

Comprehensive Progress Report

Mission:

The mission of Esperanza Global Academy is to provide a high-quality educational experience for students regardless of perceived ability, family income, language, race, or ethnicity. EGA does this by ensuring that all students exceed academic growth expectations, realize their potential and contribute to a better world.

Vision:

EGA is the leader in CMS for providing educational excellence and a nurturing environment that empowers all students to build a life of academic, social and emotional success.

Goals:

The percentage of K-2nd grade students performing at/above in reading on the DIBELS assessment students will increase from 46.8% in SY2023-2024 to 67.1% in SY28-29. (CMS Goal 1)

The percent 3rd-5th grade students combined who score at the College and Career Ready (CCR) level 4 or 5 on the English Language Arts (ELA) EOG will increase from 12.2% in SY2023-2024 to 29.2% in SY2028-2029. (CMS Goal 2)

Increase the percent of ML students who meet their ML Progress goal from 57.5% in SY2025-2026 to 77.5.50% in SY2028-2029. (Guardrail 1)

The percent of Chronic Absenteeism will decrease from 41% in SY2024-25 to 21% in SY 2028-2029 (Aligns to A4.06 and CMS Guardrail 3)

The percent of 3rd-5th grade students combined who score at or above grade-level proficiency on the Math EOG will increase from 52.4% in SY2024-to 72.4% in SY2028-2029.

The percent of 5th grade students who score at or above grade level proficiency on the Science EOG will increase from 41.38% in 2024-25 to 61.4% in 2028-29.

Increase percentage of teachers that agree leadership creates a culture of trust in the building from 71.9% in SY2025-2025 to 85% in 2028-2029 (C3.04; CMS Guardrail 4).

The number of OSS/ISS incidents will decrease our OSS by 29% in the 25-26 school year from the SY2024-25.

The percent of 3rd-5th grade students who score at or above grade level proficiency on the N.C. End of Grade assessments will increase from 44% in 2024-25 to 52% in 2025-2026. (CMS Goal 1)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:

Practice 1A: Prioritize improvement and communicate its urgency

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Esperanza Global Academy has established PLCs that meet weekly for 90 minutes. We have used Title I funding to support four CMS TLP staff members (Extended Impact teachers), and we have hired a K-2 Master Literacy Teacher and a K-2 Master Math Teacher to support the development of effective instructional teams in K-5th grade.</p> <p>We will use the following information to determine that the objective has reached full implementation:</p> <p>Teacher observation and feedback</p> <p>Teachers participating in the TLP Program</p> <p>PLC Observation Tracker</p>	Limited Development 09/13/2023		
How it will look when fully met:		<p>When this objective is being fully met, Esperanza Global Academy will be the leader in CMS for providing educational excellence and a nurturing environment that empowers all students to build a life of academic, social, and emotional success. We will have established effective systems and processes that support collaboration among teachers.</p> <ul style="list-style-type: none"> • Structured PLC Time: All grade-level and content teams meet for at least 200 minutes weekly with a protected schedule that is consistently honored. • Clear Roles & Responsibilities: Each PLC has an established team lead who facilitates meetings, ensures agendas are followed, and communicates outcomes to administration. Team members actively contribute and take on specific roles (data manager, note taker, instructional strategy lead). • Data-Driven Focus: PLC discussions consistently center on student achievement data (formative, benchmark, state assessments). Teachers use common protocols to identify trends, monitor progress, and determine next instructional steps. • Standards Alignment: Instructional planning is tightly aligned to state standards and the district’s pacing guides. Lesson plans show evidence of alignment and rigor. • Differentiation: Planning reflects intentional strategies to meet the needs of diverse learners, including students with disabilities, 		Angela Grant (2023)	06/10/2029

	<p>English Language Learners, and students performing above grade level.</p> <ul style="list-style-type: none"> • Leadership Involvement: School leaders regularly attend PLC meetings to provide coaching, monitor effectiveness, and ensure PLC work is tied directly to school improvement goals. • Documentation & Accountability: PLC agendas, minutes, and action items are consistently submitted and reviewed. Follow-up is evident in classroom instruction, walkthroughs, and student work. • Collaboration Culture: Teachers engage in open, respectful dialogue, share best practices, and problem-solve collectively. Vertical PLCs (across grade levels) meet at least quarterly to ensure continuity of learning. • Impact on Students: Student data shows measurable improvement in achievement and growth as a direct result of PLC-driven instructional adjustments. 			
--	--	--	--	--

Actions		2 of 6 (33%)		
----------------	--	---------------------	--	--

9/14/23	Conduct regular observations of PLC meetings and provide feedback and support to PLC leaders.	Complete 09/22/2023	Chandra Herring	09/30/2023
<i>Notes:</i>				
9/14/23	Gather feedback from teachers regarding our PLC process to determine the effectiveness of our efforts and determine next steps.	Complete 01/30/2024	Ana Logan	01/31/2024
<i>Notes:</i>				
9/20/25	School leaders regularly attend data PLC meetings to provide feedback and ensure regular data analysis and student performance has a positive trend.		Angela Grant (2023)	12/19/2025
<i>Notes:</i>				
9/20/25	Targeted mini-PD sessions are built into PLCs (e.g., strategies for scaffolding ELLs, using data protocols)		Angela Grant (2023)	06/11/2026
<i>Notes:</i>				
9/20/25	PLCs will utilize the agenda created to guide discussions and ensure that instructional planning remains focused and aligned to school improvement goals.		Angela Grant (2023)	06/11/2026
<i>Notes:</i>				
9/20/25	PLC agendas, minutes, and action items are consistently submitted. Follow-up is evident in classroom instruction, walkthroughs, and student work.		Angela Grant (2023)	06/11/2026

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As a new school, Esperanza Global Academy is continuing to develop and implement a clear process for monitoring curriculum implementation and classroom instruction on a regular and consistent basis.</p> <p>The successes we experienced related to this indicator in meeting our goal is that our Leadership Team conducted 538 short observations and feedback/coaching sessions for staff with each teacher receiving an average of 24 walk-throughs and feedback meetings. This led to an increased number of teachers moving higher on the coaching trajectory.</p> <p>Challenges in this indicator include a consistently growing student population. That impacts class sizes and teacher effectiveness. Last year coaches had to teach 50% of the day, which decreased their ability to continue to coach at the highest level.</p> <p>Opportunities that exist to address these challenges in 2024-2025 school year includes an increased number of new hires who will be participating in the Teacher Leadership Pathway and the hiring of a new Dean. This action will increase the number of available coaches to support all classes.</p>	Limited Development 07/18/2024		

How it will look when fully met:

When our school fully implements instructional monitoring by the administrative team, it will be characterized by regularly scheduled learning walks, frequent instructional leadership team meetings, targeted practice sessions for instructional strategies, and consistent monitoring of school-wide instructional expectations. This comprehensive approach ensures that all teachers receive timely, clear, and constructive feedback. Here's what this will look like:

Learning Walks:

The administrative team conducts regular learning walks to observe classroom instruction and gather data on teaching practices.

Learning walks are structured and purposeful, focusing on specific instructional strategies and school-wide expectations.

Observations are followed by immediate, constructive feedback to teachers, highlighting strengths and areas for improvement.

Instructional Leadership Team Meetings:

The instructional leadership team meets regularly to discuss observation data, identify trends, and develop action plans to support teachers.

These meetings foster collaboration among administrators, instructional coaches, and lead teachers, ensuring a unified approach to instructional improvement.

Data from learning walks and other assessments are used to inform decision-making and tailor professional development initiatives.

Targeted Practice Sessions:

Teachers participate in targeted practice sessions that focus on refining instructional strategies and implementing best practices.

