

El Paso Leadership Academy

District Improvement Plan

2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

We educate and empower students with tools essential to achieve their self-actualization, academic potential, and success.

Vision

We are an elite, collaborative organization providing a nurturing environment that shapes independent thinkers and people ready to make their own rules.

Value Statement

We Build. We Lead.

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Goals

Goal 1: 1. The El Paso Leadership Academy will achieve an "A" accountability rating according to standards established within the Texas Education Agency's A-F Accountability System.


Performance Objective 1: Spring 2023 STAAR scores will reflect levels the charter achieved prior to the COVID lockdown. Spring 2023 EOC scores will reflect a minimum level needed for the charter to receive at least a "B" rating for the 2022-2023 school year.




MS--all grades/all subjects: 76%+ approaches, 43%+ meets, 18%+ masters
 MS--all grades/ELAR: 68%+ approaches, 40%+ meets, 20%+ masters
 MS-- all grades/Math: 91%+ approaches, 53%+ meets, 23%+ masters
 MS--all grades/Science: 79%+ approaches, 47%+ meets, 10%+ masters
 MS--all grades/Social Studies: 64%+ approaches, 29%+ meets, 16%+ masters








Algebra I--100% approaches, 50%+ meets, 30%+ masters
 English I--80%+ approaches, 50%+ meets, 30%+ masters
 English II--80%+ approaches, 50%+ meets, 30%+ masters
 Biology--80%+ approaches, 50%+ meets, 30%+ masters

HB3 Goal

Evaluation Data Sources: Spring 2023 STAAR and EOC scores

Strategy 1 Details	Reviews			
Strategy 1: Conduct monthly data reviews with the Executive Director, Principal, Dean/Assistant Principal of Academics Strategy's Expected Result/Impact: District-wide continuous improvement in data scores throughout the school year Staff Responsible for Monitoring: CAO and/or Data Fellow Title I: 2.4, 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure an "Accelerated Learning" Response-to-Intervention program is built into each campus' master schedule and purchase adequate instructional supplies to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Increased scores on benchmarks in Reading and Math throughout the school year.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Assistant Principal for Instruction, and Social Worker</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a blended-learning format ,in all core content areas, across campuses</p> <p>Strategy's Expected Result/Impact: Student self-tracking and teacher tracking of student growth performance will result in more students passing all classes and having increased scores on STAAR/EOC exams</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Assistant Principal for Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase various CAI software programs that will support academic growth in both STAAR and non-STAAR tested subjects</p> <p>Strategy's Expected Result/Impact: Increased student scores in class grades and on STAAR exams</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Assistant Principal for Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: TEKS RS - 266 - CARES/ESSER, ESPED-EL Module - 266 - CARES/ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure all employees are trained on Special Education and LPAC accommodations/modifications and in-class strategies for implementation</p> <p>Strategy's Expected Result/Impact: Increased performance on STAAR for students coded as SpEd, LEP, and 504</p> <p>Staff Responsible for Monitoring: Dean of Special Services</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
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Strategy 6 Details	Reviews			
<p>Strategy 6: Develop an ESSER plan and utilize associated ESSER allocations to develop and implement an after hours learning recovery program that supports movement to on-grade level performance outcomes for all scholars</p> <p>Strategy's Expected Result/Impact: Increased performance on STAAR for all students and report card grades</p> <p>Staff Responsible for Monitoring: Executive Director/Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Accelerated Learning --Flagship - 266 - CARES/ESSER, Accelerated Learning--East - 266 - CARES/ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide 100% of EPLA scholars needing support with remote access with HotSpots to use at home</p> <p>Strategy's Expected Result/Impact: Increased student scores in class grades and on STAAR exams</p> <p>Staff Responsible for Monitoring: Dean of Operations/Culture/Students</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p> <p>Funding Sources: Hot Spots - 266 - CARES/ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: EPLA's overall attendance rate dropped to 94.0% in 2021-2022 and to 94.3% during the 2020-2021 school year, as compared to approximately 96%+ in the previous three years. **Root Cause:** Due to COVID-19 and scholars working from home, several scholars were not logging into their remote learning sessions, which resulted in more codings of absences throughout the 2020-2021 school year

Student Learning








Problem Statement 1: EPLA saw a decline in the number of students who scored at the approaches, meets, and masters levels on the STAAR/EOC exams in 2020-2021 and in 2021-2022.. **Root Cause:** Recovering from COVID-19 and the lack of face-to-face learning appears to continue to be the greatest factor affecting overall performance on assessments, causing district-wide learning loss.

