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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Dreamers Academy develops bilingual, biliterate, and cross-cultural leaders of character within a caring environment that encourages family engagement and celebrates America.

Provide the school's vision statement

Inspire scholars to be prepared for lifelong success, with rich academic content served by a bilingual staff who knows each student by name and need.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Catherine Rodriguez

Cathy.Rodriguez@dreamersacademy.org

Position Title

Head of School

Job Duties and Responsibilities

Oversees all aspects of school administration and operations of the K-8 dual language charter school's educational program.

Leadership Team Member #2

Employee's Name

Ryan Lee

Ryan.Lee@dreamersacademy.org

Position Title

Assistant Head of School

Job Duties and Responsibilities

To assist the Head of School with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of Dreamers Academy.

Leadership Team Member #3

Employee's Name

Amanda Kane

Amanda.Kane@dreamersacademy.org

Position Title

Literacy Specialist

Job Duties and Responsibilities

Direct instructional services related to literacy for all students and provide direct support to teachers implementing the Comprehensive Research-based Reading Plan and responsible in advancing teacher practice and student performance in literacy. The goal is to support teachers in delivering high-quality core instruction with aligned tiered supports, improving student performance outcomes.

Leadership Team Member #4

Employee's Name

Anabely Baretty-McIlvain

Anabely.Baretty@dreamersacademy.org

Position Title

ESE Instructional Facilitator

Job Duties and Responsibilities

Serves as an instructional resource, working collaboratively with school and district personnel to plan and implement a consistent program of improving ESE student achievement using strategies that demonstrate a statistically significant effect on increasing student outcomes.

Leadership Team Member #5

Employee's Name

Laura Gomez

Laura.Gomez@dreamersacademy.org

Position Title

ESOL Liaison

Job Duties and Responsibilities

Ensures proper placement of English Language Learner students (ELLs) in accordance with local and state guidelines and all aspects of ESOL and WIDA testing.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our School Advisory Council is composed of our Governing Board, the Instructional Leadership Team, and supportive parents and staff. Their feedback during board meetings and parent teacher council meetings are instrumental in providing guidance and support for the SIP implementation.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Instructional leadership team will analyze student data (FAST Assessment Scores, Attendance, Reading Proficiency) regularly during PLCs and after every FAST Progress Monitoring. Students identified as Tier 2 and Tier 3 will work with one of our Interventionists or ESE teachers, as well as receiving targeted Tier 2 small group instruction with the classroom teacher.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	75.9%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: A 2021-22: 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	107	110	98	105	64	44				528
Absent 10% or more school days	4	1	1							6
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	27	39	32	36	30	13				177
Level 1 on statewide Math assessment	36	22	32	15	20	5				130
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	10	30	23	36	30	13				142
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	36	22	32	15	20	5				130

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	27	22	32	6	10	5	0	0	102

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year	2			3						5
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days	3	43	26	29	26	11				138
One or more suspensions				1	3					4
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment					20	18				38
Level 1 on statewide Math assessment					17	8				25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		10	13	12						35
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		4	1	23	12					40

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year	3			5						8
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	44	67	59	40	68	57	64	65	53
Grade 3 ELA Achievement	52	69	59	42	70	58	64	64	53
ELA Learning Gains	41	61	60	43	65	60			
ELA Lowest 25th Percentile	52	51	56	70	61	57			
Math Achievement*	59	73	64	52	71	62	82	68	59
Math Learning Gains	48	66	63	43	68	62			
Math Lowest 25th Percentile	50	49	51		54	52			
Science Achievement	43	70	58		72	57		69	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	71	63	57	71	61	51	68	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	461
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
51%	50%	67%	42%			

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	2	2
English Language Learners	48%	No		
Black/African American Students	35%	Yes	1	
Hispanic Students	50%	No		
White Students	59%	No		
Economically Disadvantaged Students	49%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	44%	52%	41%	52%	59%	48%	50%	43%					72%
Students With Disabilities	5%	7%			32%								75%
English Language Learners	38%	47%	42%	55%	56%	49%	50%	21%					72%
Black/African American Students	29%	40%			36%								
Hispanic Students	39%	47%	41%	52%	57%	50%	50%	39%					72%
White Students	61%	74%	44%		68%	39%							70%
Economically Disadvantaged Students	37%	44%	38%	52%	58%	51%	48%	43%					70%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	40%	42%	43%	70%	52%	43%							57%
Students With Disabilities	9%				27%								45%
English Language Learners	24%	23%	41%		38%	35%							57%
Hispanic Students	38%	37%	43%		51%	47%							59%
White Students	47%	55%			71%								38%
Economically Disadvantaged Students	38%	39%	39%		47%	42%							55%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	64%	64%			82%								51%
Students With Disabilities													58%
English Language Learners	36%	36%			73%								58%
Hispanic Students	58%	58%			83%								57%
Economically Disadvantaged Students	57%	57%			79%								57%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	47%	67%	-20%	57%	-10%
ELA	4	34%	67%	-33%	56%	-22%
ELA	5	34%	62%	-28%	56%	-22%
Math	3	68%	73%	-5%	63%	5%
Math	4	28%	72%	-44%	62%	-34%
Math	5	61%	66%	-5%	57%	4%
Science	5	39%	67%	-28%	55%	-16%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our third-grade Math program demonstrated the most significant improvement across the school. At the start of the year, only 2% of our students were performing at or above grade level proficiency. By the end of the year, this figure had risen to 68%, reflecting a remarkable growth of 66 percentage points. We have a Math Coach and Interventionist to further support teachers and students. The Math Coach focused on enhancing teaching strategies, particularly in number sense, math fluency, problem solving, and math discussions. Simultaneously, the Interventionist worked with teachers to target specific skills and address gaps through individualized and small group instruction. We continue our family engagement efforts by organizing meetings and sending out letters and emails to provide parents with strategies for supporting their children's math learning at home. These combined efforts have significantly contributed to our students improved mathematical understanding and performance.

