

Sarasota County Public Schools
2017 – 2018 Charter School Application Process

Dreamers Academy Charter Application

Charter Review Committee Final Evaluation and Ratings – May 8, 2018

On February 1, 2018 the district received the application from Dreamer Academy, Inc., d/b/a Dreamers Academy. The proposed school will open in 2019-20 with an enrollment of 288 K-5 students in year one and up to 576 students by year 5. The Dreamers Academy will offer a Dual Language Two-Way Immersion (DL-TWI) educational program, a research-based and well-established model using Spanish and English for literacy and academic content, aligned to Florida’s standards. The mission is for students to become bilingual and biliterate in English and Spanish, learn cross-cultural skills, and attain high levels of academic success. To start, the school will implement a “hybrid” DL-TWI model: the entering Kindergarten cohort in 2019-20 will be in the full DL-TWI program as they progress through the grade levels. Grades 1-5 students will receive a traditional program and continue through grade 5. By year 6 the school will be fully DL-TWI. The Dreamers Academy charter school will be governed by a board of local community members.

The evaluation findings presented in this report are based on the extent to which the charter school application addressed the evaluation criteria required to meet each of the 22 standards, as specified in the Florida Charter School Application Evaluation Instrument. Initial ratings were determined by the district’s Charter Review Committee (CRC) based on their review and analysis of the charter school’s original application submitted on February 1, 2018. The applicant (**) was provided an opportunity to review the CRC April 10, 2018 Initial Findings report and respond to the CRC’s questions and requests for clarification. The applicant was not permitted to amend the application or correct significant deficiencies identified in the original application. Applicants were asked not to amend or correct significant concerns and/or deficiencies identified in the original application. However, Dreamers Academy submitted additional information in response to the Deficiencies/Concerns/Weaknesses because they felt that in many instances the CRC either did not adequately refer to/locate the information in the application, or understand the information presented or comments were taken out of context (see Appendix A). To ensure fairness, the CRC reexamined the initial Deficiencies/Concerns/Weaknesses to confirm the CRC’s final evaluation of the application.

The applicant group participated in the CRC Capacity Interview on April 24, 2018. The purpose of the interview was to clarify any remaining or outstanding questions and to corroborate information provided in the application in order to confirm that the school’s founding/governing board members have knowledge of the application and have the capacity to establish a charter school in Sarasota County. Considering all information presented in the original application, in the written responses to the CRC’s questions, and the oral responses provided by the applicant during the April 24, 2018 Clarification/Capacity Interview Session, the CRC arrived at the final ratings for each standard by majority vote.

Note: Page numbers throughout this document refer to the Dreamer Academy charter application document, which is available and may be accessed on the district’s website charter school page.

**Throughout this document the term “applicant” is used to refer to the organization, agency, entity or group of persons submitting the application.

Charter Review Committee Final Ratings Summary for Dreamers Academy Charter Application

I. Educational Plan Standards 1 – 9	II. Organizational Plan Standards 10 – 15	III. Business Plan Standards 16 – 22	Addenda Addenda A, A1 & B	Preliminary Total
33% Meets 33% Partially Meets 33% Does Not Meet	67% Meets 33% Partially Meets 0% Does Not Meet	71% Meets 29% Partially Meets 0% Does Not Meet	Not Applicable	55% Meets 32% Partially Meets 14% Does Not Meet

Note: Due to rounding percentages may not add to 100%.

