



ECRA Strategic Plan

2022

Mission

As a K-12 charter school, ECRA provides rich virtual and onsite project-based learning programs that focus on STEAAM (science, technology, engineering, art, agriculture and math), SEL (social-emotional learning) and Community Connections that facilitate student agency, and empower students' to thrive with a growth mindset and learning habits that build success in all areas of their lives.

Vision

ECRA students graduate with clear career and personal aspirations, social-emotional intelligence, strong character, and the tools necessary to become innovative leaders and compassionate citizens, contributing positively to our community and beyond.

Educational Model

Agricultural Approach

Moving away from the industrial model of education, ECRA 2.0 is embracing the agricultural model, as we cultivate a learning environment that empowers students to grow and thrive as individuals in all aspects of their lives. The agricultural model ties literally and figuratively to our philosophy of supporting students' holistic development as they engage in project-based learning STEAAM, and SEL, through landscaping, gardening, composting, design, and makerspace activities. These facilitate students' active participation in building their own environment, strengthening their social-emotional skills, and developing community connections.

About Us

Where have we been?

The past few years have been driven by the pandemic. We have made adjustment after adjustment to accommodate the changing environment and our students and families have been incredibly flexible and supportive in this process.

In regards to the culture and climate of our organization, we are a family school, with multiple students from the same family and because of the general climate of team support at ECRA. Teachers work together in and out of professional learning communities, sharing ownership of students, programs and innovations. All teachers and support staff have an enormous heart for the students, families, and the school, keeping the collective focus on what's best for the students, as we continue to review and update our priorities through continuous improvement processes.

Where are we now?

In summary, since the pandemic began we have moved through tremendous stress, changes, and learned to pivot together, overcoming enormous obstacles and using the opportunity to strengthen our relationships, improve our systems and learn how to meet our student needs in a

variety of ways. Our learning pathway options are a direct result of the pandemic and not only provide choices for our families, but also allow the school to be responsive to other impacting factors that may require quick transitions to remote learning, such as safety issues and COVID surges.

Our students and their families are still struggling to recover from the worst of the pandemic. Financially, academically, socially and emotionally, we are seeing the ramifications of these past few years on students, families and student learning. A holistic approach to supporting students and families is more important now than ever, particularly when wanting to prepare students to be ready to learn.

Where should we go and why?

The speed at which technology and the job market continue to change leaves us in the position of preparing students for all aspects of potential careers (many yet to be determined) by supporting their individual growth, character, perspective, creativity and social-emotional intelligence. We don't know what careers will still be relevant in the 5, 10, 13 years it will take for our students to graduate. Therefore, programmatically we are focused on supporting children holistically, as we prepare them not only for their future careers, but also for their success in life as individuals, responsible citizens and compassionate human beings. Helping students discover their aspirations, explore their career choices, and facilitate development of a toolbox of resources they can draw upon in all their future endeavors.

Who are we, how do we work toward our vision, and what makes us unique?

Agricultural Approach

Moving away from the industrial model of education, ECRA 2.0 is embracing the agricultural model, as we cultivate a learning environment that empowers students to grow and thrive as individuals in all aspects of their lives. The agricultural model ties literally and figuratively to our philosophy of supporting students' holistic development as they engage in project-based learning STEAAM, and SEL, through landscaping, gardening, composting, design, and makerspace activities. These facilitate students' active participation in building their own environment, strengthening their social-emotional skills, and developing community connections.

Character & HOWL

Character Keys and Habits of Work and Learning form the basis of our individualized development for students and will be integrated throughout the program. Supporting student development in each of these areas ultimately impacts their ability to find success in all aspects of their lives, even beyond their educational career. By integrating this learning across our

program and projects, it becomes inherent in all activities and yet is extractable for reflection and evaluation purposes in student-led conferences and exhibitions. Accountability for student growth is measured qualitatively in semi-annual demonstrations of learning and development.

Social Emotional Learning

Social emotional learning connections to our mission are inherent in these activities, which often occur throughout the week as well as Fridays. Our students have biweekly specials time with our Gardens and Grounds Coordinator, as well as additional classroom STEAM projects. Whether they are digging in the dirt, planting seeds, building watering systems and rain barrels or collecting rocks, these opportunities provide the social emotional learning space for students to literally get grounded and begin the healing process, especially after the additional layers of trauma many students have experienced during this pandemic. The multi-sensory integrated learning experiences through these projects also provides the opportunity for individualized authentic learning sometimes needed by students that may struggle with traditional academic venues. It provides them the opportunity to shine and thrive.

What are the guiding principles of our work and how we operate?

ECRA’s CORE EDUCATIONAL PRACTICES

Our Core Practices reflect the foundational programmatic principles that drive learning at ECRA. From our project-based learning model to engage and support students' interests and learning, to our holistic student focus, we make every effort to engage our students in the process and facilitate their life-long love of learning.

