the Strategic Learning Goals pertaining to growth on the DIBELS and NWEA Reading Assessments.

ACTION STEP **WidA W-APT and ACCESS for ELLs**

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **Use of Data to Analyze Reading**

ACTION STEP **WidA W-APT and ACCESS for ELLs**

Use W-APT survey data to place students in proper level of Bilingual Program of instruction, and diagnose appropriate instructional materials to supplement/replace core instructional programs.

Status	In Progress	12/09/2015	Filing Cabinet Count	1
Start-End Dates	08/29/2015 - 05/25/2017			
Tags	ELL			

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **Use of Data to Analyze Reading**

ACTION STEP **WidA W-APT and ACCESS for ELLs**

TASKS 4 of 6 Complete

<p>Administer the W-APT</p> <p>Students who qualify for the assessment through the Home Language Survey will be given the W-APT Assessment for those who have yet to join the Bilingual program.</p>	Completed	Due 10/5/2013
<p>Distribute data to parents and staff</p> <p>Data will be distributed to parents and staff to inform program placement and interventions necessary.</p>	Completed	Due 10/5/2014
<p>Placement</p> <p>Students will be placed in the maintenance model program; receiving ELD support supplemental materials for literacy instruction.</p>	Completed	Due 10/5/2014
<p>Instructional support</p> <p>Teachers will offer instructional support materials (Treasures Chest (K-6) and Pearson ELD support materials, Study Buddies, and Rosetta Stone for students in 7-12) according to performance data on the W-APT and ACCESS Assessments.</p>	Completed	Due 10/19/2014
<p>Coach and monitor</p> <p>Instructional coaches will support teachers through coaching based upon walk-through observation data and lesson plan alignment. Professional development will take place individually and in PLC settings.</p>	In Progress	Due 4/26/2015
<p>Evaluate</p> <p>Staff will evaluate the use of data by comparing student growth on the 2013-2014 ACCESS Assessment, compared to 2014-2015.</p>	In Progress	Due 6/1/2014

ACTION STEP **Schoolwide Data Graphs/Charts**

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **Use of Data to Analyze Reading**

ACTION STEP **Schoolwide Data Graphs/Charts**

Data graphs/charts shall display data from NWEA Reading and Math Assessments by grade (K-12) for the school community to monitor progress with each grade level goal, and growth from beginning year to end year. PDSA data cycles are displayed to demonstrate student learning in targeted areas.

Status	In Progress 10/18/2016	Filing Cabinet Count	0
Start-End Dates	10/11/2016 - 05/25/2017		
Tags	Parent, DRev		

ACTION STEP **School ALS plan to address SGT targets for ELLs**

ECRA will identify ALS plan to meet the needs of second language learners. All ELL students receive appropriate Alternative Language Services (ALS) to impact the Reading SGT of 61%.

Status	In Progress 03/27/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	ELL, DRev		

STRATEGY **College and Career Readiness Preschool**

Incoming Kindergarten students will be assessed using iStation and NWEA and compare data with preschool records. The data will used to assign appropriate interventions to help students during this transition time.

Filing Cabinet Count	0
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SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL Strengthening Math Instructional Programs

Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Math SGT of 55%.

Filing Cabinet Count	5
SEA Resources Available	7

STRATEGY 1. Core Math Program

The Core Math programs will be fully implemented to correlate to the NMCCS (K-12).

Filing Cabinet Count	2
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ACTION STEP Curriculum Alignment and Implementation

ECRA's Instructional Coaches will fully implement common core Math programs (Envisions K-6, Digits 7-8, Pearson Algebra I, Algebra II, Applied Math (STEM), and Geometry 9-12) aligned to the NMCCSS.

Status	Completed 03/27/2017	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/25/2017		
Tags	DRev		

TASKS 3 of 4 Complete

Curriculum team research	Completed	Due 8/3/2016
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The curriculum team will research publishers and other districts' implementation and alignment studies of the CCSS to Math core curriculum.

Align curriculum units	Completed	Due 8/28/2016
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The curriculum team will align units to the CCSS for the core program and necessary supplemental programs.

Align instruction	Completed	Due 5/25/2016
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The PLCs will align instruction to the CCSS curriculum maps/assessments using Marzano's high-yield strategies, AIMS and SIOP Model instruction.

Coach	In Progress	Due 5/25/2017
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Instructional coaches will coach the teachers in PLC meetings and team planning sessions to include CCSS curriculum alignment.

ACTION STEP Core Curriculum Implementation

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **1. Core Math Program**

ACTION STEP **Core Curriculum Implementation**

All teachers (K-12) will implement the core program in daily 90 min. Math blocks. (enVision (K-6); Digits (7-8); Pearson Algebra I, Pearson Geometry, Applies Math, and Algebra II (9-12), Tiered instruction will be aligned to the CCSS/Mathematical Standards for Practice.

