

Sarasota County Schools

Dreamers Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Dreamers Academy

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dreamersacademy.org

School Board Approval

This plan was approved by the Sarasota County School Board on 5/31/2023.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Dreamers Academy develops bilingual 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. 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rodriguez, Catherine		
Lee, Ryan	Assistant Principal	
Kane, Amanda		
Baretty-McIlvain, Anabely		

Stakeholder Involvement and SIP Development

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. (ESSA 1114(b)(2))

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

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

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Instructional leadership team will analyze student data regularly during PLCs and after every progress monitoring. Students identified with needing more supports and interventions will work with our Interventionist, besides receiving small group instruction from teachers.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	72%
2022-23 Economically Disadvantaged (FRL) Rate	74%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	22	12	14	8	0	0	0	0	0	56	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	3	1	0	1	0	0	0	0	0	5	
Course failure in Math	3	1	0	1	0	0	0	0	0	5	
Level 1 on statewide ELA assessment	0	0	0	8	0	0	0	0	0	8	
Level 1 on statewide Math assessment	0	0	0	3	0	0	0	0	0	3	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	24	22	10	8	0	0	0	0	0	64	

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	6	8	2	4	0	0	0	0	0	20

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that 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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	64	65	53		66	56			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	82	68	59		52	50			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		69	54		67	59			
Social Studies Achievement*					65	64			
Middle School Acceleration					51	52			
Graduation Rate					60	50			
College and Career Acceleration						80			
ELP Progress	58	68	59	42					

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	268
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	42
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 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%
SWD	58			
ELL	51			
AMI				
ASN				
BLK				
HSP	64			
MUL				
PAC				
WHT				
FRL	63			

2021-22 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%
SWD				
ELL	42			
AMI				
ASN				
BLK				
HSP	44			
MUL				
PAC				
WHT				
FRL	44			

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. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	64			82								58
SWD											1	58
ELL	36			73							4	58
AMI												
ASN												
BLK												
HSP	58			83							4	57
MUL												
PAC												
WHT												
FRL	57			79							4	57

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students												42
SWD												
ELL												42
AMI												
ASN												
BLK												
HSP												44
MUL												
PAC												
WHT												
FRL												44

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	61%	-3%	50%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	81%	70%	11%	59%	22%

III. Planning for Improvement

Data Analysis/Reflection

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

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

According to the PM 3 STAR Renaissance Progress Monitoring, our first grade ELA tested at 43% at or above grade level proficiency.

Factors contributing to our need for improvement in literacy include early development of our dual

language model in its second year. We have a high population of ESOL students who are taking the test in their second language. We also are a Title 1 School with 74% economically disadvantaged rate. New actions to improve include an increase in professional development regarding the dual language model and literacy instruction. Professional development includes a focus on small group literacy instruction, one on one coaching, and implementation of Professional Learning Communities. We have hired one full time bilingual reading interventionist and a part time reading interventionist to work with our emerging readers and students who are reading below grade level expectations. The interventionists will also work with teachers for Tier 1 support using the Benchmark Curriculum and small group instruction.

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

We do not have data to show decline from last year since it was the first year implementing the Florida State Progress Monitoring.

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 first grade ELA and second grade Math had the greatest gaps when compared to the District Data. The STAR Renaissance PM 3 for our first grade was 43% at/ above grade level and the District results were 73% at/ above grade level. The 30 point gap was our largest gap. The second grade Math STAR Renaissance results also had a 30 point difference in PM 3 when compared to the district. Our second grade scored 50% at/above grade level compared to the District at 80% at/above grade level.

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

Our third grade Math showed the most improvement school wide. For the first progress monitoring, the results were 3% of our students were at/ above grade level. At the end of year Progress Monitoring, 81% of our students tested at/ above grade level. There was a 77% growth. The third grade team piloted the new Florida Reveal Math curriculum. The teacher worked with the students on number sense, Math Fluency, Problem Solving, and Math Talks.

The third grade showed the most improvement in the 2022- 2023 school year. According to the Progress Monitoring data, in the beginning of the year, 36% of the students were reading at or above grade level. At the end of year progress monitoring, 58% of the students were reading at or above grade level resulting in a growth of 22%.

The third grade team used data to drive their instructional practice. They used the Benchmark curriculum unit assessments for student practice and data purposes. They targeted students who were reading below grade level with small group instruction and flexible grouping.

Overall, 51% of the students at Dreamers Academy are not meeting grade level benchmark in literacy. 54% of our k-2 students are not meeting benchmark in literacy with the highest need in second grade where 50% of students are not meeting benchmark. Those students have now moved up to third grade and will receive supports and interventions.

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

Our area of concern is ELA grades K-2. Our students are falling below the district results. Our goal is for all grade levels to be at or above district and state average.

According to our 2022-2023 PM 3 data, 54% of our K-2 Students tested below benchmark on ELA progress monitoring. 55% of our kindergarten students tested below benchmark in Star Early Literacy.