Core Practices	Components Included:
Engaging Project-Based & Inquiry-Based Learning	Engaging Integrated Project-based Curriculum Instructional Best Practices Authentic Assessment
Professional Learning Communities	Professional Development for Staff Continuous Improvement Processes Collaboration
Holistic Student Focus	Whole Child Considerations Social- Emotional Learning Growth Mindset Individual Learning & Supports Interventions and Acceleration

	Integrating Individual Student Passions & Interests
Culture of Leadership & Agency (empowering students)	Leadership Skills Equity & Diversity Student Voice and Agency Interest and Inquiry-Based Projects
Community & Family Connections	Cultural & Family Connections Culturally & Linguistically Responsive Family Involvement Community Connections - local and global

Our Data

NMASSA for ELA
Results from 2021-2022 State Assessment

<i>Grade</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Total Prof.</i>
<i>3rd</i>	57.14	<i>33.33</i>	<i>4.76</i>	<i>4.76</i>	<i>9.52</i>
<i>4th</i>	<i>62.97</i>	<i>25.93</i>	<i>11.11</i>	<i>0</i>	<i>11.11</i>
<i>5th</i>	<i>55.56</i>	<i>22.22</i>	<i>14.81</i>	<i>7.41</i>	<i>22.22</i>
<i>6th</i>	<i>16.67</i>	<i>66.67</i>	<i>16.67</i>	<i>0</i>	<i>16.67</i>
<i>7th</i>	<i>24.32</i>	<i>59.46</i>	<i>16.22</i>	<i>0</i>	<i>16.22</i>
<i>8th</i>	<i>32.35</i>	<i>38.24</i>	<i>17.65</i>	<i>11.76</i>	<i>29.41</i>

English Language Arts - ELA

SPRING NWEA 2022

Grade	Subject	Proficiency	Number of Proficient Students
K-1	Foundational Skills	18%	7
K-1	Literature and Informational Text	28%	11
K-1	Language and Writing	18%	7
K-1	Vocabulary Use and Functions	31%	12
2-12	Literary Text	14%	36
2-12	Informational Text	13%	34
2-12	Vocabulary	18%	45

NMASSA for Math

Results from 2021-2022 State Assessment

Grade	Level 1	Level 2	Level 3	Level 4	Total Prof.
3rd	80.95	19.05	0	0	0
4th	92.59	7.41	0	0	0
5th	81.48	11.11	7.41	0	7.41
6th	50.0	29.17	20.83	0	20.83
7th	64.86	29.73	5.41	0	5.41
8th	61.76	35.29	2.94	0	2.94

SPRING NWEA Math 2022

Grade	Subject	Proficient	Number of Proficient Students
K-5	Numbers and Operations	9.09%	12
K-5	Measurement and Data	13.64%	18
6-12	Statistics and Probability	4.27%	7
6-12	Real and Complex Numbers	6.71%	11
K-12	Geometry	9.33%	25
K-12	Operations and Algebraic Thinking	11.19%	31

ELA & Math School Wide Findings

Spring Findings SY22	Gradeband	Subject	Lo/LoAvg	HiAvg/Hi
	7-10	ELA	none in common	Vocabulary Use and Functions
	6-8, 10	Math	none in common	Operations and Algebraic Thinking
	8-10	Math	Geometry	none in common

Winter Findings SY22	Gradeband	Subject	Lo/LoAvg	HiAvg/Hi
	K-1	ELA	Language and Writing	Vocabulary Use and Functions
	2-12	ELA	Literary Text/Informational Text	Vocabulary
	K,2 (not 1)	Math	Operations and Algebraic Thinking	Measurement and Data
	3-6	Math	Measurement and Data	none in common
	6-8	Math	Statistics and Probability	Real and Complex Number Systems
	9-12	Math	Real and Complex Number Systems	Operations and Algebraic Thinking

iStation Rate of Improvement Results for K-3 Students					
	Level 1	Level 2	Level 3	Level 4	Level 5
2018-2019	Expected	Expected	Expected	Expected	Lower than expected
2019-2020	Expected	Higher than expected	Higher than expected	Lower than expected	Lower than expected
2020-2021	Expected	Lower than expected	Expected	Lower than expected	Lower than expected
2021-2022	Expected	Expected	Lower than expected	Lower than expected	Lower than expected