Status	In Progress 03/27/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	DRev		

TASKS 1 of 6 Complete

Align	Completed	Due 8/10/2015
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Instructional Coaches will align the core curricular programs to the CCSS by unit for grades K-5, 6-7, and 8-12.

Math block	In Progress	Due 5/25/2017
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Students will receive a daily 90 min of math instruction aligned to the CCSS.

Monitor	In Progress	Due 5/25/2017
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Walk-through observations and instructional coaching observations will be used to monitor implementation. Data will be reported in PLCs to target goals and professional development.

Coaching	In Progress	Due 5/25/2017
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Instructional coaching and peer coaching will take place through peer coaching and 1-1 interactions.

Assess and adjust	In Progress	Due 5/25/2017
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Math program data (PDSA), and short-cycle assessment data will be used to assess and adjust instruction/interventions according to student need.

Evaluate	In Progress	Due 7/31/2017
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PARCC and NWEA MAP Math student growth data will be used to evaluate the effectiveness of the curricular implementation.

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **2. Tier II Support for Students in Math**

Intervention Math Programs intended for flexible use as part of differentiated instruction, or in more intensive intervention(s) to meet student learning needs in specific areas, in alignment with the NM RTI Framework. Identify" research-based programs/strategies; students being served, and implementation timeframe (days/week, minutes/day).

Filing Cabinet Count 0

ACTION STEP **Screen using benchmark assessments**

K-12 teachers shall administer the NWEA Math Assessment to screen and identify skill deficiencies and areas in need of intervention. Tier II interventions shall be targeted through diagnostic progress reporting from the beginning to end year assessments.

Status	In Progress 12/10/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	DRev		

TASKS 1 of 8 Complete

Train NWEA Math Assessment	Completed	Due 9/30/2015
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Teachers of grades K-12 will receive training for the CCSS aligned NWEA assessment for data collection, analysis, and using reports to target instruction/intervention by standard/skill.

Assess NWEA Math	In Progress	Due 5/25/2016
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Students in grades K-12 will receive the NWEA Math Assessment in August, December, and February.

Identify and target	In Progress	Due 4/15/2016
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PLCs will use the reports provided by the assessments to identify students for placement in the appropriate instructional support program.

PLC Support	In Progress	Due 5/10/2016
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PLCs will support students using the NWEA Class by RIT and Descartes reports to generate instructional ladder grouping and instructional targets of success, according to the level of each student.

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **2. Tier II Support for Students in Math**

ACTION STEP **Screen using benchmark assessments**

Implement targeted interventions	In Progress	Due 5/25/2015
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Students will receive interventions targeting needs identified by the assessments. Including: Successmaker (K-12) and Pinpoint (1-8).

Progress monitoring	In Progress	Due 5/10/2016
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In-program progress monitoring assessments will be completed at the end of each unit to measure the effectiveness of the instructional programs/interventions.

Adjust	In Progress	Due 5/10/2016
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Interventions will be adjusted based upon a triangulation of data using NWEA, formative assessments, and intervention program assessments.

Evaluate	In Progress	Due 5/25/2016
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Tier II interventions shall be evaluated by comparing beginning to end growth for students on the NWEA Math Assessment.

ACTION STEP **Intervention blocks**

All students will receive Tier II interventions and targeted support through an intervention block in reading and/or math for at least 45 min. per day.

Status	Completed 03/27/2017	Filing Cabinet Count	0
Start-End Dates	08/30/2015 - 05/25/2016		
Tags	DRev		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **2. Tier II Support for Students in Math**

ACTION STEP **Intervention blocks**

TASKS 0 of 3 Complete

Schedule	In Progress	Due 5/24/2015
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Blocks will be scheduled for a total of 60 min for Reading/Math 5 times per week across K-6; 45 min. for grades 7-8; and through course interventions across 9-12.

Adjust and intervene	In Progress	Due 5/24/2015
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PLCs and the SAT Team will prioritize, adjust, and assess the effectiveness of interventions every 3-4 weeks.

Evaluate	In Progress	Due 5/24/2015
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Short-cycle assessment data and intervention program data will be used to measure the effectiveness of the interventions.

ACTION STEP **Tier II Intervention programs**

Description:

Intervention programs shall be implemented for students who need strategic/supplemental interventions. Programs include: Successmaker (K-12), PinPoint (7-8), Digits Intervention (9-12), enVision Intervention (K-6), Pearson Algebra Readiness (9-12), and Applied Math: Ph(STEM Project-based course, 10-12), IXL (K-12).