Goal 1: 1. The El Paso Leadership Academy will achieve an "A" accountability rating according to standards established within the Texas Education Agency's A-F Accountability System.

Performance Objective 2: 25% of 9th grade scholars will meet TSIA2 Reading Standards by June 30, 2023.

HB3 Goal

Evaluation Data Sources: TSIA2 Reading Results as of June 30, 2023








Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the Texas College Bridge CAI for the East High School students</p> <p>Strategy's Expected Result/Impact: Increase in the number of students passing the Reading TSIA exam throughout the school year</p> <p>Staff Responsible for Monitoring: Graduation Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: TCLAS funds for the programming - 266 - CARES/ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Embed TSIA2 readiness strategies in the "College Transition" course starting in August 2022</p> <p>Strategy's Expected Result/Impact: At least 25% of students will master the Reading TSIA exam by November 2022.</p> <p>Staff Responsible for Monitoring: Graduation Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Administer the PSAT to all 10th grade students by October 31, 2022</p> <p>Strategy's Expected Result/Impact: EPLA will have improved student scores on the TSIA2 and students designated as "National Merit Finalists"</p> <p>Staff Responsible for Monitoring: Graduation Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: 1. The El Paso Leadership Academy will achieve an "A" accountability rating according to standards established within the Texas Education Agency's A-F Accountability System.

Performance Objective 3: By June 30, 2023, at least 25% of the EPLA EB students will increase their March 2023 composite TELPAS proficiency rating, as compared to their March 2022 rating.

HB3 Goal

Evaluation Data Sources: Spring 2023 TELPAS results

Strategy 1 Details	Reviews			
<p>Strategy 1: Calibrate writing samples across grade levels to determine potential TELPAS ratings and student progress</p> <p>Strategy's Expected Result/Impact: Increased percentage of students gaining at least one proficiency level on TELPAS writing</p> <p>Staff Responsible for Monitoring: Dean of Special Services</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a district-wide community plan that emphasizes increased opportunities for LEP students to speak, write, listen, and read both inside and outside the classroom walls</p> <p>Strategy's Expected Result/Impact: Increase in the number of students who perform at the Advanced and Advanced High proficiency levels in all categories--reading, writing, listening, speaking</p> <p>Staff Responsible for Monitoring: Dean of Special Services</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Require both language objectives and daily lesson objectives be developed, implemented, and posted in the classroom on a daily basis</p> <p>Strategy's Expected Result/Impact: Students will be able to bridge daily lesson plan objectives with language acquisition skills</p> <p>Staff Responsible for Monitoring: Dean of Special Services</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 3 Problem Statements:

Student Learning







Problem Statement 1: EPLA saw a decline in the number of students who scored at the approaches, meets, and masters levels on the STAAR/EOC exams in 2020-2021 and in 2021-2022.. **Root Cause:** Recovering from COVID-19 and the lack of face-to-face learning appears to continue to be the greatest factor affecting overall performance on assessments, causing district-wide learning loss.

Goal 1: 1. The El Paso Leadership Academy will achieve an "A" accountability rating according to standards established within the Texas Education Agency's A-F Accountability System.

Performance Objective 4: By June 30, 2023, at least 65% of EPLA scholars will increase their NWEA RIT scores from the BOY to EOY assessments.

HB3 Goal

Evaluation Data Sources: EOY NWEA RIT scores



Strategy 1 Details	Reviews			
<p>Strategy 1: Provide district-wide teacher training on the meaning of and how to interpret NWEA RIT scores</p> <p>Strategy's Expected Result/Impact: At least 90% of teachers and campus administrators will indicate they understand how to read and use NWEA RIT BOY scores</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Assistant Principal for Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct NWEA data training for all campus leaders</p> <p>Strategy's Expected Result/Impact: Deeper understanding of the NWEA data and how to use it to enhance academic growth, including on the TESS performance levels</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Assistant Principal for Instruction</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: 1. The El Paso Leadership Academy will achieve an "A" accountability rating according to standards established within the Texas Education Agency's A-F Accountability System.