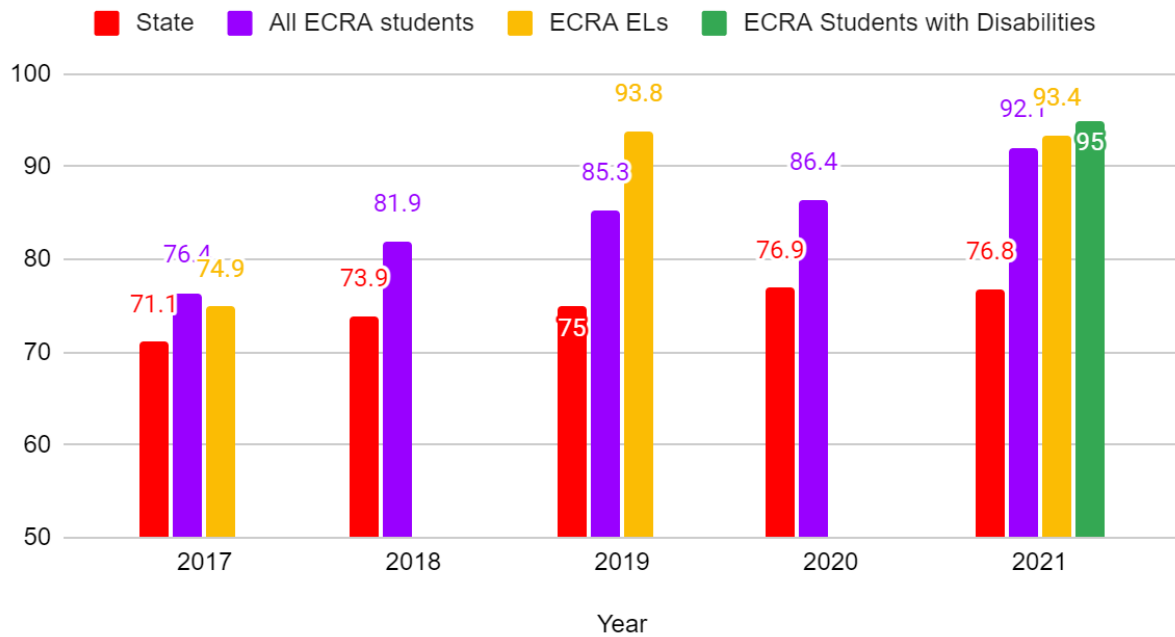
Science Data

Science - SBA & ASR

Science SBA	4th Grade				ASR 5th Grade
	2017-2018	2018 -2019	2019-2020	2020-2021	2021-2022
Proficient	36%	11%	N/A	N/A	22.22 %
Nearing Proficiency	50%	54%	N/A	N/A	29.63 %
Science SBA	7th Grade				ASR 8th Grade
	2017-2018	2018 -2019	2019-2020	2020-2021	2021-2022
Proficient	36%	11%			17.65 %
Nearing Proficiency	50%	54%			70.59 %
Science SBA	High School				ASR 11th Grade
	2017-2018	2018 -2019	2019-2020	2020-2021	2021-2022
Proficient	36%	11%			8.33 %
Nearing Proficiency	50%	54%			41.67%

Graduation Rate

4 Year Graduation Rate



SURVEY DATA

ECRA Charter Renewal- Family Survey					
Question		A lot	Some	A Little	Not At All
Do you see evidence of ECRA's mission to provide STEAM Activities, socio-emotional learning, community connection projects		66.70%	30.30%	3%	
How satisfied are you with ECRA's implementation of our mission and vision		75.80%	24.20%		
How much do you agree with the following statements about this school:					
The teachers respect me		90.90%	9.10%		
The support staff and		90.90%	9.10%		

administration respect me						
The children do their best to help my child learn			87.90%	12.10%		
The teachers have my child's best interest in mind			78.80%	21.20%		
I am comfortable sharing my concerns with teachers at the school			84.80%	12.10%	3%	
To what extent does the school:						
Address my students' individual needs			87.90%	12.10%		
Ensure my student is included in all activities			87.90%	9.10%		
How often does the staff at your child's school do the following:						
Invite you to school events, virtual or in-person			90.90%	9.10%		
Make you aware of the important information and news about the school			87.90%	12.10%		
Offer opportunities to provide feedback which affects the decisions for our school community			90.90%	6.10%	3%	
How often do the teachers at this school do the following:						
Contact me personally to discuss my child's academic progress			75.80%	24.20%		
Let me know what my child is working on in class			63.60%	33.30%	3.00%	
Provide suggestions for how to support my child at school			81.80%	12.10%	6.10%	
Listen to my suggestions about how to best support my child			81.80%	18.20%		
Indicate your level of satisfaction with your child's progress in reading, math, and science			63.6	24.2		12.10%

To what extent do you feel...					
Your voice is valued at the school		69.70%	30.30%		
Comfortable sharing your concerns with the school leadership		78.80%	18.20%	3%	
Welcomed when you enter the school		87.90%	6.10%	6.10%	
How true are the following statements:					
My child feels safe at this school		69.70%	27.30%	3%	
The teachers and the administration make the school a safe and positive place		84.80%	15.20%		
A teacher or other staff member communicates with me regarding any concerns about my child		81.80%	15.20%	3%	

ECRA Charter Renewal-Staff					
Question	A lot	Some	A Little	Not At All	
Do you see evidence of ECRA's mission to provide STEAM Activities, socio-emotional learning, community connection projects	87.50%	12.50%			
How satisfied are you with ECRA's implementation of our mission and vision	87.50%	12.50%			
Indicate your level of satisfaction with your students' progress in reading, math, and science	43.80%	56.30%			
How much do you agree with the following statements about this school:					
The colleagues respect me	93.80%	6.30%			

The support staff and administration respect me			93.30%	6.70%		
All teachers do their best to help our students learn			100%			
I am comfortable sharing my concerns with administration at the school			93.30%	6.70%		
To what extent does the school:						
Address our students' individual needs.			81.30%	18.80%		
ensure our students are included in all activities			85.70%	14.30%		
Provide equity-focused professional development			80%	20%		
How often do you do the following:						
Participate in school events, virtual or in-person			75%	18.80%	6.20%	
Share important information and news about the school			73.30%	26.70%		
Provide feedback which affects the decisions for our school community			66.70%	33.30%		
How often do I do the following:						
Contact families personally to discuss their child's academic progress			81.30%	6.30%	6.30%	6.30%
Let families know what their child is working on in class			64.30%	28.60%	7.10%	
Provide suggestions for how to support their children at school			85.70%	14.30%		
Listen to family suggestions about how to best support their child			92.90%	7.10%		
To what extent do you feel...						
Your voice is valued at the school			75%	25%		

Comfortable sharing your concerns with the school leadership			93.30%	6.70%		
Welcomed when you enter the school			93.30%	6.70%		
How true are the following statements:						
My students feel safe at this school			100%			
The teachers and the administration make the school a safe and positive place			100%			
Other staff members communicate with me regarding any concerns about my students			93.30%	6.70%		

S.W.O.T. Analysis by DASH (Leadership) Team

Component	Discussion Points
STRENGTHS	Unity Staff collaboration Dedication (staff, families, admin) Hard working staff Proactive Family oriented (community work) Parents active role (families value education) PBL SEL Community partnerships Family events PLCs Focus on standards Data informed driver (data stories) Flexibility as a school because we are a charter school
WEAKNESSES	Reading proficiency

Component	Discussion Points
	Math proficiency EL supports Staffing (substitutes during pandemic and teacher shortage) Attendance COVID/pandemic More Incentives Student engagement Strategies for SpEd PDSA Student's ownership & goal setting Parent buy in More supports for parents Vabbing kids to parents More testing strategies for students
OPPORTUNITIES	Partnership with community Learning through internship Bank skills - community connections Finding your element Student interests for projects Life skills Utilizing staff talents & interests
THREATS	Community violence Fence along clinton COVID and health challenges Funding Enrollment Social media- unrestricted in general population and hard to monitor Mental illness increased Educator shortage (all staff) Facility maintenance level/lack of reading/math proficiency Enough SEL supports Economy and inflation Homelessness