Status	In Progress 09/16/2012	Filing Cabinet Count	0
Start-End Dates	08/26/2016 - 05/25/2017		
Tags	RFA-P/F, RFA-P/F-14, DRev		

ACTION STEP **Applied Math Utilizing 3D Technology**

This is an introduction to applied STEM curriculum providing a head start and real world application of design and engineering. The purpose is to provide the students with "real-world" experience in the process of how products are created, designed, and marketed utilizing 3D technology. Funded by Title I.

Status	Completed 03/27/2017	Filing Cabinet Count	0
Start-End Dates	12/01/2015 - 05/25/2016		

ACTION STEP **Greenhouse for STEAM**

GOAL Strengthening Math Instructional Programs

STRATEGY 2. Tier II Support for Students in Math

ACTION STEP Greenhouse for STEAM

The greenhouse will add to our K-12 stem program by providing hands on science for our K-2 students. There is mounting national research that shows students involved in a school garden perform better and are more enthusiastic about the school day. There is also a national push to build more school gardens in low income areas where students don't always spend a lot of time outdoors or understand how the food on our tables gets there . We do not have equipment for a gardening program, this will allow us to have a year round program. As a classroom the greenhouse will be a place to implement effective teaching strategies such as hands-on and experiential learning. They also provide a place to teach and learn a wide range of academic subjects including: Literacy, Math, Botany, Biology, Environmental science, English and creative writing, History, Health and nutrition. (Funded by Title I)

Status	In Progress 12/13/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/25/2017		
Tags	RFA-P/F-16		

STRATEGY 3. Tier III Supports for Students in Math

Scientifically research-based programs and/or intensive targeted intervention(s) to meet specific learning needs of students with disabilities as determined by individual IEPs.

Filing Cabinet Count 0

ACTION STEP Intervention Materials- push in

Utilizing Math U See and Transmath Curriculum taught by Special Education teachers to supplement curriculum in daily 90 minute math blocks with CCSS aligned program delivery to provide effective, explicit, sequential, and systematic instruction.

Status	In Progress 08/21/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	SpecialED, DRev		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **3. Tier III Supports for Students in Math**

ACTION STEP **Intervention Materials- push in**

TASKS 3 of 3 Complete

Prioritize and schedule	Completed	Due 9/13/2014
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The Special Education Coordinator and Principal will prioritize time and staff necessary to implement the core replacement pull-outs with regard to maintaining curriculum fidelity of 90 minutes of daily instruction.

Training	Completed	Due 9/28/2014
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New staff will be trained to use the core replacement programs: Math U See (K-4); and Transmath (5-9).

Evaluation	Completed	Due 5/24/2015
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Ongoing data regarding the effectiveness of program implementation will be gathered through formative and summative measures and be utilized to guide student IEP goals/service hours. The data gathered will include curriculum based assessment and NWEA MAP.

STRATEGY **4. Professional Development to support Math**

Professional Development in Math for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in math, evidence based, and follow up to professional development

Filing Cabinet Count 0

ACTION STEP **CCSS aligned PD**

Instructional coach (.8 FTE funded by Title I) will lead PD pertaining to shifts necessary in Math to implement specific training in shifting trajectories, language/vocabulary, and structure of the CCSS in Reading aligned instruction/assessment.

Status	In Progress 12/04/2013	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	DRev		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **4. Professional Development to support Math**

ACTION STEP **CCSS aligned PD**

TASKS 1 of 4 Complete

Structured time	In Progress	Due 5/25/2017
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Provide structured time for content based training/collaboration

Trajectory training	Completed	Due 8/31/2016
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Provide research-based studies and CCSS aligned trajectories within Math CCSS curriculum/instructional development

Coach and monitor	In Progress	Due 5/17/2017
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Instructional coaches will provide coaching by individual/group need; monitoring implementation through lesson plans, PDSA cycles, and walk-through observations.

Evaluate	In Progress	Due 7/30/2017
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Student performance on the PAARC Bridge Assessment and final NWEA Assessment will be used to measure effectiveness of the professional development.

ACTION STEP **Plan PD**

Instructional Coaches and administration shall use student and teacher performance data to develop a plan for professional development to support math.