Additionally, when reviewing the accountability components by subgroups, English Language Proficiency (ELP) progress increased from 51% in SY 2022–23 to 57% in SY 2023–24, and further to 72% in SY 2024–25. This represents a 21-percentage-point growth over the past two years. This data confirms that our dual language program is effectively supporting English learners in making significant gains in English language proficiency over time. The steady growth also indicates that our school is helping to close the achievement gap for English learners at a rate faster than average.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our data analysis indicates that 3-5 grade ELA performance is our lowest, with only 40% of students meeting or exceeding grade-level proficiency according to FAST Progress Monitoring. However, we have observed significant growth: students' proficiency in ELA increased from 18% at PM1 to 40% at PM3. As a Title I school with a large population of English Language Learners (ELLs), many of whom are recent arrivals from various Spanish-speaking countries, we face unique challenges. At the beginning of 24-25, there were 237 students identified as ELLs. Our data shows that many students at risk of retention due to low proficiency on the Florida State FAST Assessment have been in U.S.

schools for more than two years, specifically since the 2020-2021 school year.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data indicates a significant decline in ELA performance. In the 2023–2024 school year, 49% of our third graders were proficient in ELA, as measured by the FAST Progress Monitoring Assessment. However, in the 2024–2025 school year, proficiency dropped to 40%, representing a 9 percentage-point decrease. One contributing factor is the increased proportion of English Language Learners (ELLs) in our student population. Language barriers may obscure a true understanding of reading proficiency, as the assessment may not accurately reflect students' abilities in their native language.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our data analysis indicates that 4th grade ELA performance is our largest gap of 22% when compared to the state FAST Testing results. As a Title I school with a large population of English Language Learners (ELLs), many of whom are recent arrivals from various Spanish-speaking countries, we face unique challenges. These students bring a range of educational backgrounds, and those who have been receiving instruction in English for less than two years are exempt from state testing and may be promoted to the next grade. Despite this, our data shows that many students at risk of retention due to low proficiency on the Florida State FAST Assessment have been in U.S. schools for more than two years, specifically since the 2020-2021 school year.

Research indicates that acquiring native-like fluency in a new language can take between 7 to 10 years. Consequently, our ELL students, who are still early in their language acquisition process, may struggle with standardized tests that do not fully capture their reading proficiency in their native language or their critical thinking abilities. Additionally, research shows that students in Dual Language programs often perform below average on standardized tests initially and then tend to excel as they gain native-like proficiency. This underscores the importance of ongoing support for our ELL students as they advance toward linguistic and academic success.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our overall goal is for all grade levels to meet or exceed district and state averages in ELA and Math. One area of concern or focus is 4th grade. We have restructured the fourth-grade team with new teaching staff who will receive training and coaching to strengthen collaborative planning and data-driven instruction.

Another area of concern is attendance. In the 2024–2025 school year, our school-wide attendance rate was 91%, and our goal is to reach 94%. To reduce chronic absenteeism, we make phone calls, send FOCUS notifications when students are absent, and follow up with letters and family meetings to reinforce expectations and policies.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Grades 3-5 mastery of ELA standards at or above grade level.
2. Grades 3-5 mastery of Math standards at or above grade level.
3. Attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

As a Title I school with a large population of English Language Learners (ELLs), many of whom are recent arrivals from various Spanish-speaking countries, we face unique challenges. These students bring a range of educational backgrounds, and those who have been receiving instruction in English for less than two years are exempt from state testing and may be promoted to the next grade. Despite this, our data shows that many students at risk of retention due to low proficiency on the Florida State FAST Assessment have been in U.S. schools for more than two years, specifically since the 2020-2021 school year.

Research indicates that acquiring native-like fluency in a new language can take between 7 to 10 years. Consequently, our ELL students, who are still early in their language acquisition process, may struggle with standardized tests that do not fully capture their reading proficiency in their native language or their critical thinking abilities. Additionally, research shows that students in Dual Language programs often perform below average on standardized tests initially and then tend to excel as they gain native-like proficiency. This underscores the importance of ongoing support for our ELL students as they advance toward linguistic and academic success.