Performance Objective 5: At least 75% of EPLA scholars will increase both their STAAR Reading/STAAR Math performance by June 30, 2023.

HB3 Goal

Evaluation Data Sources: Spring 2023 STAAR/EOC scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide district-wide training on the College and Career Readiness standards related to Reading/Math performance on STAAR/EOC accountability ratings</p> <p>Strategy's Expected Result/Impact: Increase in the number of students scoring at the meets and masters levels on Reading/Math STAAR/EOC exams</p> <p>Staff Responsible for Monitoring: Executive Director/Principal</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Use district data meetings to track growth on student performance (through DMAC entries) at the meets/masters levels on STAAR-based assessments</p> <p>Strategy's Expected Result/Impact: Year-long growth of the number of scholars performing at the meets/masters levels on benchmark assessments</p> <p>Staff Responsible for Monitoring: CEO</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and implement a plan designed to promote college, career and military readiness especially amongst historically underserved, disadvantaged, or at-risk students .</p> <p>Strategy's Expected Result/Impact: Increased student preparedness of students for academic or professional growth</p>	Formative			Summative
	Nov	Jan	Mar	June

after high school.

Staff Responsible for Monitoring: Executive Director, Graduation Coach

Title I:
2.4, 2.5, 2.6



No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 5 Problem Statements:




Student Learning

Problem Statement 1: EPLA saw a decline in the number of students who scored at the approaches, meets, and masters levels on the STAAR/EOC exams in 2020-2021 and in 2021-2022.. **Root Cause:** Recovering from COVID-19 and the lack of face-to-face learning appears to continue to be the greatest factor affecting overall performance on assessments, causing district-wide learning loss.

Goal 2: 2. The El Paso Leadership Academy will implement a "get the talent", "grow the talent", and "keep the talent" model for addressing teacher recruitment, development, and retention.

Performance Objective 1: By June 1, 2023, 100% of teaching positions for the 2023-2024 school year will be filled.

Evaluation Data Sources: Teacher vacancy listing

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize a district-developed screening and on-boarding process for identifying/hiring candidates who are highly effective and EPLA mission-aligned.</p> <p>Strategy's Expected Result/Impact: Hired candidates will have a cultural, philosophical, and mission-driven belief that mirrors the district's established CRSHH values.</p> <p>Staff Responsible for Monitoring: HR Coordinator</p> <p>Title I: 2.6</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Recruit new candidates through a variety of means, including local and regional teacher hiring fairs, online recruitment websites, internet advertising, and contracted staffing agency if needed.</p> <p>Strategy's Expected Result/Impact: A strong candidate pool, with well-vetted candidates, will be available for interviewing/hiring.</p> <p>Staff Responsible for Monitoring: HR Coordinator</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Establish a hiring timeline for staffing for the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: All teaching/staff positions will be filled prior to the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: HR Coordinator</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide salary stipends for locally-determined hard-to-fill positions. Strategy's Expected Result/Impact: Hard-to-fill positions will be filled by the end of the 2022-2023 school year. Staff Responsible for Monitoring: CEO, Business Manager Title I: 2.5 Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue promoting the Teacher Incentive Allotment program across all campuses. Strategy's Expected Result/Impact: High Quality teachers will be used to fill vacancies. Staff Responsible for Monitoring: CEO, Business Manager Title I: 2.5 Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Utilize the Charter School Success staff to assist with filling needed vacancies for the 2023-2024 school year Strategy's Expected Result/Impact: 100% of needed vacancies will be filled by May 31, 2023 Staff Responsible for Monitoring: Human Resources Coordinator, Campus Leaders Problem Statements: District Processes & Programs 1 Funding Sources: - 420 - Charter General Funds	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				




Performance Objective 1 Problem Statements:







District Processes & Programs
Problem Statement 1: Numerous teaching and staff vacancies needed to be filled with high quality personnel for the 2021-2022 and 2022-2023 school year (due to the district's expansion to three schools vs only one) and will continue to be a need for future years as well as the district expands to include other campuses/grade levels. Root Cause: EPLA opened a new MS and HS campus for the 2021-2022 school year and is scaffolding grade levels up across the next four years. For 2022-2023, EPLA is offered enrollment opportunities on our new MS/HS campus for 6th, 7th, 8th, 9th, and 10th grade, resulting in need for a new staff count of 32 teachers vs. 11 teachers in 2021-2022.

