

Sarasota County Schools

DREAMERS ACADEMY



2026-27 Schoolwide Improvement Plan

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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

Allison Lee

Allison.Lee@dreamersacademy.org

Position Title

Assistant Head of School (Lower Campus)

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**

Ryan Lee

Ryan.Lee@dreamersacademy.org

Position Title

Assistant Head of School (Upper Campus)

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 #4**Employee's Name**

Amanda Kane

Amanda.Kane@dreamersacademy.org

Position Title

Dual Language 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 intervention plans.

Leadership Team Member #5**Employee's Name**

Allysa James

Allysa.James@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. Maintains required ESE records and audit documentation.

Leadership Team Member #6

Employee's Name

Laura Gomez

Laura.Gomez@dreamersacademy.org

Position Title

ESOL Liaison

Job Duties and Responsibilities

Ensures that ELL students receive appropriate services and access to instruction in accordance with district and state guidelines. Coordinates school-based ESOL services, provides support to school personnel serving ELL students, and serves as the school-based resource for student identification, assessment, placement, scheduling, monitoring, reclassification, and ELL Committee meetings. Maintains required ESOL records and audit documentation.

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, supportive parents, and staff. Their feedback during board and parent-teacher council meetings is instrumental in guiding and supporting 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)).

The instructional leadership team will analyze student data (FAST Assessment Scores, Attendance, Proficiency) regularly during PLCs and after every FAST Progress Monitoring. Students identified as needing Tier 2 and/or Tier 3 intervention will work with an interventionist, ESE teacher, and/or a classroom teacher to receive targeted reading interventions in addition to small-group instruction with the classroom teacher.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-7
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	76.6%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: A 2024-25: C 2023-24: C 2022-23: A 2021-22:

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	109	101	101	90	84	61	36			582
Absent 10% or more school days	9	11	8	6	5	3	4			46
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	36	26	29	22	28	15	8			164
Level 1 on statewide Math assessment	11	17	24	6	13	11	5			87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	15	5	7	18						45
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	8	8	6						26

Current Year 2026-27

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	9	11	8	6						34

Current Year 2026-27

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		3		8						11
Students retained two or more times										0

Prior Year (2025-26) 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	
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

Prior Year (2025-26) 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		27	22	32	6	10	5			102

Prior Year (2025-26) 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	2			3						5
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	55	75	64	44	72	61	40	69	58
Grade 3 ELA Achievement	67	72	64	52	72	62	42	72	59
ELA Learning Gains	66	67	62	41	68	61	43	64	59
ELA Lowest 25th Percentile	67	52	55	52	58	55	70	53	54
Math Achievement*	67	74	64	59	72	62	52	71	59
Math Learning Gains	68	68	61	48	67	60	43	68	61
Math Lowest 25th Percentile	56	54	52	50	55	53		55	56
Science Achievement	52	73	60	43	68	57		66	54
Social Studies Achievement*		88	77		83	74		86	72
Graduation Rate		96	77		92	72		95	71
Middle School Acceleration		83	79		79	75		80	71
College and Career Acceleration		67	61		61	56		65	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	61		56	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 (FPPi) 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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	498
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
62%	51%	50%	67%	42%		

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	45%	No		
English Language Learners	55%	No		
Black/African American Students	23%	Yes	2	1
Hispanic Students	62%	No		
White Students	72%	No		
Economically Disadvantaged Students	58%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	55%	67%	66%	67%	67%	68%	56%	52%					
Students With Disabilities	31%		53%		50%	47%							
English Language Learners	42%	46%	68%	67%	56%	62%	55%	42%					
Black/African American Students	15%				31%								
Hispanic Students	52%	69%	67%	65%	66%	69%	55%	52%					
White Students	74%	80%	58%		81%	67%							
Economically Disadvantaged Students	49%	61%	66%	66%	64%	67%	52%	41%					

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%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	63%	71%	-8%	60%	3%
ELA	4	45%	68%	-23%	60%	-15%
ELA	5	49%	71%	-22%	61%	-12%
ELA	6	36%	69%	-33%	62%	-26%
Math	3	71%	75%	-4%	66%	5%
Math	4	67%	76%	-9%	65%	2%
Math	5	56%	75%	-19%	62%	-6%
Math	6	47%	67%	-20%	60%	-13%
Science	5	48%	73%	-25%	60%	-12%

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 6% of our students were performing at or above grade level proficiency. By the end of the year, this figure had risen to 71%, reflecting a remarkable growth of 65 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. We also offered Saturday Academy and after school tutoring to support our students. These combined efforts have significantly contributed to our students' improved mathematical understanding and performance.