57% of our first grade students tested below benchmark in Star Reading. 50% of our second grade students tested below benchmark in Star Reading. 42% of third grade students tested below grade level on the FAST ELA Reading.

According to the 2022-2023 Star Math PM 3 data, 44.6% of our K-2 Students tested below benchmark. 51% of our kindergarten students tested below benchmark. 33% of first grade students tested below benchmark. 50% of second graders tested below grade level. 19% of third grade students tested below grade level on the FAST Mathematics assessment. Math proficiency is another area of concern.

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 will have targeted instruction and be fluid and flexible to meet the students' needs. An increase in interventionalist support will take place as small group pull out intervention using the programs Leveled Literacy Instruction and Benchmark 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 grade level Team Leads will lead Professional Learning Communities. The focus will be on using data to identify needs and drive instruction. They will also focus on individual problem solving for students who are falling below grade level. We have scheduled one student early dismissal day a month to provide time for Professional Development. Teachers will learn best practices for small group instruction to best meet the needs of our emergent readers who are reading below grade level. Teachers will also have the opportunity for individual instructional coaching for Dual Language pedagogy and leading small group literacy instruction.

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

K-3 ELA- Students reading at or above grade level
K-3 Mastery of Math Standards

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our 2022- 2023 PM Data, 51% of K- 2 Dreamers Academy students 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, our school ELA proficiency will increase from 49% to 59% as measured by STAR Renaissance and FAST Progress Monitoring tools.

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 STAR Renaissance and FAST Progress Monitoring testing platforms, as well as school-wide literacy assessments. Data chats with teachers, instructional support staff, and administration will occur 3x per year. PLC meetings will include reviewing data, analyzing deficit areas, and planning for instruction.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students needing additional support in ELA as identified through Progress Monitoring data literacy assessments, and classroom observation will receive small group intensive intervention using Fountas & Pinnell Leveled Literacy Intervention and Benchmark Soluciones Intervention individualized to students' areas of deficit. Classroom teachers differentiate their small group instruction to target grade-level standards until mastered.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Instructional Leadership Team 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.

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

By When: Monthly

2. Teachers will be trained throughout the school year during monthly Professional Development Days on best practices for small group instruction and standards based literacy practices. The Instructional Leadership Team and interventionists will support and reinforce the information presented.

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

By When: Monthly

3. Teachers will plan and implement small group lessons using the leveled texts that are standards-based and geared to meeting the needs of all students in their classroom.

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

By When: Weekly

5. Individual and ongoing feedback will be provided to staff based on observations by the Instructional leadership team. Coaching and modeling by Bilingual Reading Interventionist and Director of Curriculum and Instruction will support instructional staff in mastering best practices.

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

By When: On going completed May 2024

6. The Instructional Leadership Team will meet bimonthly to analyze data, debrief instructional strategies, problem solve students who are continuing to fall below grade level, and target instruction based on student need.

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

By When: Bimonthly- completed May 2024

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.

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

By When: On going- completed May 24

8. The After Care program will provide tutoring and additional opportunities for literacy enrichment. Third grade students in the afterschool program will participate in literacy tutoring. 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)

By When: On going - completed May 2024

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

School-wide positive culture and environment is instrumental to excellent academic achievement. Research shows that students thrive academically in an environment that meets their basic needs, helps them stay regulated, and fosters their character development. A school-wide positive culture and environment includes all stakeholders. Teachers, families, administration, and the community all contribute to developing and sustaining a positive culture where students flourish. When a positive, caring environment is maintained children feel safe taking risks, learning and growing. As a result, students will reach their maximum academic potential. As Dr. Rodriguez says, “a happy child is a child that learns.”

Measurable Outcome:

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

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

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 STAR Renaissance and FAST Progress Monitoring testing platforms, as well as school-wide literacy assessments. Data chats with teachers, instructional support staff, and administration will occur 3x per year. PLC meetings will include reviewing data and analyzing individual data related to students who would benefit from interventions related to meeting their basic needs, wellbeing, and character development.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Action is an evidence-based program for improving academics, behavior, and character. Their research has demonstrated 21% improvement in state reading test scores, 51% improvement in state math test scores, 85% reduction in disciplinary referrals, 62% reduction in substance use, 51% reduction in bullying, 28% reduction in absenteeism, 73% reduction in suspensions, and 12% reduction in truancy.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Daily Morning Meetings and Closing Circles implementing Responsive Classroom procedures and Positive Action lessons.

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

By When: Ongoing- completed by May 24.

Schoolwide Positive Action Day

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

By When: February 30

Dreamers Core Values lessons and award students every six weeks for representing the values.

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

By When: Ongoing- completed by May 24.

Family Engagement activities including Kindergarten Kick Off, Meet the Teachers, Back to School Night, Title One Night, Book Parade, Fall Festival, Fall Hispanic Festival, Fun Run, ReMake Learning, Literacy Week, Kindergarten Round Up, and Kindergarten Move Up.