The dual language educational model is specifically designed to support language learners, as research indicates that an additive approach effectively narrows the achievement gap for English Language Learners (ELLs) and leads to higher levels of English proficiency over time. Our dual language program meets the needs of ELLs by providing instruction in their heritage language and incorporating ESOL strategies into our teaching methods. This approach not only fosters academic growth but also empowers students to become both bilingual and biliterate, aligning with our school's mission to promote linguistic and academic excellence.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May of 2026, our goal is that 50% of 3rd grade students identified as ELLS will be proficient as

indicated by FAST Reading. Prior data shows PM1 reading in 3rd grade was 16% and increased to 41% at PM3. By May of 2026, our goal is that 65% of 3rd grade students identified as ELLs will be considered proficient in Spanish Language Arts (SLA) as evidenced by STAR Renaissance test in Spanish and/ or other literacy assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

August 2025 to May 2026 - ILT will review data collected during PLCs, SWST, grade-level team meetings to identify trends and determine next steps biweekly and/or as needed to monitor growth for ELLs.

Person responsible for monitoring outcome

Head of School and/or admin designee from Instructional Leadership Team (ILT) - ESOL Liaison

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To achieve measurable student outcomes in reading and language proficiency, Dreamers Academy implements a multi-tiered system of evidence-based interventions aligned with Florida's Formula for Success: 6 + 4 + T1 + T2 + T3. These interventions incorporate the six essential components of reading instruction—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—and are grounded in the Florida B.E.S.T. Standards. Tiered Intervention Framework & Implementation: Tier 1 (Core Instruction) - Delivered by classroom teachers using Benchmark Advance/Adelante and other standards-aligned resources. Includes differentiated instruction and embedded supports during the core literacy block. All students receive access to high-quality, grade-level instruction. Tier 2 (Targeted Intervention) - Who: Classroom teachers, ESOL support teachers, interventionists, and/or ESE teachers. When & Frequency: Minimum of 30 minutes, twice per week, in addition to core instruction. What: Small group or individual instruction targeting identified skill deficits. How Monitored: Weekly progress monitoring through formative assessments, classroom data, and digital platforms (e.g., Imagine Learning, Freckle). Tier 3 (Intensive Intervention) - Who: Collaborative support from the Literacy Specialist, ESE Instructional Facilitator, and/or ESOL Liaison. When & Frequency: Minimum of 30 minutes, 3–5 times per week, based on student need. What: Individualized instruction using explicit, systematic, and multisensory approaches. How Monitored: Biweekly progress monitoring using diagnostic tools, intervention logs, and data team reviews.

Rationale:

The rationale for our intervention model is based on: Diagnostic and progress monitoring data (e.g., FAST PM1 scores, classroom assessments, and formative measures) indicating that a significant number of students in grades K–5 require intensive, targeted support to meet grade-level expectations in foundational literacy skills. Students in grades K–3 who score below the 20th percentile on FAST or show insufficient progress in core instruction are flagged early for intervention. This early identification is essential to prevent long-term academic struggles. For grades 4–5,

students scoring a Level 1 or 2 on prior FAST assessments are similarly identified, with intervention eligibility further validated through ongoing Tier 1 screening and formative data analysis. Regular data chats and PLC conversations reveal specific skill deficits that align with the six components of reading, indicating the need for individualized support. Our school serves a linguistically and culturally diverse population, including ELL students, students with disabilities, and students with 504 plans—each of whom may face additional barriers to accessing grade-level content without personalized supports.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

ELLs Supports and Interventions

Person Monitoring:

Admin and ESOL Liaison

By When/Frequency:

Weekly/Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our school supports our ELLs by ensuring that they receive small group instruction and reading interventions. Teachers are provided with professional learning opportunities with coaches for ELLs instructional strategies and supports for students in the classroom. Biweekly and/or as needed progress monitoring of reading interventions by ILT.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

An area of focus is teacher growth and professional development. Our teachers arrive with varying levels of experience and knowledge of Dual Language Education. Dual Language Education is a specialized program designed to foster bilingualism, high academic achievement, and cross-cultural competency. It is paramount to our program that teachers understand the pillars of Dual Language education, the process of second language acquisition, and instructional pedagogy to support language learners. It is necessary that we cultivate a community of professional learners who show growth in their knowledge and instructional practices. We are in the process of developing a mentor and coaching program to support teachers new to the field of education or Dual Language Education.

The programs will include time for biweekly meetings, observation, feedback, and opportunities for co-teaching. We will also continue to provide Professional Development that is relevant and will contribute to high academic achievement and a positive learning culture.

English Language Learners: Our dual language education addresses the needs of English Language Learners due to instruction in heritage language and use of ESOL strategies embedded into the pedagogy. Our dual-language approach promotes academic growth, empowering students to become bilingual and biliterate, which is part of our school's mission.

