

El Paso Leadership Academy

District Improvement Plan

2021-2022 Schoolwide and Targeted Assistance Title I Elements Summary

Accountability Rating: Not Rated: Declared State of Disaster



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.

Table of Contents

- Schoolwide and Targeted Assistance Title I Elements 4
 - 1.1: Comprehensive Needs Assessment 4
 - 2.1: Campus Improvement Plan developed with appropriate stakeholders 4
 - 2.2: Regular monitoring and revision 4
 - 2.3: Available to parents and community in an understandable format and language 4
 - 2.4: Opportunities for all children to meet State standards 4
 - 2.5: Increased learning time and well-rounded education 5
 - 2.6: Address needs of all students, particularly at-risk 5
 - 3.1: Develop and distribute Parent and Family Engagement Policy 5
 - 3.2: Offer flexible number of parent involvement meetings 5

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The El Paso Leadership Academy (EPLA) conducted a Comprehensive Needs Assessment (CNA) in June 2021. The Needs Assessment was prepared and reviewed by the District Improvement and Planning Committee, ensuring a wide variety of data sources (both quantitative and qualitative) were used. The CNA reviewed academic data (STAAR, EOC, TELPAS, NWEA), teacher demographic data, attendance data, discipline data, and staff/family surveys to assess the effectiveness of academic programming, campus climate/culture, and family/community engagement. Based on the data obtained, the District Improvement and Planning Committee identified district goals/objectives/strategies to continue to move progress on a positive trajectory on the educational continuum from Good to Great.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The El Paso Leadership Academy (EPLA) used its District Improvement and Planning Committee to develop the Campus Improvement Plan (CIP). All required stakeholders were represented on the committee: Administrators, Teachers, Support Staff, Parents, Community Representatives. For the 2021-2022 Campus Improvement Plan, students were not included on the Committee; however, since EPLA is adding a high school campus, beginning in 2022-2023 students will be added on the Team. The CIP was developed using the results of the Campus Needs Assessment and the priority problem statements identified.

2.2: Regular monitoring and revision

The El Paso Leadership Academy (EPLA) is operating on a semi-year round school calendar, with 9-week grading periods outlined. Even though on-going Campus Improvement monitoring will occur during monthly District Improvement and Planning Committee meetings, based upon this 9-week model, EPLA identified each quarter as the time-frame for Campus Improvement Planning reviews and updates. The District Improvement and Planning Committee will conduct the review and the respective campus/district leader will be responsible for entering the updates in the planning document.

2.3: Available to parents and community in an understandable format and language

The El Paso Leadership Academy (EPLA) provides copies of the District and Campus Improvement Plans to parents and community stakeholders in a format that is easily followed and understood (i.e. the Plan4Learning planning document). Due to the large number of Spanish speaking families, the document is reviewed in a parent/community meeting in both English and Spanish, as well as in one-on-one conversations with stakeholders. There are plans to translate the document into Spanish during the 2021-2022 school year.

2.4: Opportunities for all children to meet State standards

The El Paso Leadership Academy (EPLA) currently provides all scholars the opportunity to meet State standards through the use of the Summit

Learning curriculum framework, the use of an "Accelerated Learning" Response-to-Intervention class period, a Commitment Time after-school learning session. Beginning in the 2021-2022 school year, the plan is to also include a Seven-to-Seven extended school day that will utilize community teaching assistants to support scholars in completing curriculum based and community projects. Additional curricular resources will also be provided that will extend the academic sources beyond just the Summit Learning framework (i.e. Actively Learn, Achieve 3000 or something similar).

2.5: Increased learning time and well-rounded education

The El Paso Leadership Academy (EPLA) provides increased learning time and well-rounded education by implementing an Accelerated Learning plan throughout the district. Every campus implements at least one class period of "Accelerated Learning" time each day at each grade level. In addition, the district provides campuses with funds to support after school and Saturday opportunities for additional small-group learning and tutoring. The district ensures all campuses offer both core and non-core subjects to enable scholars to experience a well-rounded educational experience at every grade level and across campuses. At the high school level, which is a new level in 2021-2022, Dual Credit courses will also begin to be offered. The district also embeds a leadership framework to support growth in social/emotional/leadership skills. The framework includes CRSHH values (Collaboration, Responsibility, Smarts, Humble, Hungry) and a leadership curriculum implemented on Fridays.

2.6: Address needs of all students, particularly at-risk

The El Paso Leadership Academy (EPLA) addresses its at-risk student population by ensuring open communication and collaboration with/ among all campus stakeholders (including the scholars themselves and their families). In addition, support programs are implemented that allow for scholars to make up work, complete missing assignments, receive one-on-one academic mentoring, access to SEL program needs/ personnel, and online resources from home. Academic grades and attendance are monitored daily to allow for immediate interventions as needed. Scholars in special population categories are also provided supports through not only the classroom teacher, but also through the use of a SpEd Paraprofessional and an ESL Instructional Aide. Our teachers are also provided on-going professional development to address strategies that benefit all student groups.

3.1: Develop and distribute Parent and Family Engagement Policy

The El Paso Leadership Academy (EPLA) has a detailed Parent and Family Engagement Policy, that is reviewed and updated on a yearly basis. The policy is orally reviewed with campus/district stakeholders during the initial Title I meeting of the year. The policy is also posted on the district's website and available with our registration materials for easy access by any district stakeholder. Our Engagement Policy is provided in both English and Spanish, in order to accommodate the needs of our local El Paso/Mexico borderland community.

3.2: Offer flexible number of parent involvement meetings

The El Paso Leadership Academy (EPLA) provides a variety of parent involvement meetings to allow for stakeholder availability. A monthly parent engagement meeting is held at 5:30 p.m. at the school, a monthly "Coffee with the Principal" is held at 9:00 a.m. (either by Zoom or face-to-face), an open on-site parent center is available for one-on-one meetings that are scheduled with individual parents/family members, off-

campus community-based parent involvement meetings on an as needed basis. At least one meeting a month is held, with additional meetings being added as deemed appropriate/necessary. Relevant campus leaders are available to assist with specific meeting topics, with the Assistant Principal of Special Services being the lead for all parent involvement meetings.