Priorities for Next Five Years

1. Safety of Students & Basic Needs of Families
2. Addressing Individual Student Needs to be successful - ex. EL, IEP, SAT, SEL
3. Social Emotional Learning Awareness & Supports
4. Reading and Math Proficiency
5. Project-based learning, exploring career and interests, life skills

Priority #1	<p>Within five years, ECRA will achieve and maintain 90% student proficiency in reading and math for the cohort of students consistently attending ECRA during that time, as indicated through interim and formative assessments.</p> <p>Support to accomplish this goal will include targeted meetings of administration and PLC teams using student protocols, profiles and data stories to discuss, plan, implement and assess student progress and needs.</p>
Priority #2	<p>Students at El Camino Real Academy will demonstrate growth in a minimum of three of the five core CASEL competencies of SEL: self-awareness, responsible decision-making, relationship skills, social awareness and self-management through evidence-based SEL curriculum, integrated project-based learning, and CLR strategies by the end of each school year. The growth will be measured quarterly by a developmental SEL rubric, student reflection, and qualitative observational records.</p> <p>The basic needs of students and families will be addressed through our Mental Health Team, Student Wellness Team, and appropriate support staff and resources.</p>
Priority #3	<p>Students at El Camino Real Academy will demonstrate proficiency in Science, Technology, Engineering, Art, Agriculture, and Mathematics competencies through project-based learning which is reflected in their electronic portfolios at the conclusion of their 4th, 8th and 11th grade years. A standards-based STEAAM rubric will be utilized in conjunction with the exhibition rubric to evaluate student learning and to measure competency.</p>

Priority #4	Growth in building character and strengthening their habits of work and learning is demonstrated by 100% of ECRA students, identifiable through developmental HOWL and KEY rubrics and supported through interest and project-based learning.
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There are several strategic changes that we will be making to achieve these priorities.

Academic performance challenges in reading and math are identified in our DASH Plan. Our action plans to address these challenges in our students' reading proficiency include strengthening Tier I core instruction in ELA in essential standards, reading foundations, identifying key ideas and details, and assessment literacy. Additional professional development in EL literacy strategies and the developmental sequence for EL students would be helpful. Utilizing project-based learning to enhance literacy, facilitate collaboration and increase student ownership and engagement is also critical.

Resources that will assist in increasing our students' reading proficiency include our new staff, interventionists at both the elementary and secondary levels, our accelerated learning coach and EL Coordinator. Certain elementary teachers are participating in the LETRS training and we will provide additional core instruction on the pillars of reading, alphabetic principles, concepts of print, and reading analysis of running records, including miscues, omissions, substitutions, etc. ASCD and Global PD resources will support teacher's professional development with best practice examples for PLC discussions.

This year ECRA has adopted a new ELA curriculum from McGraw Hill for grades K - 8. We will be surveying students regarding their reading preferences and implement several programmatic incentive programs to facilitate the love of reading that spurs a high volume of reading activity across grade levels.

To increase our students' math proficiency, continued work in building and strengthening core knowledge of math concepts through concrete experiences, offering teachers specific developmental sequences of instruction and increasing assessment literacy of math concepts and misconceptions will all benefit ECRA students. Teachers will be accessing data stories to analyze and develop targeted data informed instruction, specific to individual and small groups of students and their needs. We designed and distributed math surveys to instructional staff to determine the concepts that were uncomfortable for them to teach, and that we will target in additional professional development during PLCs with our math consultant. A renewed focus on mathematical principles through NCTM and ASCD resources will be facilitated, as we work to reground in best practices and practical applications, in order to increase relevance and retention of math concepts for the students. Classroom math centers with manipulatives and concrete experiences will support deeper comprehension and higher interest levels. Math integration into project and interest-based learning experiences support collaborative mathematical conversations and encourages a variety of problem-solving perspectives and higher levels of personal relevance for the students. Math mentors and competitions will also heighten student interest

ECRA will be targeting individual students through data analysis in our classroom data stories. These also identify individual student needs, provide evidence based intervention strategies,

and offer progress tracking tools. Implementation of our classroom data stories for teachers to utilize as they record interim assessment data was initiated last year. In the data stories NWEA data is transferred into the leveled pyramids, allowing them to identify small groups for targeted instruction. For students in Layer 2 and 3, an evidence based intervention bank is included, providing opportunities and strategies for teacher's immediate use and data informed instruction of each student. Progress trackers are also included, giving teachers a ready tool to individualize instruction, provide pertinent data as needed for the SAT process and manage the timeliness and effectiveness of the interventions for each student. These classroom data stories are shared with interventionists and administrators for easy access to student progress.

This year we have hired an Accelerated Learning Coach who will be working directly with teachers to enhance their understanding of accelerated learning and best practice instructional strategies to support students' growth. We are also pleased to have added an EL Coordinator to our staff this year after having an open position for almost two years. He teaches secondary ELD classes and has begun collaborating with our staff on resources and best practices to support our English learners.

Another priority for ECRA moving forward is to best meet family needs regarding learning preferences for their students. We have expanded the options for parents into three learning pathway choices, as we have indicated earlier in this application. Our mission is revised to address our project-based learning focus as we prioritize student agency, growth mindset and the habits of work and learning. Our agricultural approach of creating an environment to facilitate individual student agency, leadership, creativity, SEL growth, and ability to holistically thrive across domains is important as we support our students' individual needs. ECRA will enhance PBL through grade level concepts, highly integrated content and PLC collaboration.