These sessions are informed by observation data and are designed to address specific areas of need identified during learning walks and team meetings.

Teachers receive hands-on training, peer support, and opportunities to practice and receive feedback in a supportive environment.

Monitoring School-Wide Instructional Expectations:

Angela Grant (2023)

06/06/2028

The administrative team ensures that school-wide instructional expectations are clearly communicated and consistently upheld.

Regular monitoring and data collection are used to assess adherence to these expectations and identify areas for intervention.

Feedback from monitoring activities is used to guide professional development and support, ensuring continuous improvement.

Constructive Feedback:

Feedback to teachers is timely, clear, and constructive, providing actionable insights to enhance instructional practices.

The feedback process is collaborative, with opportunities for teachers to reflect on their practice and set goals for improvement.

A culture of trust and professional growth is cultivated, where feedback is viewed as a tool for development rather than evaluation.

When this objective is fully met, our school will have a robust system of instructional monitoring that ensures all teachers receive the support and feedback they need to excel. This will result in a high-quality instructional environment where students benefit from effective teaching practices and a commitment to continuous improvement.

Actions		0 of 17 (0%)		
5/30/25	Instructional Leaders will guide teachers in peer grade-level observations, ensuring the focus on school-wide instructional expectations.		Stofira	12/19/2025
<i>Notes:</i>				
8/7/25	Provide PD on Feedback Culture to shift the culture around feedback for- using tools like reflection protocols, peer coaching, & growth-focused goal setting to build trust and openness to coaching.		Angela Grant (2023)	12/31/2025
<i>Notes:</i>				
8/7/25	The instructional leadership team will execute 15-minute walk-thrus weekly to identify specific coaching needs, tailor professional learning, and ensure alignment to school-wide instructional expectations. (Goals 1-4) (FAM-S 29) (Guardrail 1)		Angela Grant (2023)	12/31/2025
<i>Notes:</i>				

8/7/25	The principal and the instructional leadership team will meet twice per month to discuss observation data, identify trends, and develop action plans to support teachers. (Goals 1-4) (FAM-S 29) (Guardrail 1)		Angela Grant (2023)	12/31/2025
<i>Notes:</i>				
5/30/25	The Instructional Team will conduct monthly team walk-throughs of a specific grade level to monitor instructional practices and curriculum implementation to ensure consistency and fidelity to standards, and calibration of the team. (Goals 1-4) (FAM-S 29) (Guardrail 1)		Angela Grant (2023)	01/21/2026
<i>Notes:</i>				
5/30/25	The instructional leadership team will conduct weekly feedback meetings with teachers to highlight strengths and identify areas of improvement.		Angela Grant (2023)	01/31/2026
<i>Notes:</i>				
8/7/25	The Instructional Leadership Team will enter data into the Observation Feedback Tracker, noting teachers' strengths and action steps starting First Quarter.		Angela Grant (2023)	05/31/2026
<i>Notes:</i>				
8/7/25	EIT IV will develop model classroom and provide real-time demonstration and coaching allowing for more embedded PD		Tench	05/31/2026
<i>Notes:</i>				
8/7/25	Re-establish and protect a consistent schedule for classroom observations, feedback and data analysis meetings to ensure teacher receive regular support, regardless of staff fluctuations.		Angela Grant (2023)	05/31/2026
<i>Notes:</i>				
5/30/25	The Instructional Leadership Team will enter data into the Observation Feedback Tracker, noting teachers' strengths and action steps starting First Quarter.		Angela Grant (2023)	05/31/2026
<i>Notes:</i>				
8/7/25	Develop a contingency plan to address proactive staffing and coverage plan that outlines how the instructional team will prioritize support when faced with substitutes or teacher turnover, ensuring that instructional quality remains a focus.		Chandra Herring (2023)	06/01/2026
<i>Notes:</i>				
8/7/25	A Master Reading Teacher will support K-2 to continue the stabilization of instruction in core areas and create hubs of excellence for professional learning		Angel Robinson	06/01/2026
<i>Notes:</i>				

8/7/25	A Master Math Teacher will support K-2 to continue the stabilization of instruction in core areas and create hubs of excellence for professional learning		Orie	06/01/2026
<i>Notes:</i>				
7/18/24	The instructional leadership team will execute 15-minute walk-thrus weekly to identify specific coaching needs, tailor professional learning, and ensure alignment to school-wide instructional expectations. (Goals 1-4) (FAM-S 29) (Guardrail 1)		Angela Grant (2023)	06/01/2026
<i>Notes:</i> Link to EGA Coaching Trajectory: https://docs.google.com/document/d/1x0_-7A6EXnx_lkuX6_U7IBpaHcnX_ZzZVwyR93fdllM/view				
5/30/25	The principal and the instructional leadership team will meet twice per month to discuss observation data, identify trends, and develop action plans to support teachers. (Goals 1-4) (FAM-S 29) (Guardrail 1)		Angela Grant (2023)	06/01/2026
<i>Notes:</i>				
8/29/25	Admin will share with teachers the Targeted Observation Walk Through look-fors via weekly PD sessions and review of data.		Robin Tench (2023)	12/31/2026
<i>Notes:</i>				
8/29/25	Admin will develop a system to provide teachers with real time feedback		Angela Grant (2023)	12/31/2026
<i>Notes:</i>				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date

Initial Assessment:

When this objective is fully met, Esperanza Global Academy will implement a comprehensive system for staffing that includes clear and consistent procedures for recruiting, evaluating, rewarding, and replacing staff.

The school will:

- Recruit high-quality, mission-aligned educators through targeted outreach, early recruitment timelines, and partnerships with educator preparation programs.
- Use a clear evaluation system aligned to instructional expectations and standards of professional practice.
- Recognize and reward high-performing staff through leadership opportunities, public recognition, and access to professional learning.
- Replace staff when necessary through a transparent, data-informed process that ensures continuity of instruction and student learning.

The success of this system will be measured by:

- A 100% staff fill rate by the first day of school
- A staff retention rate of 80% or higher
- Positive trends in staff satisfaction survey data related to leadership, support, and growth opportunities

This system ensures that staffing decisions are proactive, strategic, and aligned with school improvement goals.

Limited Development
09/14/2023

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When this objective is fully met, Esperanza Global Academy will staff 100% of our positions and have a staff retention rate of 80% or higher. We will use the following information to determine this objective has reached full implementation:</p> <ul style="list-style-type: none"> • Results from staff satisfaction surveys • School staff retention data 			Chandra Herring (2023)	06/10/2029
Actions			2 of 9 (22%)		
9/14/23	Allocate \$10, 500 to provide Title I funded differentials to hire TLP staff to support effective instruction (Two EIT 2 and One EIT 1).		Complete 12/20/2024	Chandra Herring	12/20/2024
	<i>Notes:</i>				
12/9/24	In response to the quarter 1 review of student attendance, post and find an effective counselor and advocate for a full-time social worker for our school.		Complete 01/30/2025	Angela Grant	01/31/2025
	<i>Notes:</i> Currently, we are still working to secure a full-time Social Worker.				
8/7/25	Analyze, the 24-25 school-wide survey on workload to support retention efforts and capture teacher mindset.			Grzeca	10/31/2025
	<i>Notes:</i>				
8/7/25	Establish and empower a Social Committee that plans and implements regular staff recognition, appreciation events, and community-building activities aligned to staff interests and feedback. The committee will use data from staff satisfaction and workload surveys to tailor events that promote well-being, foster collegiality, and celebrate staff contributions.			Herring	12/31/2025
	<i>Notes:</i>				
8/7/25	Update and reproduce a professional, visually appealing recruitment brochure or flyer that highlights Esperanza Global Academy’s mission, core values, instructional focus, staff benefits, and opportunities for professional growth. The brochure will be displayed in the front office and available at recruitment events, such as job fairs and campus visits. It will reflect the school’s culture, commitment to excellence, and support for staff.			Chandra Herring (2023)	12/31/2025
	<i>Notes:</i>				