Exceptional Student Education (ESE): Our ESE program stands out for its comprehensive approach to fostering an inclusive and supportive learning environment through dual-language immersion. One of its primary strengths lies in delivering interventions, evaluations, and instructional support in both English and Spanish, ensuring that students receive high-quality education in their dominant language. The ESE program excels in creating individualized education plans (IEPs) tailored to each student's linguistic and academic needs, enabling them to thrive in both languages.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Instructional Leadership Team (ILT) will perform walkthrough and classroom observations to collect standard-task alignment data and progress monitoring data. By May 2026, the percent of students provided with reading tasks that are standards aligned will increase in comparison from the previous year from 41% to 65%, as measured by the unit assessment data, literacy data, and progress monitoring data. Prior data shows PM1 reading in 3rd grade was 16% and increased to 41% at PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Instructional Leadership Team (ILT) will review data collected during the professional learning community (PLC) meetings to identify trends and determine next steps biweekly or by cycles of 6 weeks.

August 2025 to May 2026 - Walkthroughs and class observations conducted on a quarterly basis; each walkthrough will be 7-10 minutes and observation 30 minutes to an hour. Interventions conducted by cycles of 6 weeks with biweekly progress monitoring and PLC meetings

Person responsible for monitoring outcome

Head of School and/or admin designee from Instructional Leadership Team (ILT) - Literacy Specialist

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Our Core Instruction for K-5 is: Aligned with Science of Reading research, Benchmark Advance and Adelante are core language arts programs that provide a cohesive structure for the development of literacy skills and content knowledge. Purposeful Scope & Sequence with a clearly defined K-5 progression that facilitates efficient mastery and transfer. Components of Benchmark Advance / Adelante along with various supplemental resources will be utilized to provide comprehensive reading instruction that is Florida B.E.S.T. standards aligned, print/digital rich, systematic, and promotes differentiated responsive instruction. Nationwide, students using Benchmark advanced show a 2.5x growth in proficiency. Training and materials will be provided to support the use of high-quality small group instruction during the reading block to ensure instruction is scaffolded and specifically targeted to meet varying student needs. Lesson plans will provide quality core instruction by utilizing a variety of strategies such as standards-based lesson planning, daily opportunities for decoding and encoding in English and Spanish, teacher content and language pedagogical knowledge, direct instruction, peer collaboration and accountable talk, independent practice and application, student ownership of learning, inclusion of interdisciplinary literacy, and content area literacy strategies. Instruction: - Aligned with Florida's Formula for Success, 6 + 4 + T1 +T2 + T3. - Comprehensive reading instruction that is Florida B.E.S.T. standards aligned. - Includes 6 components of Reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. - Four types of classroom assessments: screening, progress monitoring, diagnostic, and summative assessment. - 90-minute uninterrupted block of evidence-based sequence of reading instruction. Provides print / digital rich, systematic, scaffolded, and differentiated instruction. - Small group differentiated instruction targeted to individual needs - Includes accommodations (IEP, ESOL or 504). - Provides a variety of opportunities to strengthen content reading and research. - Makes connections and provides multisensory instruction with Benchmark Adelante/ Advanced curriculum. - Provides videos, songs, and Readers Theater dramatizations, Research and Inquiry Projects. - Integrates Visual Techniques, Auditory Techniques, Tactile Techniques, and Kinesthetic Techniques. - Includes Biliteracy practices such as use of Language Objectives, Translanguaging, Total Physical Response, Multicultural literature, and visuals for language acquisition sheltering. - Includes professional development for teachers, paraprofessionals, and coaches. Immediate, intensive intervention: Extended time for testing - Targeted small group or individual instruction based on student need with Special Education Teacher or Literacy Interventionist for a minimum of 30 minutes twice a week accommodation (IEP, ESOL, or 504) - Provide increased systematic, explicit, and interactive small group instruction targeting foundational literacy skills based on the needs of the students. - Provide multiple opportunities to practice the targeted skill(s) and receive feedback. - Occurs during time allotted in addition to core instruction. - Tier 3 Intervention requires consult with the Literacy Specialist /or ESE Instructional Facilitator/ ESOL Liaison for classroom support, intervention, and classroom accommodations. - Includes platforms such as Imagine Learning, Freckle, and reading interventions for specific targeted skills.

Rationale:

At Dreamers Academy, a primary area of focus is intentional, ongoing professional development (PD) aimed at growing teacher capacity, particularly in the area of Dual Language Education, English Language Learners (ELLs), and Exceptional Student Education (ESE). As our instructional model is both rigorous and specialized, we recognize that teachers arrive with varying degrees of experience