The ECRA Thrive program motivates students through projects and community connections, as we develop outdoor learning areas, gardens, and offer rich student, staff and family engagement in these campus and grounds renovation. Providing the avenue for student interest-based projects with opportunities to explore careers and passions further enhances student voice and engagement. We are expanding our electronic portfolios and exhibitions from 7-12 to K-12 and will use standard-based rubrics to measure student achievement and growth in STEAAM, SEL and Community Connections. HOWL (Habits of Work and Learning) and Character keys, will be integrated across portfolios and projects

Goals (Next 3-5 Years)

Financial Goal #1	Increase and stabilize enrollment at approximately 450 students
Objective #1	Maintain a positive, broad social media presence
Objective #2	Increase customer satisfaction and outcomes as measured by retention percentages and satisfaction surveys

Governance Goal #1	Enhance Board Development by successfully increasing the board size to seven active members.
Objective #1	Generate a list of ideal characteristics/skills that would complement existing skill sets.
Objective #2	Create a joint list of possible candidates and/or places to recruit.
Objective #3	Draft and execute an implementation action plan.

Governance Goal #2	Enhance continuous improvement processes for the ECRA Governing Council.
Objective #1	Conduct a Board Needs Assessment
Objective #2	Review Board Training Requirements and supplement as needed
Objective #3	Hold an annual retreat to re-evaluate priorities, share national updates and update action plans.

Governance Goal #3	Extending ECRA's outreach to community businesses and organizations to increase our partnerships and community connections.
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Objective #1	<i>Continue building the list of organizations and businesses of possible outreach recipients</i>
Objective #2	<i>Establish protocols for outreach and partnership descriptions</i>
Objective #3	<i>Create an action plan and timeline for outreach goal and begin implementation.</i>

Student Performance Goal #1	<i>Achieve and maintain 90% student reading and math proficiency as indicated through interim and formative assessments</i>
Objective #1	<i>Continue implementation of our ECRA 90 Day Plan in NM DASH</i>
Objective #2	<i>Create timeline of Professional Development for both PD and PLCs</i>
Objective #3	<i>Utilize DASH Team waterfall meetings to review progress</i>

Student Performance Goal #2	<i>100% of students demonstrate</i> growth in building character and strengthening their habits of work and learning, identifiable through developmental rubrics
Objective #1	<i>Develop a rubric for each key and habit</i>
Objective #2	<i>Follow review process for each rubric and pilot</i>
Objective #3	<i>Incorporate self-reflections and peer reviews</i>

Student Performance Goal #3	<i>Students at El Camino Real Academy will demonstrate growth in a minimum of three of the five core CASEL competencies of SEL: self-awareness, responsible decision-making, relationship skills, social awareness and self-management through evidence-based SEL curriculum, integrated project-based learning, and CLR strategies by the end of each school year. The growth will be measured quarterly by a developmental SEL rubric, student reflection, and qualitative observational records.</i>
Objective #1	<i>PLC team meetings to review rubric implementation and practice interrater reliability</i>
Objective #2	<i>SEL Team meeting delineating observational record</i>

	<i>protocol</i>
Objective #3	<i>Quarterly review of data and opportunity for continuous improvement of tools and process.</i>

Benchmarks & Action Plans

Financial Goal	<i>Increase and stabilize enrollment at approximately 450 students</i>
Objective #1	<i>Maintain a positive, broad social media presence</i>

Benchmarks

Year 1	Year 2	Year 3
<i>Establish ECRA Instagram & Facebook presence</i>	<i>Identify one additional relevant social media platform to incorporate in ECRA's social media presence</i>	<i>Identify one additional relevant social media platform to incorporate in ECRA's social media presence</i>
<i>Establish ECRA's new website</i>		

ACTION PLAN for Year 1 Benchmarks

Person	Action/Task	Description	Resources	Due Date
<i>ED Assistant</i>	<i>Prepare weekly posts for ECRA's instagram</i>	<i>Collect photos from staff weekly</i>	<i>ECRA Photos</i>	<i>September 2022</i>
<i>ED, Assistant & Tech. Support.</i>	<i>Establish goals and timeline for</i>	<i>List goals, types of posts,</i>	<i>Timeline</i>	<i>Fall 2022</i>

	<i>posting on Facebook</i>	<i>frequency and timeline</i>		
<i>ED Assistant & Tech. Support</i>	<i>Set up ECRA Facebook page</i>	<i>Establish all desired elements on page</i>	<i>Samples of Facebook pages</i>	<i>October 2022</i>
<i>ED & Ed Tech Coordinator, Tech. Support</i>	<i>Update and complete all information on ECRA's new website</i>	<i>Create master list/action plan and monitor weekly until completed</i>	<i>Checklist of needed items</i>	<i>October 2022</i>
<i>ED & Ed Tech, Tech Support</i>	<i>Initialize use of new website</i>	<i>Pilot the website first and then release</i>	<i>Pilot checklist</i>	<i>Fall 2022</i>

Financial Goal #1	Increase and stabilize enrollment at approximately 450 students
Objective # 2	Increase customer satisfaction and outcomes as measured by retention percentages and satisfaction surveys

Benchmarks

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
<i>Design system for monitoring student retention based on Tyler Data</i>	<i>Monitor retention data and maintain records and analysis</i>	<i>Monitor retention data and maintain records and analysis</i>
<i>Develop customer satisfaction survey that is simple but efficient and can be used repeatedly over time</i>	<i>Follow timeline for implementation of surveys and analysis of results.</i>	<i>Follow timeline for implementation of surveys and analysis of results.</i>

