

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

**GOAL Professional Development**

NACA will implement an organizational development and professional development plan that promotes effective practices and high quality professional development focused on implementation of the NACA Mission, Common Core, Understanding By Design curricular and assessment practices and Critique.

Filing Cabinet Count 1

**STRATEGY Professional Development**

Filing Cabinet Count 0

**ACTION STEP Common Core Transition**

NACA mission will drive the implementation of the Common Core standards as the primary academic standards for all NACA classrooms with corresponding formative and summative assessments.

Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/18/2013 - 05/30/2014			

**ACTION STEP Understanding by Design**

All NACA Teachers will be fluent in UBD curricular and assessment practices by the end of the academic school year (May 2014). Teachers will engage in three integrated stages of UbD that allows them to be objective-based in their planning for student learning. UbD is vehicle NACA will use to teach the Common Core standards.

Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/11/2013 - 06/06/2014			

**ACTION STEP Facilitators meetings**

All team facilitators meet on a monthly basis to share team feedback and plan school-wide professional development. Facilitators then meet in content and grade-level meetings to examine student work, short cycle assessments, and share UbD planning tools.

Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/11/2013 - 06/06/2014			

**ACTION STEP Critique**

SCHOOL PLAN  
**NATIVE AMERICAN COMM ACADEMY**

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GOAL **Professional Development**

STRATEGY **Professional Development**

ACTION STEP **Critique**

NACA Instructional staff and Instructional Support Team will use "Critique" as a professional development tool to improve teaching and planning, and critique as a pedagogical tool to improve students understanding in all academic settings. Funded by Title II

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Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/11/2013 - 06/06/2014			

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ACTION STEP **NACA Mission**

NACA teachers will implement the three aspects of the mission of the school: 1) wellness philosophy, 2) culture and language and, 3) college preparation into the curriculum using UbD as a planning tool.

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Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/11/2013 - 06/06/2014			

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ACTION STEP **National Board Certification**

NACA will implement the Building Accomplished Teaching Program. This year, self-identified teachers will take part the entire board certification process and the rest of the staff will take part in a field testing pilot program with the National Board for Professional Teaching Standards Organization.

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Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	12/01/2013 - 04/30/2014			

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**NATIVE AMERICAN COMM ACADEMY**

**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	2
SEA Resources Available	7

**STRATEGY 1. Core Reading Program**

NACA's Core Reading Program is focused on three specific strategies and implemented in grades 6-12th. NACA provides a reading intervention program aligned to the common core Language Arts and Literacy Strategies while striving to integrate culturally relevant content through a Native American Studies core strand.

Filing Cabinet Count	0
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**ACTION STEP Tier III Reading Program**

NACA's Tier III strategy is the Language! program. Students are placed according to their Language assessment scores.

Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/11/2013 - 06/06/2014		
Timeline Notes	Students are expected to make 2.0-4.0 years growth within one academic year.		

**ACTION STEP Tier II Reading Program**

NACA's Tier II strategy is to implement Plugged Into Reading and supplement with Native American Literature and academic vocabulary development. Students are placed according to their Scholastic Reading Inventory score.

Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 06/06/2014		
Timeline Notes	Students are expected to make 2.0-4.0 years growth with in one academic year.		

**ACTION STEP Humanities/Tier I**

Students receive 70 minutes of literacy development instruction through Humanities curriculum in grades 6-12.

Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/18/2013 - 06/06/2014		
Tags	ELL		

SCHOOL PLAN  
**NATIVE AMERICAN COMM ACADEMY**

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GOAL **Strengthening Reading Instructional Programs**

STRATEGY **1. Core Reading Program**

ACTION STEP **Humanities/Tier I**

ACTION STEP **Indigenous Core**

Students in grades 9-12 receive instruction focused on leadership development, public speaking, and critical analysis of local, state, and federal policy that is in alignment state literacy and Common Core standards.

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Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 06/06/2014			

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ACTION STEP **Native Literature**

Students in grades 6-8 receive instruction in literacy and language arts that is based in Native American literature and Native American authors. Funded by Title III

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Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 06/06/2014			
Tags	ELL			

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

NACA's Tier II strategy is to implement Plugged Into Reading and supplement with Native American Literature and academic vocabulary development. Students are placed according to their Scholastic Reading Inventory score.