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 4th grade ELA performance is our greatest area of need, with only 45% of students meeting or exceeding grade-level proficiency on the end-of-year FAST Progress Monitoring assessment. Student growth from PM1 to PM3 was limited to 21 percentage points, making this a key area for improvement. As a Title I school serving a large population of English Language Learners, many of our students face unique challenges as they develop literacy skills primarily in English. In addition, Dreamers Academy continues to grow, and many of our newly hired teachers are early in their careers. During the school year, our 4th grade ELA team consisted of two novice teachers who received ongoing coaching and mentorship. Continued, high-quality professional learning for new teachers is essential to strengthen instructional practices, build pedagogical expertise, and improve student outcomes.

Greatest Decline

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

contributed to this decline.

The data reveals a decline in ELA performance for students in our lowest quartile. In the 2024-2025 school year, 70% of our lowest quartile were proficient in ELA according to the FAST Progress Monitoring Assessment. However, proficiency dropped to 67% proficiency in the 2025-2026 school year, marking a 3 percentage-point decrease. This was not a significant decline, but something we will be monitoring. A contributing factor to this decline is the higher proportion of English Language Learners (ELLs) among our students. These barriers can obscure a true understanding of reading proficiency, as the test 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 ELA performance is our greatest area of need, with student proficiency 9 percentage points below the state average on the FAST assessment. As a Title I school serving a large population of English Language Learners (ELLs), we face unique instructional challenges. While students who have received English-language instruction for fewer than two years are exempt from state testing, many students identified as at risk of retention due to low FAST proficiency have been enrolled in U.S. schools for more than two years, with many attending since the 2020–2021 school year. Research indicates that developing academic proficiency in a second language typically takes 7 to 10 years. As a result, many ELL students are still building the language skills needed to demonstrate their full knowledge on standardized assessments. Research also shows that students in dual language programs may initially score below their peers on standardized tests but often outperform them over time as they achieve greater bilingual proficiency. These findings reinforce the importance of providing sustained, high-quality instructional support to ensure long-term 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. Our goal is to reach 95% attendance. 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 3-7 mastery of ELA standards at or above grade level.

2. Grades 3-7 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 Black/African American Students (BLK)

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.

Dreamers Academy, a dual language school, has a strong emphasis on high quality instruction in both English and Spanish. Students are instructed in all subjects in both languages. Because many of our African American students do not have prior knowledge in the Spanish language, the instruction they receive may take longer to process than our native Spanish speaking students. The mission of Dreamers Academy is to develop bilingual and biliterate students, however, research indicates that becoming proficient in a new language can take between 7-10 years. This underscores the importance of ongoing support for our Black/African American students as they advance toward linguistic and academic success. 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. Dreamers Academy ensures access to rigorous grade level instruction and targeted intervention through consistent implementation of explicit instruction, frequent progress monitoring, formative assessment, data-driven PLCs and differentiated whole group/small group instruction to accelerate achievement for Black/African American students.

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.

Prior data shows that this subgroup has two consecutive years below 41% proficiency. By May of 2027, our goal is that 65% of students identified as Black/African American will be considered proficient in English Language Arts as evidenced by Florida State FAST assessment data.

Monitoring

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

August 2026 to May 2027 - 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

Black/African American Students.

Person responsible for monitoring outcome

Head of School and/or admin designee from Instructional Leadership Team (ILT) - Interventionists, Dual Language and Curriculum Specialists

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:

Interventions: - Extended time for testing - Targeted small group or individual instruction based on student need with classroom teacher, interventionist, and /or Special Education teacher for a minimum of 20 minutes three times/week aligned to grade level standards- Accommodations (IEP, or 504) - Tier 3 Intervention requires consult with the Literacy Specialist, ESE Instructional Facilitator, and/or interventionist. Interventions and classroom accommodations. - 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. - Integrates Visual Techniques, Auditory Techniques, Tactile Techniques, and Kinesthetic Techniques to address gaps and reduce barriers to students' ability to meet Tier 1 & 2 expectations. - 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. - Includes platforms such as Imagine Learning, Freckle, AMIRA and reading interventions for specific targeted skills.

Rationale:

School based administrators conduct data chats with individual teachers, at grade-level teams and/or PLCs, which would include progress monitoring data. School administrators will monitor Tier 1 instruction by reviewing the percent of students meeting expectations per unit of instruction. Action steps are determined based on root-cause analysis of the data for Tier 2 and 3. For students in grades K-3, students are identified for needing Tier 2/Tier 3 interventions based on their response to Tier 1 screening and progress monitoring assessments (PM1). Students who have scored below the 20th percentile on FAST and students who have demonstrated through consecutive formative assessments a need for intensive problem solving in one or more of the six components of reading would be identified as having a substantial reading deficiency. For students in grades 4 and 5, students are identified for needing Tier 2/Tier 3 interventions by scoring a Level 1 or Level 2 on the previous year's FAST. These students also are considered for interventions based on Tier 1 screening and progress monitoring assessments. Students who have scored below the 20th percentile on FAST and students who have demonstrated through consecutive formative assessments a need for intensive problem solving in one or more of the six components of reading would identify a student in need of Tier 2/Tier 3 interventions.