ACTION PLAN for Year 1 Benchmarks

<i>Person</i>	<i>Action/Task</i>	<i>Description</i>	<i>Resources</i>	<i>Due Date</i>
<i>Records</i>	<i>Check system</i>		<i>Accountability &</i>	<i>Fall 2022</i>

<i>Manager, Special Programs Manager & ED</i>	<i>reports in Tyler for data currently collected</i>		<i>Compliance Consultants</i>	
<i>Records Manager & ED</i>	<i>Brainstorm system design for monitoring student retention based on Tyler Data</i>		<i>Accountability & Compliance Consultants</i>	<i>December 2022</i>
<i>Admin. Team</i>	<i>Gather examples of customer satisfaction surveys - in and out of schools</i>	<i>Consider goals for survey and what aspects of satisfaction to be measured - desired outcomes</i>	<i>Customer Satisfaction survey samples</i>	<i>Fall 2022</i>
<i>Admin. Team</i>	<i>Review examples and develop draft for ECRA</i>	<i>Draft ECRA customer/family satisfaction survey</i>	<i>Draft for ECRA</i>	<i>January 2023</i>

Governance Goal #1	Enhance Board Development by successfully increasing the board size to seven active members.
Objective #1	Generate a list of ideal characteristics/skills that would complement existing skill sets.
Objective #2	Create a joint list of possible candidates and/or places to recruit.
Objective #3	Draft and execute an implementation action plan

Benchmarks

Year 1	Year 2	Year 3
<i>Increase the GC Membership</i>	<i>Increase the GC Membership</i>	<i>Maintain the GC membership</i>

<i>to six</i>	<i>to seven</i>	<i>at seven active members</i>
<i>Establish list of ideal characteristics for additional GC members</i>	<i>Create a joint list of possible candidates and/or places to recruit.</i>	<i>Create a joint list of possible candidates and/or places to recruit.</i>
<i>Create a joint list of possible candidates and/or places to recruit.</i>	<i>Draft and execute an implementation action plan</i>	<i>Draft and execute an implementation action plan</i>
<i>Draft and execute an implementation action plan.</i>		

ACTION PLAN for Year 1 Benchmarks

<i>Person</i>	<i>Action/Task</i>	<i>Description</i>	<i>Resources</i>	<i>Due Date</i>
<i>ED & Special Programs Manager</i>	<i>Develop List & Desired Skill Sets</i>	<i>Schedule GC agenda item to develop the list of complementary skill sets to bring to GC membership</i>	<i>List of desired skill sets for GC/Board members Board Associations</i>	<i>October 2022</i>
<i>ECRA GC</i>	<i>List of Candidates</i>	<i>Create the list and brainstorm possible occupations, roles, or people that might fulfill the needs</i>		<i>October 2022</i>
<i>ECRA GC</i>	<i>Action Plan - Initial Contact</i>	<i>Create an action plan to reach out to those potential candidates or the possible pools of candidates</i>	<i>Action plan form</i>	<i>Fall 2022</i>
<i>ECRA GC</i>	<i>Progress Checks</i>	<i>Execute the action plan and schedule regular progress checks</i>	<i>Timeline for progress checks</i>	<i>Spring 2023</i>

Governance Goal #3	<i>Extending ECRA's outreach to community businesses and organizations to increase our partnerships and community connections.</i>
Objective #1	<i>Continue building the list of organizations and businesses of possible outreach recipients</i>
Objective #2	<i>Establish protocols for outreach and partnership descriptions</i>
Objective #3	<i>Create an action plan and timeline for outreach goal and begin implementation.</i>

Benchmarks

Year 1	Year 2	Year 3
<i>Build the list of possible outreach recipients</i>	<i>Review protocols and partnership descriptions - see if updates are needed.</i>	<i>Review protocols and partnership descriptions - see if updates are needed.</i>
<i>Establish protocols for outreach and partnership descriptions</i>	<i>Update action plans and list of possible recipients</i>	<i>Update action plans and list of possible recipients</i>
<i>Create an action plan and timeline for outreach goal and begin implementation.</i>	<i>Create a timeline and begin implementation for the new school year.</i>	<i>Create a timeline and begin implementation for the new school year.</i>

ACTION PLAN for Year 1 Benchmarks

Person	Action/Task	Description	Resources	Due Date
<i>ECRA Foundation and ECRA</i>	<i>Re-establish our list of possible business and</i>	<i>We began a list prior to the pandemic and</i>	<i>Original list</i>	<i>October 2022</i>

<i>Administration</i>	<i>community partnerships</i>	<i>need to update it- removing the changes and adding new possibilities</i>		
<i>ECRA Administration</i>	<i>Create a google form that allows for collections of possible partners</i>	<i>Designated individuals can then follow up with the organizations to see if they are interested</i>	<i>Access to Google forms</i>	<i>November 2022</i>
<i>Interventionists/ Administration</i>	<i>Solicit additional possibilities through PLC brainstorming sessions</i>		<i>Tracking device for their ideas</i>	<i>November 2022</i>
<i>Director & Assistant Principal</i>	<i>Renewed implementation of community connections projects in classrooms</i>	<i>Collect their connections through a Google form and add to the list</i>	<i>Updated CC documentation</i>	<i>October 2022</i>
<i>ECRA Foundation and Administration</i>	<i>Draft protocol for partnership levels and expectations</i>	<i>Take examples and create one that fits our school</i>	<i>Bring examples from other nonprofits with partnership levels</i>	<i>October/ November 2022</i>
<i>ECRA Administration</i>	<i>Draft protocol and script for team members reaching out</i>	<i>Take examples and create one that fits our school</i>	<i>Protocol and script examples for similar programs</i>	<i>Fall 2022</i>
<i>Director & Accelerated Learning Coach</i>	<i>Create a timeline for implementation with target benchmarks and designated team members</i>	<i>Identify team members involved, consider links to LTI</i>	<i>Review LTI resources Add to script if needed Create visual timeline in lucidchart</i>	<i>Fall 2022</i>
<i>All ECRA Team</i>	<i>Begin implementation</i>	<i>Make separate action plan reflecting the timeline and benchmarks and</i>	<i>Established timeline</i>	<i>Fall/Spring 2022</i>