Status	Completed 03/27/2017	Filing Cabinet Count	0
Start-End Dates	06/01/2015 - 05/25/2016		
Tags	DRev		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **4. Professional Development to support Math**

ACTION STEP **Plan PD**

TASKS 0 of 4 Complete

Needs Assessment	In Progress	Due 12/28/2014
Needs assessment using walk-through observation data and student performance data in Math geared toward sub-group populations.		
Align PD	In Progress	Due 5/24/2015
Align PD needs to CCSS/implementation, ensuring assessment/data-driven professional development is integrated		
Implement Plan	In Progress	Due 5/24/2015
The plan will be implemented through monthly professional development meetings and PLC sessions.		
Coach and monitor	In Progress	Due 5/24/2015
Administration and instructional coaches will monitor implementation through PDSA cycles, walk-through data, and lesson plan implementation		

STRATEGY **5. Collaboration Time for Math Teachers**

Dedicated and scheduled time during the school day for data analysis and review to inform planning to delivery targeted instruction and support to students as needed.

Filing Cabinet Count 0

ACTION STEP **PLCs**

PLCs will meet once a week on Friday (early release) to maximize student learning outcomes in Math. Student assessment and teacher performance data will be analyzed to target instruction and focus professional development needs.

Status	In Progress 08/20/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	DRev		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **5. Collaboration Time for Math Teachers**

ACTION STEP **PLCs**

TASKS 2 of 4 Complete

Schedule Create a PLC Schedule	Completed	Due 9/1/2015
Protocols Protocols will be established for each PLC.	Completed	Due 8/30/2015
Data Analysis Student assessment and teacher performance data will be analyzed during collaboration time to assess instructional and PD needs.	In Progress	Due 5/25/2017
Coaching/PD Coaching and Professional Development will be provided through Admin, Instructional Coaches, and peers.	In Progress	Due 5/25/2017

STRATEGY **6. Monitoring of Math Program**

School administrators/designees monitor delivery of the specific program/curriculum to ensure that all classroom teachers adhere to the fidelity of the program.

Filing Cabinet Count 0

ACTION STEP **PDSA Cycles-Math**

Use weekly PDSA continuous classroom improvement cycles in all classes to focus on Math CCSS and engage students in data-driven decision making

Status	In Progress 08/22/2012	Filing Cabinet Count	0
Start-End Dates	08/29/2016 - 05/25/2017		
Tags	DRev		

ACTION STEP **Walk-through observation protocols**

Administration, Instructional Coaches, and peers shall perform walk-through observations using aligned tools for collecting data to enhance program fidelity and teacher performance

Status	In Progress 08/20/2012	Filing Cabinet Count	0
Start-End Dates	08/29/2016 - 05/25/2017		
Tags	DRev		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **6. Monitoring of Math Program**

ACTION STEP **Instructional Coaching**

Instructional Coaches and Administration will participate in collaborative planning sessions and facilitate CCSS Math content professional developments within the core curriculum.

Status	In Progress 08/20/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	DRev		

STRATEGY **7. College and Career Ready (Grades 8-12)**

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

ACTION STEP **College prep exams**

ECRA students will begin taking the Accuplacer, PSAT, ACT beginning in high school to prepare for college courses.

Status	In Progress 08/21/2012	Filing Cabinet Count	0
Start-End Dates	08/29/2016 - 05/25/2017		

ACTION STEP **Dual Credit**

ECRA will offer and enroll students in dual credit classes in Math and Language Arts, partnering with CNM

Status	In Progress 08/21/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		

ACTION STEP **Careers Class**

Students will participate in the course for exposure to business literacy and career exploration.

Status	In Progress 08/21/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		

ACTION STEP **Transition plans**

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **7. College and Career Ready (Grades 8-12)**

ACTION STEP **Transition plans**

High school special education students will complete their transition plans with the IEP Team, selecting their graduation pathway.

Status	In Progress	08/21/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017			

TASKS 0 of 3 Complete

Monitor IEP Goals	In Progress	Due 5/10/2017
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The IEP Team will monitor IEP Goals and graduation/credit on an annual basis.

Credit analysis	In Progress	Due 5/10/2017
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Intervention courses and core support/replacement courses will be provided to meet the needs of the students' IEP goals.

Evaluate	In Progress	Due 5/10/2017
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The graduation rate will be used to measure the effectiveness of ECRA's Transition Plan implementation.

ACTION STEP **After School Intervention Support**

Students in need of academic support may stay after school to receive intervention in their academic area of need to support their pathway to graduation.

Status	In Progress	08/21/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2016 - 05/15/2017			
Tags	DRev			

STRATEGY **Use of Data to Analyze Math**

A dialogue around how student are performing to establish action steps needed to address gaps. Subgroup data are analyzed (describes facts, detects patterns, compares results and organizes data) and uploaded to the Web EPSS File Cabinet.