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

Black/African American Student Supports and Interventions

Person Monitoring:

Dual Language Literacy Specialist

By When/Frequency:

Weekly/ Biweekly

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

Identify Black/African American students needing additional support by using FAST and classroom data. Provide targeted T2 interventions during the WIN block. Progress monitor every 2 to 3 weeks and adjust intervention groups/subjects based on data. Use common formative assessments to identify unfinished learning before it becomes a gap. Increase teacher coaching on explicit instruction, academic monitoring, and a gradual release model. Classroom teachers will ensure all students engage daily with grade level texts and standards aligned high quality tasks. Last, strengthen family partnerships through regular communication about student progress and strategies families can use at home to help accelerate their child's learning.

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 will continue with our mentor and coaching program to support teachers new to the field of education or Dual Language Education.

The program includes 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.

2026 data shows ELA achievement was 55% proficiency across grade levels 3-6. By May of 2027, our goal is that 70% of 3-7th graders will be considered proficient in English Language Arts as evidenced by Florida State FAST assessment data.

Monitoring

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

August 2026 to May 2027 - Instructional Leadership Team (ILT) will perform 7-10 minute walkthroughs and 30-60 minute classroom observations to collect standard-task alignment data. The ILT will monitor for high quality/grade level standards aligned tasks. By May 2027, the increased use of high quality/grade level standard aligned reading tasks will improve academic achievement, which will be demonstrated by FAST assessment data. Student proficiency in ELA will grow to 70% proficiency. 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.

Person responsible for monitoring outcome

Head of School and/or admin designee from Instructional Leadership Team (ILT), Assistant Head of Schools

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-7 is: Aligned with Science of Reading research, Benchmark Advance and Adelante, Study Sync McGraw Hill, 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-7 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 consultation with the Literacy Specialist /or ESE Instructional Facilitator/ ESOL Liaison for classroom support, intervention, and classroom accommodations. - Includes platforms such as Imagine Learning, Freckle, AMIRA and reading interventions for specific targeted skills.

Rationale:

School based administrators conduct data chats with individual teachers and teams of teachers during PLCs, which would include progress monitoring data. School administrators will monitor Tier 1 instruction by reviewing the percent of students meeting expectations per unit of instruction. Action steps are determined based on root-cause analysis of the data for Tier 2 and 3. For students in grades K-3, students are identified for needing Tier 2/Tier 3 interventions based on their response to Tier 1 screening and progress monitoring assessments (PM1). Students who have scored below the 20th percentile on FAST and students who have demonstrated through consecutive formative assessments a need for intensive problem solving in one or more of the six components of reading would be identified as having a substantial reading deficiency. For students in grades 4 and 5,

students are identified for needing Tier 2/Tier 3 interventions by scoring a Level 1 or Level 2 on the previous year's FAST. These students also are considered for interventions based on Tier 1 screening and progress monitoring assessments. Students who have scored below the 20th percentile on FAST and students who have demonstrated through consecutive formative assessments a need for intensive problem solving in one or more of the six components of reading would identify a student in need of Tier 2/Tier 3 interventions.

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 Learning, Mentoring, Coaching

Person Monitoring:

Admin and ILT designee

By When/Frequency:

Biweekly

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

Our school supports our specialists 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 specialists by ensuring that they have an additional planning time to monitor their students growth and attainment of standards and benchmarks. The specialists meet with teachers 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 2027, the percent of K-7 students identified as SWD will improve from 45% to 60% proficiency in ELA, as measured by Florida FAST assessment data.

Monitoring

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

Aug. 2026 to May 2027 - 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:

Interventions: - 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 - Accommodations (IEP, ESOL, or 504) - Tier 3 Intervention requires consult with the Literacy Specialist/or ESE Instructional Facilitator/ ESOL Liaison for classroom support, intervention, and classroom accommodations. - 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. - Integrates Visual Techniques, Auditory Techniques, Tactile Techniques, and Kinesthetic Techniques address gaps and reduce barriers to students' ability to meet Tier 1 & 2 expectations. - 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. - Includes platforms such as Imagine Learning, Freckle, AMIRA and reading interventions for specific targeted skills.

