

**Title I, Part A Parent and Family Engagement Plan
Dreamers Academy
2026-2027**

Each school served under Title I, Part A shall **jointly develop with, and distribute to**, parents and family members of participating children a written parent and family engagement plan.

Review and Reflection of 2025-2026 Parent and Family Engagement Plan

Describe which parts of your 2025-2026 PFEP were the most effective and how you feel it positively impacted family engagement and student learning. Be sure to include any barriers and how you will address these barriers in the 2026-2027 PFEP. Using the stakeholder input (parent/teacher surveys, meeting notes, evaluations, etc.), identify and briefly discuss the needs you will address this year through your PFEP.

RESPONSE:

We have an onsite Parent-Home Liaison. Our Liaison works closely with families and the administration to gather feedback. The administrative team and the liaison planned school-wide family engagement events such as our “Building Super Students” workshop, Community Wellbeing Connection class, and family literacy initiatives such as Family Library Night. The Liaison collaborated with the Parent Teacher Council and worked individually with families to help them meet their students' educational needs and to ensure the best possible outcomes for our students and their families.

Parent and Family Engagement Mission Statement

Enter your Parent and Family Engagement mission statement below. Describe how parent and family engagement will assist in providing high quality instruction for all learners. The mission statement should:

- **Reflect the beliefs or values the school holds regarding the importance of family engagement;**
- **Explain the purpose of the parent and family engagement program;**
- **Be written in parent friendly language;**
- **Inspire stakeholders to be engaged and supportive of the program; and**
- **Be different from your school mission statement.**

RESPONSE:

Our school mission: *Dreamers Academy is a K-8 public dual language charter school that develops bilingual, biliterate, and cross-cultural leaders of character within a caring environment that encourages family engagement and celebrates America.*

Our core academic program is Dual Language Immersion. Dual Language programs foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages. Parent engagement is foundational at Dreamers Academy.

The purpose of the parent and family engagement plan is to maximize our partnership in education and to be driven by our mission. Research consistently demonstrates that meaningful family engagement improves student achievement, attendance, motivation, and overall school success. 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 and/or November with their homeroom teachers to discuss

academic progress. Parents and families are regularly invited to attend Dreamers Academy to school events and to volunteer.

Involvement of Stakeholders (Parents, Families, School Personnel and Community)

Describe how the school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used. [ESEA Section 1116]

RESPONSE:

The Parent Teacher Council (PTC), Parent-Home Liaison, and school administration collaborate throughout the year to plan, implement, and evaluate family engagement activities. Meetings are conducted bilingually in English and Spanish to ensure all families can participate meaningfully. Family input is collected through surveys, meetings, and ongoing communication and is used to guide decisions regarding Title I programming and the use of Title I funds. Families receive timely information through weekly newsletters, text messages, the school website, and social media.

The PTC, Parent-Home Liaison, and the administrative team plan and meet quarterly to create a calendar of events and logistics for the school year. Additionally, the Title I annual meeting is scheduled in the 1st quarter and promoted with ample time to our families via weekly newsletter, social media, and/or text.

Coordination and Integration

Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Include how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

Program	Coordination
Title I	School Choice District Office & Finance Department communication & collaboration
United Way Suncoast	Dreamers Academy received a \$270,000 After School Program grant to support literacy enrichment and tutoring for students in grades K–3. The grant spans three school years, from 2025-2026 through 2027–2028. As part of our literacy efforts, we host an annual New World’s Reading Family Literacy and ESOL Night in partnership with United Way Suncoast (UWS), where we provide dinner, free books, and helpful resources for families.
The Patterson Foundation	Through Suncoast Remake Learning Days and the Campaign for Grade-Level Reading, we offer free, hands-on, and engaging activities for families to enjoy and explore together. We also host school concerts that are free for all families in our community.
Familia Connect	This initiative is led by Dreamers Academy and offers workshops in both English and Spanish to help families support their children's literacy at home. Our Parent-Home Liaison promotes these events, assists with registration, and

	connects families with valuable resources. To encourage ongoing family engagement, we host library nights and literacy workshops that strengthen students' reading development while fostering meaningful partnerships between families and the school.
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Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

Count	Activities and Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agendas, handouts, and presentation materials that address the required components	Head of school and/or admin designee, PTC, Parent-Home Liaison	July/August 2026	Copies of documents uploaded to the online crate
2	Develop and distribute invitations (flyers, calls, texts, newsletters, etc.)	Head of school and/or admin designee, PTC, Parent-Home Liaison	August/September 2026	Copies of invitations and sign-in sheets uploaded to the online crate
3	Hold the Meeting(s)	Head of school and/or admin designee, PTC, Parent-Home Liaison	September/October 2026	Agenda/Sign-in Sheet uploaded to the online crate
4	Evaluate the Meeting(s)	Head of school and/or admin designee, PTC, Parent-Home Liaison	October/November 2026	Aggregated Evaluation Form/Notes uploaded to the online crate
Title I Annual Parent Meeting Description: Include date(s), time(s), events it might be partnered with such as open house. Describe the format of the meeting		Families will receive invitations and reminders through weekly newsletters, text messages, social media, and the school website. Title I Annual Meetings may be combined with events such as PTC, Open House, or other school functions. Meeting agendas and registration details will be shared in advance.		
How the school will ensure information is shared with parents who cannot attend the Title I Annual Parent Meeting(s)		The information will be shared via weekly newsletter, texts, and social media posts.		