8/29/25	Reach out to pre-service programs to solicit volunteers and students to complete clinical hours.		Candice Stofira	06/10/2026
<i>Notes:</i>				
8/7/25	Establish grade-level leaders who foster a positive team culture, support in the onboarding of new team members, give input on candidate fit (when appropriate), and monitor and communicate workload/support needs.		Angela Grant (2023)	06/11/2026
<i>Notes:</i>				
8/7/25	Review and revise interview questions to ensure the interview captures candidate responses that align with the school's vision, mission, and values.		Angela Grant (2023)	06/11/2026
<i>Notes:</i>				
8/7/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Chandra Herring (2023)	12/31/2026
<i>Notes:</i>				
Implementation:		10/25/2024		
Evidence	10/25/2024			
Experience	10/25/2024			
Sustainability	10/25/2024			

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As a new school, Esperanza Global Academy is developing our systems to monitor student progress at the classroom, grade level, and school level. Currently, we have developed our data tracking systems, and we are in the process of tweaking our systems to meet the needs of our students.	Limited Development 09/13/2023		
<i>How it will look when fully met:</i>		<p>When this objective is being fully met, the Instructional Leadership Team will effectively monitor student achievement and support teachers with making strategic moves to impact student outcomes. We will use the following information to determine that this objective has been fully implemented:</p> <ul style="list-style-type: none"> • Student data reports from (school based and district assessments) • Professional development implementation • Observation and Feedback tracker 		Angela Grant (2023)	06/11/2029
Actions			3 of 8 (38%)		
9/14/23	Schedule regular cadence of meetings to examine student performance data.	Complete 08/31/2023	Angela Grant	08/31/2023	
<i>Notes:</i>					
9/14/23	Schedule regular cadence of meetings to review observation and feedback tracker data and determine professional learning needs of staff.	Complete 09/30/2023	Angela Grant	09/30/2023	
<i>Notes:</i>					
9/14/23	Review student achievement data, observation and feedback data, and professional development implementation to determine the effectiveness of our efforts and determine next steps.	Complete 01/30/2024	Angela Grant	01/31/2024	
<i>Notes:</i>					

9/20/25	The district iReady specialist will provide targeted professional development to teachers on the effective use of iReady data to inform instruction. Sessions will include training on interpreting diagnostic and growth monitoring reports, grouping students for differentiated instruction, and integrating iReady resources into daily lesson plans. Follow-up coaching and support will be provided to ensure implementation and monitor the impact on student achievement.		Angela Grant (2023)	06/11/2026
<i>Notes:</i>				
9/20/25	Administrators and instructional coaches will conduct regular walkthroughs using a standardized observation tool. Data will be aggregated monthly to identify instructional strengths and areas for growth across grade levels.		Angela Grant (2023)	06/11/2026
<i>Notes:</i>				
9/20/25	PLC teams will analyze student performance data during weekly meetings, identify instructional adjustments, and document action steps in PLC notes. Observation data trends will also be shared with PLCs to inform practice.		Angela Grant (2023)	06/11/2026
<i>Notes:</i>				
9/20/25	Instructional Leaders will use the Weekly Data Meeting Protocol to analyze data.		Robin Tench (2023)	06/11/2026
<i>Notes:</i>				
9/20/25	The school leadership team will establish a data review calendar that includes quarterly reviews of schoolwide performance data (state assessments, benchmarks, common assessments) and aggregated classroom observation trends.		Chandra Herring (2023)	06/11/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation				
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs				
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Esperanza Global Academy is committed to delivering high-quality, evidence-based instruction through our tiered instructional system. This approach allows us to meet the diverse needs of all students by providing differentiated support at every tier. The success we experienced related to this indicator is based on implementing a restructuring of PLC to address academic achievement.	Limited Development 07/18/2024		

The challenges that we are facing in meeting our 2024-2025 SIP goal targets aligned to the indicator is the general classroom teacher's depth of knowledge in phonics instruction specifically for transient ML students.

Opportunities that exist to address these challenges are that we have retained 90% of our current K-2 teachers and implemented a book study using "The Knowledge Gap" to address teacher depth of knowledge. We can build upon our MTSS success using data from the FAM-S which indicates a need for a focus on bringing the staff together to minimize the varying levels of understanding and experience with MTSS. When our school fully implements an effective tiered instructional system, our teachers will systematically deliver evidence-based instruction tailored to meet the diverse needs of every student, categorized into different tiers based on their level of academic progress and intervention requirements. By implementing a tiered instructional system effectively, our school can better support all students in achieving academic success and closing achievement gaps, fostering a learning environment that is inclusive, responsive, and equitable for every learner.

Key features of full implementation include:

Data-Driven Decision Making: Regular assessment and data collection drive instructional decisions, ensuring interventions are responsive to students' progress and needs.

Collaborative Team Approach: Educators collaborate within Professional Learning Communities (PLCs) to plan, implement, and monitor the effectiveness of interventions.

Continuous Monitoring and Adjustment: Progress monitoring is ongoing to evaluate the impact of interventions and make adjustments as needed to optimize student learning outcomes

<p>How it will look when fully met:</p>	<p>When our school fully implements an effective tiered instructional system, our teachers will systematically deliver evidence-based instruction tailored to meet the diverse needs of every student, categorized into different tiers based on their level of academic progress and intervention requirements. By implementing a tiered instructional system effectively, our school can better support all students in achieving academic success and closing achievement gaps, fostering a learning environment that is inclusive, responsive, and equitable for every learner.</p> <p>Key features of full implementation include:</p> <p>Data-Driven Decision Making: Regular assessment and data collection drive instructional decisions, ensuring interventions are responsive to students' progress and needs.</p> <p>Collaborative Team Approach: Educators collaborate within Professional Learning Communities (PLCs) to plan, implement, and monitor the effectiveness of interventions.</p> <p>Continuous Monitoring and Adjustment: Progress monitoring is ongoing to evaluate the impact of interventions and make adjustments as needed to optimize student learning outcomes.</p>		<p>Chandra Herring (2023)</p>	<p>05/31/2029</p>
<p>Actions</p>		<p>6 of 18 (33%)</p>		
<p>7/18/24</p>	<p>The MTSS leadership team will meet monthly to evaluate and monitor core instruction, as well as interventions to ensure the Standard Treatment Protocol and Data-driven decisions meet the needs of all students equitably. (Goals 1-4) (FAM-S 29) (Guardrail 1)</p>	<p>Complete 12/01/2024</p>	<p>Chandra Herring</p>	<p>12/01/2024</p>
<p><i>Notes:</i></p>				
<p>7/18/24</p>	<p>The administration implements strategic scheduling and staffing that supports a tiered instructional system. (Goals 1-4) (FAM-S 29) (Guardrail 1)</p>	<p>Complete 11/14/2024</p>	<p>Chandra Herring</p>	<p>12/12/2024</p>
<p><i>Notes:</i></p>				
<p>2/3/25</p>	<p>Esperanza Global Academy (EGA) will use \$11,000 in Title I funding to implement a Before-School Tutoring Program for students in grades 1 through 5 to provide targeted academic support in reading, math, and science to help students meet and exceed grade-level expectations.</p>	<p>Complete 03/05/2025</p>	<p>Angela Grant</p>	<p>05/15/2025</p>

