



School Year 2026-2027

FY27 Title I Schoolwide Charter Plan

School Number: 232

School Name: Dream Academy Charter School

Principal:

Operator:

Additional Title I Points of Contact:

Grants Specialist:

School Website with FY27 Title I Plan posting:

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I. Component 1: Comprehensive Needs Assessment: To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment of the entire school that considers information on the academic achievement of children in relation to the challenging state academic standards

a. Data Sources

- (1) **Identify** at least 3 sources to ensure triangulation of the data
- (2) **Attach** actual data reports at aggregate level

Literacy	Math	Other: (Attendance, Student Wholeness, College and Career Readiness, Science, Social Studies, etc.)

b. Identified Prioritized Needs for SY26-27: Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant academic achievement data to understand students' most pressing needs and their root causes. Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

	What is the <i>Area of Need</i> and why was it selected?	Data to Support	What is the root cause of the identified need?
Literacy:			
Math:			
Other:			
Other:			

II. Component 2: Schoolwide Reform Strategies:

- The plan must describe **how the school will improve academic achievement** throughout the school, but particularly for the lowest-achieving students, by **addressing the needs identified in the comprehensive needs assessment**.
- The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to **provide a well-rounded education**.
- **Note that all Title I funded purchases [including positions] must be an/in support of an, ESSA evidenced-based strategy intervention or goal or in support of an ESEA evidence-based strategy, intervention or goal.** [See [Guidelines for Federal Spending](#) for more information]. Please ensure all Title I allocations for FY27 are included in some capacity in the goals/strategies below – example: Literacy Goal – Improve literacy outcomes on DIBELS assessment through the use of Wilson Language Program. Title I funds will support Teacher Elementary implementing Wilson program as well as supplemental supplies associated with implementation.

a. Statement of Goals:

Literacy:	
Math:	
Other:	

b. Identification of Strategies:

- The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students.
- The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education.
- *To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results.*

Evidence-Based Strategy 1: Person(s) Responsible: Timeframe:	
Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the school, particularly the needs of the lowest-achieving students.	
How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education? What ESSA Evidence-based strategy will it support?	
What benchmarks will be used for program evaluation?	
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	
Evidence-Based Strategy 2: Person(s) Responsible: Timeframe:	
Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the school, particularly the needs of the lowest-achieving students.	

How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education? What ESSA Evidence-based strategy will it support?	
What benchmarks will be used for program evaluation?	
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	
Evidence-Based Strategy 3: Person(s) Responsible: Timeframe:	
Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the school, particularly the needs of the lowest-achieving students.	
How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education? What ESSA Evidence-based strategy will it support?	
What benchmarks will be used for program evaluation?	

What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	
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III. Component 3: Parent, Community, and Stakeholder Involvement

- Through the needs assessment, **a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes.** Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- The plan must be made available to the local educational agency, parents, and the public and is in an understandable and uniform format and, to the extent practicable*, provided in a language that the parents can understand.
- **A school operating a schoolwide program shall develop (or amend) a comprehensive plan that is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan** including teachers, principals, other school leaders (including administrators of programs), paraprofessionals, the LEA, tribal organizations, if applicable, specialized instructional support personnel, technical assistance providers (secondary), school staff, and/or others determined by the school.

Type(s) of Engagement	Stakeholders	Date(s) of engagement

IV. Component 4: Coordination with other Federal, State, and Local Services, Resources, and Programs. If appropriate and applicable, the 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 comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The budget development and approval process satisfies this requirement.