and familiarity with dual language pedagogy. Who: New Teachers (to education or Dual Language Education) Veteran Teachers seeking targeted growth Instructional Coaches, Dual Language Specialists, ESOL Liaison, ESE Instructional Facilitator, and School Administrators These individuals are all responsible for either receiving or delivering high-quality PD aligned to student needs and the school's mission. What: The professional development plan focuses on the following key content areas: Foundations of Dual Language Education and the three pillars: Bilingualism/Biliteracy, High Academic Achievement, and Sociocultural Competence; Research-based program models and the Dual Language Continuum; Effective language allocation and lesson design; Second Language Acquisition & ESOL Strategies; Stages of language development; Use of ESOL strategies in core instruction; Scaffolded instruction for language learners across content areas; Inclusive Practices in a Dual Language Setting (ESE, Other Subgroups); Differentiation for diverse learners in bilingual classrooms; Culturally and linguistically responsive IEP development; Collaboration between general education, ESE, and ESOL staff; Instructional Coaching & Mentoring; Evidence-based instructional practices; Classroom management aligned with school culture and relationship-based practices; Data-driven instruction and formative assessment practices. When: Biweekly Coaching Cycles for new teachers and those in need of targeted support; Monthly Professional Development Sessions during early-release Wednesdays or scheduled PD days; Quarterly Data Reflection & Planning Days; Weekly PLC Meetings for collaboration, lesson planning, and student data analysis; Annual Pre-Service Week (August) with intensive onboarding and foundational training. Where: On campus: in classrooms, the professional development room, and through classroom-based coaching Online: through curated professional learning platforms, webinars, and self-paced modules Off-site: as applicable, teachers may attend district- or state-level trainings or dual language conferences How: Mentoring and Coaching Program: New or transitioning teachers are assigned a mentor who meets with them biweekly. Instructional Coaches conduct regular classroom observations followed by reflective feedback sessions. Co-teaching opportunities provide hands-on support in applying best practices in real-time. Embedded Professional Development: Led by internal experts (e.g., Dual Language Specialists / Coaches, ESOL Liaison, ESE Instructional Facilitator) based on identified needs. Content is responsive to school-wide data, individual teacher goals, and program expectations. Monitoring & Evaluation: PD effectiveness is monitored through classroom walk-throughs, formal observations, teacher self-assessments, and student achievement data. Reflection and goal setting are embedded into the professional growth cycle.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Development, Mentoring, Coaching

Person Monitoring:

Admin & Literacy Specialist

By When/Frequency:

Biweekly and/or twice a month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our school supports our literacy coaches by ensuring that they have the necessary time to meet with teachers and assist with alignment of standards and benchmarks, monitor student growth in

standards and benchmark proficiency, data chats, observation and feedback cycles. Our school supports our literacy coaches by ensuring that they have an additional planning time to monitor their students growth and attainment of standards and benchmarks. The Literacy Specialist meets with Literacy Coaches and Interventionists with fidelity to ensure that all monitoring is completed, and action plans and goals are accomplished. Professional learning opportunities are based on needs and to continuously improve student achievement.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Exceptional Student Education (ESE): Our ESE program stands out for its comprehensive approach to fostering an inclusive and supportive learning environment through dual-language immersion. One of its primary strengths lies in delivering interventions, evaluations, and instructional support in both English and Spanish, ensuring that students receive high-quality education in their dominant language. The ESE program excels in creating individualized education plans (IEPs) tailored to each student's linguistic and academic needs, enabling them to thrive in both languages.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2026, the percent of K-5 students identified as SWD and provided with reading interventions will improve from 41% to 55% proficiency in ELA, as measured by the unit assessment data, literacy data, and progress monitoring data. Prior data shows PM1 reading in 3rd grade was 16% and increased to 41% at PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Aug. 2025 to May 2026 - ESE Instructional Facilitator and ESE teacher will review data collected during the professional learning community (PLC) meetings to identify trends and determine next steps biweekly or by cycles of 6 weeks and following IEP goals and monitoring growth.

Person responsible for monitoring outcome

Head of School and/or admin designee and / or Instructional Leadership Team - ESE Instructional Facilitator

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To achieve measurable student outcomes in reading and language proficiency, Dreamers Academy implements a multi-tiered system of evidence-based interventions aligned with Florida's Formula for Success: 6 + 4 + T1 + T2 + T3. These interventions incorporate the six essential components of reading instruction—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—and are grounded in the Florida B.E.S.T. Standards. Tiered Intervention Framework & Implementation: Tier 1 (Core Instruction) - Delivered by classroom teachers using Benchmark Advance/Adelante and other standards-aligned resources. Includes differentiated instruction and embedded supports during the core literacy block. All students receive access to high-quality, grade-level instruction. Tier 2 (Targeted Intervention) - Who: Classroom teachers, ESOL support teachers, interventionists, and/or ESE teachers. When & Frequency: Minimum of 30 minutes, twice per week, in addition to core instruction. What: Small group or individual instruction targeting identified skill deficits. How Monitored: Weekly progress monitoring through formative assessments, classroom data, and digital platforms (e.g., Imagine Learning, Freckle). Tier 3 (Intensive Intervention) - Who: Collaborative support from the Literacy Specialist, ESE Instructional Facilitator, and/or ESOL Liaison. When & Frequency: Minimum of 30 minutes, 3–5 times per week, based on student need. What: Individualized instruction using explicit, systematic, and multisensory approaches. How Monitored: Biweekly progress monitoring using diagnostic tools, intervention logs, and data team reviews.