Parent Notifications

Describe how the school will provide each family with timely notice information regarding the following:

- the parent’s right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals
- how the school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments
- how will the school notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field? [ESEA Section 1116]

RESPONSE:

Parents have the right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals. The school will provide an individualized student report about the performance of their child(ren) on the State assessments when requested by a parent and/or direct the parent to the FOCUS portal for access to the state assessments report. The school will notify each family via letter when their student has been assigned or has been taught for four or more consecutive weeks by a teacher who is Out of Field (OOF).

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [ESEA Section 1116]

RESPONSE:

The school will offer a flexible number of meetings, such as meetings in the morning or evening, in-person or virtual. We will provide refreshments for in-person meetings. When appropriate, meetings will also be offered virtually to accommodate family schedules and increase participation.

Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents/families work with their child(ren) to improve academic achievement. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116.

Description of Activity	Person Responsible	SIP goal with which this activity is aligned	Timeline	Specific Anticipated Outcomes for this Activity
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Family Literacy events and workshops with modeled shared reading and activities to practice at home. Families will participate in engaging literacy experiences, including Read-a-thons, Literacy Missions, and modeled reading activities designed to strengthen reading habits and support learning at home.	Literacy Team Partnership with UWS Parent-Home Liaison	Increase percent of students reading on grade level.	August - May	Parents will read and discuss reading with their children. Reading achievement increases from PM1 to PM2 to PM3.
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Staff Development

Describe the professional development activities the school will provide, with the assistance of parents/families, to educate the teachers, specialized instructional support personnel, school leaders, and other staff in the following:

- the value and utility of contributions of parents/families
- how to reach out to, communicate with, and work with parents/families as equal partners, and
- implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

Description of PL Activity	Person Responsible	Specific Anticipated Outcomes for this Activity	Timeline
Parent-Student-Teacher Conference Prep: Steps & Strategies for planning, building trust, conducting phone calls, conferences, and following up with families.	Head of School or admin designee	Teachers and parents will develop positive relationships that support student academic and character growth.	Fall PD October/November conferences for all students mandatory. Spring conferences as needed and as requested by teachers, parents, and/or admin.

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more meaningful engagement in the education of their child(ren). [ESEA Section 1116].

RESPONSE:

Through Familia Connect, Dreamers Academy provides bilingual workshops that equip families with literacy strategies, educational resources, and practical tools to support reading development at home. The Parent-Home Liaison coordinates outreach, assists with registration, and connects families with school and community resources that support student success.

Communication

Describe how the school will provide parents and families of participating children the following [ESEA Section 1116]:

- **Timely information about the Title I programs**
- **Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to obtain**
- **If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children**
- **If the schoolwide program plan is not satisfactory to the parents of participating children, the school will include the parents' comments with the plan that will be made available to the local education agency.**

RESPONSE:

Dreamers Academy will provide information about the Title I on our website, weekly newsletter, and during our annual meeting. Parents will be encouraged to provide ideas and feedback.

Benchmark Advanced and Benchmark Adelante are our literacy programs that are aligned with the Florida B.E.S.T and the Science of Reading. Our literacy block includes whole and small group instruction. Reading intervention includes evidence-based strategies frequently used to remediate reading deficiencies and includes, but is not limited to, individual instruction, multisensory approaches that target specific reading skills . Our reading intervention is responsive to the linguistic needs of the students and fosters biliteracy for emerging readers.

We also follow Florida B.E.S.T. for math instruction. Math intervention incorporates explicit, systematic, and sequential approaches to address gaps in grade level knowledge, target skills and concepts, and boost Math proficiency. Our goal is for all students to have high mathematical abilities and skills.

Our goal is for every student to achieve grade-level proficiency in reading and mathematics through high-quality instruction, targeted intervention, and ongoing progress monitoring. Title I will fund our literacy coach, math coach, and interventionists positions.

Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [ESEA Section 1116]:

RESPONSE:

Dreamers Academy is a dual language school that fosters bilingualism, biliteracy, and high academic achievement through instruction in two languages. Our program follows a 50/50 language allocation model and addresses the needs of English Language Learners due to instruction in heritage language and use of ESOL strategies embedded into the pedagogy.

Our Exceptional Student Education (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. This dual-language approach promotes academic growth, 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.

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 cohesive collaboration, we will achieve our mission.

Discretionary Activities

Describe any activities that are not required, but will be paid for through Title I, Part A funding [for example, home visits by school staff (including GETs and Home School Liaisons), transportation for meetings, activities related to parent/family engagement, etc.]

RESPONSE: Title I will fund teachers to support reading and math acceleration and interventions.