Charter School Application Section	Ratings of Standards	
	Initial CRC Rating*	Final CRC Rating**
I. Educational Plan	22% Meets 22% Partially Meets 56% Does Not Meet	33% Meets 33% Partially Meets 33% Does Not Meet
1. Mission, Guiding Principles and Purpose	Partially Meets	Meets
2. Target Population and Student Body	Does Not Meet	Partially Meets
3. Educational Program Design	Does Not Meet	Partially Meets
4. Curriculum Plan	Does Not Meet	Does Not Meet
5. Student Performance, Assessment and Evaluation	Does Not Meet	Does Not Meet
6. Exceptional Students	Partially Meets	Partially Meets
7. English Language Learners	Does Not Meet	Does Not Meet
8. School Culture and Discipline	Meets	Meets
9. Supplemental Programming	Meets	Meets
II. Organizational Plan	50% Meets 33% Partially Meets 17% Does Not Meet	67% Meets 33% Partially Meets 0% Does Not Meet
10. Governance	Meets	Meets
11. Management and Staffing	Meets	Meets
12. Human Resources & Employment	Partially Meets	Meets
13. Professional Development	Does Not Meet	Partially Meets
14. Student Recruitment and Enrollment	Partially Meets	Partially Meets
15. Parent and Community Involvement	Meets	Meets
III. Business Plan	57% Meets 43% Partially Meets 0% Does Not Meet	71% Meets 29% Partially Meets 0% Does Not Meet
16. Facilities	Partially Meets	Partially Meets
17. Transportation	Meets	Meets
18. Food Service	Meets	Meets
19. School Safety and Security	Meets	Meets
20. Budget	Partially Meets	Meets
21. Financial Management and Oversight	Partially Meets	Partially Meets
22. Start-Up Plan	Meets	Meets
Addenda A, A1 and B (not applicable)	-	-
Ratings Summary – All Standards (1-22)	26% Meets 48% Partially Meets 26% Does Not Meet	55% Meets 32% Partially Meets 14% Does Not Meet

Due to rounding percentages may not add to 100%

* Initial ratings assigned April 10, 2018

** Final ratings based on evaluation of the initial application together with applicant’s written response (submitted April 19, 2018) to the *CRC Analysis and Initial Findings* report and the April 24, 2018 Clarification /Capacity Interview

Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

In Sarasota, the FLDOE’s format of this evaluation instrument report has been modified by dividing the boxes into three categories: 1) Strengths, 2) Deficiencies/Concerns/Weaknesses, and 3) Areas in Need of Additional Information and/or Clarification. Sarasota offers each applicant an opportunity to respond to the “Areas in Need of Additional Information/Clarification.” However, this clarification process may not be used to submit new information (not requested) or make substantive changes to the submitted application. Based on the CRC’s evaluation, the weaknesses, deficiencies or missing information identified in the application are considered sufficiently significant that corrections and revisions would constitute a material or substantial amendment to the original application, which is not permissible. Key findings and significant observations from the April 17, 2018 School Board Work Session and the April 24, 2018 Capacity Interview are presented, where appropriate, in a separate section (“box”) at the end of the applicable standard. Considering all information presented in the original application, in the written responses to the CRC’s questions, and the oral responses provided by the applicant during the School Board Work Session and the Capacity Interview Session, the CRC arrived at the final ratings for each standard by majority vote.

The following FLDOE definitions (per the application evaluation tool Form IEPC-M2) guided the Sarasota County Schools Charter Review Committee (CRC) evaluation results and ratings:

Meets the Standard	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard	The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
Does Not Meet the Standard	The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2)

Evaluation Criteria:

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
<p>The mission and vision of the Dreamers Academy is to offer a Dual Language Two-Way Immersion educational program so that K-5 students will be bilingual and biliterate in English and Spanish, learn cross-cultural skills, and attain high levels of academic success in order to enter high school a grade level ahead of their peers. (P. 7)</p> <p>The Dual Language Two-Way Immersion (DL-TWI) model is research-based, shown to be effective and, if implemented with fidelity, would offer parents a school choice currently not available in Sarasota.</p> <p>Information/Comment Only: In Years 1-5, the school will implement a hybrid DL-TWI model. The entering Kindergarten cohort will receive the DL-TWI program and they progress through the grade levels. However, Year 1 enrolling grades 1-5 will receive a traditional program.</p>

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

Conceptually, the intent and fundamental purpose for the school’s focus and design is understood as described in this section, however, throughout the application key areas lack essential details so that it is not clear to the evaluators how the curriculum, programs and services, and school operations will align and support the school’s mission.

