



School Year 2026-2027

FY27 Title I Schoolwide Charter Plan

School Number: 232

School Name: Dream Academy Charter School

Principal: Danielle Davis

Operator: Arts for Learning

Additional Title I Points of Contact: Erica Queen

Grants Specialist: Matt Malone

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.)
In SY 24-25, MCAP ELA Proficiency was at 22.8%. The target for year 25-26 is 24.9% (pending results). The target for year 26-27 is 28.5%. 24-25 DIBELS Proficiency was at 55%. The goal for 25-26 is 66%. The target for year 26-27 is 71%.	In SY 24-25, MCAP Math Proficiency was at 13.7%. The target for year 25-26 is 17.3% (pending results). The target for year 26-27 is 20.9%.	The Chronic Absenteeism rate for 24-25 was 41.9%. The target for 25-26 was 37.9%. The target for year 26-27 is 33.8%.

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:	K-5 Literacy	Amplify WW EOMs	During the 2024-2026 school year, teachers faced the dual challenge of delivering grade-level curriculum while simultaneously addressing foundational gaps for students performing below grade level. Another significant factor contributing to performance issues was chronic absenteeism. When students frequently miss school, they miss critical instruction, directly impacting their ability to perform at their best.
Math:	K – 8 th Grade Math	iReady	Students are struggling with prerequisite Math concepts and are struggling to pass grade-level assessments on iReady and Reveal. Another root cause is the chronic absenteeism rate. When students are not in school for instruction, they do not perform at their best.
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:	- Improve literacy outcomes on DIBELS assessment through the use of a double dose of Foundations. Title I funds will support Teacher Elementary implementing Foundations as well as supplemental supplies associated with implementation.
Math:	- Improve mathematics outcomes on Reveal formative assessment through the use of Reveal Math. Title I funds will support Teacher Elementary implementing Reveal as well as iReady and ALEKS.
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.	Equity and Access Through Double-Dose Foundations This strategy promotes equity by ensuring that all students—regardless of starting skill level—receive the level of instruction and support necessary to achieve grade-level literacy proficiency. Rather than providing the same instruction to all students, this plan intentionally allocates additional time, smaller group instruction, and specialized teaching to those who need it most. Targeting Resources Based on Student Need Equity is achieved by prioritizing the lowest-achieving students for intensified instruction. Students who demonstrate the greatest gaps in foundational literacy skills receive a double dose of Foundations, meaning: • Increased instructional time focused on critical reading skills • Smaller group sizes (3–5 students) that allow for individualized attention • More frequent opportunities for guided practice and corrective feedback This targeted allocation ensures that students who are furthest behind are not left to struggle in a one-size-fits-all model but instead receive the additional support required to close achievement gaps. Providing Access to Grade-Level Learning Many struggling readers are unable to fully access grade-level content because of weak decoding and fluency skills. By strengthening these foundational skills through systematic, explicit instruction: • Students gain the ability to engage more independently with core curriculum materials • They can participate meaningfully in whole-class discussions and assignments • They experience increased confidence and academic engagement This creates greater access to rigorous, grade-level instruction for all learners, not just those already performing at or above benchmark.

	Reducing Long-Term Disparities Early literacy gaps disproportionately affect historically underserved student groups. Providing intensive early intervention through double-dose Foundations: • Prevents students from falling further behind over time • Reduces the likelihood of future academic struggles across all subject areas • Supports more equitable long-term outcomes in reading achievement Supporting Diverse Learning Needs Within a Schoolwide System This approach operates within a Multi-Tiered System of Supports (MTSS), ensuring: • All students receive strong Tier 1 instruction • Students needing additional help receive timely Tier 2 support • The most intensive support (Tier 3) is reserved for those with the greatest need Maximizing Instructional Quality and Responsiveness The addition of a dedicated intervention teacher increases the school's capacity to: • Deliver instruction with fidelity • Use data to adjust instruction in real time • Provide consistent, high-quality intervention without overburdening classroom teachers
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?	The addition of a teacher to deliver double-dose Foundations strengthens the academic program by ensuring that literacy instruction is: • Systematic and aligned across classrooms and intervention settings • Grounded in the Science of Reading, with explicit instruction in phonemic awareness, phonics, and fluency • Data-driven, using frequent progress monitoring to adjust instruction

	This coherence reduces instructional gaps and ensures that struggling students receive consistent, high-quality instruction. Classroom teachers are also able to focus more effectively on grade-level content, knowing that foundational skill deficits are being addressed intensively with the double-dose.
What benchmarks will be used for program evaluation?	Amplify BOY, MOY, and EOY
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	Title 1 Tutor (Temp), Teacher Elementary positions, supplemental supplies
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?	The addition of a teacher to deliver double-dose Foundations strengthens the academic program by ensuring that literacy instruction is: • Systematic and aligned across classrooms and intervention settings • Grounded in the Science of Reading, with explicit instruction in phonemic awareness, phonics, and fluency • Data-driven, using frequent progress monitoring to adjust instruction
What benchmarks will be used for program evaluation?	

What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	Teacher Elementary Positions
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?	

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
Community Budget Forum	Parents, School Staff, Community Members, A4L Board Members	December 2025
Annual Plan Meeting	Parents, School Staff, Community Members, A4L Board Members	January 2026
Community Budget Review	Parents, School Staff, Community Members, A4L Board Members	April 2026

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.