Students are expected to make 2.0-4.0 years growth with in one academic year

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Filing Cabinet Count	0
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ACTION STEP **Incorporate Individual Rotation Model (6-12)**

SCHOOL PLAN  
**NATIVE AMERICAN COMM ACADEMY**

**GOAL Strengthening Reading Instructional Programs**

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

**ACTION STEP Incorporate Individual Rotation Model (6-12)**

Teachers will add culturally-relevant, state aligned, results-based interventions to the core program through a central learning lab setting where students are identified and pulled out as needed. NACA will expand: 1) learning choices that address individual learning styles that include direct instruction, tutoring, small group projects, personal training with emphasis on release of responsibility to pupils, peer-supported learning and self-directed learning; 2) task and proficiency assessment for early identification and tracking of progress for struggling students; 3) coaching tools; and 4) intervention activities. NACA will use the Plugged-In to Reading program for blended learning activities. NACA teachers will work toward skills transference to all core subject areas and make decisions using data-driven guidance (online assessments, teacher observations, NMSBA proficiency, report card grades). This will increase capacity for individualized interventions and collaborative teaching.

Status	In Progress	12/09/2013	Filing Cabinet Count	2
Start-End Dates	08/19/2012 - 05/30/2014			
Persons Responsible	Kara Bobroff			

TASKS 0 of 2 Complete

<b>Response to RFA D-F</b>	In Progress	Due 10/26/2012
Submit response to RFA on EPSS		Kara Bobroff (School)
<b>Convene school wide literacy team</b>	Not Begun	Due 11/4/2012
Convene team to begin implementation of planned Action Step		Kara Bobroff (School)

**ACTION STEP SAT Team**

NACA will aim to provide effective, timely, and additional assistance to those students who are not progressing adequately in the core or Tier II programs. NACA's Student Assistance Team will create academic intervention plans for students who are struggling and assess the various aspects of students academic needs.

Status	In Progress	12/09/2013	Filing Cabinet Count	1
Start-End Dates	08/19/2013 - 05/30/2014			

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

NACA's Tier III strategy is called Language. Students are placed according to their Language assessment scores.

Students are expected to make 2.0-4.0 years growth within one academic year.

Filing Cabinet Count 0

**ACTION STEP Incorporate Individual Rotation Model (6-12)**

SCHOOL PLAN  
**NATIVE AMERICAN COMM ACADEMY**

**GOAL Strengthening Reading Instructional Programs**

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

**ACTION STEP Incorporate Individual Rotation Model (6-12)**

Teachers will add intensive, state aligned, results-based interventions into the core program through a central learning lab setting where students are identified and pulled out as needed. NACA will expand: 1) learning choices that address individual learning styles that include direct instruction, tutoring, small group projects, personal training with emphasis on gradual release of responsibility to pupils, peer-supported learning and self-directed learning; 2) task and proficiency assessment for early identification and tracking of progress for struggling students; 3) coaching tools; and 4) intervention activities. NACA will use the Plugged-In to Reading program for blended learning activities. NACA teachers will work toward skills transference to all core subject areas and make decisions using data-driven guidance (online assessments, teacher observations, NMSBA proficiency, report card grades). This will increase capacity for individualized interventions and collaborative teaching.

Status	In Progress	12/09/2013	Filing Cabinet Count	2
Start-End Dates	08/19/2013 - 05/30/2014			
Tags	NMIADP			
Persons Responsible	Kara Bobroff			

**TASKS 0 of 2 Complete**

<b>Respond to RFA D-F</b>	In Progress	Due 10/26/2012
Submit RFA response on EPSS		Kara Bobroff (School)
<b>Convene NACA school wide literacy team</b>	Not Begun	Due 11/4/2012
Convene team to begin implementing planned Action Step		Kara Bobroff (School)

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

Teachers participated in a 25-hour professional development training for the Tier 3 Language Program.

Teachers have access to online tools to implement Tier 2 and Tier 3 reading programs as well as vast resource pool of individuals with extensive training around language and literacy skills.

Through the year, teachers will create a plan in content teams to transition to the Common Core standards that is conducive to teacher success, student learning, and the implementation of NACA mission.