<i>Notes:</i>				
7/18/24	The MTSS Leadership will provide one professional development per semester on the functions of MTSS and ensure teachers know how to use Branching Minds and all progress monitoring assessments. (Goals 1-4) (FAM-S 29) (Guardrail 1)	Complete 04/30/2025	Chandra Herring	05/30/2025
<i>Notes:</i>				
7/18/24	The MTSS Leadership will continue to ensure a clear teaming structure is set with assigned roles, responsibilities, cross-team communication norms, and a weekly meeting schedule and agendas for staff to discuss grade level, and teacher specific intervention and progress monitoring data for tiered interventions to meet the needs of all students. (Goals 1-4) (FAM-S 29) (Guardrail 1)	Complete 04/30/2025	Chandra Herring	05/30/2025
<i>Notes:</i>				
7/18/24	The MTSS Leadership will develop and monitor monthly, school-wide, and classroom specific data collection spreadsheets to support teachers with data-driven decision making, focused on continuous improvement, identifying and addressing learning gaps, and ensuring all instruction is responsive to students' progress and needs. (Goals 1-4) (FAM-S 29) (Guardrail 1)	Complete 04/30/2025	Chandra Herring	05/30/2025
<i>Notes:</i>				
9/2/25	Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.		Chandra Herring	11/01/2025
<i>Notes:</i>				
8/7/25	Leadership team will collaborate with teachers to create a shared vision statement for iReady and establish clear priorities for i-Ready Implementation, including usage goals, and data review		Angela Grant (2023)	11/01/2025
<i>Notes:</i>				
8/7/25	Establish clear priorities for i-Ready implementation, including usage goals, data review cycle		Angela Grant (2023)	11/01/2025
<i>Notes:</i>				
8/7/25	Teachers will input data in Branching Minds to document student progress at Tier 2 and Tier 3		Orie, Robinson, Stofira, Tench	12/31/2025
<i>Notes:</i>				
5/30/25	Grade-level teams will have bi-monthly meetings to follow up with the Instructional Leader on student progress after Tiered Placements.		Chandra Herring (2023)	06/01/2026
<i>Notes:</i> Team wants to ensure the agenda are clear.				

5/30/25	Esperanza Global Academy will provide continuous Professional Development on MTSS Systems and platforms to ensure increased capacity.		Chandra Herring (2023)	06/01/2026
<i>Notes:</i>				
5/30/25	Establish a streamlined, schoolwide process for transitioning students between MTSS tiers and making referrals to the EC program.		Robin Tench (2023)	06/01/2026
<i>Notes:</i>				
5/30/25	Provide targeted professional development on distinguishing language acquisition from learning difficulties in multilingual learners (MLs).		Esquivel, McKeithan, Scott, Smith	06/01/2026
<i>Notes:</i>				
5/30/25	Develop and distribute a parent-friendly MTSS guide and establish consistent family communication protocols.		Chandra Herring (2023)	06/01/2026
<i>Notes:</i> Dr. Moody has information that she can share.				
8/7/25	ILT will set a bi-weekly meeting cadence to discuss Benchmark data, and Tier 1, 2, 3 student progress		Angela Grant (2023)	06/11/2026
<i>Notes:</i>				
8/7/25	Leadership review iReady Data During Instructional leadership Team Meetings		Angela Grant (2023)	06/11/2026
<i>Notes:</i> Leadership needs to determine next steps after reviewing the data.				
8/7/25	The administration implements strategic scheduling that is embedded in the Master Schedule for K-4th (Goals 1-4) (FAM-S 29) (Guardrail 1)		Chandra Herring (2023)	10/01/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>In the third year of operation, Esperanza Global Academy will implement effective classroom management by:</p> <ul style="list-style-type: none"> Ensuring all teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. Continue school-wide behavior practices that span all grade levels and classrooms. Establishing monitoring and accountability systems to ensure effective implementation of school-wide behavior expectations . 	Limited Development 09/13/2023		
How it will look when fully met:		<p>When this objective is being fully met, the number of student disciplinary referrals, students needing Tier 2 or Tier 3 behavior supports will be less than 20% of the total student population. We will use the following data to determine that the objective has reached full implementation:</p> <ul style="list-style-type: none"> Student Support Team Meeting Notes Classroom Management Walk-thru notes # of student disciplinary referrals (reviewed weekly and monthly) Number of students receiving Tiered Behavior Supports and Interventions 		Angela Grant (2023)	06/11/2029
Actions			5 of 9 (56%)		
	9/13/23	Establish school-wide behavioral expectations (school-wide behavior matrix, school-wide behavioral expectations).	Complete 09/30/2023	Angela Grant	09/30/2023
<i>Notes:</i>					
	9/13/23	Provide school-wide visuals to support students with understanding and implementing the desired behaviors in the classroom and school-wide.	Complete 10/01/2023	Angela Grant	10/01/2023
<i>Notes:</i>					
	9/13/23	Conduct regular classroom management walk-thru's to ensure all teacher employ effective classroom management techniques.	Complete 10/01/2023	Chandra Herring	10/01/2023
<i>Notes:</i>					

	9/13/23	Provide targeted professional learning and coaching for teachers in need of support with employing effective classroom management techniques.	Complete 10/20/2023	Chandra Herring	10/30/2023
	<i>Notes:</i>				
	9/14/23	Review classroom management data (# of referrals, school based consequences) to determine the effectiveness of our efforts and determine next steps.	Complete 01/31/2024	Faith Colvin	01/31/2024
	<i>Notes:</i>				
	9/30/25	Use \$2,880.80 with Title I funds to purchase 5 classroom carpets to support effective classroom management during whole group instruction.		Kasheena Connor	10/31/2025
	<i>Notes:</i>				
	9/20/25	Leadership will provide updated professional development on school-wide behavioral expectations (school-wide behavior matrix, school-wide behavioral expectations).		Chandra Herring (2023)	12/19/2025
	<i>Notes:</i>				
	9/20/25	The leadership team will continue to conduct regular classroom management walkthroughs, using collected data to provide feedback, coaching, and professional development to ensure effective practices are implemented schoolwide.		Chandra Herring (2023)	06/11/2026
	<i>Notes:</i>				
	9/20/25	The Beginning Teacher Program will provide professional development to support new teachers with Behavior Management Strategies		Candice Stofira (2024)	06/11/2026
	<i>Notes:</i>				
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To
	<i>Initial Assessment:</i>			Limited Development 07/18/2024	
	As a new school, Esperanza Global Academy is in the process of implementing a our professional development plan to support expected core instructional practices across all classrooms and subject areas.				
	To address indicator A2.04 in accordance with CMS Goal 1and Guardrail 1 & 4 our End of Grade goal for Black and Hispanic 3rd-grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 4.4% in SY2022-2023 to 15% in SY2023-24. Our performance in SY23-24 was 12.2% of Black and Hispanic 3rd grade students scored at the College and Career Ready (CCR) level on the ELA EOG>				

Our DIBELS goal was to increase the percentage of K-2nd grade students performing at/above in reading on the DIBELS assessment from 32% in SY2022-2023 to 55% in SY2023-24. Our SY 23-24 result was 46.8% of our K-2 grade students performed at/above reading on the DIBELS assessment.

Our ML goal was to increase the percentage of ML students who meet their ML Progress goal from 30% to 50%. We exceeded this goal with 58% of our ML students meeting their ML Progress Goal.

