

Sarasota County Schools

Dreamers Academy



2022-23 Schoolwide Improvement Plan

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Dreamers Academy

1050 S TUTTLE AVE, Sarasota, FL 34237

dreamersacademy.org

Demographics

Principal: Catherine Rodriguez

Start Date for this Principal: 4/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-4
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	74%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Sarasota County School Board on 8/25/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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Dreamers Academy

1050 S TUTTLE AVE, Sarasota, FL 34237

dreamersacademy.org

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-4	Yes	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	72%

School Grades History

Year
Grade

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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 Florida Department of Education 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

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.

Our vision is to inspire scholars to enter High School a grade level ahead of their monolingual peers. As a result, they will be prepared for greater success on a global scale with rich academic content served by a bilingual staff who knows each student by name and need.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Rodriguez, Catherine	Head of School	To provide visionary leadership necessary to administer a comprehensive program of instructional and support services to establish and maintain a safe, caring and enriching environment to promote student success.
Lee, Ryan	Dir. Student Support Services	To administer a comprehensive program of instructional and support services to establish and maintain a safe, caring and enriching environment to promote student success.
Kane, Amanda	Dir. Curriculum & Instruction	To administer and implement a comprehensive standard-based literacy, math, and character education curriculum to establish and maintain a safe, caring and enriching environment to promote student success.
Barett-McIlvain, Anabely	Dir. of ESE & ESOL	To administer and implement ESE and ESOL support services to establish and maintain a safe, caring and enriching environment to promote student success.

Demographic Information

Principal start date

Monday 4/19/2021, Catherine Rodriguez

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

301

Identify the number of instructional staff who left the school during the 2021-22 school year.

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	0	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/29/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		66%	56%					68%	57%
ELA Learning Gains								62%	58%
ELA Lowest 25th Percentile								53%	53%
Math Achievement		52%	50%					73%	63%
Math Learning Gains								67%	62%
Math Lowest 25th Percentile								53%	51%
Science Achievement		67%	59%					65%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
ELL											
HSP											
FRL											

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	42
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
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Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to our 2022-2023 PM 1 data, 71% of our kindergarten students tested below benchmark in Star Early Literacy. 60% of our first grade students tested below benchmark in Star Early literacy. 49% of our second grade students tested below benchmark in Star Reading. 74% of third grade students tested below grade level on the FAST ELA Reading.

According to the 2022-2023 Star Math PM 1 data, 44.25% of our K-2 Students tested below benchmark. 66% of our kindergarten students tested below benchmark. 20% of first grade students tested below benchmark. 48% of second graders tested below grade level. 97% of third grade students tested below grade level on the FAST Mathematics assessment.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Overall 58.4% of the students at Dreamers Academy are not meeting grade level benchmark in literacy. 60% of our k-2 students are not meeting benchmark in literacy with the highest need in kindergarten where 71% of students are not meeting benchmark. 74% of our third grade students are not meeting grade level standards.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors contributing to our need for improvement in literacy include early development of our dual language model in its first year. We have a high population of ESOL students who are taking the test in their second language. New actions to improve include an increase in professional development regarding the dual language model and literacy instruction. Professional development will include a focus on small group literacy instruction, one on one coaching, and implementation of Professional Learning Communities.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We do not have prior data for comparison.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We do not have prior data for comparison.

What strategies will need to be implemented in order to accelerate learning?

Teachers will participate in professional development and coaching regarding literacy instruction and best dual language practices. We will increase small group instruction within the classroom. Small groups instruction will be based on data and will have targeted instruction and be fluid and flexible to meet the students' needs. An increase in paraprofessional support will take place in the classroom as well as small group intervention and implementation of Leveled Literacy Instruction and Soluciones.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The Director of Student Support Services and the Director of Curriculum and development will lead biweekly Professional Learning Communities. The focus will be on using data to identify needs and drive instruction. Teachers will learn best practices for small group instruction to best meet the needs of our