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

By When: Ongoing- completed by May 24

Parent Teacher Council meetings, activities, and collaboration.

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

By When: Ongoing- completed by May 24.

Teacher Positive Action, Responsive Classroom and Dreamers' Core Values Professional Development.

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

By When: Ongoing- completed by May 24.

Teachers and paraprofessionals will problem solve for individual students during PLC whose behavior and/or well being is affecting their academic performance will be identified and tracked, referring to SWST as appropriate.

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

By When: Ongoing- completed May 24

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))

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

SIP plan will be posted on our website at www.DreamersAcademy.com and will also be disseminated to our families via email, text link, and school-wide events such as our parent-teacher-student conferences in November, as ESOL and Title 1 in both languages English and Spanish.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parent engagement is foundational at Dreamers Academy. Our teachers maximize parent engagement and communication with Remind App, in person and ZOOM 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 Teacher Council, teachers and administration collaborate to plan school wide events and initiatives. We have Open House, Parent Night, conferences, Summer Literacy Meet Ups, ESOL and Title 1 events. We have an annual Walk-a -thon/Fun Run to raise funds for our school initiatives. There is a Fall festival and a ReMake Learning event to encourage family engagement and community development.

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 III of the SIP. (ESSA 1114(b)(7)ii)

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 Parent-Home of Family Engagement Liaison. Our Liaison works closely with families to gather feedback. The liaison plans school wide family engagement events such as our Fall Festival, ReMake learning night, and family literacy initiatives. The Liaison collaborates with the Parent Teacher Council and works individually with families to help them meet their students 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.

Action that will take place are the following:

1. New and selected teachers will participate in a semester-long coaching cycle with the Director of Curriculum & Instruction and/or designated admin.
2. The Administrative leadership team will visit classrooms on a monthly basis to observe. Teachers will participate in individual and group feedback discussions based on observation.
3. During PLC's, teachers will receive professional development on small group literacy practices in response to the data analysis and needs of the students.
4. Modeling and coteaching of small group literacy by Director of Curriculum & Instruction and trained teacher(s).
5. Teachers will participate in peer observations each semester to see implementation of evidence based best teaching practices.
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 mentors.

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 ESSA, 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). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

We contracted with Herrera Psychology to have one and/or two school psychologists to serve the school and its students in different capacities. We submitted the Mental Health Allocation Plan that includes the following:

1. Tier 1 - For character education we will implement Positive Action Curriculum and responsive classroom morning meetings and closing circles, character ed mini lessons, and school-wide activities and events. Positive Action and Responsive Classroom and student-centered and character building. It is comprised of a set of research and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities, for both students and teachers. Teachers are trained at the beginning of every school year. Teachers will implement morning meetings which include a structured greeting, sharing, group activity, and morning message aligned with Positive Action Curriculum. Also improves cultural understanding and communication to foster relationships.
2. Tier 2 - Assessment and interpretation of behavioral data to monitor response to intervention. Development and monitoring of individual student behavior intervention plans. Suicide risk/threat assessment protocols for responding to bullying or trauma. Small groups provided by the school psychologist and other mental health professionals. Implementation by the ESE Teacher and/or Liaison, SWST, School Psychologist, Classroom teachers, Gatekeeper, and Administration.
3. Tier 3 - Psychological assessment of cognitive, behavioral, and socio-emotional concerns. Counseling as a related service as assigned on a student's IEP or 504 Plan. Suicide intervention and Post-intervention by School Psychologist and/ or other mental health professionals, CARE team, and prevention programs such as Positive Action Curriculum, restorative practices and strategies.

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. (ESSA 1114(b)(7)(iii)(II))

N/A

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. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

SWST protocols and procedures are established to review information to proceed with a treatment care plan for both students and families. The school will connect resources for wraparound care and school identified personnel are assigned to monitor ongoing support and outcomes of interventions, at all levels (Tier II, Tier III). SWST review and monitoring of specifically designed interventions, instructional support, and/ or accommodations, Tier 3 RTI data collection and analysis, and quarterly progress reports.

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. (ESSA 1114(b)(7)(iii)(IV))

Teachers and paraprofessionals will participate in professional development and coaching regarding literacy instruction and best dual language pedagogical practices. The grade level Team Leads will lead Professional Learning Communities with a focus on positive culture and academic achievement. In PLCs, teams will collaborate and will use data to identify needs and drive instruction. They will also focus on individual problem solving for students who are falling below grade level.

We have scheduled one student early dismissal day a month to provide time for Professional Development, which was something the teachers requested. Our two big goals to develop our staff and be life-long learners are the following:

1. CULTURE - "To create and sustain a positive and supportive environment committed to our vision,

core values, and growth for everyone”

2. ACHIEVEMENT - “To cultivate and maintain an environment committed to growing and learning”

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A