The success we experienced related to this indicator is based on reviewing and revising our PLC agenda for tighter alignment with learning from Relay Training. This revision focused PLC conversations around the area of most productive struggle in the lesson and increased the teacher's ability to internalize lessons. During planning time teachers created six-week data-driven action analysis templates. Students were grouped based on need, and teachers were assigned to deliver the curriculum where they were. This effort included the TD, EC, and ML teachers delivering services. As a result, the structure of PLC became more consistent offering leadership an opportunity to gauge and monitor the process of student achievement with a finer lens. The challenges we are facing in meeting our 2024-2025 SIP goal targets aligned to the indicator are onboarding new members of the EGA instructional team to this process for instructional planning and PLC meetings. As we open SY24-25, All instructional leaders will receive training on our Instructional Planning and PLC processes prior to the start of the school year. Instructional leaders will receive coaching cycles on their PLC leadership. Administration and instructional leaders will conduct EGA PLC training for all staff before the 2024-2025 school year starts.

How it will look when fully met:

When our school fully implements standards-aligned instruction, it will be characterized by cohesive and collaborative Professional Learning Communities (PLCs), comprehensive and ongoing professional development, and diligent monitoring of school-wide instructional expectations and curriculum implementation. Here's what this will look like:

Professional Learning Communities (PLCs): Teachers collaborate regularly in PLCs, sharing best practices, analyzing student data, and planning instruction that aligns with standards.

Angela Grant (2023)

05/30/2029

PLCs focus on continuous improvement, identifying and addressing gaps in student learning, and ensuring instructional strategies are effective and equitable.

Professional Development: Ongoing professional development opportunities are provided, focusing on standards-aligned instruction, differentiated instruction, and innovative teaching practices.

Teachers receive training on the latest educational research, instructional techniques, and the use of technology to enhance learning.

Professional development is tailored to meet the needs of teachers at different stages of their careers and with varying levels of experience.

Monitoring and Support:

Regular monitoring of instructional practices and curriculum implementation ensures consistency and fidelity to standards.

Administrators and instructional coaches provide feedback and support to teachers, helping them refine their practices and address challenges.

Data-driven decision-making is emphasized, with student performance data guiding instructional adjustments and interventions.

Student-Centered Instruction:

All students have access to high-quality, standards-aligned instruction that is appropriately rigorous for their grade level.

Instruction is differentiated to meet the diverse needs of students, ensuring that each student is challenged and supported.

A variety of assessment methods are used to measure student progress and inform instruction, including formative, summative, and performance-based assessments.

Culture of Excellence:

A school-wide culture of high expectations and academic excellence is established, with all stakeholders committed to student success.

Teachers, students, and parents are engaged in the educational

process, fostering a collaborative and supportive community.

Successes are celebrated, and a growth mindset is promoted, encouraging continuous learning and improvement for both students and staff.

When this objective is fully met, our school will be a place where every student receives effective instruction tailored to their needs and aligned with rigorous standards, resulting in improved academic outcomes and overall student success.

Actions

17 of 33 (52%)

9/16/24

Esperanza will use Title I funds to purchase additional art materials for schoolwide instruction in art. (Goal 1-4) (FAM-S 29) (Guardrail 1)

Complete 09/27/2024

Angela Grant

09/30/2024

Notes:

10/24/24

Esperanza Global Academy will use \$128.25 in State and Local Funds to purchase a subscription to Libib.com to manage inventory and check-in/check-out of Professional Development books and materials to increase teacher pedagogy and content knowledge reflected in Teacher Evaluation Ratings in standards three and four. (Goal 1-4) (FAM-S 29) (Guardrail 1)

Complete 10/24/2024

Angela Grant

10/24/2024

Notes:

12/9/24

In response to CMS MVPA#1 Reading and Math performance data, trade two teacher ADM positions for guest teachers to decrease class size in 4th and 5th grade.

Complete 12/02/2024

Angela Grant

12/01/2024

Notes:

7/18/24

The administrative team will develop, execute, and monitor school-wide weekly PLC meeting protocol focused on continuous improvement, identifying and addressing learning gaps, ensuring effective instruction, alignment to grade level standards and school-wide instructional expectations. (Goals 1-4) (FAM-S 29) (Guardrail 1 & 4)

Complete 12/02/2024

Angela Grant

12/01/2024

Notes:

12/9/24

In response to CMS MVPA#1 Reading performance data, reassess students in 2nd-5th grade to determine decoding needs and target instruction for students in each microphase by reorganizing small groups and assigning the Reading teacher to deliver OG.

Complete 12/05/2024

Angela Grant

12/05/2024

Notes: Note this had to change effective 12/19/2024 because a Kindergarten teacher retired, and we did not have a viable candidate to hire.

12/9/24	In response to CMS MVPA#1 Math performance data, partner with math teachers and math MCL to track daily exit tickers and plan leveled math questions aligned to DOK to increase access to grade level content for all levels of learners.	Complete 12/05/2024	Robin Tench	12/05/2024
<i>Notes:</i>				
12/19/24	Esperanza Global Academy will use \$16,414.75 in Title I Funds to purchase decodable and leveled text to support student reading comprehension. (Goal 1-4) (FAM-S 29) (Guardrail 1)	Complete 01/15/2025	Angela Grant	01/15/2025
<i>Notes:</i>				
1/13/25	Esperanza Global Academy will use \$2,165 in Title I Funds to purchase Califone 3068AV Switchable Stereo/Mono over ear headphones to support student use of learning applications and state and local testing. (Goal 1-4) (FAM-S 29) (Guardrail 1)	Complete 01/30/2025	Angela Grant	01/31/2025
<i>Notes:</i>				
2/27/25	Esperanza Global Academy will use \$1,610.40 in Title I Funds to purchase iReady Test preparation materials to support 3rd-5th grade student mastery of the NCSCOS for math and reading during our Extended Day program. (Goal 2-3) (FAM-S 29) (Guardrail 1)	Complete 03/17/2025	Angela Grant	03/05/2025
<i>Notes:</i>				
3/31/25	The school will use Title 1 Funds to copy paper from AIJ Warehouse for \$1,132.07 for teacher's instructional use. (Goal 1-4, FAM-S 29 , Guardrail 1)	Complete 03/28/2025	Angela Grant (2023)	04/01/2025
<i>Notes:</i> Money was spent to purchase copy paper.				
3/28/25	Esperanza Global Academy (EGA) will use \$6467.30 in Title I funding to purchase soft frame base 10 blocks, fraction bars, geometric shapes, plastic money and coins, dry erase pocket sleeves, and linking manipulative cube sets from School Specialty to support student conceptual knowledge in math for grades K-5th.	Complete 03/28/2025	Angela Grant (2023)	04/30/2025
<i>Notes:</i>				
8/8/24	Esperanza Global Academy will use \$1000 in Title 1 Funds to purchase Professional Development books and materials to increase teacher pedagogy and content knowledge reflected in Teacher Evaluation Ratings in standards three and four. (Goal 1-4) (FAM-S 29) (Guardrail 1)	Complete 05/25/2025	Angela Grant	05/25/2025
<i>Notes:</i>				