		team members		
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Student Performance Goal #1	<i>Achieve and maintain 90% student reading and math proficiency as indicated through interim and formative assessments</i>
Objective #1	Continue implementation of our ECRA 90 Day Plan in NM DASH
Objective #2	Create timeline of Professional Development for both PD and PLCs
Objective #3	Utilize DASH Team waterfall meetings to review progress

Benchmarks

Year 1	Year 2	Year 3
<i>Create waterfall Implementation schedule of 90 Day DASH Plan critical actions for 2022-2023</i>	<i>Create waterfall Implementation schedule of 90 Day DASH Plan critical actions for 2023-2024</i>	<i>Create waterfall Implementation schedule of 90 Day DASH Plan critical actions for 2024 - 2025</i>
<i>Calendar time for DASH team to build waterfall during summer/fall</i>	<i>Calendar time for DASH team to build waterfall during summer/fall</i>	<i>Calendar time for DASH team to build waterfall during summer/fall</i>
<i>Establish periodic reviews of progress aligned with 90 day DASH reviews</i>	<i>Establish periodic reviews of progress aligned with 90 day DASH reviews</i>	<i>Establish periodic reviews of progress aligned with 90 day DASH reviews</i>
<i>Create communication venues to celebrate successes</i>	<i>Create communication venues to celebrate successes</i>	<i>Create communication venues to celebrate successes</i>

ACTION PLAN for Year 1 Benchmarks

Person	Action/Task	Description	Resources	Due Date
DASH Team	DASH Design Meetings	Schedule major DASH team meetings based	School-wide Calendar	Fall 2022

		<i>on district/state requirements - and time to review data and design plan</i>		
<i>DASH Team</i>	<i>Waterfall Meetings</i>	<i>Schedule waterfall meetings to map out the critical actions over time and team members involved</i>	<i>Whiteboard</i>	<i>Fall 2022 Spring 2023</i>
<i>DASH Team & Administration</i>	<i>Review and Continuous Improvement</i>	<i>Design continuous improvement process and timeline for reviews of progress and reflections inside and outside the DASH</i>	<i>Consider reviews and reflections by other team members and stakeholders</i>	<i>Spring 2023</i>
<i>ECRA Administration</i>	<i>Action Planning</i>	<i>Draft action plans to follow up on CI processes - Build into weekly schedule</i>	<i>School-wide Calendar</i>	<i>Spring 2023</i>
<i>DASH Team Administration PLCs</i>	<i>Communication</i>	<i>Brainstorm best vehicles for communicating and celebrating success from DASH critical actions with full ECRA team</i>	<i>PLC input DASH Team input</i>	<i>Fall 2022</i>

Student Performance Goal #2	100% of students demonstrate growth in building character and strengthening their habits of work and learning, identifiable through developmental rubrics
Objective #1	Develop a rubric for each key and habit
Objective #2	Follow review process for each rubric and pilot
Objective #3	Incorporate self-reflections and peer reviews

Benchmarks

Year 1	Year 2	Year 3
<i>Establish a Thrive Team to develop rubrics for habits and keys</i>	<i>Review piloting data and make programmatic adjustments</i>	<i>Review data and make any improvements as needed at the beginning of the year</i>
<i>Set series of meetings to work on the rubrics</i>	<i>Incorporate self-reflections of students on the rubrics for habits and keys</i>	<i>Implement peer reviews process</i>
<i>Establish a review process for rubrics</i>	<i>Establish expectations schoolwide for implementation of the rubrics</i>	<i>Continue implementation and data collection.</i>
<i>Set up a piloting system for the rubrics</i>	<i>Draft peer reviews process and forms</i>	
	<i>Collect data - baseline and throughout the year</i>	

ACTION PLAN for Year 1 Benchmarks

Person	Action/Task	Description	Resources	Due Date
<i>Administration</i>	<i>Thrive Team</i>	<i>Create Thrive Team with clear expectations and time commitment</i>		<i>October 2022</i>
<i>Thrive Team</i>	<i>Rubric Development</i>	<i>Set up schedule of rubric development</i>	<i>Timeline</i>	<i>November 2022</i>
<i>Thrive Team</i>	<i>Sample Rubrics</i>	<i>Collect and review rubric</i>	<i>Rubric samples</i>	<i>November 2022</i>

		<i>samples including EL rubrics</i>		
<i>Thrive Team Administration</i>	<i>Rubric Development</i>	<i>Draft rubric framework and begin rubric development</i>	<i>Sample rubrics</i>	<i>Fall/Spring 2022-23</i>
<i>PLCs</i>	<i>PLC Feedback</i>	<i>Share drafts with PLCs for feedback</i>	<i>Feedback form</i>	<i>Spring 2023</i>
<i>Thrive Team and Administration</i>	<i>Review Process</i>	<i>Determine the review process and criteria</i>	<i>Data Collection form</i>	<i>January 2023</i>
<i>Thrive Team Administration</i>	<i>Piloting Structure and Data</i>	<i>Set up a structure for piloting the rubrics and data collection</i>		<i>Spring 2023</i>
<i>Piloting Teachers</i>	<i>Pilot Specific Rubrics</i>	<i>Implementation of rubric use</i>		<i>Spring 2023</i>
<i>Thrive Team</i>	<i>Review Data and Outcomes</i>	<i>Review data and outcomes from piloting rubrics</i>		<i>Spring 2023</i>
<i>Thrive Team</i>	<i>Exhibition Integration</i>	<i>Plan integration into exhibitions</i>	<i>Adjustments to exhibition agenda and scoring</i>	<i>Spring 2023</i>