Rationale:

School based administrators conduct data chats with individual teachers and teams of teachers during PLCs, which would include progress monitoring data. School administrators will monitor Tier 1 instruction by reviewing the percent of students meeting expectations per unit of instruction. Action steps are determined based on root-cause analysis of the data for Tier 2 and 3. For students in

grades K-3, students are identified for needing Tier 2/Tier 3 interventions based on their response to Tier 1 screening and progress monitoring assessments (PM1). Students who have scored below the 20th percentile on FAST and students who have demonstrated through consecutive formative assessments a need for intensive problem solving in one or more of the six components of reading would be identified as having a substantial reading deficiency. For students in grades 4 and 5, students are identified for needing Tier 2/Tier 3 interventions by scoring a Level 1 or Level 2 on the previous year's FAST. These students also are considered for interventions based on Tier 1 screening and progress monitoring assessments. Students who have scored below the 20th percentile on FAST and students who have demonstrated through consecutive formative assessments a need for intensive problem solving in one or more of the six components of reading would identify a student in need of Tier 2/Tier 3 interventions.

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 teachers, interventionists, and ESE teachers. Teachers are provided with resources to support students identified as SWD. The ESE Instructional Facilitator, ESE teacher, and interventionists 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. In grades K–2, our 50/50 dual language model follows an A/B schedule, with all literacy and content instruction delivered in English on A Days and in Spanish on B Days. In grades 3–8, instruction is departmentalized and content-integrated, with language allocation continuing on an A/B schedule.

To build strong partnerships with families, we communicate in their preferred language and provide personalized support. Because our dual language model relies on consistent exposure to instruction in both languages, regular attendance and punctuality are essential for students' academic success. 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.

By November 2026, we will have 100% mandatory attendance to the Parent-Teacher-Student conference.

Every year we have 100% compliance to our mandatory conferences.

By May 2027, student attendance will improve from 92% to 95% and reduce students who are chronically absent from 26% to 10%.

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 performance 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 2026. 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 support, 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, Registrar, School Counselor

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 Home-School Compact Agreement and our charter agreement as well. 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–7, 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:

Head of School and/or admin designee, School
Counselor, Registrar

By When/Frequency:

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 parents 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.

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-7 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)).

Teachers conduct morning meetings that incorporate structured activities such as greetings, sharing, group activities, and morning messages. This approach enhances understanding of core values, character development, cultural understanding and communication, thereby strengthening relationships within the school community.

Our school psychologist and counselor provide comprehensive assessments to address cognitive and behavioral concerns. They have implemented a Blue Butterfly grief group, Big Brother/Big Sister, and Coalition for Safe Children mentors, NAMI mentors, and Take Stock in Children mentors. Their work ensures that students receive the support they need to thrive both academically and personally.

In addition, our school counselor has implemented leadership opportunities for students in grades 3-7 including but not limited to Kiwanis, Student Ambassadors, Junior National Honor Society, and Safety Patrol.

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)).

Dreamers Academy promotes college and career awareness through schoolwide activities designed to help students explore future educational and career opportunities. Throughout the school year, students participate in career awareness events, guest speaker presentations, and activities that encourage goal setting, leadership, and exploration of various career pathways.

As a growing K–8 school, we are expanding our secondary program and will welcome our first 8th-grade class in the upcoming years. At that time, we plan to broaden access to accelerated coursework that will allow eligible students to earn high school credit while still in middle school. Until then, our focus is on building a strong academic foundation, fostering career awareness, and preparing students for success in high school, postsecondary education, and the workforce.

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 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 start the day with Morning Meetings, 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 a Character Development curriculum 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 strengthening collaborative planning, coaching, and professional learning for teachers, paraprofessionals, and teacher interns. Our staff brings varying levels of experience, particularly in Dual Language Education, which requires specialized knowledge of bilingual

instruction, second language acquisition, and effective instructional practices for multilingual learners. To build instructional capacity, we are committed to cultivating a collaborative community of professional learners focused on continuous growth. Our *MentorConnect* program provides monthly workshops, individualized coaching, classroom observations, and feedback for educators who are new to teaching or new to Dual Language Education. In addition, we will continue to provide high-quality, job-embedded professional development that strengthens instructional practices, supports student achievement, and promotes 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)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, 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. In addition, our strong focus on T1 instruction, T2, T3 interventions/interventionist team and regular data chats will lead to success of the Black/African American subgroup. 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 is pivotal in fostering family engagement. This role involves gathering feedback from families, planning school-wide and Parent and Family engagement 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 a Dual Language Immersion model that promotes bilingualism, biliteracy, cross-cultural competence, and high academic achievement through instruction in English and Spanish. Our literacy curriculum uses Benchmark Advanced and Benchmark Adelante, aligned to Florida's B.E.S.T. Standards and Science of Reading. Core literacy instruction includes whole-group and small-group instruction with explicit, systematic teaching of phonemic awareness, phonics, vocabulary, fluency, and comprehension using decodable texts. Reading interventions provide targeted, evidence-based instruction through individualized and multisensory approaches that address specific skill deficits while supporting biliteracy. Math interventions use explicit, systematic instruction to address learning gaps, strengthen foundational skills, and increase grade-level proficiency. Title I funds support literacy and math coaches, as well as interventionists, to provide targeted academic assistance.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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