Filing Cabinet Count	0
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ACTION STEP **Data triangulation in PLCs**

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL Strengthening Math Instructional Programs

STRATEGY Use of Data to Analyze Math

ACTION STEP Data triangulation in PLCs

Use NWEA, core program formative assessments, and intervention programs (Successmaker K-12, Pinpoint 1-8, Math-u-see K-3, and Transmath 4-8), IXL (K-12), iStation (K-2), Dibels (3-6) to compare data and prioritize instructional/skill needs. Intervention program placement will be adjusted using multiple data sources, also within the parameters of the SAT process.

Status	In Progress 08/20/2012	Filing Cabinet Count	0
Start-End Dates	08/19/2016 - 05/25/2017		
Tags	DRev		

ACTION STEP PDSA Cycles-Math

Use weekly PDSA continuous classroom improvement cycles in all classes to focus on Math CCSS and engage students in data-driven decision making.

Status	In Progress 08/22/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	DRev		

ACTION STEP School wide data graphs/charts

Data graphs/charts shall display data from NWEA Reading and Math Assessments by grade (K-12) for the school community to monitor progress with each grade level goal, and growth from beginning year to end year.

Status	In Progress 10/18/2016	Filing Cabinet Count	0
Start-End Dates	10/15/2016 - 05/25/2017		
Tags	Parent, DRev		

ACTION STEP Addressing the needs of ELL

All English Language Learners will receive appropriate sheltered instruction in order to impact the Math SGT of 55%. Teachers have been trained on how to use AIMS4 strategies.

Status	In Progress 03/27/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	ELL, DRev		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Transformation**

Transformation strategies that provide the foundational work required to meet the challenges of school reform.

Filing Cabinet Count	2
SEA Resources Available	2

STRATEGY **1. Use of Data**

Identify the systems in place to ensure timely and periodic access to data that includes:
 omonitoring and evaluating student knowledge and skills,
 oplanning for future educational programs
 oadapting instruction to meet the needs of students
 omonitoring student progress towards college and career goals
 oidentifying students who may be at risk for dropping out of High school
 (High School only)
 omatching students to appropriate interventions to assure 85% or higher
 graduation rates

Filing Cabinet Count	0
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ACTION STEP **PDSA Cycles**

Teachers will use weekly PDSA continuous classroom improvement cycles in all classes to focus on ELA CCSS and engage students in data-driven decision making. Cycles will take place across all content areas.

Status	In Progress 09/15/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/25/2017		
Tags	DRev		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Transformation**

STRATEGY **1. Use of Data**

ACTION STEP **PDSA Cycles**

TASKS 4 of 8 Complete

Establish expectations Administration will set the expectation that all staff will run PDSA cycles in each course.	Completed	Due 8/20/2013
Train new staff New staff will be trained to install the PDSA system in their classrooms.	Completed	Due 8/26/2016
Align lesson plans Lesson plans will be aligned to the PDSA system.	Completed	Due 9/28/2016
Strategic learning goals PLCs will use NWEA Reading Assesment data (K-12) and iStation (K-2) to develop strategic learning goals to drive the PDSA cycles.	In Progress	Due 5/25/2017
Train students Students will be trained to participate in class PDSA cycles and monitor their own data through PDSA.	Completed	Due 10/26/2016
Adjust and monitor Students and teachers will adjust their learning plans and monitor weekly assessment data to measure progress.	In Progress	Due 5/10/2017
Coach and monitor Administration and intervention specialists will monitor implementation and fidelity of PDSA cycles in each classroom using walk-through observation tools.	In Progress	Due 5/10/2017
Evaluate PDSA plans will be evaulated through the Strategic Learning Goals pertaining to growth in Reading; using the iStation (K-2) and NWEA Reading Assessments (K-12), and NWEA Math Assessments (K-12).	In Progress	Due 5/25/2017

ACTION STEP **Accuplacer**

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Transformation**

STRATEGY **1. Use of Data**

ACTION STEP **Accuplacer**

Students will begin taking the Accuplacer Assessment at CNM or ECRA in 9th grade to provide opportunity for college and career preparation.

Status	In Progress	12/06/2016	Filing Cabinet Count	0
Start-End Dates	09/01/2016 - 05/25/2017			

ACTION STEP **Heritage Model**

ECRA will implement the Heritage Model Bilingual Program across grades K-2. K-12 receive instruction from a TESOL endorsed teacher utilizing SIOP, GLAD and AIMS strategies.

