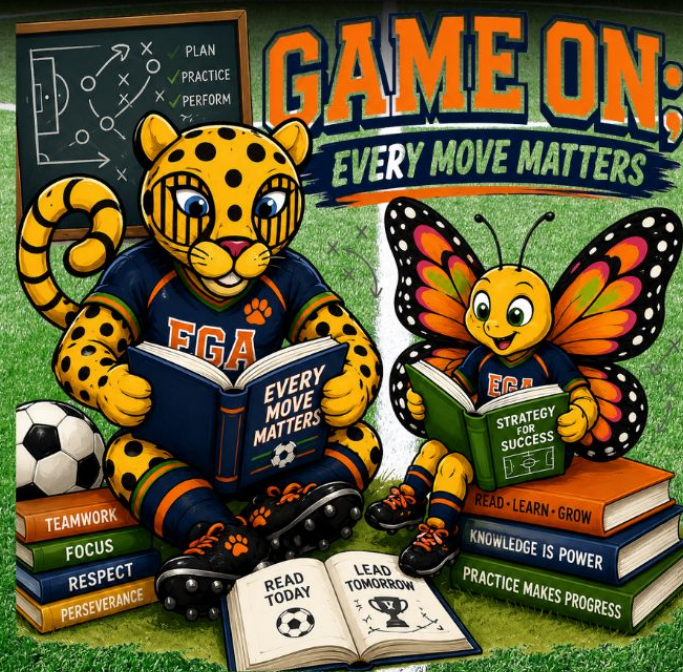


Esperanza Global Academy

ACADEMIC TAILGATE

TITLE I NIGHT



TITLE I NIGHT

SEPTEMBER, 24, 2026



Our Agenda

1. Performance Update
2. School Improvement Plan & Goals
3. What is Title I?
4. Parent Engagement
5. Your student's data

A stylized green soccer field with white lines for the center circle, half-way line, and goal areas. At the top, a black banner string holds several pennants: a green pennant with a white soccer ball icon, a black pennant with a white soccer ball icon, a green and white striped pennant, a black pennant with a yellow trophy icon, a green pennant with the number '10' in white, and a black and white checkered pennant.

Performance Update

MISSION ACCOMPLISHED!

WE DID IT TOGETHER!



FROM A
D TO A
C

C

These accomplishments reflect the dedication, perseverance, and excellence of our entire school community.

Thank you

for your partnership and support!

TOGETHER, WE ARE BUILDING A
BRIGHTER FUTURE FOR EVERY JAGUAR!



OUR SCHOOL
PERFORMANCE GRADE
INCREASED FROM A
D TO A C



OVERALL STUDENT
ACHIEVEMENT
INCREASED BY
10 POINTS



STUDENTS GREW
13 POINTS
IN MATH, AND EGA
EXCEEDED GROWTH
EXPECTATIONS



5TH GRADE SCIENCE
HAD THE **4TH HIGHEST**
GROWTH FROM THE
PREVIOUS YEAR IN
THE DISTRICT



3RD-5TH GRADE
READING INCREASED BY
8.2 POINTS



61.9% OF K-2 STUDENTS
MET OR EXCEEDED
END-OF-YEAR READING
EXPECTATIONS



53.2% OF MULTILINGUAL
LEARNERS MET OR EXCEEDED
THEIR ANNUAL
EL PROGRESS GOAL

CONGRATULATIONS



	2023-2024				2024-2025				2025-2026			
	Ach	Growth	SP	Grade	Ach	Growth	SP	Grade	Ach.	Growth	SP	Grade
All students	38.8	88.6	49	D	44.2	79.9	51	D	55.1	80.7	60	C
Black	Insufficient Number of Students				46.3	80.7	53	D	42.1	71.6	48	D
Hispanic	32.5	86.3	43	D	39.8	79.6	48	D	52.1	81.7	58	C
EDS	40.2	85.4	49	D	42.7	82.7	51	D	54.6	74.6	59	C
ELS	33.5	87.5	44	D	43	81.5	51	D	54.2	83.6	60	C
Reading	25.6	88.2	38	F	24.8	79	36	F	33	69.2	40	D
Math	52.4	83.9	59	C	54	78.2	59	C	63.8	85.4	68	C
SPG	49				51				60			

