

SUMMARY OF FINDINGS - MOY

School Improvement and Transformation Monitoring Visit Summary Report

School: Dream Dine Charter School	LEA: State Authorized Charter
School Leader: Nadine Chatto	Supt/PEC Director: Veronica Tso
SIT-M Leader: Max Perez	Date: January 28, 2025
School NM Vistas Designation: CSI - Low Performance	
School Successes and Celebrations	
<p>The Dream Dine Academy has moved from a District Charter School to a State Charter School within the past year. This shift marks a new change in the academy's mission to provide quality education to its students.</p> <p>As of the Middle of the Year (MOY), 17 students are currently enrolled, a decrease from the 25 students at the Beginning of the Year (BOY). The student body spans multiple grade levels, with Three (3) in kindergarten, one (1) in 1st grade, one (1) in 2nd grade, seven (7) in 3rd grade, one (1) in 4th grade, and four (4) in 5th grade. Two of these students are receiving special education services. 100% of the student population is Navajo.</p> <p>Over the past couple of years, enrollment trends have declined. In 2023, the school had forty-two (42) students, while the total decreased to twenty-eight (28) students in 2024. Despite these declines, Dream Dine Academy remains committed to fostering a nurturing and academically enriching environment.</p> <p>School leaders recently hired a part-time Educational Assistant. This long-awaited addition has strengthened the school's ability to support all grade levels, helping teachers address student needs more effectively.</p> <p>On November 16, 2024, the staff participated in a professional development session led by Imagine Education. The session provided valuable insights into critical areas such as grade analysis, writing instruction, and data-driven decision-making. The team also set strategic goals to achieve by the end of the school year, aiming to enhance teaching effectiveness and student outcomes.</p> <p>The family engagement initiative now includes monthly “Lunch with Our Relatives” celebrations. These events have helped strengthen the connection between families and the school. Rather than simply acknowledging classroom accomplishments, these gatherings offer students the opportunity to celebrate student accomplishments alongside their families, reinforcing the importance of parental support in their education.</p> <p>To monitor student progress, Dream Dine Academy utilizes Istation, a short-cycle assessment tool for reading and math. With continued targeted support, they are looking towards</p>	

improvement and success in student learning

As Dream Dine Academy moves forward, combining new staffing, increased family involvement, and data-driven instructional strategies promises increased student outcomes. The school remains dedicated to nurturing growth and achievement inclusive of the Navajo Language and Culture, ensuring that each student receives the support they need to succeed.

School Progress

Three-year Trend Data

NM-MSSA

English Language Arts

2021-22 - 12.5%

2022-23 - 12.0%

2023-24 - 9.0%

2024-25 Goal - 16.0%

Mathematics

2021-22 - 6.0%

2022-23 - 17.6%

2023-24 - 9.0%

2024-25 Goal - 16.0%

NM-ASR

Science

2021-22 - 0.0%

2022-23 - 33%

2023-24 - 0.0%

iStation

ELA – Grades 3-5 (Student count – proficient)

Year	BOY	MOY	EOY
2021-22	3/14 - 21.0%	4/15 - 26.0%	4/16 - 25.0%
2022-23	5/18 - 27.0%	2/17 - 12.0%	3/17 - 18.0%
2023-24	3/9 - 33.0%	1/11 - 9.0%	3/11 - 27.0 %
2024-25	2/11 - 18.0%	1/12 - 8.0%	

Math – Grades 3-5 (Student count – proficient)

Year	BOY	MOY	EOY
2021-22	0/14 - 0.0%	0/14 - 0.0%	0/16 - 0.0%
2022-23	0/17 - 0.0%	1/17 - 6.0%	1/17 - 6.0%
2023-24	1/19 - 0.5%	0/11 - 0.0%	0/11 - 0.0%
2024-25	3/11 - 27.0%	1/12 - 8.0%	

Attendance

Year	All Students
2021-22	89%
2022-23	90%
2023-24	89%
2024-25 GOAL	96% (Currently MOY 93.7%)