<i>Student Performance Goal #3</i>	Students at El Camino Real Academy will demonstrate growth in a minimum of three of the five core CASEL competencies of SEL: self-awareness, responsible decision-making, relationship skills, social awareness and self-management through evidence-based SEL curriculum, integrated project-based learning, and CLR strategies by the end of each school year. The growth will be measured quarterly by a developmental SEL rubric, student reflection, and qualitative observational records.
<i>Objective #1</i>	<i>PLC team meetings to review rubric implementation and practice interrater reliability</i>

Objective #2	SEL Team meeting delineating observational record protocol
Objective #3	Quarterly review of data and opportunity for continuous improvement of tools and process.

Benchmarks

Year 1	Year 2	Year 3
<i>PLC team meetings to review rubric implementation and practice interrater reliability</i>	<i>Check interrater reliability each fall - orientation for new staff as needed</i>	<i>Check interrater reliability each fall -orientation for new staff as needed</i>
<i>SEL Team meeting delineating observational record protocol</i>	<i>Review Observational data and revise if needed</i>	<i>Review Observational data and revise if needed</i>
<i>Student Reflection Process</i>		
<i>Project-based learning impact</i>	<i>Continue Collecting PBL data</i>	<i>Continue Collecting PBL data</i>
<i>SEL Curriculum implementation</i>	<i>Review SEL Curriculum success and survey staff</i>	<i>Survey staff on SEL Curriculum implementation</i>
<i>Quarterly review of data and opportunity for continuous improvement of tools and process.</i>	<i>Quarterly review of data and opportunity for continuous improvement of tools and process.</i>	<i>Quarterly review of data and opportunity for continuous improvement of tools and process.</i>

ACTION PLAN for Year 1 Benchmarks

Person	Action/Task	Description	Resources	Due Date
<i>Admin. & SEL Team</i>	<i>SEL Team Goals and Rubrics</i>	<i>Create unified team and expectations of goals and rubrics</i>	<i>ECRA SEL Rubrics Cycle of Learning</i>	<i>October 2022</i>
<i>SEL Team</i>	<i>Calendar of PLC meetings</i>	<i>Calendar of PLC Team meetings to review rubric implementation</i>	<i>ECRA SEL Rubrics Cycle of Learning</i>	<i>October 2022</i>
<i>SEL Team PLCs</i>	<i>Introduce SEL rubrics</i>	<i>PLC team meetings to</i>	<i>Rubrics</i>	<i>October 2022</i>

		<i>review rubric implementation and practice interrater reliability</i>		
<i>SEL Team</i>	<i>Review of protocols</i>	<i>Review observational record form options</i>	<i>Observational record form samples for SEL</i>	<i>Fall 2022</i>
<i>SEL Team Administration</i>	<i>Observational record & protocol</i>	<i>Draft ECRA observational record and protocol</i>		<i>Fall 2022</i>
<i>SEL Team PLCs</i>	<i>Feedback</i>	<i>Share draft protocol with PLCs for feedback</i>	<i>Feedback form</i>	<i>Spring 2023</i>
<i>SEL Team</i>	<i>Student Reflection</i>	<i>Student reflection best practices discussion and documentation for teachers</i>	<i>Student Self-Reflection Documentation</i>	<i>Spring 2023</i>
<i>Administration</i>	<i>Project-based learning impact</i>	<i>Discuss how to measure and survey possibilities</i>	<i>PBL surveys</i> <i>PBL expectations</i>	<i>Spring 2023</i>
<i>Administration SEL Team</i>	<i>Project-based learning impact - data</i>	<i>Implement and Collect PBL impact on SEL data</i>		<i>Spring 2023</i>
<i>SEL Team Administration</i>	<i>SEL Curriculum Review</i>	<i>Discuss curriculum review and criteria</i>	<i>Additional SEL Curriculum Options</i> <i>Criteria examples to measure</i>	<i>Spring 2023</i>
<i>Administration SEL Team PLCs Students</i>	<i>Continuous Improvement</i>	<i>Quarterly review of data and opportunity for continuous improvement of</i>		<i>Fall/Spring 2023</i>

		<i>tools and process.</i>		
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Measure & Evaluate

The ECRA Executive Director and Administration will evaluate the progress and effectiveness of the school's implementation of the ECRA Strategic Plan on a quarterly basis. The ED will report the findings to the ECRA Governing Council on a quarterly basis or more frequently if needed.

The following questions will be used as a guide during the discussion and evaluation of progress:

- 1. How are the adult actions in the plan having an impact on the students and school?*
- 2. How can we best monitor the impact of the implementation plan?*
- 3. What changes in quality will be observed due to each action?*
- 4. Which areas showed the most success or improvement?*
- 5. What program components do you think contributed to these outcomes the strongest?*
- 6. Which areas did not demonstrate success? Were these outcomes below the level expected or below an acceptable level?*
- 7. Why do you think outcomes were not more positive? How could you strengthen programming to promote more positive outcomes?*
- 8. Do we need to make revisions to the action plans? IF so, what do they look like?*
- 9. What other questions or wonders do we have moving forward?*

Resource:

Strategic Planning Guide for Charter School Boards

Colorado Charter School Institute