Concerns/Weaknesses

As proposed, the school will not be fully DL-TWI until Year 6 of operation, when the 2019-20 entering Kindergarten cohort completes 5th grade. In this “hybrid” model, students who are not in one of the K cohorts will receive a “traditional curriculum program.” That is, in Year 1 students in grades 1-5 will receive a “traditional curriculum program,” in Year 2, students in grades 2-5 will received the traditional program, and so on. This is not consistent with the school’s mission of DL-TWI.

The application template requires the applicant to indicate the page number(s) of the material within the application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S. Although the narrative and verbiage on the referenced pages correspond to the topic, the responses for each addressed principle and purpose lack substance, are broadly stated and lack essential information. Furthermore, information presented in other sections of the application are not in line with or lend little support that Dreamers Academy, as presented in this application, fully adheres to the charter school’s stated guiding principles or the purpose for charter schools specified in state statute. (P. 8) The CRC’s findings reported for each section support this conclusion.

In accordance with the law, charter schools shall be guided by the following principles:

Weak Evidence that the school will - Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system.

Weak Evidence that the school will - Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.

Weak Evidence that the school will - Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year’s worth of learning for every year spent in the charter school.

In accordance with the law, charter schools shall fulfill the following purposes as per 1002.33(2)(b), F.S.:

Acceptable Evidence that the school will - Improve student learning and academic achievement.

Acceptable that the school will - Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.

Weak Evidence that the school will - Encourage the use of innovative learning methods.

Weak Evidence that the school will - Require the measurement of learning outcomes.

In accordance with the law, charter schools may fulfill the following purposes:

Weak Evidence that the school will - Create innovative measurement tools.

Weak Evidence that the school will - Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.

Acceptable Evidence that the school will - *Expand the capacity of the public school system.*

N/A - *Mitigate the educational impact created by the development of new residential dwelling units.*

Weak Evidence that the school will - *Create new professional opportunities for teachers, including ownership of the learning program at the school site.*

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
Hispanic students come from various and different cultures (e.g., Mexican, Colombian, Ecuadorian, Nicaraguan). How would the various dialects be addressed as students are instructed in Spanish?	<p>If we were to flip the question ... Anglo students come from various and different cultures (ie. Australia, England, Arkansas). Would someone ask, “How would the various dialects be addressed as students are instructed in English in a classroom full of Floridians?”</p> <p>Although there are different accents and idiomatic expressions in Spanish-speaking countries, Dreamers Academy TWI program will offer a rigorous and rich curriculum in Spanish, with teachers representing the wonderful nuances within the Hispanic culture.</p>	<p>Surprisingly, some folks would ask such a question.</p> <p>Response is acceptable.</p>

Additional CRC Observations Based on Outcome of the April 17 School Board Work Session and the April 24th Interview Session:

The Superintendent’s comments during the April 17, 2018 School Board Work Session and the support expressed by the School Board will be considered as additional evidence (beyond what was provided in the application) that the Dreamers Academy’s educational school model has the potential to fulfill the statutory guidelines and purposes of a charter school as per 1002.33(2)(b), F.S. Therefore, the CRC voted to move the rating from partially meets to meets this standard.

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school’s charter.

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating is “Partially Meets” because the applicant did not fully address the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application.

Strengths (reference page numbers)
Information/Comment Only: In order to implement the Dual Language Two-Way Immersion program, the school’s plan is to have a K-5 student population that consists of 70% English Language Learners (ELL) with Spanish as the home language and 30% non-ELL with English as the home language. The Kindergarteners in Year 1 will be the first cohort to go through the DL-TWI program as they progress from grade K to grade 5. At other grade levels, students will be in a “traditional” program and taking Spanish as a required subject.
Information/Comment Only: The application states that the geographic area intended to serve is Sarasota County. (P. 9) In other parts of the application it states North and/or Central Sarasota. In another section it states that the school may likely be a feeder school to McIntosh Middle School.
The applicant made a good effort to examine and become knowledgeable of the population of students attending the Sarasota County schools, especially ELL and Hispanic populations. (P. 11)
The enrollment growth plan is based on cohorts of entering Kindergarten students as they progress through the grade levels. (P. 12)