Our Goals 26-27

Reading

- Increase the percentage of K-2 students reading At/Above Benchmark on DIBELS from approximately 61.9% to 66.8% by Spring 2027. (CMS Goal 1)
- Increase the percentage of students scoring Level 4 or 5 from current performance levels to at least 22.4%. (CMS Goal 2)
- Increase the percentage of 3rd-5th students scoring At/Above grade level on the Reading EOG from approximately 33% to 48% AND **exceed growth to earn a SPG of C in reading.**

Math

- Increase the percentage of 3rd-5th students scoring At/Above grade level on the Math EOG to 67% or higher AND **exceed growth to earn a SPG of a B in math.**

Science

- Increase the percentage of 5th students scoring At/Above grade level on the Science EOG to 75% or higher.

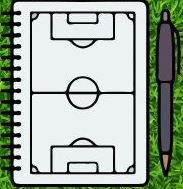
EL Progress

- Increase the percentage of 3rd-5th ML students meeting Total EL Progress from 67.1% to 80% (Exiting EL status + Meeting Annual Progress)



Our Biggest Growth Areas

- ❑ Student attendance
- ❑ Reading Comprehension



**YOUR
ATTENDANCE
MATTERS
AND SO
DO YOU**

SCHOOLPOSTERS.COM



Attendance Matters

Grade	Attendance Rate
Kindergarten	91.5%
1st	91.4%
2nd	91%
3rd	92%
4th	92%
5th	94%

Goal 95%

- Instruction continues even when students are absent
- Teachers are not able to repeat lessons when students return
- One missed day can quickly turn into learning gaps that are hard to close



What is Title I?

What is Title I?

- Title 1 is the largest federally funded educational program.
- The program provides additional money to school districts to assist schools with the highest student concentrations of poverty to meet school educational goals.
- Esperanza Global Academy is a Title I School.

\$241,786.00

Our Allocation

Staff: \$100,017.00

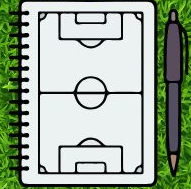
Instructional Materials: \$60,889.00

Extended Employment: \$14,768

Family Engagement: \$66,112.24



School Improvement Plan



EGA School Leadership Team

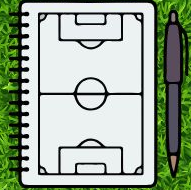
The SLT is directly involved in the development and monitoring of the School Improvement Plan, and as appropriate, some of the day-to-day operations of the school.

Includes: Teachers, Staff, and Parents



How are we going to improve?

- Improving student attendance to 95% per day
- Engaging with parents about how they can support their student learning at home
- Increasing student reading comprehension skills by building vocabulary and background knowledge



Teacher Qualifications

The background is a green soccer field with white lines for the center circle, half-way line, and goalposts. A banner of six flags hangs across the top. The flags are: a green flag with a white soccer ball icon, a black flag with a white soccer ball icon, a green and white striped flag, a black flag with a yellow trophy icon, a green flag with the number '10' in white, and a black and white checkered flag.

Parent Engagement

**Students do better
in school when
their parents are
engaged!**

What We Need From Families

We need your partnership in these key ways:

- Ensuring your child attends school every day
- Reviewing your child's individual data report, including attendance
- Supporting homework completion
- Asking questions when something is unclear
- Enrolling your child in tutoring when recommended

Meet the Parent Advocate

Ricardo Liz

(980) 343-1838

Parent Teacher Organization

Communication Tools

- Parent Square (Facebook for Parents)
- Parent Portal-Student Grades

The background is a stylized soccer field with green vertical stripes. Two white goalposts are positioned on the left and right sides. A banner hangs across the top with several flags: a green flag with a white soccer ball icon, a black flag with a white soccer ball icon, a green and white striped flag, a black flag with a yellow trophy icon, a green flag with the number '10' in white, and a black and white checkered flag. A large white circle is centered on the field.