emergent readers who are reading below grade level. A consultant from SMP Consulting will observe teachers monthly and provide feedback to individuals, grade level teams, and for the whole school.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The administration will host biweekly PLCs and data chats with teachers to provide support and feedback to teachers. As we continue to review and monitor progress throughout the year, interventions and instructional practices will be modified to meet the needs of our students. Observations and professional development will be intentional and purposeful to help support and improve instructional practices.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Small Group Instruction**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our PM1 2022- 2023 STAR Renaissance data, 60 % of K- 2 Dreamers Academy students tested below benchmark in ELA. Additionally, 74% of our third grade students who took the FAST Progress Monitoring tested below grade level proficiency in ELA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By PM 3, ELA proficiency for K-2 will increase from 40% to 60% as measured by STAR Renaissance. ELA proficiency for third grade will increase from 26% to 50% as measured by FAST Progress Monitoring.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by collecting data three times a year using school-wide literacy assessments and STAR Renaissance and FAST Progress Monitoring. Data chats with teachers, instructional support staff, and administration will occur 3x per year. Biweekly PLC meetings will include reviewing data and analyzing deficit areas and planning for instruction.

Person responsible for monitoring outcome:

Ryan Lee (ryan.lee@dreamersacademy.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students needing additional support in ELA as identified through the SWST process, receive intensive intervention using Fountas & Pinnell Leveled Literacy Intervention and Soluciones Intervention by Benchmark individualized to students' areas of deficit. Classroom teachers differentiate their small group instruction to target grade-level standards until mastered.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing a collaborative approach between the homeroom and intervention teacher, students' deficit areas will be explicitly instructed and individualized to ensure success with grade-level material.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Administration will meet with teachers individually and during PLC time to discuss data, observations, & instructional impact. Students performing below level will be identified and tracked, referring to SWST as appropriate.
2. Teachers will be trained throughout the school year during PLCs on best practices for small group instruction and standards based literacy practices. The administration will support and reinforce the information presented.
3. Teachers will plan and implement small group lessons that are standards-based and geared to meeting the needs of all students in their classroom.

Person Responsible Amanda Kane (amanda.kane@dreamersacademy.org)

4. Implementation of leveled library books during small group literacy instruction.

5. Individual and ongoing feedback will be provided to staff based on observations by administration and the Educational Consultant. Coaching and modeling by a Reading Recovery/ Descubriendo la lectura trained teacher and the Educational Consultant will support instructional staff in mastering best practices.

6. The Director of Curriculum and Instruction will meet bimonthly to debrief instructional strategies that are working with intervention groups.

Person Responsible Amanda Kane (amanda.kane@dreamersacademy.org)

7. Students performing in the Bottom 30% will receive interventions using Fountas & Pinnell Leveled Literacy Instruction, Soluciones Intervention by Benchmark, and the Benchmark Supplemental Intervention materials. Ongoing collaboration between the Intervention Teachers and classroom teachers will occur to ensure continuous improvement. If progress is not showing growth, groups will be adjusted and/or interventions changed.

8. Third grade students in the afterschool program will participate in literacy tutoring.

9. K-2 students participating in the after school program will participate in standards based cross curricular learning clubs.

Person Responsible Catherine Rodriguez (catherine.rodriguez@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus

Description and Rationale:

Based on our PM 1 2022- 2023 STAR Renaissance data, 44% K-2 of Dreamers Academy students tested below grade level proficiency in Math. 97% of Dreamers Academy students tested below grade level proficiency in Math. Based on our PM 1 2022- 2023 STAR Renaissance data, 60% of K- 2 Dreamers Academy students tested below benchmark in ELA. 74% of our third grade students who took the FAST Progress Monitoring tested below grade level proficiency in ELA.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By PM 3, Math proficiency for K-2 will increase from 56% to 65% as measured by STAR Renaissance. Math proficiency for third grade students will increase from 3% to 30% as measured by FAST. By PM 3, ELA proficiency for K-2 will increase from 40% to 60% as measured by STAR Renaissance. ELA proficiency for third grade will increase from 26% to 50% as measured by FAST Progress Monitoring.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by collecting data three times a year using school-wide literacy assessments and STAR Renaissance and FAST Progress Monitoring. Data chats with teachers, instructional support staff, and administration will occur 3x per year. Biweekly PLC meetings for professional development conversations, feedback, and support with teaching practices.