<p>Deficiencies/Concerns/Weaknesses: (reference page numbers)</p> <p>Deficiencies The applicant does not appear to understand or was not able to clearly describe the allowable enrollment preferences and/or provisions for targeting enrollment as per s.1002.33(10)(d) and (e), F.S. The applicant proposes to give priority to students who do not meet eligibility criteria for enrollment <u>preference</u>. (P. 9) Please refer to Section 14: Student Recruitment of this report, for additional evaluation findings.</p> <p>Concerns/Weaknesses The intent is to achieve the 70% (minimum of 50) to 30% (maximum of 50) ratio, however, information as to the student’s native language, ELL status or immigrant status cannot be requested on an application form and would not be discerned for K students until after enrollment and screening for ELL status.</p> <p>The explanation and rationale for the projection methods used to develop the enrollment counts is limited to Sarasota’s size of the Hispanic population. No mention of student enrollment in schools. Although the applicant is not required to have identified the school’s location, it must be assumed that the school will be located in a predominantly Hispanic community. The projected enrollment number of 108 for Year 1 Kindergarten may not be realistic. (P. 10)</p> <p>The rationale for the number of students in the non-DL-TWI cohorts (i.e., grades 1-5 in Year 1) is not clear. The applicant states that these students may be siblings of the K-cohorts and students who may be attracted to a bilingual educational environment because they struggle in schools where teachers and administrators don’t speak Spanish. (Pp. 12-13)</p> <p>If the school is unable to achieve the student population of 70% ELL this will, of course, impact the ratio of ESOL to Basic FTE funding. This may negatively impact the school’s ability to cover expenses. (See additional comments in budget section of this report.)</p> <p>The CRC expressed concern that the school may not be inclusive of Students with Disabilities (non-gifted ESE students).</p>		
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Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
How will Kindergarten students be identified as ELL during the open-enrollment application process? (P. 9)	Kindergarten students will not be identified as ELLs until after the lottery process is completed. Per Consent Decree mandate, the home language survey will be given at registration and the ESOL Liaison will coordinate testing within 10 days of school start date.	Understood. The CRC is trying to make the point that the application form and open-enrollment process cannot be used to identify students’ ELL status in advance of admittance and enrollment. In this case the school will not know via the application process if the student body will result in a 70-30 (or 50-50) composition of ELL to non-ELL. It may be 100% ELL, 100% non-ELL, or any other combination.