Status	In Progress	10/02/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017			
Tags	ELL, DRev			

TASKS 2 of 5 Complete

Home Language Survey	Completed	Due 8/10/2016
The home language survey will be completed by new students annually.		
W-APT	Completed	Due 9/6/2016
The W-APT assessment will administered to students whose results qualify them for assessment and placement in the Bilingual Program.		
ACCESS/IPT	In Progress	Due 5/25/2017
Students who qualify will complete the ACCESS for ELLs Assessment and IPT annually to provide data to inform instruction/intervention necessary for English Language acquisition.		
Intervention	In Progress	Due 5/25/2017
Teachers will use the SIOP Model, GLAD, and AIMS strategies to provide sheltered instruction for ELL students. Monolingual students will have access to Rosetta Stone and the Study Buddy technology intervention.		
Evaluate	In Progress	Due 7/1/2017
The overall school wide growth made on the ACCESS Assessment will be used to evaluate the success of the Model.		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Transformation**

STRATEGY **1. Use of Data**

ACTION STEP **Tier III Program**

ECRA students receive Tier III services through a continuum of support based upon their individual Least Restrictive Environment for success. Examples of services include: supplemental core curriculum as an intervention in Lang. Arts and Math; serving gifted students (push in/out); and push-in support as indicated on their IEP goals.

Status	In Progress 10/02/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		
Tags	SpecialED, DRev		

TASKS 0 of 5 Complete

Review IEP	In Progress	Due 5/25/2017
Special Education and General Education staff will have access to IEPs to review and utilize when planning needed supports for each student.		

Monitor and assess program	In Progress	Due 5/25/2017
Student progress toward IEP goals will be monitored using PDSA, Assessment data, and Tier III program assessment data.		

Re-evaluate IEP Goals	In Progress	Due 5/25/2017
Parents, students, and staff will review IEPs annually to set appropriate goals, service hours and setting. Individual needs of the student will drive the team's decision making regarding accomodations.		

Eligibility Determination	In Progress	Due 5/25/2017
Following evaluation, the IEP team (including parents), meets to discuss whether the child meets eligibility criteria. This eval is done at least tri-annually and may or may not include formal testing (a decision made by the IEP team using the REED).		

Monitoring Program Compliance	In Progress	Due 5/25/2017
ECRA follows state & federal guidelines to fully implement our special ed program. We make sure our staff has training to implement programs and we use data to review and adjust our program to best serve each student's individual needs.		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Transformation**

STRATEGY **1. Use of Data**

ACTION STEP **General Education Program**

ECRA's general education program of instruction will be planned and monitored using short-cycle assessment data, NMSBA, PARCC, DIBELS, iStation, and PDSA data to inform priorities in instruction and intervention across grade levels.

Status	In Progress	10/02/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017			
Tags	DRev			

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Transformation**

STRATEGY **1. Use of Data**

ACTION STEP **General Education Program**

TASKS 1 of 7 Complete

Data analysis	Completed	Due 9/7/2016
PLCs will receive initial professional development in data analysis and prioritize instructional program placement for students using multiple data sources.		
Data folders	In Progress	Due 5/25/2017
Students and teachers will establish student data folders to engage students in monitoring their own learning goals and results using short-cycle assessment and PDSA cycle data.		
Triangulate data and intervene	In Progress	Due 5/25/2017
PLCs will triangulate data using: DIBELS, iStation, NWEA MAP Reading/Math, and course/intervention program assessment data to monitor student progress in the general education programs at the beginning, middle, and end of the year.		
After School Support	In Progress	Due 5/25/2017
Students are given the opportunity to stay after school to receive academic support from their teachers.		
Assess	In Progress	Due 5/25/2017
Students will complete the NWEA MAP Reading (K-12) and Math (K-12) Assessment and the DIBELS Next Benchmark Assessment (K-6) three times per year. Progress Monitoring will occur every 2-4 weeks as prescribed. PDSA is weekly or biweekly.		
Adjust and intervene	In Progress	Due 5/25/2017
Assessment data will be used to target interventions and inform SAT interventions for students not meeting benchmark.		
Evaluate	In Progress	Due 5/25/2017
Program success will be evaluated annually using growth data from the NMSBA/PARCC and NWEA MAP Assessments.		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Transformation**

STRATEGY **2. Providing Strong Leadership**

An effective leader with a record in improving student achievement and has the ability to lead the turnaround effort to achieve outstanding results and task-oriented actions required for success.

Action Steps:

are based on data and clearly articulate what everyone involved needs to do differently; specify how the leader personally analyzed data to inform decisions, make clear logical plans that people can follow; and ensure that a strong connection between school learning goals and classroom activity; specify how the leader has implemented a system to measure and report interim results often; and specify how the leader reports progress and keeps the organization focused on high level goals.

Filing Cabinet Count 0

ACTION STEP **Principal Evaluation Model**

The Governing Council will implement an evaluation model using student and staff performance data to target PDP Goals that encompass Transformation Strategies.

Status	In Progress	10/02/2012	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017			

TASKS 0 of 3 Complete

Develop PDP Goals	In Progress	Due 5/25/2016
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The Governing Council will develop PDP Goals with the Principal.