Rationale:

The rationale for our intervention model is based on: IEPs, Diagnostic and progress monitoring data (e.g., FAST PM1 scores, classroom assessments, and formative measures) indicating that a significant number of students in grades K–5 require intensive, targeted support to meet grade-level expectations in foundational literacy skills. Students in grades K–3 who score below the 20th percentile on FAST or show insufficient progress in core instruction are flagged early for intervention. This early identification is essential to prevent long-term academic struggles. For grades 4–5, students scoring a Level 1 or 2 on prior FAST assessments are similarly identified, with intervention eligibility further validated through ongoing Tier 1 screening and formative data analysis. Regular data chats and PLC conversations reveal specific skill deficits that align with the six components of reading, indicating the need for individualized support. Our school serves a linguistically and culturally diverse population, including ELL students, students with disabilities, and students with 504 plans—each of whom may face additional barriers to accessing grade-level content without personalized supports.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

ESE supports and Interventions

Person Monitoring:

Admin and ESE Instructional facilitator

By When/Frequency:

Weekly/Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The ESE department ensures students have the necessary time to meet with ESE teachers. Teachers are provided with resources to support students identified as SWD. The ESE Instructional Facilitator and ESE teachers ensure that all monitoring is completed, and IEP, 504 action plans and goals are implemented. Professional learning opportunities for teachers are based on needs and to continuously improve student achievement.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our next area of focus is attendance. We believe this is part of Parent and Family Engagement, which plays a crucial role in boosting student attendance, involvement and academic success. We have developed a Parent and Family Engagement Plan to strengthen our educational partnership and align with our mission.

At Dreamers Academy, a dual-language school, we promote bilingualism, biliteracy, and academic excellence through instruction in both English and Spanish. Our 50/50 language allocation model in K-2 ensures that 50% of literacy and content instruction is delivered in English, while the remaining 50% is in Spanish. For grades 3-8 the language allocation is 70/30. To build trust and foster engagement, we communicate with families in their preferred language and provide personalized support. This approach helps us fulfill our mission effectively. Our dual language program requires students to be in school every day and on time.

The Parent Teacher Council (PTC) is actively involved in generating new ideas and participating in decisions about their children's education. Meetings are conducted bilingually in English and Spanish to respect our students' home languages. Our strong family engagement is evident through high attendance at school-wide events. We keep families informed with a weekly newsletter and promote upcoming events on our website and social media channels.

The PTC, along the administrative team, collaborates quarterly to plan events and logistics for the

school year. Additionally, we schedule the Title I annual meeting in the first quarter and provide timely information to families via the newsletter, social media, and text messages. The PTC also contributes feedback to support ongoing school improvement efforts.

Administration along with the School Counselor and Parent-Home Liaison, address attendance and tardiness to school. To address chronic absenteeism, we make phone calls and have FOCUS send notifications to families when a student is absent. Additionally, we send letters to families and schedule meetings to discuss our expectations and policies.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Attendance discussed in family and student assemblies and events. Create and deliver parent / family school information materials, resources; host workshops to promote literacy, family engagement events, and attendance.

By November 2025, we will have 100% mandatory attendance to parent teacher student conference. Every year we have 100% compliance to our mandatory conferences.

By May 2026, student attendance will improve from 91 to 94%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This Area of Focus will be monitored through a combination of data tracking, proactive communication, and accountability measures to ensure progress toward the desired outcome. Key indicators will include student attendance reports, which will be reviewed consistently to identify trends, patterns, and students in need of support. Families of students with chronic absenteeism or attendance concerns will receive personalized letters and follow-up communication with our School Counselor and Parent- Home Liaison outlining the importance of regular attendance and available resources to support improvement.

In addition, we will ensure 100% compliance with mandatory parent-teacher-student conferences by November 2025. This will be tracked through sign-in sheets, conference logs, and follow-up communication for any families who miss the initial meeting. Staff will be held accountable for documenting outreach and making multiple attempts to connect with families, including offering virtual or flexible meeting options when necessary.

Ongoing monitoring will allow school leaders and teachers to intervene early, provide targeted supports, and maintain strong family partnerships. By addressing attendance concerns promptly and ensuring consistent communication between home and school, we expect to see improved student engagement, academic consistency, and ultimately stronger student achievement outcomes.

Person responsible for monitoring outcome

Head of School and/or admin designee

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

As a Title I school, we require parents to sign the Parent-Home Compact Agreement and our charter agreement. These agreements can be signed at registration, during the first week of school, or at the mandatory parent-teacher-student conference. Our Familia Connect initiative offers workshops designed to provide families with school academic expectations, literacy resources in both English and Spanish, and to guide them on how to support their young readers at home. The Parent-Home Liaison plays a key role in promoting these events, assisting with registration, and facilitating access to information and resources. Additionally, Dreamers Academy participates in the statewide Just Read, Florida! initiative, which emphasizes reading and provides Read-At-Home Plan resources in both English and Spanish for families of students identified with significant reading deficiencies. We also collaborate with the New Worlds Reading Initiative, which provides books to students in grades K–5, delivered either to their homes or to school. We are fortunate to partner with numerous community organizations that bolster our family engagement efforts. Our collaborations with United Way Suncoast, Sarasota Community Foundation, The Patterson Foundation, Suncoast Campaign for Grade Level Reading, Gulf Coast Community Foundation, and others support a range of programs including our After School Literacy & Enrichment Program, This Book is Cool, the Summer Reading Challenge, and Attendance Awareness.