<p>How would the school identify and give priority via the open-enrollment <u>application</u> process to students who are newly arrived Spanish speaking immigrants? To ELL students who are struggling compared to their monolingual peers? To Monolingual English speakers?</p>	<p>How would the school identify and give priority via the open-enrollment <u>application</u> process to students who are newly arrived Spanish-speaking immigrants?</p> <p>Dreamers Academy will become an asset to Sarasota School District, and we expect that if there are any students arriving from Spanish speaking countries that do not speak English, the Districted school will give the family the information about Sarasota’s only bilingual program (where all staff speaks their home language) so that they can choose which public school option best fits their student’s needs. The goal of the public school system should always be to direct education consumers to options that best fit their needs (not just their zip code).</p> <p>Also, our Board members are very active in the community and have established relationships with YMCA, Boys and Girls Club, Girls Inc., Health and Human Services, Unidos Now and LULAC Sarasota, organizations that get first-hand knowledge of new arrivals. All have expressed a desire to be involved with Dreamers Academy once our charter is granted.</p> <p>To ELL students who are struggling compared to their monolingual peers?</p> <p>The League of United Latin American Citizens (LULAC) Sarasota Council’s mission is to bring education equity and opportunities to Hispanic students and their families. As such, LULAC is engaged in an education campaign so that Hispanic families understand the relationship between their children’s academic hardship and the existing instructional methods used, and educate them about advocacy and better options that exist such as the dual language immersion program.</p> <p>This has proven easier than predicted, as most of the Hispanic countries we come from have had dual language education schools for years. Many local school staff, administrators and ESOL personnel have already approached us with their support as they too want to see all children succeed.</p>	<p>Response does not address the question posed. The question is <u>not</u> related to need, choice options, value of the program or marketing. Rather, the CRC is questioning and probing in order to determine the applicant group’s understanding of F.S. 1002.33 (10)(d) and (e) as it relates to statutorily allowable preferences, open-enrollment and admissions criteria.</p> <p>The question pertains to allowable preferences for enrollment/admission. In the application it states that preference will be given to ELL students who are struggling, Monolingual English speakers and recently arrived immigrant Spanish speakers and these are <u>not</u> listed as allowable preferences per s.1002.33(10)(d).</p>
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	<p>To Monolingual English speakers?</p> <p>Based on the experience reported by the Center of Applied Linguistics, dual language program scholars such as Dr. Patricia Gándara, Dr. Kathryn Lindholm-Leary and Dr. Rosa Castro Feinberg (all of which provided detailed letters of support), this is the easiest part of marketing and enrollment, as the monolingual English- speaking families interested in one of the 6 spots in the TWI classrooms, will most likely exceed capacity, necessitating a lottery to assign placement. The native English-speaking families tend to be highly educated, middle or upper income and understand the value of raising their children to be multilingual and culturally competent. They also tend to be familiar with the TWI model as many have had direct experience or are very informed about TWI programs (see email letter of support from a family in a TWI school in Evanston, IL).</p> <p>One of the surprising benefits of TWI programs, as reported by the research, is that it promotes economic diversity as well as cultural and linguistic diversity, which is opposite to the trends reported by the 2016 GAO USDOE Diversity Report, which finds public schools in the country are naturally segregating themselves.</p>	<p>It appears that a native English-speaking student who is interested in the school, applies, is accepted, and goes into the lottery to get one of the six seats in the TWI class. If his/her random lottery number is not drawn for the available spot, what happens to the student? Are they un-enrolled? Wait listed?</p> <p>Or is the charter applicant planning to determine a student’s home language in advance by using the application form? Or perhaps a registration form after acceptance but before enrollment? Will screening be needed to ascertain home language? If so, will parents be asked to consent to screening prior to going into the lottery with no assurance of available seat?</p> <p>The unanswered questions above are reasons the CRC stated that a “clear” plan or process was not provided in the application.</p>
<p>On what basis was the projected enrollment of 180 students in grades 1-5 determined? (P. 10)</p>	<p>The strategic plan calls for two 18-student classes in grade levels 1 – 5 Year 1. The basis for this, as explained in pages 12-13, is to support families in the community that would benefit from a bilingual teaching and administrative staff that can help them navigate the school system and support their children. Also, it will provide an opportunity to perfect the co-teaching teams we are establishing as the TWI cohorts progress through the system. This model is the basis of our Professional Development plan, with those first teachers being trained not only in the “Servant Leadership” philosophy, but developing cooperative relationships among themselves, with our families, and with each student, which we will all know by name and need as our vision states.</p>	<p>The response does not address the question. It is not about the benefit or value of the program or co-teaching or PD. The information sought, as required in the application is: how did you arrive at 180 as the number for projected enrollment?</p>