Goal 2: 2. The El Paso Leadership Academy will implement a "get the talent", "grow the talent", and "keep the talent" model for addressing teacher recruitment, development, and retention.

Performance Objective 2: By May 1, 2023, at least 90% of EPLA teachers will indicate they will be returning for the 2023-2024 school year.

Evaluation Data Sources: Teacher letters of intent forms

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide various professional development methodologies to support effective instructional practices, classroom management strategies, and leadership development.</p> <p>Strategy's Expected Result/Impact: Teachers will feel supported in their teaching pedagogy and will continue employment with EPLA.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Assistant Principal for Instruction, Director of Academics</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a salary scale competitive with local school districts, which includes opportunities for additional salary growth for exceptional performance.</p> <p>Strategy's Expected Result/Impact: Teachers will remain with EPLA because of a salary scale commensurate with local ISDs.</p> <p>Staff Responsible for Monitoring: Business Manager, CEO</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide district-wide staff recognition/incentive strategies to acknowledge employee excellence for both instructional/cultural work (i.e. Years of Service Awards, Plaques for random performance, Teacher-of-the-Year, CRSHH honorees).</p> <p>Strategy's Expected Result/Impact: Staff retention because of feeling valued by the district.</p> <p>Staff Responsible for Monitoring: CEO, CAO</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Include long-term substitutes (guest teachers) in essential PD sessions held for teachers. Strategy's Expected Result/Impact: Continuous teaching/learning when a teacher is absent Staff Responsible for Monitoring: Director of Academics, Dean of Instruction, API of Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide supports measures (e.g. collaboration board, thought box) to support teachers in providing input and in expressing concerns to the DIT and Central Administration. Strategy's Expected Result/Impact: An increase in the cultural aspect at EPLA, resulting in teachers want to continue to work in the charter Staff Responsible for Monitoring: Chief of Academics, Human Resources Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

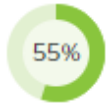

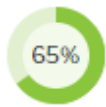





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: EPLA saw a decline in the number of students who scored at the approaches, meets, and masters levels on the STAAR/EOC exams in 2020-2021 and in 2021-2022.. Root Cause: Recovering from COVID-19 and the lack of face-to-face learning appears to continue to be the greatest factor affecting overall performance on assessments, causing district-wide learning loss.
District Processes & Programs
Problem Statement 1: Numerous teaching and staff vacancies needed to be filled with high quality personnel for the 2021-2022 and 2022-2023 school year (due to the district's expansion to three schools vs only one) and will continue to be a need for future years as well as the district expands to include other campuses/grade levels. Root Cause: EPLA opened a new MS and HS campus for the 2021-2022 school year and is scaffolding grade levels up across the next four years. For 2022-2023, EPLA is offered enrollment opportunities on our new MS/HS campus for 6th, 7th, 8th, 9th, and 10th grade, resulting in need for a new staff count of 32 teachers vs. 11 teachers in 2021-2022.

Goal 2: 2. The El Paso Leadership Academy will implement a "get the talent", "grow the talent", and "keep the talent" model for addressing teacher recruitment, development, and retention.

Performance Objective 3: By June 1, 2023, 100% of teachers new to EPLA in 2021-2022 will have participated in at least three types of on-campus professional development training opportunities.

Evaluation Data Sources: Professional development sign-in sheets and agendas

Strategy 1 Details	Reviews			
Strategy 1: Identify strengths of teaching staff and provide plan for teacher-led PD and mentorship opportunities. Strategy's Expected Result/Impact: Long-term sharing of "best practices" across the district. Staff Responsible for Monitoring: Dean of Instruction, Assistant Principal for Instruction, Director of Academics	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide a structured and growth-focused system of coaching and evaluation for all personnel. Strategy's Expected Result/Impact: Continual growth in job performance over the course of the year. Staff Responsible for Monitoring: CAO, Executive Director/Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Identify district plans for aligning growth opportunities with individual personnel goals and identified career trajectories for district staff. Strategy's Expected Result/Impact: Employees will have an identified plan for growth and advancement. Staff Responsible for Monitoring: CEO Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Require cross-campus "instructional rounds" for all administrative team leaders in the district. Strategy's Expected Result/Impact: Enhanced TESS evaluation calibrations and increased student achievement. Staff Responsible for Monitoring: CAO	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:




District Processes & Programs






<p>Problem Statement 1: Numerous teaching and staff vacancies needed to be filled with high quality personnel for the 2021-2022 and 2022-2023 school year (due to the district's expansion to three schools vs only one) and will continue to be a need for future years as well as the district expands to include other campuses/grade levels. Root Cause: EPLA opened a new MS and HS campus for the 2021-2022 school year and is scaffolding grade levels up across the next four years. For 2022-2023, EPLA is offered enrollment opportunities on our new MS/HS campus for 6th, 7th, 8th, 9th, and 10th grade, resulting in need for a new staff count of 32 teachers vs. 11 teachers in 2021-2022.</p>

Goal 2: 2. The El Paso Leadership Academy will implement a "get the talent", "grow the talent", and "keep the talent" model for addressing teacher recruitment, development, and retention.

Performance Objective 4: By May 1, 2023, 100% of the returning teachers to EPLA will have served in a leadership capacity in supporting teachers new to EPLA (e.g. mentors, team leads, content leads)

Evaluation Data Sources: Record of Team Leads, Content Leads, PD presenters, CIT membership

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize a mentor/mentee program to provide opportunities for experienced teachers to lead the growth of beginning teachers.</p> <p>Strategy's Expected Result/Impact: Retention of new teachers for the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Dean of Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Assign team leads/content leads that allows teacher leaders on each campus to support the instructional and management growth of their peers.</p> <p>Strategy's Expected Result/Impact: In-district leaders will be developed for potential advancement into administrative roles.</p> <p>Staff Responsible for Monitoring: Executive Director, Principal</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop a plan for incorporating teacher-led professional development sessions and peer observations across campuses.</p> <p>Strategy's Expected Result/Impact: Increased district-wide instructional and management growth.</p> <p>Staff Responsible for Monitoring: CAO</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Embed Teacher Incentive Allotment strategies in the teacher evaluation system to support pedagogical growth.</p> <p>Strategy's Expected Result/Impact: Increased number of teachers performing at the Transformational, Exemplar, and Advancing level of performance on the TESS evaluation.</p> <p>Staff Responsible for Monitoring: CAO</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				




Performance Objective 4 Problem Statements:









District Processes & Programs
<p>Problem Statement 1: Numerous teaching and staff vacancies needed to be filled with high quality personnel for the 2021-2022 and 2022-2023 school year (due to the district's expansion to three schools vs only one) and will continue to be a need for future years as well as the district expands to include other campuses/grade levels. Root Cause: EPLA opened a new MS and HS campus for the 2021-2022 school year and is scaffolding grade levels up across the next four years. For 2022-2023, EPLA is offered enrollment opportunities on our new MS/HS campus for 6th, 7th, 8th, 9th, and 10th grade, resulting in need for a new staff count of 32 teachers vs. 11 teachers in 2021-2022.</p>

Goal 3: 3. The El Paso Leadership Academy will continue to move in a positive trajectory regarding student attendance.

Performance Objective 1: By June 30, 2023, EPLA will achieve an attendance rate of 97.0%+