Person responsible for monitoring outcome:

Ryan Lee (ryan.lee@dreamersacademy.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

New teachers and selected teachers will participate in a coaching cycle with the Director of Curriculum & Instruction and the Director of Student Support Services. All teachers will receive monthly observation and feedback from SMP Educational Consulting. Professional Development opportunities during PLCs, quarterly early release days, and professional learning days.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Professional Learning and Coaching ensures that teachers have knowledge of and implement evidence based best practices. It allows for observation, feedback, and growth of teaching practices, so student progress is maximized.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. New and selected teachers will participate in a semester-long coaching cycle from the Director of Curriculum & Instruction or Director of Student Support Services.

2. Consultant from SMP Educational Consulting will visit classrooms on a monthly basis to observe. Teachers will participate in individual and group feedback discussions based on observation.
3. Consultant from SMP Educational Consultant will collaborate with administration in planning of future professional development needs.
3. During PLC's, teachers will receive professional development on small group literacy practices in response to the data and needs of the students.
4. Modeling and coteaching of small group literacy by Reading Recovery trained teacher.
5. Teachers will participate in peer observations each semester to see implementation of evidence based best teaching practices.

Person Responsible Ryan Lee (ryan.lee@dreamersacademy.org)

6. Support staff will receive training on use and implementation of intervention programs: Fountas & Pinnell Shared Reading, Fountas & Pinnell Leveled Literacy Instruction, and Benchmark's Soluciones.
7. Teachers will receive professional development on implementation of character development programs, Positive Action and Responsive Classroom.
8. Teachers will receive professional development on classroom management strategies from administration and consultants.
9. Music teacher to attend conference to support the creation and implementation of music program.
10. Quarterly early release for professional development opportunities.

Person Responsible Amanda Kane (amanda.kane@dreamersacademy.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Dreamers Academy has 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 teachers and administration use Restorative 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 and Administration collaborate to meet students' behavioral needs. Our SWST Team meets biweekly to discuss student progress. Appropriate interventions are implemented, and monitored to assess students' academic, behavior, social, and emotional needs.

We have an onsite Family Engagement Liaison. Our Liaison works closely with families to increase family engagement. The liaison plans school wide family engagement events such as our Fall Festival, Remake learning days, and family literacy initiatives. Our liaison collaborates with the Parent Advisory Council and also works individually with families to help them meet their educational needs to ensure the best possible outcomes for students and families.

Parents and families are regularly invited to attend Dreamers Academy- Parent Teacher Council (PTC) to formulate suggestions and participate in decisions relating to their children's education. All meetings are conducted bilingually in English and Spanish to honor our students' home languages. The meetings are in person or via Google Meets, to maximize engagement. Dreamers Academy responds to any such suggestions as evidenced by meeting minutes and notes.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Parent engagement is a core value at Dreamers Academy. Our teachers maximize parent engagement and communication with Remind App, in person and Google Meets meetings, and phone calls. Our parents are required to attend a conference in November with their student's teachers to discuss academic and character progress.

Our SWST team consistently and proactively communicates with families that are referred to SWST and monitored bimonthly to help support each individual student's needs. Collaboration with the families ensures academic and behavioral success.

Our Family Engagement Liaison and Administration collaborate with families to meet their individualized needs. We work together to provide needed resources that will maximize student attendance and well being.

Our Family Engagement Liaison, Parent Advisory Committee, teachers and administration collaborate to plan school wide events and initiatives. We have Open House, Parent Night, conferences, Summer Literacy MeetUps, ESOL and Title 1 Nights. We have an annual Walk-a -thon to raise funds for individual stakeholders or families in our community. There is a Fall festival and a Remake Learning event to encourage family engagement and community development.