<p>Please explain the statement that over 5,000 Hispanic students are enrolled in elementary and middle school in the targeted geographic area. Is this the target area for the proposed Dreamers Academy? If so, what is the geographic area referenced? (P. 11)</p>	<p>The 5,000 Hispanic students referenced are for Sarasota county (not including charter schools). Our demographic area is the entire county, although as explained on page 10, we realize that 30% of the Hispanic population lives in the City of Sarasota. The geographic area referenced on the page 10 chart is for the entire county. Page 77 gives a partial list of possible locations where we have been in contact with owners, 5 of which are in north county.</p> <p>We would prefer a location close to McIntosh Middle School so that we could become a feeder school, since we view the management and programming there as a natural progression for our Year 1 Grades 1 – 5 students.</p> <p>Both McIntosh Principal Dr. Harriett Moore and Sarasota High School Principal David Jones are Servant Leaders, and advisors to Dreamers Academy. They have expressed a desire to work with Dreamers Academy to continue scope and sequence for our TWI students when they are ready.</p> <p>Increasing minority student representation in advanced course work is one of the District’s Achievement Gap Team’s goals, and Dreamers Academy’s mission, vision and guiding principles align with this as well.</p>	<p>Response is acceptable.</p>
<p>On page 11 of the application it states that “As of February 2017, Sarasota District schools had 425 kindergarteners in their ELL program. We realize these are not all Spanish-speaking, and also warn that these numbers may not capture all children for whom English is a second language.” Please clarify: Are you serving ALL students identified as ELL or only Spanish speaking ELL? (P. 11)</p>	<p>We are serving all students who are ELL. If we have a Ukranian or Haitian family that wishes to enroll their child in this choice school, this would be a family who values multilingual and multicultural education and we will guide that family to ensure their child succeeds. As we know, children that are supported by family tend to excel in school. Our school culture, mission and vision are predicated on celebrating cultural, linguistic and ethnic diversity.</p>	<p>Response is acceptable.</p>

<p>The application states that there will be an attempt to retain a 70/30 ratio of ELL/non-ELL and that adjustments to the ratio can be made depending on demand for the first-year cohort of grades 1-5 students. Please explain what this adjustment may look like. (P. 12)</p>	<p>The 70/30 ratio is essential for the TWI cohorts, which in Year 1 will be the Kindergarten class. Although successful implementation can happen with up to a 50/50 ratio, the TWI model works best at 70/30 according to the Center for Applied Linguistics and other scholars.</p> <p>This ratio is not essential for the Year 1 – 5 cohorts because we will have a traditional program, which includes Spanish. Although we would prefer to maintain the 70/30 ratio throughout the school, it is not necessary for the “traditional” cohorts. Hence, we can make adjustments to the ratio depending on demand. Being a charter school, we have the flexibility to adjust to demand and educational needs as we grow.</p>	<p>The response partially answers the question. How, specifically, will the “adjustment” occur? Is the plan to limit the number of seats available during the annual open enrollment period? Conduct a weighted lottery? Again, the details are not provided.</p>
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Additional CRC Observations Based on Outcome of the April 24th Interview Session:

Note: CRC concerns and interview discussion pertaining to the target population, F.S. 1002.33 (10)(d) and (e) as it relates to statutorily allowable preferences, open-enrollment and admissions criteria is presented under Section 14 of this report.

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)2.

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- An educational program design that:
 - Is clear and coherent;
 - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
 - Aligns with the school’s mission and responds to the needs of the school’s target population, and
 - Is likely lead to improved student performance for the school’s target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating is “Partially Meets” because the applicant did not fully address the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application.

Strengths (reference page numbers)
The Dual Language Two-Way Immersion program (DL-TWI model) is research-based and well established. The program uses Spanish and English for literacy and content development. Students classified as English Language Learners (ELL) and native English speakers become proficient in their native language and learn to master a second language and thus become bilingual and biliterate.

Deficiencies/Concerns/Weaknesses: (reference page numbers)
Deficiencies The learning environment, structure and how the learning environment supports DL-TWI is not fully addressed. The response in general addresses the approach to the model but lacks specificity as it pertains for the implementation in the actual learning environment. (Item B, P. 15)

The educational program for students who are NOT in the DL-TWI program is not addressed. The applicant states that it will have a hybrid program because in Years 1-5 of the school students who do not start in one of the DL-TWI Kindergarten cohorts will experience a “traditional program.” There is no explanation or description of the educational program for the hybrid kids, which will comprise approximately 63% of the student body in Year 1.

The application does not provide an explanation of HOW the services provided will support the attainment of state-adopted standards.