7/18/24	The instructional leadership team will provide monthly professional development opportunities for teachers and coaches so they are prepared to effectively implement the curriculum and school-wide instructional expectations (Jazzy 6). (Goals 1-4) (FAM-S 29) (Guardrail 1)	Complete 05/30/2025	Angela Grant	05/30/2025
<i>Notes:</i>				
7/18/24	The administrative and instructional leadership team will execute calibrated walk-thru's weekly to identify coaching needs, tailor professional learning needs, and ensure alignment to school-wide instructional expectations. (Goals 1-4) (FAM-S 29) (Guardrail 1)	Complete 05/30/2025	Angela Grant	05/30/2025
<i>Notes:</i>				
7/18/24	The administrative team will conduct a weekly walk-through of a specific grade level to monitor instructional practices and curriculum implementation to ensure consistency and fidelity to standards. (Goals 1-4) (FAM-S 29) (Guardrail 1)	Complete 05/30/2025	Angela Grant	05/30/2025
<i>Notes:</i>				
5/30/25	Esperanza Global Academy (EGA) will use 14,071.10 in Title I funding to merge existing district existing lesson plans (EL Education, Illustrative Mathematics, and CMS Science) with scaffolds and amplifications (PACE Toolkit) in preparation for SY25-26. Embedding teacher professional learning within the required curriculum enhances the relevance, effectiveness, and sustainability of development programs, resulting in improved teaching practices and student outcomes. By aligning professional development with the curriculum, teachers can receive targeted, practical support that is directly applicable to their daily work, fostering continuous improvement in their teaching and increasing overall educational effectiveness.	Complete 08/01/2025	Angela Grant (2023)	08/31/2025
<i>Notes:</i>				
8/29/25	Esperanza Global Academy will use \$2,633.02 in Title I Funds to purchase additional materials school-wide instruction in art. (Goal 1-4) (FAM-S 29) (Guardrail 1)	Complete 09/02/2025	Angela Grant (2023)	09/30/2025
<i>Notes:</i>				
10/2/25	Implement duty-free morning and Jag Time from 8:45 AM to 9:45 AM to increase opportunities for iReady practice and small group instruction to support student growth in reading and math. (CMS Goal 1)		Angela Grant (2023)	10/06/2025
<i>Notes:</i>				

8/7/25	Classroom teachers will meet with district i-Ready Specialists to review data, and strategically plan for iReady usage		Tench	10/31/2025
<i>Notes:</i>				
5/30/25	Instructional Leaders will conduct weekly coaching meetings with their assigned coachee to define areas of strength and areas of growth for each teacher.		Angela Grant (2023)	12/19/2025
<i>Notes:</i>				
5/30/25	The Instructional Leadership Team will meet on a bi-monthly basis to analyze teacher strengths and identify areas for professional growth, using observation data and student performance trends to guide the discussion.		Chandra Herring (2023)	12/19/2025
<i>Notes:</i> These meetings will use the Observation Feedback Tracker to ensure there is a running record for each teacher.				
8/7/25	Classroom teachers will implement iReady as part of their instructional rotations		Robin Tench (2023)	12/31/2025
<i>Notes:</i>				
8/7/25	Schedule Benchmark Data meetings to analyze data and make adjustments to instructional plan		Chandra Herring (2023)	12/31/2025
<i>Notes:</i>				
8/7/25	The Instructional Leadership Team will meet on a bi-monthly basis to analyze teacher strengths and identify areas for professional growth, using observation data and student performance trends to guide the discussion.		Angela Grant (2023)	12/31/2025
<i>Notes:</i>				
5/6/25	Indicator A2.04: Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Chandra Herring (2023)	05/31/2026
<i>Notes:</i>				
5/30/25	Esperanza Global Academy will host one Fall and one Spring Professional Development Day where teachers can pick from a variety of PD's to meet their individual needs and skill sets.		Angela Grant (2023)	06/01/2026
<i>Notes:</i>				

5/30/25	Formalize the proactive inclusion of EC teachers in grade-level planning structures to ensure all instructional units are accessible, standards-aligned, and responsive to students' IEP goals. EC teachers will attend weekly PLCs and co-plan with general education teachers to align instruction, differentiation, and accommodations.		Chandra Herring (2023)	06/01/2026
<i>Notes:</i>				
5/30/25	Develop a planning framework that incorporates input from special area teachers to support cross-curricular integration.		Allison Hodge	06/01/2026
<i>Notes:</i>				
8/7/25	Develop a planning framework that incorporates input from special area teachers to support cross-curricular integration.		Hodge	06/11/2026
<i>Notes:</i>				
8/7/25	Provide professional developments on instructing students with disabilities for classroom teachers		Angela Grant (2023)	06/11/2026
<i>Notes:</i>				
8/7/25	Instructional Leaders will conduct weekly coaching meetings with their assigned coachee to define areas of strength and areas of growth for each teacher.		Angela Grant (2023)	06/11/2026
<i>Notes:</i> The recurrence of this action step will be determined by the needs of the teacher.				
8/29/25	District Specialist will provide PD on navigating iReady platform		Angela Grant (2023)	06/11/2026
<i>Notes:</i>				
8/29/25	ML teachers will provide PD imbedded in PLC on using the Pace Toolkit.		Chandra Herring	06/11/2026
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:

When fully met students feel a sense of belonging, through various means.

EGA will provide an integrated approach for SEL given students multiple opportunities to build a sense of belongings. The alignment of SEL with the Ron Clark House System, morning meetings, and enrichment clubs demonstrates a holistic and multi-tiered system of support that makes SEL a schoolwide priority.

Teachers will implement their learning from Professional development, such as Ron Clark Academy Trainings, and EGA House Cons, which will include Teachers, Teacher Assistants, and additional Support Staff. They will integrate SEL into the daily lives of the students both during dedicated SEL Time and throughout the content instruction (e.g., reflection in ELA, perseverance in math, collaboration in science) Teachers will consistently recognize and respond to emotional needs as they are the cornerstone of sustainable SEL program. Teachers and counselors will have regular MTSS-B meeting to discuss student needs, strategic supports, and progress monitoring.

Student-Centered Supports

Teachers and Students Support Team work collaboratively to provide students with differentiated emotional care based on varying needs. Teachers will use observation checklists, and behavior data tracker to measure student growth in the students SEL competencies and identify needs.

Embedded SEL Opportunities

Morning meetings and the Ron Clark system are leveraged not only for connection but also to explicitly teach SEL competencies such as self-regulation, empathy, and collaboration — moving beyond implicit teaching. The House system will build school community while providing a framework for belonging and accountability to enhance relational trust and connectedness.

Limited Development
07/18/2024

How it will look when fully met:

A full implementation of social-emotional learning (SEL) support in our school, integrated with the Ron Clark House system, weekly enrichment clubs, and regular morning meetings to ensure a comprehensive approach to nurturing students' emotional well-being and academic success. In this fully realized vision, all teachers are trained and equipped to be attentive to students' emotional needs, guiding them in recognizing and managing their emotions effectively. Teachers collaborate closely with counselors and support staff to arrange targeted interventions for students requiring additional emotional support, ensuring that every student receives personalized care and assistance. The full implementation of SEL support at EGA, complemented by the Ron Clark House system, enrichment clubs, and regular morning meetings, will create a school environment where social and emotional learning are integral to every aspect of student life, fostering a culture of empathy, resilience, and academic excellence.

The Ron Clark House system fosters a sense of belonging and community, where students are grouped into supportive teams led by teachers who actively promote SEL skills such as empathy, communication, and collaboration. These teams not only build camaraderie but also serve as a platform for discussing and addressing emotional concerns in a safe environment.

Weekly enrichment clubs offer opportunities for students to explore their interests and talents, promoting personal growth and self-discovery. Teachers facilitate these clubs with a focus on developing students' social and emotional competencies through engaging activities and projects.

Regular morning meetings set a positive tone for the day by providing a structured time for teachers to check in with students' emotional states. These meetings include discussions on managing emotions, problem-solving, and fostering resilience, ensuring that students feel supported and understood.