Rationale:

Research shows that superior parental engagement in school impacts children's academic performance in a positive way. Our teachers and the administrative team maximize parent engagement and communication in order for students to be successful in their classrooms. They communicate in various ways; that is, with Remind App, in person / virtual conferences, weekly emails and/or newsletters, and phone calls. Our parents and students are required to attend a conference in October / November with their homeroom teachers to discuss academic progress and it may include attendance and behavioral issues. Parents and families are regularly invited to attend Dreamers Academy to school events and volunteer.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Regular Attendance to School Impacts Academic Performance in a Positive Way

Person Monitoring:**By When/Frequency:**

Head of School and/or admin designee

As needed / Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop agendas, handouts, and presentation materials that address the required charter expectations and components when inviting our parent and families to school-wide meetings and events (flyers, calls, texts, newsletters, etc.). School information is shared via family handbooks online and in student planners, weekly newsletter, texts, website, and social media posts. The school offers a flexible number of meetings, such as meetings in the morning or evening, in-person or virtual to address attendance with families.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://www.dreamersacademy.org/en/title-i/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://www.dreamersacademy.org/en/title-i/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Dreamers Academy uses the SCS professional development (PD) platform for training and learning opportunities. Additionally, Dreamers Academy provides targeted PD for purposes of training in collaborative curriculum and lesson planning, dual language immersion pedagogy, co-teaching model, biliteracy components and instructional strategies. We have identified mentor teachers and established model classrooms within the school, as well as PLC teams of teachers.

Our PD trainings relate to:

Foundational Skills and Structured Literacy

Literacy Specialist will focus professional learning on helping teachers implement phonemic awareness and phonics instruction based on explicit, systematic, sequential, and multi-sensory approaches that align to B.E.S.T. foundational standards and Science of Reading.

Science of Reading Training(s)

The topics of professional learning include: Scaffolding Grade Level Text and Tasks, Connections between Reading and Writing, Cultivating Conversations (Oral Language), and B.E.S.T. Writing in a dual language school.

Core Curriculum Resource Training

Professional learning of instructional materials will be provided for Benchmark Advance and Adelante. This learning is geared toward new teachers or teachers who may need a refresher of curriculum.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Extended Program: Our teachers and teacher assistants provide tutoring in the after-school program based on progress monitoring data. Tutoring is available to students in grades K-6 to accelerate learning in reading and math.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

We have implemented Positive Action and Responsive Classroom, which are student-centered approaches focused on character development. These programs utilize a set of research-based practices designed to foster safe, joyful, and engaging classroom environments for both students and teachers. At the start of each school year, teachers and our school counselor receive specialized training in these methods.

Teachers conduct morning meetings that incorporate structured activities such as greetings, sharing, group activities, and morning messages, all aligned with the Positive Action Curriculum. This approach enhances cultural understanding and communication, thereby strengthening relationships within the school community.

Additionally, our school psychologist and counselor provide comprehensive assessments to address cognitive and behavioral concerns. Their work ensures that students receive the support they need to thrive both academically and personally.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

NA

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

We have implemented Positive Action, a character development program, utilizing lessons and

strategies with all students to build positive classroom culture and environment. We also have a school wide initiative to incorporate Responsive Classroom with daily Morning Meetings and Closing Circles, where each of our students is heard, valued, and develops character. We have six teacher developed values that are incorporated throughout the year as a part of our Character Development Education. The six values are Empathy, Happiness, Collaboration, Integrity, Perseverance and Wonder. Students are recognized for their improvement and achievement of these six values.

Our rationale for using Positive Action is the following: it facilitates holistic growth among students, staff, and families, encompassing not just knowledge, attitudes, and norms, but also enhanced values, self-concept, family engagement, peer relationships, effective communication, and an increased regard for school and learning. Positive Action plays a pivotal role in shaping the school environment, influencing student conduct and academic achievement. The anticipated outcome is a comprehensive enhancement in various behaviors, overall well-being, and scholastic performance.

Our teachers and administration use Relationship-based practices to resolve conflict, rebuild relationships, and re-establish trust. By honoring the thoughts and feelings of all involved in incidents, allows our school members to work together to peacefully and actively resolve problems.