Monitor progress	In Progress	Due 6/30/2017
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The GC will monitor progress quarterly at the scheduled Council meetings.

Evaluation by Governing Council	In Progress	Due 6/30/2017
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The Governing Council will evaluate the principal to measure performance according to objectives relating to the Transformation Strategies.

ACTION STEP **Expand leadership role**

The Governing Council will expand their role in leading and representing the school community by attending annual training and conducting continuous improvement assessments.

Status	In Progress	10/02/2012	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017			

ACTION STEP **Increase collaboration among LEA Charter Schools**

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Transformation**

STRATEGY **2. Providing Strong Leadership**

ACTION STEP **Increase collaboration among LEA Charter Schools**

The principal and LEA officials shall collaborate to establish a support network to increase communication of state and district initiatives throughout APS Charter Schools.

Status	In Progress	10/02/2012	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017			

STRATEGY **3. Effective Teachers**

Effective teachers demonstrate a set of behaviors they incorporate into their daily professional practice. these include:

- a deep understanding of subject matter, learning theory, and student differences;
- planning, classroom instructional strategies;
- assessment of student understanding and proficiency with learning outcomes; and
- ability to reflect, collaborate with colleagues.

Filing Cabinet Count	0
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ACTION STEP **Teacher Evaluation**

The Teacher Evaluation System through NMTEACH will formatively assess teachers' level of implementation of ECRA programs and student achievement data-driven instructional practices each semester of the school year.

Status	In Progress	12/11/2015	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017			
Tags	DRev			

ACTION STEP **Evaluations to include student achievement**

Student achievement will be connected to teacher evaluation, leading to professional rewards for those teachers meeting their targets; or intensive professional development through a Performance Improvement Plan for those who are not meeting the target.

Status	In Progress	09/11/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017			

ACTION STEP **Data conferences**

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Transformation**

STRATEGY **3. Effective Teachers**

ACTION STEP **Data conferences**

Data meetings will be scheduled throughout the year between teachers and administration to build capacity with data triangulation and using data to drive instruction.

Status	In Progress	09/16/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017			
Tags	DRev			

STRATEGY **4. Redesigning Day, Week, Year**

Expanding or redesigning the school academic day to provide additional time for student learning and teacher collaboration.

Filing Cabinet Count 0

ACTION STEP **Teacher collaboration time**

Teachers will be provided with collaboration time weekly.

Status	In Progress	10/02/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017			

ACTION STEP **Student intervention time**

Students will be provided with targeted intervention periods in Math and Lang. Arts as measured by multiple short-cycle assessment data sources. Interventions and placement will be adjusted on a formative basis.

Status	In Progress	10/02/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017			

ACTION STEP **K-3 Plus**

The K-3 Plus program will target Extended-School Year intensive support for select students in K-3.

Status	Completed	12/11/2015	Filing Cabinet Count	0
Start-End Dates	06/01/2015 - 07/10/2016			
Tags	DRev			

ACTION STEP **ESY Support**

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Transformation**

STRATEGY **4. Redesigning Day, Week, Year**

ACTION STEP **ESY Support**

ESY Support will be offered to Special Education students who have significant regression of skills over breaks and difficulty recouping skills lost.

Status	Completed 03/27/2017	Filing Cabinet Count	0
Start-End Dates	06/01/2016 - 07/10/2016		
Tags	SpecialED, DRev		

STRATEGY **5. Parent, Family and Community**

Ongoing mechanisms for family and community engagement including:
 improving communication;
 promoting positive parenting;
 enhancing student learning;
 increasing volunteerism; and
 support decision-making through student advocacy.

Filing Cabinet Count 5

ACTION STEP **Parent Liaison**

ECRA will staff a Bilingual Parent Liaison to communicate school program objectives and engage parents in involvement in the school community.

Status	In Progress 10/02/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/25/2017		
Tags	ELL, Parent		

ACTION STEP **Fund-Raising**

Parents and staff will collaborate to raise funds for school programs and student activities on a monthly basis.

Status	In Progress 10/02/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/25/2017		
Tags	Parent		

ACTION STEP **School to Parent Communication**

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Transformation**

STRATEGY **5. Parent, Family and Community**

ACTION STEP **School to Parent Communication**

The ECRA principal, teachers, and parent liaison will communicate with the school community using notices, newsletters, and School Messenger calls.

Status	In Progress	10/02/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/25/2017			
Tags	Parent			

ACTION STEP **ECRA Web-site**

The ECRA web-site will be updated periodically to provide parents with information about school news/events, programs, policies, and performance.