Evaluation Data Sources: Year ending Attendance report

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide campuses with financial support to address attendance incentives throughout the year. Strategy's Expected Result/Impact: Increased district attendance percentage. Staff Responsible for Monitoring: Business Manager</p> <p>Problem Statements: Demographics 2 Funding Sources: Attendance Incentives - 266 - CARES/ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Require campuses to incorporate an advisory and/or house system to support active student engagement in school. Strategy's Expected Result/Impact: Increased district attendance percentage. Staff Responsible for Monitoring: CEO</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Begin plans for providing an extended school day (seven-to-seven) in which students can continue engagement in curricular learning projects/activities. Strategy's Expected Result/Impact: Improvement in district attendance rates and student course passing rates. . Staff Responsible for Monitoring: CAO</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Hire a "Social Worker" on all campuses to address the social/emotional needs of students. Strategy's Expected Result/Impact: Reduction in the number of students being absent from school. Staff Responsible for Monitoring: CEO, Business Manager Title I: 2.6 Problem Statements: Demographics 2 Funding Sources: Social Worker--Flagship - 266 - CARES/ESSER, Social Worker--Middle School East - 266 - CARES/ESSER, Social Worker--High School East - 266 - CARES/ESSER	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide COVID 19 Campus supplies/materials to all campuses to ensure student health/wellness Strategy's Expected Result/Impact: Increased district attendance percentage Staff Responsible for Monitoring: Director of Operations, Dean/Assistant Principal of Ops, Business Manager Title I: 2.6 Problem Statements: Demographics 2 Funding Sources: COVID 19 Campus Supplies MS - 266 - CARES/ESSER, COVID 19 Campus Supplies HS - 266 - CARES/ESSER	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Continue utilizing a "Restorative Justice" program format in addressing disciplinary issues on all district campuses. Strategy's Expected Result/Impact: Reduction in the number of scholars being suspended and expelled. Staff Responsible for Monitoring: Director of Operations, Dean of Student Services Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Establish a student train-the-trainer model for addressing grade level SEL issues Strategy's Expected Result/Impact: Increased student accountability in establishing/maintaining a strong district culture Staff Responsible for Monitoring: Dean of Students, Counselor/Social Workers Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: EPLA's overall attendance rate dropped to 94.0% in 2021-2022 and to 94.3% during the 2020-2021 school year, as compared to approximately 96%+ in the previous three years. **Root Cause:** Due to COVID-19 and scholars working from home, several scholars were not logging into their remote learning sessions, which resulted in more codings of absences throughout the 2020-2021 school year

Problem Statement 3: EPLA saw an increase in the number of scholars being engaged in disciplinary issues during the 2021-2022 school year, as compared to previous years. **Root Cause:** Due to the EPLA expansion, there was an increase in the number of scholars within the organization, which resulted in opportunities for more behavioral issues to occur.




Student Learning






Problem Statement 1: EPLA saw a decline in the number of students who scored at the approaches, meets, and masters levels on the STAAR/EOC exams in 2020-2021 and in 2021-2022.. **Root Cause:** Recovering from COVID-19 and the lack of face-to-face learning appears to continue to be the greatest factor affecting overall performance on assessments, causing district-wide learning loss.

Goal 3: 3. The El Paso Leadership Academy will continue to move in a positive trajectory regarding student attendance.

Performance Objective 2: By October 31 2023, EPLA will have started planning for non-traditional curricular options at the high school level for Juniors and Seniors

Evaluation Data Sources: List of programmatic offerings in the district








Strategy 1 Details	Reviews			
<p>Strategy 1: Embed a "College For All" philosophy/approach to curricular offerings. Strategy's Expected Result/Impact: At least 80% of EPLA scholars will indicate plans for college enrollment. Staff Responsible for Monitoring: Dean of Instruction, Director of Academics</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to develop additional Dual Credit course availability for upperclassmen Strategy's Expected Result/Impact: The number of scholars acquiring college course credits while in high school will increase, as compared to the 2021-2022 data. Staff Responsible for Monitoring: Graduation Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Obtain both quantitative and qualitative data surrounding student course options to address the needs of an 11th grade cohort of students for the 2023-2024 school year Strategy's Expected Result/Impact: Increased student self-selection of courses as they plan for graduation pathways beyond high school Staff Responsible for Monitoring: Graduation Coach</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Recruit teachers who will specifically serve as the leaders of non-traditional courses Strategy's Expected Result/Impact: Increased course offering availability for specialized post-secondary options for scholars Staff Responsible for Monitoring: Principal, Executive Director, Human Resources Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: 3. The El Paso Leadership Academy will continue to move in a positive trajectory regarding student attendance.

Performance Objective 3: By December 31, 2022, the EPLA Counselor/Social Workers will have provided all scholars with programs and strategies to address bullying, sexual harassment, dating violence, and other SEL supports to enable scholars to feel safe and have the ability to concentrate on their academic work.