Reading Goals and Current State

Our Goals 26-27

K-2nd Grade Reading

DIBELS

61.9% to 66.8%

3rd-5th Grade Reading

End of Grade Test

33% to 48%

**Exceed Growth and
Earn a C in Reading**

Senate Bill 257 - Section 7.8

- DIBELS 8 is required for all K-5th grade students
- Any student performing below or well below benchmark on DIBELS must have an Individual Reading Plan
- Parents must be notified if their K-5th grade child performs below or well below benchmark
- 3rd grade who fail to perform at grade level are subject to retention

Beginning of Year Reading Data-DIBELS

Grade Level	23-24 Results	24-25 Results	25-26 Results
Kindergarten	56.2%	59.6%	71%
1st Grade	48.7%	51.2%	60.2%
2nd Grade	32.4%	34.1%	53.9%
3rd Grade	36.4%	47.1%	30%
4th Grade	NA	NA	NA
5th Grade	NA	NA	NA

What is the EGA Parent Data Report?

This report shows what your child knows, what they are still learning, and how close they are to meeting grade-level expectations.

EGA Parent Data Report for:		
Overall Progress: Reading: On Track / Approaching Grade Level / Needs Support Math: On Track / Approaching Grade Level / Needs Support Attendance: Meeting Goal / Needs Improvement	● Exceeding grade-level expectations ● Meeting grade-level expectations ● Making progress but needs continued growth ● Needs additional support to reach grade-level expectations	
Reading Performance	Where Your Child Should Be at the End of the Year	Where Your Child is Right Now
The EL Education Microphase Assessment This assessment helps teachers identify the word reading skills your child has mastered and the skills they still need to learn. Students should move through several reading phases until they can read grade-level text independently.		Beginning of Year Microphase Status:
DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Measures how well your child reads accurately, smoothly, and understands what they read.		Beginning of Year DIBELS Status:
i-Ready is an online assessment that measures your child's current reading level and progress toward grade-level expectations.	424-479	Beginning of Year iReady Reading Status
Math Performance	Where Your Child Should Be at the End of the Year	Where Your Child is Right Now
i-Ready is an online assessment that measures your child's current math level and progress toward grade-level expectations.	412-418	Beginning of Year iReady Math Status

Microphase Expectations



Kindergarten-Partial



1st Grade-Full



2nd Grade-Consolidated

By grades 3–5, students should have exited all microphases.

Tracking Assessment Data During Differentiated Skills Block

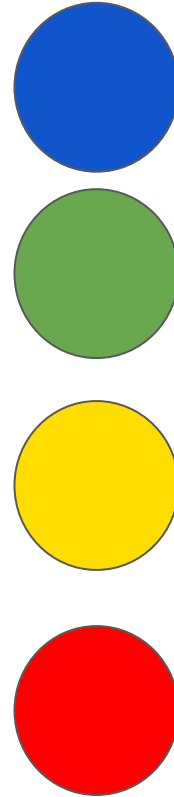
Click the links to access rubrics and checklists specific to each Microphase