Teachers, School Counselor, School Psychologist, and Administration collaborate to meet students' academic and behavioral needs, including attendance. Our SWST Team meets biweekly to discuss student progress. Appropriate interventions are implemented and monitored to assess students' academic and behavioral needs.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

An area of growth is teacher collaborative planning, coaching, and professional development. This includes our paraprofessionals and teacher interns. Our teachers arrive with varying levels of experience and knowledge of Dual Language Education. Dual Language Education is a specialized program designed to foster bilingualism, high academic achievement, and cross-cultural competency. It is paramount to our program that teachers understand the pillars of Dual Language education, the process of second language acquisition, and instructional pedagogy to support language learners. It is necessary that we cultivate a community of professional learners who show growth in their knowledge and instructional practices. Our MentorConnect program supports teachers new to the field of education or Dual Language Education. The programs will include time for biweekly workshops and one on one coaching with individualized observation and feedback. We will also

continue to provide Professional Development that is relevant and will contribute to high academic achievement and a positive learning culture.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

NA

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The growth in literacy and Math at our school can be largely attributed to our Dual Language program, which effectively integrates ESOL strategies and leverages students' heritage languages to support our predominantly ELL, ESSA subgroups, and Title I population. This success is also due to our positive school culture, targeted interventions, and the dedication of our highly effective teachers. This school year, students have demonstrated substantial learning gains in both reading and math.

A positive school culture and environment play a crucial role in academic excellence. Research indicates that students excel academically when their basic needs are met, they are supported in staying regulated, and their character development is nurtured. A supportive school culture involves all stakeholders—teachers, families, administration, and the community—working together to create an environment where students can thrive. When children feel safe and valued in a caring environment, they are more likely to take risks, engage in learning, and reach their full academic potential. As Dr. Rodriguez aptly puts it, “A happy child is a child that learns.”

Our onsite Parent-Home Liaison, funded by Title I, is pivotal in fostering family engagement. This role involves gathering feedback from families, planning school-wide events like the Fall Festival, Remake Learning Days, and family literacy initiatives. The liaison also collaborates with the Parent Teacher Council and works directly with families to support their children's educational needs, ensuring optimal outcomes.

At Dreamers Academy, parent engagement is a cornerstone of our approach. Our teachers use the Remind App, conduct in-person and virtual meetings, and make phone calls to maintain strong communication with parents. We require all parents to attend a conference in October or November to discuss their child's academic progress. Regular invitations are extended to families to participate in school events, and the Parent Teacher Council (PTC) actively contributes to decision-making regarding their children's education. Meetings are held bilingually in English and Spanish to respect our students' home languages, and our high level of family engagement is reflected in strong attendance at school-wide events.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to

address the need(s) (i.e., timeline).

Our core academic program is Dual Language Immersion. Dual Language Model programs foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages. Our program follows a 50/ 50 language allocation model, 50% of literacy and content instruction is in English and 50% of the instruction is in Spanish for K-2. The language allocation for 3-5 will be 70/30, and in middle school grades by content. Dual Language Education addresses the needs of English Language Learners due to instruction in heritage language and use of ESOL strategies embedded into the pedagogy.

Benchmark Advanced and Benchmark Adelante are our literacy programs that are aligned with the Florida B.E.S.T for the core whole group instruction during our literacy block. Our literacy block also includes small group instruction that incorporates explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension with decodable or phonetic text instructional strategies.

Literacy intervention includes evidence-based strategies frequently used to remediate reading deficiencies and includes, but is not limited to, individual instruction, multisensory approaches that targets specific reading skills and abilities. Our Literacy intervention is responsive to the linguistic needs of the students and fosters biliteracy for emerging readers. Math intervention incorporates explicit, systematic, and sequential approaches to address gaps in grade level knowledge, target skills and concepts, and boost Math proficiency. Title I will fund coaches and interventionist positions for the school year.

The bilingual Exceptional Student Education (ESE) program at our school stands out for its comprehensive approach to fostering an inclusive and supportive learning environment through dual language immersion. One of its primary strengths lies in delivering interventions, evaluations, and instructional support in both English and Spanish, ensuring that students receive high-quality education in their dominant language. This dual-language approach promotes academic growth and reinforces cultural identity, empowering students to become bilingual and biliterate, which is part of our school's mission. The ESE program excels in creating individualized education plans (IEPs) tailored to each student's linguistic and academic needs, enabling them to thrive in both languages. Another strength of our bilingual ESE program is its emphasis on collaboration and its priority to offer culturally responsive interventions. The team consists of highly skilled bilingual educators and service providers who work closely with general education teachers and parents to create a holistic and family-oriented support network. At Dreamers Academy, we ensure that communication with families occurs in their preferred language, fostering trust and engagement. By offering individualized support, promoting bilingualism, and fostering a collaborative environment, our school's ESE program is a cornerstone of the school's commitment to inclusivity and academic excellence. Our Gifted Program, also part of our ESE department, caters to students with an Educational Plan (EP) for Gifted

Education. They participate in small group instruction focused on enrichment activities that align with both the Florida B.E.S.T. standards and our Dual Language curriculum.

Our Extended Care program offers tutoring opportunities for students who are showing gaps in their grade level knowledge, as well as opportunities for enrichment and hands-on learning experiences

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00