Status	In Progress	10/02/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/25/2017			
Tags	Parent			

ACTION STEP **Parent-Teacher-Student Compact**

Expectations of parents, students, and teachers will be outlined and communicated to parents at the beginning of the year to maximize parent involvement and understanding of school expectations.

Status	Completed	10/18/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 08/12/2016			
Tags	Parent			

ACTION STEP **Community services**

Parents will be provided with information and support pertaining to non-academic and academic resources/support services available throughout the community. The Parent Liaison and Social Worker will communicate information on a regular basis.

Status	In Progress	10/02/2012	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 05/25/2017			
Tags	Parent			

ACTION STEP **Parent to School Communication**

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Transformation**

STRATEGY **5. Parent, Family and Community**

ACTION STEP **Parent to School Communication**

Parents can contact Teachers/Administration through agendas, request for meeting forms, calling for appointment, and attending meetings and conferences.

Status	In Progress 12/11/2013	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/25/2017		
Tags	Parent		

ACTION STEP **Summer/Break Reading for Families**

Every student will receive 2-3 new books to keep for reading in summer and/breaks from school. Parents will also receive a parenting book to help them better understand positive discipline and how to help their student achieve success in learning. Funded by Title I.

Status	In Progress 04/07/2014	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/25/2017		
Tags	Parent		

STRATEGY **6. School Safe Environments**

A school environment that improves school safety and discipline to include:
 a positive, respectful classroom climate,
 a culture where relationships, communication and collaboration are demonstrated within the school community; and
 a safe and orderly environment conducive to learning.

Filing Cabinet Count 1

ACTION STEP **Tiered Discipline**

ECRA's tiered discipline pyramid will be integrated into the PBIS system to empower teachers and students with transparent expected behaviors in the classroom (Tier I); PBS team interventions (Tier II); and administration and community interventions (Tier III) to maintain a safe school.

Status	In Progress 09/11/2012	Filing Cabinet Count	1
Start-End Dates	08/10/2016 - 05/25/2017		

ACTION STEP **Positive Behavior Intervention Support**

PBIS will be implemented schoolwide to establish and collect data to monitor school adherence to school wide expectations, and the reinforcement of positive behavior across grade levels.

Status	In Progress 09/11/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017		

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Transformation**

STRATEGY **6. School Safe Environments**

ACTION STEP **Counseling resources**

Community counseling providers will serve students in need of social/emotional support for behaviors that interfere with learning. Families can also benefit from this service through family counseling. A full time ECRA Social Worker is available for students and families as needed.

Status	In Progress	10/18/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/25/2017			
Tags	SpecialED, Parent			

ACTION STEP **CPI Training**

ECRA will train selected staff members, establishing a team to represent grades K-12 in crisis prevention; including verbal and non-violent physical deescalation continuums.

Status	In Progress	10/07/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 06/30/2017			
Tags	SpecialED			

ACTION STEP **Wellness Plan**

ECRA staff, students, and parents will maintain and adhere to the ECRA Wellness Plan to maintain physical and mental health standards. Represented staff will ensure nutrition guidelines are met by planning proper food service in cafeteria and recreational settings.

Status	Completed	03/27/2017	Filing Cabinet Count	0
Start-End Dates	08/10/2015 - 05/25/2016			

TASKS 1 of 1 Complete

Upgraded Food Service	Completed	Due 6/1/2015
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ECRA will go out to bid to look for a food service provider with higher nutritional expectations. We are looking for fresh foods and vegetables, no canned or frozen precooked products.

ACTION STEP **Crisis Response Team**

ECRA will establish a Crisis Response Team to perform safety precautions and supervision strategies in lockdown and fire drill events. Drills will take place according to established requirements by community safety resources.

Status	In Progress	10/18/2016	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/25/2017			

SCHOOL PLAN
EL CAMINO REAL ACADEMY

GOAL **Transformation**

STRATEGY **College and Career Readiness**

Preschool Transition to Elementary School by having them join class for a day.

Filing Cabinet Count 0

ACTION STEP **Preschool Transition**

Transition potential incoming students to elementary school.

Status	In Progress	10/18/2016	Filing Cabinet Count	0
Start-End Dates	04/01/2016 - 05/25/2017			

TASKS 0 of 2 Complete

Invite potential students to visit ECRA	In Progress	Due 5/25/2017
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On-site YDI classes will receive instruction from ECRA Kindergarten teachers. Other local pre-schools will be invited.

Advertising/Open House	In Progress	Due 5/25/2017
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Invite the community to Open House and ECRA activities.

TOTAL PLAN FUNDS:	\$257,917.00
Budgeted	\$45,000.00
Actual	\$45,000.00