**Candice Stofira
(2024)**

05/30/2029

Actions		7 of 24 (29%)		
9/25/24	Esperanza Global Academy will use \$2,400 in Title 1 Funds to purchase the Ron Clark Academy House Points app to track student house points. Esperanza Global Academy will see an increase in positive responses for student sense of belonging in student surveys. (Goal 5, FAM-S 30 and 31, Guardrail 2)	Complete 09/30/2024	Angela Grant	09/30/2024
<i>Notes:</i>				
7/18/24	Classroom teachers will implement morning meetings three days per week in homeroom settings to support social-emotional development of students. Goal 5, FAM-S 30 and 31, Guardrail 2 & 3)	Complete 11/22/2024	Candice Stofira	12/01/2024
<i>Notes:</i>				
7/18/24	All EGA staff will lead Student Enrichment Clubs once weekly at the beginning of the day to allow students to promote personal growth and self-discovery. (Goal 5, FAM-S 31) (Guardrail 2)	Complete 05/30/2025	Candice Stofira	05/30/2025
<i>Notes:</i>				
7/18/24	The administrative team will schedule and monitor weekly social emotional activities that encourage students to attend school on a regular, consistent basis. (Goal 5, FAM-S 31) (Guardrail 2 & 3) Attendance Plan Link: https://docs.google.com/document/d/1FiOXOdTwvjVkpE5YDQoE0lyRwRz8G_dMdUg14cwXN8/view	Complete 05/30/2025	Candice Stofira	05/30/2025
<i>Notes:</i>				
7/18/24	The EGA House Council will monitor and report on use of the Ron Clark House App monthly during Staff House Meetings to communicate staff and student engagement with our House system. (Goal 5, FAM-S 30 and 31) (Guardrail 2)	Complete 05/30/2025	Candice Stofira	05/30/2025
<i>Notes:</i>				
7/18/24	The EGA House Council will schedule weekly, monthly, and quarterly events and meet ups to ensure consistent touch points for students to build camaraderie and serve as a platform for discussing and addressing emotional concerns in a safe environment. (Goal 5, FAM-S 30 and 31) (Guardrail 2)	Complete 05/30/2025	Candice Stofira	05/30/2025
<i>Notes:</i>				

7/18/24	Esperanza Global Academy will use \$9,000 in Title 1 Funds to send select staff members to attend the Ron Clark Academy House Mania Event annually to ensure our staff can create a sense of belonging for our students and their families. Esperanza Global Academy will see an increase in positive responses for student sense of belonging in student surveys. (Goal 5, FAM-S 30 and 31, Guardrail 2)	Complete 03/05/2025	Candice Stofira	05/30/2025
<i>Notes:</i>				
9/19/25	The school will award the AIG teacher a \$625 stipend to increase opportunities for student engagement with the Math Olympiad and the National Honor Society.		Robin Tench (2023)	10/03/2025
<i>Notes:</i>				
8/7/25	EGA will host House Cons multiple times a year to ensure Teachers have the training to support students through the Ron Clark Academy System		Wimbush	06/11/2026
<i>Notes:</i>				
8/7/25	Implementation of MTSS B where teachers and counselor collaborate to provide behavioral and emotional support to students at Tier 1, 2, & 3		Pauley, Moody	06/11/2026
<i>Notes:</i>				
8/7/25	Staff training for collecting student behavioral data particular for students who present autistic behaviors but have not been identified. for specific services		Pauley & Moody	06/11/2026
<i>Notes:</i>				
8/7/25	Staff training on trauma-informed practices, emotional regulation strategies, and autism-specific supports to build teacher capacity.		Pauley & Moody	06/11/2026
<i>Notes:</i>				
8/7/25	Use Jaguar Journal as a means to report and celebrate students in SEL.		Stofira	06/11/2026
<i>Notes:</i>				
8/7/25	Quarterly, EGA will host Student Spotlights to report students with the most RCA points and students who embody school and House Values		Wimbush, Hodge, Halley, Grzeca, Scott	06/11/2026
<i>Notes:</i>				
8/7/25	Student Support Team will set a cadence of bi-weekly meetings to review attendance data		Ramirez	06/11/2026
<i>Notes:</i>				
8/7/25	Student Support Team will set a cadence of bi-weekly meetings to review discipline referral and student behavior.		Angela Grant (2023)	06/11/2026
<i>Notes:</i>				

8/7/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Pauley and Moody	06/11/2026
<i>Notes:</i>				
8/7/25	Implement a yearlong professional development calendar with monthly themes embedded in MTSS B Meetings (e.g., emotional regulation, executive functioning, sensory needs, trauma responses).		Pauley and Moody	06/11/2026
<i>Notes:</i>				
8/7/25	Implement structured mini-lessons on good sportsmanship prior to each House Meeting to proactively address emotional regulation, empathy, and respectful peer interactions, promoting a positive school culture.		Wimbush, Grzeca, Halley, Hodge, Scott	06/11/2026
<i>Notes:</i>				
8/7/25	Create a pacing guide with linked lessons for morning meeting and House Meetings.		Stofira	06/11/2026
<i>Notes:</i>				
8/7/25	Launch a “House Buddies” program where older students are paired with K–1 peers for monthly Check-in or reading sessions.		Wimbush, Greca, Halley, Hodge, Scott	06/11/2026
<i>Notes:</i>				
8/7/25	Implement a monthly school-wide SEL focus (e.g., empathy, self-regulation, perseverance) communicated consistently across all school settings—including staff meetings, specials, cafeteria, hallway signage, and ParentSquare—to build a shared language and reinforce SEL skill development throughout the school community.		Pauley & Moody	06/11/2026
<i>Notes:</i>				
8/7/25	Grade-level teams will have bi-monthly meetings to follow up with the Student Support Leader on student progress after Tiered Placements.		Pauley & Moody	06/11/2026
<i>Notes:</i>				
8/29/25	Student Support Team will develop a referral system for inward behaviors.		Sydney Pauley	06/11/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
			<p><i>Initial Assessment:</i></p> <p>When this objective is fully met, Esperanza Global Academy will have a dynamic and inclusive home-school communication system that empowers all families to actively support their children’s learning. Communication will be characterized by regular parent learning events, consistent and accessible messaging, a proactive Parent Advocate, an active parent organization, and a supportive parent engagement committee. This approach ensures that all families understand school expectations and are equipped with strategies to reinforce learning at home.</p> <p>Key Components of Full Implementation:</p> <p>Regular Parent Learning Events:</p> <p>Parents participate in frequent, well-publicized workshops focused on curriculum understanding, effective study habits, and at-home learning strategies. Events are differentiated to meet language, cultural, and scheduling needs. Families leave equipped with tools to support literacy, numeracy, and executive functioning at home.</p> <p>Consistent, Two-Way Communication:</p> <p>Families receive timely, relevant updates through newsletters, social media, ParentSquare, and other accessible platforms. Communication includes concrete tips for learning at home. Two-way dialogue is promoted through surveys, open forums, and consistent feedback opportunities.</p> <p>Effective Use of Parent Advocate:</p> <p>The Parent Advocate serves as a bridge between school and home, proactively engaging families through one-on-one support, targeted outreach, and workshops. The Advocate ensures parents understand school systems and can effectively advocate for their children.</p> <p>Strong Parent Organization:</p> <p>A vibrant parent organization engages families in school decision-making and community-building events. Regular meetings, volunteer opportunities, and leadership roles foster a culture of shared</p>	<p>Limited Development 07/18/2024</p>		

responsibility and collaboration.

Supportive Parent Engagement Committee:

A diverse engagement committee develops initiatives that reduce barriers to parent involvement. The committee ensures culturally responsive outreach and inclusive planning for all families.