Kindergarten First Grade Second Grade

Early Pre-Alphabetic	Middle Pre-Alphabetic	Late Pre-Alphabetic
Not applicable*	Not applicable*	GKM1_C1-4 - C1: "a," "t" - C2: "h," "p" - C3: "n," "c" - C4: "m," "y" GKM2_C5-11 - C5: "v," "s" - C6: "g," "f" - C7: "l," "d," "t" - C8: "k," "y" - C9: "x," "q," "u" - C10: "b," "o," "w" - C11: "j," "e," "z"
Early Partial Alphabetic	Middle Partial Alphabetic	Late Partial Alphabetic
GKM3_C12-18 - C12: "th," "ch," "th" - C13: /a/ words - C14: /l/ words - C15: /u/ words - C16: /o/ words - C17: /e/ words - C18: compare all short vowel words	GKM4_C19-26 - C19: all short vowels; words with digraphs - C20: "-am" and "-an" words - C21: "-ank" and "-ink" words - C22: "floss" words (double consonants) GIM1_C1-1 (kindergarten review cycles) - C1: all short vowels - C2: /a/, /th/, consonant review - C3: /l/, /sh/, consonant review - C4: /w/ spelled qu and /u/	GIM2_C5-6 - C5: /a/ words with 3 or 4 phonemes: "ow" as in "how" - C6: /e/ words in words with 3 or 4 phonemes GIM2_C7-11 - C7: "y" as /i/; suffix "-ing" - C8: "wh" and "-ck" - C9: "ll," "-ss," "-ll," "-z" - C10: initial blends "br-," "ch-," "fl-," "gl-," "pl-," "sl-," "sp-," "spl-" - C11: final blends "-ll," "-lt," "-nd," "-nk," "-ng," "-nt," "-ed" as /d/
Early Full Alphabetic	Middle Full Alphabetic	Late Full Alphabetic
GIM3_C12-17 - C12: 2-syllable with closed syllables - C13: repeat C12 with double middle consonants and compound words - C14: open syllables - C15: CVCe (mostly /a/) - C16: CVCe (mostly /o/ and /u/) - C17: CVCe (mostly /o/ and /u/)	GIM3_C18 - C18: CVCe and open or closed-syllable; adding suffixes "-ing," "-s," and "-ed" GIM4_C19-20 - C19: r-controlled "ar" and "or" - C20: r-controlled "er," "i," and "u" GIM4_C21-24 - C21: "oa," "ea," and "ai" - C22: "ay" and "ow" - C23: "ee," "oo," and "y" (as /e/) - C24: "ie" and "igh"	GIM2_C18 - C18: 2-syllable words with long vowel patterns GIM2_C19-20 - C19: open and closed syllables and CVCe - C20: "oy" vs. "oi" - C21: "ee" vs. "ea" vs. "y" (as /e/) - C22: "igh" vs. "ie" - C23: "oa" vs. "ow" and remaining vowel teams GIM2_C21 - C21: r-controlled vowels
Early Consolidated Alphabetic	Middle Consolidated Alphabetic	Late Consolidated Alphabetic
GIM2_C21-C22 - C21: "oi," "oy," "ou," "ow," "not" contractions - C22: "old," "ost," "ind," "lid," "is" contractions - C23: doubling with suffixes - C24: "-ed" as /a/, /d/, and /t/ - C25: "oo," "ou," "ui," "ue," "ew," "will" contractions - C26: "-sion" and "-sion"	GIM3_C23-C28 - C23: C-le words - C24: C-le words - C25: "-c" vs. "-ck" vs. "-ic" - C26: "-ge" vs. "-dge" and "eu" and "ei" - C27: "-ch" vs. "-ich"; "not" contractions - C28: "-able" vs. "-ible" - C29: review of "aw" and "au"	GIM4_C29-C30 - C29: "y" generalizations with plural endings - C30: schwa with "a" - C31: schwa with "e" and "o" - C32: schwa with "at" and homophones - C33: compound words - C34: "-cal" vs. "-cle" - C35: "-ous" vs. "-us"

DIBELS

Measures how well
your child reads
accurately, smoothly,
and understands what
they read.





i-Ready is an online program that adjusts to your child's answers.

It does not just give one score—it shows what grade-level skills your child is working on.



Data Close Out

If your child is working below grade level, that does not mean they cannot improve—but it does mean:

- They must attend school regularly
- Complete assignments
- Take the program seriously
- Possibly receive tutoring”