Specific actions completed and data demonstrating progress since SIT-M BOY

- **In English Language Arts (ELA), students in grades 3–5 will demonstrate an overall increase of 5%–7% growth (3–12 RIT points) on the NWEA assessment by the end of the 2024–2025 school year.**
Data will be available at the End of the Year (EOY).
- **The middle-of-year (MOY) ELA assessment will indicate growth of 5%–6% (3–6 RIT points) across each grade level on the NWEA assessment.**
MOY Results
Kindergarten – data not available
1st grade - 14 RIT points – met goal
2nd grade - No growth – did not meet goal
3rd grade - 5.9 RIT points – met goal
4th grade - 2 RIT points – did not meet goal
5th grade - 3.3 RIT points – met goal
- **In math, students in grades 3–5 will achieve an overall growth of 4%–6% (4–12 RIT points) on the NWEA assessment by the end of the 2024–2025 school year.**
Data will be available at the End of the Year (EOY).
- **The MOY Math assessment will show a growth of 5%–7% (4–6 RIT points) across each grade level on the NWEA assessment.**
MOY Results
Kindergarten – data not available
1st grade – data not available
2nd grade - No growth – did not meet goal
3rd grade - 9.6 RIT points – met goal
4th grade - 11 RIT points – met goal
5th grade - 3.6 RIT points – met goal

- Teachers, EAs, and administrators will receive PD in ELA, math, Multi-Layered Systems of Support (MLSS), and intervention strategies.**
Imagine Education consultants provide professional development for all staff on technology (3 sessions), small group (4 sessions), modeling strategies (16 provided by Dream Dine Teacher), Haggerty phonics (2 sessions), and Common Formative Assessments (CFAs) (3 sessions) during PLCs. Instructional modeling of classroom interventions is done every week or as teacher needs arise. Staff have met twice on two Saturdays during the Fall for Professional Development days.
- All staff working with students will review Istation results and discuss the next steps. Strategies for instruction and interventions will be discussed and reviewed for possible changes and/or adjustments. If necessary, additional PD may be offered. There is a plan to invite parents/guardians to learn about assessment results and the strategies for how their students will complete homework.**
Istation results are reviewed at PLCs monthly, as evidenced by PLC agendas and notes. Strategies are also discussed for individual students to maximize support. Monthly (3rd Tuesday) family nights take place as scheduled with mixed success. The initial plan was to discuss strategies and homework; however, this has been adjusted to share daily learning activities and units as they arise.

Summary of Progress

In grades 3-5, a comparison of iStation data from 2023-24 MOY to 2024-25 MOY indicates minimal to no progress (-1.0%) for ELA and (+8%), representing one (1) out of twelve (12) students scoring proficient in mathematics. Comparing growth from the BOY to the MOY for 2024-25, both content areas regressed. ELA (-10%) and mathematics (-19%). The school also utilizes NWEA maps to monitor progress. However, during the SIT-M MOY visit, the team only had access to the Fall 2023 – Spring 2024 Student Growth Summary Reports.

Next Steps

- The school leaders will initiate targeted tutoring sessions each week, beginning the week of February 3, 2025. Students will attend reading tutoring on Tuesdays and math tutoring on Thursdays. The instructional content for these sessions will be developed based on the most recent IStation data and tailored to individual student progress. Student performance will be reevaluated every month to determine whether adjustments or changes in instructional focus or groups are necessary.
- The principal and staff will realign the Professional Learning Communities (PLCs) purpose to focus solely on student learning. Non-academic agenda items will be shifted to regular staff meetings for discussion and problem-solving. This change intentionally separates student learning dialogues and actions from managerial conversations. The new PLC strategy will prioritize the analysis of student data and instructional planning driven by this analysis as their primary objective, with this change taking effect immediately.

- The principal and key staff will analyze, organize, and visually present the results of all short-cycle assessments. A comparative trend line analysis will be conducted, showcasing data from IStation, NWEA, and IMSSA results by student and grade level. This data will be used to assess the predictability of student outcomes on the NMSSA, the state's summative assessment. These visual data charts will be made available during the current school year.