Success will be measured by:

- 80%+ parent attendance at least one learning event per semester
- Year-over-year increases in parent satisfaction and engagement survey data
- Representation of all demographic groups in parent leadership and committee roles

Through this comprehensive approach, Esperanza Global Academy ensures that every family is well-informed, actively engaged, and empowered to be a partner in their child's academic success — strengthening our school community and improving student outcomes.

How it will look when fully met:

When our school fully implements effective home-school communication, it will be characterized by regular parent learning events, consistent communication of information, effective use of our Parent Advocate, a strong parent organization, and a supportive parent engagement committee. This approach ensures that all parents receive regular information about how they can best support their students' learning at home. Here's what this will look like:

Regular Parent Learning Events:

The school hosts frequent learning events for parents, focusing on topics such as curriculum, study skills, and strategies for supporting student learning at home.

These events are well-publicized, accessible, and designed to meet the diverse needs of our parent community.

Parents leave these events equipped with practical tools and knowledge to aid their children's academic success.

Consistent Communication:

The school communicates regularly with parents through various

Sherri Garner (2023)

06/06/2029

channels, including newsletters, emails, social media, and ParentSquare..

Information is timely, relevant, and clear, covering important updates, events, and resources for supporting student learning.

Two-way communication is encouraged, with opportunities for parents to ask questions, provide feedback, and engage in dialogue with school staff.

Effective Use of Parent Advocate:

Our Parent Advocate plays a crucial role in bridging the gap between home and school, offering personalized support to families.

The Parent Advocate is proactive in reaching out to parents, providing resources, and addressing concerns to ensure parents feel connected and supported.

Regular workshops and one-on-one sessions with the Parent Advocate help parents navigate school systems and advocate for their children.

Strong Parent Organization:

The school supports a vibrant parent organization that actively involves parents in school activities and decision-making processes.

The organization fosters a sense of community, providing a platform for parents to collaborate, share experiences, and support one another.

Regular meetings and events organized by the parent organization promote engagement and strengthen the home-school partnership.

Supportive Parent Engagement Committee:

A dedicated parent engagement committee works to develop and implement strategies for increasing parent involvement in the school.

The committee includes representatives from diverse backgrounds to ensure that all voices are heard and considered.

Initiatives led by the committee focus on breaking down barriers to engagement and creating inclusive opportunities for all families.

When this objective is fully met, our school will have a dynamic and effective home-school communication system. All parents will be well-informed and empowered to support their students' learning at home,

resulting in a stronger school community and improved student outcomes.

Actions		5 of 20 (25%)		
7/18/24	The principal will allocate Title I funding to hire a Family School Advocate to help bridge the gap between home and school by offering personalized support to families. (Goal 6, FAM-S 3, Guardrail 1)	Complete 09/02/2024	Angela Grant	09/02/2024
<i>Notes:</i>				
8/2/24	The school will use Title 1 Funds to purchase student agendas, copy paper, and envelopes as an additional home-school communication tool for families. \$2300 Teachers will see a 10% increase in parent responses to items noted in agendas. (Goal 6, FAM-S 3, Guardrail 1)	Complete 09/30/2024	Angela Grant	09/30/2024
<i>Notes:</i>				
3/17/25	Esperanza Global Academy (EGA) will use \$2,561.90 in Title I funding to purchase Talking Mirror My Sounds Phoneme Set from Hand2Mind to support parents working at home with students to build phonological awareness and decoding skills for rising Kindergarten students.	Complete 03/07/2025	Angela Grant	03/12/2025
<i>Notes:</i>				
7/18/24	The Parent Advocate will monitor parent engagement with ParentSquare weekly to ensure we have the correct numbers and contact points for all families. (Goal 6, FAM-S 3, Guardrail 1)	Complete 05/30/2025	Candice Stofira	05/30/2025
<i>Notes:</i>				
7/18/24	The Parent Advocate will host a monthly parent meet-up to provide resources, share information, and address parent concerns to ensure parents feel connected and supported. (Goal 6, FAM-S 3, Guardrail 1)	Complete 05/30/2025	Candice Stofira	05/30/2025
<i>Notes:</i>				
5/30/25	Develop a yearlong calendar that connects events (e.g., K-1 Roll Around, Find My Voice) to academic and SEL goals.		Sherri Garner (2023)	09/30/2025
<i>Notes:</i>				

5/30/25	Utilize \$39,000 of Title I funding to hire a Parent Advocate who will serve as a dedicated liaison between the school and families—coordinating family engagement efforts, improving communication between home and school, supporting the implementation of the 'Curriculum of the Home,' and increasing parent participation in academic and leadership activities to strengthen student outcomes.		Angela Grant (2023)	10/01/2025
<i>Notes:</i>				
5/30/25	Introduce Learning Compacts to families at the Back to School Night presentation and revisit during Fall Conferences. The Learning Compact outlines mutual expectations around communication, attendance, academic support, and respectful interaction.		Ricardo Liz	10/31/2025
<i>Notes:</i> https://docs.google.com/document/d/1iV-ZLJhmzitTWUjyKanvdImmLL1YdwOAUycpcyu1fLU/edit?tab=t.0				
8/7/25	Introduce norms of engagement that outline expectations of mutual respect including respectful communication, attendance, and academic support at home. This will be laid out in the 25-26 Learning Compact that will be presented at the Back to School Night and reviewed during Parent Conferences.		Angela Grant (2023)	10/31/2025
<i>Notes:</i>				
8/7/25	EGA will host a Winter performance for students in K-2 along with a school book fair.		Hodge	12/31/2025
<i>Notes:</i>				
8/7/25	The Parent Advocate will monitor parent engagement with ParentSquare weekly to ensure we have the correct numbers and contact points for all families. (Goal 6, FAM-S 3, Guardrail 1)		R. Liz	12/31/2025
<i>Notes:</i>				
5/30/25	Monitor attendance at events, ParentSquare message open rates, and chronic absenteeism trends. Use data to target families who may need additional outreach or support.		Ricardo Liz	06/01/2026
<i>Notes:</i>				
5/30/25	Develop and share monthly “Curriculum of the Home” videos or tip sheets in both English and Spanish that outline simple, high-impact strategies parents can use at home to support reading, math, and executive functioning skills.		Ricardo Liz	06/01/2026
<i>Notes:</i>				

5/30/25	Launch a Parent Leadership Academy led by the Social Worker, with a focus on building parent advocacy skills around instruction, attendance, and positive school culture.		Betsy Ramirez (2023)	06/01/2026
<i>Notes:</i>				
8/7/25	The Parent Advocate will host a monthly parent meet-up to provide resources, share information, and address parent concerns to ensure parents feel connected and supported. (FAM-S 3, Guardrail 1)		R. Liz	06/11/2026
<i>Notes:</i>				
8/7/25	The Parent Advocate will develop and share monthly "Curriculum of the Home" videos or tip sheets in both English and Spanish that outline simple, high-impact strategies parents can use at home to support reading, math, and executive functioning skills.		R. Liz	06/11/2026
<i>Notes:</i>				
8/7/25	Parent Advocate will send home monthly calendar with activities		R. Liz	06/11/2026
<i>Notes:</i>				
8/7/25	EGA will host a Spring performance for students in 3-5 along with a school book fair		Hodge	06/11/2026
<i>Notes:</i>				
8/7/25	The school will use Title 1 Funds to purchase student agendas, copy paper, and envelopes as an additional home-school communication tool for families. \$2300 Teachers will see a 10% increase in parent responses to items noted in agendas. (FAM-S 3, Guardrail 1)		Grant	06/11/2026
<i>Notes:</i>				
8/29/25	Student Support Team will develop an attendance incentive program for parents.		Betsy Ramirez (2023)	06/11/2026
<i>Notes:</i>				