Filing Cabinet Count 0

**ACTION STEP Tier 3 training**

SCHOOL PLAN  
**NATIVE AMERICAN COMM ACADEMY**

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GOAL **Strengthening Reading Instructional Programs**

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

ACTION STEP **Tier 3 training**

Register and complete training for a facilitator of the Tier 3 Language program who will in turn train our teachers and document the Tier 3 program on an annual basis.

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Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014			

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ACTION STEP **Common Core**

Provide training and facilitation for teachers to plan for the implementation of the Common Core standards.

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Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014			

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

Teachers meet in content area teams twice a month as well as intentional planning meetings during professional development sessions. NACA also provides stipends for teams that need to meet outside the duty day.

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Filing Cabinet Count	0
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ACTION STEP **Content Team meeting**

Provide a facilitator and planning meeting for Tier 3 and Tier 2 reading teachers.

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Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014			

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

The reading and Native literature content areas each have a facilitator who is assigned to compile data, planning tools, and meeting minutes. Furthermore, the Instructional Team at NACA completes two observations per quarter for all NACA teachers to provide feedback about adherence to mission, incorporation of common core, implementation of essential questions and enduring understandings in the lesson and, for Tier 2 and Tier 3 reading programs, feedback on fidelity. NMTeach will be utilized to maintain teacher information and inform professional development as a whole staff.

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Filing Cabinet Count	0
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ACTION STEP **Observations**

SCHOOL PLAN  
**NATIVE AMERICAN COMM ACADEMY**

**GOAL Strengthening Reading Instructional Programs**

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

**ACTION STEP Observations**

Schedule and follow through with at least 2 observations per quarter for all teachers including an observation to validate fidelity of the Tier 3 program.

Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

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

NACA currently offers dual-enrollment courses that focuses on aspects of the NACA mission including Public Speaking, Financial Literacy, and Indigenous Leadership. Students are required to delve into critical thinking and analysis of rigorous texts while incorporating writing and reading skills becoming of a college course.

In the movement to Common Core, NACA's Reading, Indigenous Core, and Native Literature classes emphasize conceptual thinking and analysis while providing instruction on grade-level while pushing students to achieve at the highest percentile of students using appropriate text.

NACA students are expected to transition into a higher learning setting immediately after graduation from NACA such as a 2 year community college or tribal college or 4 year University or year of service in their community while attending school.

NACA students are required to complete at-least 6 hours of dual-enrollment prior to graduation successfully with a grade of "C" or higher and to take the ACT as well as any other required college placement and admission requirements.

Filing Cabinet Count 0

**ACTION STEP Dual Enrollment**

NACA currently offers dual-enrollment courses that focuses on aspects of the NACA mission including Public Speaking, Financial Literacy, and Indigenous Leadership. Students are required to delve into critical thinking and analysis of rigorous texts while incorporating writing and reading skills becoming of a college course

Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

**ACTION STEP Partnerships**



SCHOOL PLAN  
**NATIVE AMERICAN COMM ACADEMY**

**GOAL Strengthening Reading Instructional Programs**

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

**ACTION STEP Partnerships**

NACA has many key partnerships and collaborations both internally and externally that support NACA students in families in reaching their Academic goals including: the NACA College Engagement team, NACA's Out-of-School time program, Students opportunities in grades 6-12th to access leadership course work grounded in Indigenous Core Values and opportunities for local and international travel funded by private grants and local donors, American's for Indian Opportunity, NACA's Natural Helpers program, La Plazita Institute, NACA's School Based health center provided by UNM Health Sciences Center and First nations clinic as well as NACA's Student Support team to support students social and emotional health, Southwest Youth Services, and various tribal departments of education.

Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

**STRATEGY Use of Data to Analyze Reading**

NACA utilizes Language Reading Assessments at the beginning of the year in order to identify student deficits in fluency, comprehension, and spelling therefore allowing appropriate placement into Reading classes where students are supported with development of Reading and Written Language skills. Throughout the academic year students are given formative assessments in order to guide teachers in strategically addressing students academic needs as well as growth. An end-of-year summative assessment is utilized to monitor student academic growth over the course of the academic year.

Filing Cabinet Count	0
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**ACTION STEP NACA Tier 3**

NACA Tier 3 reading teams will analyze short cycle assessments to individualize instruction based on students' needs.

Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

**ACTION STEP College Placement Data**

Humanities and Indigenous Core classes will utilize college placement data to help select materials in order prepare students for dual-enrollment courses.

Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

**NATIVE AMERICAN COMM ACADEMY**

**GOAL Strengthening Math Instructional Programs**

NACA will promote high academic achievement in mathematics across common curricular areas such as Science and Personal Wellness and Junior/Senior Seminars in preparation for college.

Filing Cabinet Count	1
SEA Resources Available	7

**STRATEGY 1. Core Math Program**

The Core Math Program will be fully implemented to correlate to the NM Common Core State Standards (K-12).

Filing Cabinet Count	0
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**ACTION STEP Math grades 6-8**

NACA utilizes the Connect Math Program (CMP) which is highly aligned with the Common Core. NACA's math team is working to assess the alignment between the NM state standards and the Common Core. We will align our curriculum for the 2013-2014 school year.

Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

**ACTION STEP Math grades 9-12**

NACA utilizes the College Preparatory Mathematics Program which is highly aligned with the Common Core. NACA's math team is working to assess the alignment between the NM state standards and the Common Core. We will align our curriculum for the 2013-2014 school year. NACA will sequence HS strands based upon on the most logical and appropriate manifestation.

Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

**ACTION STEP Title 1 Math Support**

1.0 FTE for Math Teacher and and .65 FTE Math teacher is funded by Title 1 to reduce student to teacher ratio.

Status	In Progress 01/27/2014	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		
Persons Responsible	Anpao Flying Earth		

SCHOOL PLAN  
**NATIVE AMERICAN COMM ACADEMY**

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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).

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Filing Cabinet Count 0

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ACTION STEP **SAT Team**

NACA will aim to provide effective, timely, and additional assistance to those students who are not progressing adequately in the core or Tier II programs. NACA's Student Assistance Team will create academic intervention plans for students who are struggling and assess the various aspects of students academic needs.

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Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

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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.

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Filing Cabinet Count 0

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ACTION STEP **Tier III & Tier II**

NACA will provide students a "math support/resource" class during the school day in grades 6-12 for students in need of more support in the area of mathematics for the 2013-2014 school year, who have been identified under tier II and Tier III intervention support.

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Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

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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

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Filing Cabinet Count 0

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ACTION STEP **Math Team**

SCHOOL PLAN  
**NATIVE AMERICAN COMM ACADEMY**

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GOAL **Strengthening Math Instructional Programs**

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

ACTION STEP **Math Team**

NACA's math team meets twice a month for department updates and alignment to the Common Core standards.

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Status	In Progress 01/27/2014	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

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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.

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Filing Cabinet Count	0
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ACTION STEP **Planning Time**

All NACA math teachers will have a common planning time twice a month on Thursdays to vertically align NACA's math curriculum in grades 6-12.

Also, twice a month grade level team that include math teachers have a common planning time on Thursdays to align content across the grade levels.

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Status	In Progress 01/27/2014	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

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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.

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

Each math teacher at NACA is observed twice a quarter with formal observations completed. Each observation is followed by a one-on-one session in which goals according to the teacher's Professional Development Plan are discussed with targeted feedback.

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Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

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**NATIVE AMERICAN COMM ACADEMY**

**GOAL Strengthening Math Instructional Programs**

**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 Preparatory Mathematics**

NACA students will complete a college preparatory math sequence that is designed to provide them a global perspective and prepare them for an entry level Algebra course.

Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014			

**ACTION STEP Partnerships**

NACA has many key partnerships and collaborations both internally and externally that support NACA students in families in reaching their Academic goals including: the NACA College Engagement team, NACA's Out-of-School time program, Students opportunities in grades 6-12th to access leadership course work grounded in Indigenous Core Values and opportunities for local and international travel funded by private grants and local donors, American's for Indian Opportunity, NACA's Natural Helpers program, La Plazita Institute, NACA's School Based health center provided by UNM Health Sciences Center and First nations clinic as well as NACA's Student Support team to support students social and emotional health, Southwest Youth Services, and various tribal departments of education.

Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014			

**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

**ACTION STEP Analysis of Growth Data**

Utilize actual growth statistics monitored through standardized testing (Discovery Ed, NMSBA, PSAT, SAT) in order to inform instruction.

Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014			

SCHOOL PLAN  
**NATIVE AMERICAN COMM ACADEMY**

GOAL **Transformation**

NACA will enhance and grow the NACA Curricular Framework to achieve the NACA Mission.

Filing Cabinet Count	2
SEA Resources Available	2

STRATEGY **1. Use of Data**

NACA's utilizes evaluation measures and outcomes that target students' academic preparation for college, identity development, and holistic wellness including: college readiness assessments, SCAs, dual enrollment, resiliency surveys, Lakota and Navajo language assessments, NACA Wellness Wheel, Student Support case load, etc.

Filing Cabinet Count	1
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ACTION STEP **NACA Mission alignment**

NACA will set a data management system that encapsulates all aspects of its unique missions.

Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014			

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	2
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ACTION STEP **NACA Senior Leadership Fellow**

The Senior Leadership Fellow will provide a model of leadership that is grounded in Indigenous epistemology while engaging in school transformation that yields student achievement and parent/community engagement.

Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014			

SCHOOL PLAN  
**NATIVE AMERICAN COMM ACADEMY**

GOAL **Transformation**

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

ACTION STEP **GENAC**

NACA teachers' professional development will be provided by the Growing Educators for Native American Communities (GENAC) that is focused on effective use of the planning tool, Understanding by Design (UbD), critique, and exemplar models of reading across the curriculum.

Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

ACTION STEP **National Board Certification**

NACA will utilize the Building Accomplished Teaching program. By SY 2014, all NACA teachers will complete either the Take One! or full National Board Certification processes.

Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

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

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 4

ACTION STEP **Parent Involvement**

SCHOOL PLAN  
**NATIVE AMERICAN COMM ACADEMY**

GOAL **Transformation**

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

ACTION STEP **Parent Involvement**

Parent and Community Engagement - NACA will create positive and effective relationships with community organizations, business partners, governmental and tribal entities and NACA families to develop students who are academically prepared for college, secure in their identity and healthy.

- Student Led Conferences are held four times per year with the student, Advisor and family. NACA students are assigned an Advisor for the duration of their time at NACA who works with the students during Advisory twice a week on academic goal setting and advisement as well as self-assessment through the NACA Wellness Wheel. NACA has set a goal of 98% or higher school wide mandatory participation for SLCs.
- Key Community Partnerships such as work with local businesses, tribal departments of education and non-profit organizations provide NACA students and families with enrichment and supportive resources throughout the school year.

Status	In Progress	12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014			
Tags	Parent			

ACTION STEP **Parent and Community Meetings**

Parent and Community Group meetings take place once a month in order to disseminate information organized by the Parent group coordinator (Title 1 stipend for parent coordinator) and parent advisory council. This is a meeting to gather feedback and input from parents and families to improve practices at NACA.

Status	Not Begun	12/12/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 05/29/2015			
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 0

ACTION STEP **NACA Wellness**



SCHOOL PLAN  
**NATIVE AMERICAN COMM ACADEMY**

GOAL **Transformation**

STRATEGY **6. School Safe Environments**

ACTION STEP **NACA Wellness**

NACA will provide students with a culturally relevant, holistic wellness philosophy and community context that support students academically, emotionally/socially, physically and increase their service to their community so that they are academically prepared for college, secure in their identity and healthy.

- NACA's Student Support Team provides students and families with access to professional clinical services such as individual and group counseling, culturally relevant counseling and healing services as well as prevention curricular aimed at suicide prevention, alcohol and drug prevention and healthy relationships.
- NACA's School Based Health Center services are provided to students including primary care, prevention, dental and behavioral health services.

Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

STRATEGY **Strengthening School Academic Program**

Strengthening the school's instructional program based on student need and ensuring that the instructional program is research-based, rigorous and aligned with state academic content standards

Filing Cabinet Count 0

ACTION STEP **Math and Reading Intervention**

NACA provides math and reading intervention programs for students that have either tested into the classes or has been identified through their IEP.

Status	In Progress 12/09/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/30/2014		

<b>TOTAL PLAN FUNDS:</b>	<b>\$0.00</b>
Budgeted	\$0.00
Actual	\$0.00