Evaluation Data Sources: Presentation agendas, slides, and handouts

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a calendar timeline to provide on-going trainings to address SEL, bullying, harassment, and other related counseling services to all scholars throughout the year</p> <p>Strategy's Expected Result/Impact: Scholar performance will increase because of having their social/emotional needs met</p> <p>Staff Responsible for Monitoring: Counselor/Social Worker</p> <p>Problem Statements: Demographics 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize outside agencies to share with scholars and their families available supports available beyond the campus walls</p> <p>Strategy's Expected Result/Impact: Increased awareness of both scholars/families of available resources throughout the El Paso region</p> <p>Staff Responsible for Monitoring: Counselor/Social Worker</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Survey scholars and families to determine additional support needed by the Counselor/Social Worker</p> <p>Strategy's Expected Result/Impact: Increased awareness of needs within the EPLA campuses that require professional development and resources</p> <p>Staff Responsible for Monitoring: Counselor/Social Worker</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: EPLA's overall attendance rate dropped to 94.0% in 2021-2022 and to 94.3% during the 2020-2021 school year, as compared to approximately 96%+ in the previous three years. **Root Cause:** Due to COVID-19 and scholars working from home, several scholars were not logging into their remote learning sessions, which resulted in more codings of absences throughout the 2020-2021 school year




Problem Statement 3: EPLA saw an increase in the number of scholars being engaged in disciplinary issues during the 2021-2022 school year, as compared to previous years.







Root Cause: Due to the EPLA expansion, there was an increase in the number of scholars within the organization, which resulted in opportunities for more behavioral issues to occur.

Goal 4: 4. The El Paso Leadership Academy will expand family and community engagement in the educational processes and decisions associated with EPLA scholars.

Performance Objective 1: By June 2023, EPLA will have hosted at least 8 family and community engagement opportunities on each campus that address college and career readiness, entitlement programs, and instructional practices in all core content areas (especially regarding reading and math).

Evaluation Data Sources: Parent/Community meeting sign-in sheets and agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a year-long calendar of family and community engagement events being hosted on all district campuses.</p> <p>Strategy's Expected Result/Impact: Increased attendance at family and community engagement activities.</p> <p>Staff Responsible for Monitoring: Dean and Assistant Principal of Students/Culture/Operations, Director of Operations</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Host a "Meet with the Superintendent" each quarter, in conjunction with other family/community engagement events.</p> <p>Strategy's Expected Result/Impact: Increased communication rates on MOY/EOY parent surveys.</p> <p>Staff Responsible for Monitoring: CEO</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Require all campuses to conduct required entitlement parent/community meetings throughout the year and include relevant parent engagement policies/procedures.</p> <p>Strategy's Expected Result/Impact: All district entitlement compliance metrics are met.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide recognition incentives for families who are "movers" and "shakers" within the organization (e.g. attends functions, supports social media efforts, volunteers) Strategy's Expected Result/Impact: Increased family engagement in the district Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide quarterly tutoring nights for families on how they can support their scholar at home Strategy's Expected Result/Impact: Increased scholar performance on exams and course grades Staff Responsible for Monitoring: Director of Academics, Dean of Instruction, API of Instruction Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Throughout the spring of 2020 and the 2020-2021/2021-2022 school years, communication with families was mostly provided through the Remind App and/or email messaging; not through in-person meetings as in the past. Root Cause: The residuals of COVID-19 has limited on-site access for some families/community members.

Goal 4: 4. The El Paso Leadership Academy will expand family and community engagement in the educational processes and decisions associated with EPLA scholars.

Performance Objective 2: By October 2022, EPLA will have family and community representation on both the district and campus improvement teams.

Evaluation Data Sources: DIT and CIT membership listing, parent/family/community signatures of meeting attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Send out invitations to families/community representatives seeking participation on district/campus improvement teams</p> <p>Strategy's Expected Result/Impact: All community and family representatives on the campus improvement teams will be filled prior to the first meeting of the year.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Human Resources Coordinator</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Include any parent/community representative who expressed interest in serving on a DIT or CIT committee to become an active member of the team</p> <p>Strategy's Expected Result/Impact: Increased family/community engagement in the district's improvement planning processes</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Principal, Executive Director</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Throughout the spring of 2020 and the 2020-2021/2021-2022 school years, communication with families was mostly provided through the Remind App and/or email messaging; not through in-person meetings as in the past. Root Cause: The residuals of COVID-19 has limited on-site access for some families/community members.</p>