Concerns/Weaknesses

~~Rather than provide the reader with a comprehensive narrative summary of the research (e.g., literature review) to support the DL-TWI model (as required), the application included 4 pages listing over 50 citations of research articles. (Pp. 17-21) The narrative provided on pp 15 & 16 will be accepted as an adequate “description of the research base used to design the educational program.” Therefore, the CRC will remove the preceding statement as a concern/weakness in the application.~~

The sample daily schedule does not reflect all of the academic program areas described throughout the application. (Attachment B)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
<p>Why have you chosen to implement the TWI concept with one grade at a time and keep the others “traditional” and how does this decision meet the mission of the school? (P. 12)</p>	<p>As the application links to research and scholarly articles attest (pp. 17-21), the TWI model is designed to start in Kindergarteners (or Pre-K). There are some models that start in 1st grade, but results are not as “astounding” (Thomas and Collier, 2012) as when the students start in Kindergarten.</p> <p>TWI models are typically implemented one grade at a time. As more districts rush to implement this model (to improve performance of ethnic minorities and ELLs, among other benefits), many districts are choosing to establish TWI classrooms within existing elementary schools. Broward County and Seminole are good examples of this approach.</p> <p>As explained in pages 12-13, we chose to also include a traditional program in grades 1 – 5 to: a) support families and students who would benefit from an all bilingual staff; b) support and mentor team teachers to become leaders of new staff in consecutive years; c) provide a supportive and rigorous academic environment to students for whom English is a second language, most of which are struggling and not performing to their promise and potential in Sarasota district schools.</p> <p>This year, 53% of 5th grade Hispanic students are one or more grade levels behind in English and will most likely enter middle school in need of remediation.</p> <p>Career and college readiness initiatives and all the effort of 20 achievement gap</p>	<p>Response is acceptable.</p>

	<p>committees might help, but this systemic condition necessitates a transformative education plan, which is why we are bringing Dreamers Academy to Sarasota.</p>	
<p>These cohorts will not be TWI classes, but instead offer a traditional curriculum with the addition of Spanish as a required subject. Please clarify what this looks like.</p>	<p>This looks like any Sarasota elementary school, with the addition of Spanish as a required subject in all grade levels and that all staff, including teachers, will be bilingual – Spanish and English – and culturally conversant with our student population. When teachers can speak directly to their students’ parents, in real time, without the need for translators or people that may not be directly involved with the student’s day-to-day academic progress, research shows that this has a positive impact on academic achievement.</p>	<p>Response does not address the question. To demonstrate an understanding, the applicant is to explain the what and how, not merely reference Sarasota’s program. This is required in the application and another opportunity was offered here.</p>
<p>Please clarify how it will be possible to implement the iReady program with fidelity (45 minutes per week in reading and math) within the proposed schedule (Attachment B) and as outlined in the Sarasota K-5 Decision Tree (Attachment D).</p>	<p>There are Intervention and Enrichment blocks within each grade in the schedule for iReady use as necessary.</p>	<p>Response lacks clarity. Follow-up at the interview.</p>
<p>Where in the sample daily schedule (Attachment B) is social studies? What is PE Recess? What is I-E time? Where is Project Lead the Way?</p>	<p>Social studies is being taught within the reading blocks, as described in the application narrative (p. 14, 26, 17).</p> <p>P.E. Recess is Physical Education and Recess. I-E time is Intervention and Enrichment time.</p> <p><i>Project Lead The Way</i> (PLTW) is a supplemental program we intend to implement, as it is designed to engage students who are traditionally underrepresented in math and science. We had planned to incorporate this in the block reserved for math club.</p>	<p>Response is acceptable.</p>

Additional CRC Observations Based on Outcome of the April 24th Interview Session:

Based on the interview, the CRC understands that students in Grades 1-5 will be in the “traditional program” until they complete the highest grade level at the school. It was clarified that struggling first grade readers in the traditional program may participate in Reading Recovery as a reading intervention in English. However, it remains unclear what this instruction looks like and how the students will become proficient as readers in English and ready for content-heavy curriculum in middle school.

When asked how the double block of reading in Spanish benefits struggling readers in Kindergarten, the response was, “It does not.” This leads to further confusion about the benefits of TWI to both native English speakers and native Spanish speakers considering our end goal is for ALL students to be proficient in reading English by the end of Grade 3.

The use of iReady as explained by the applicant raises questions about the clarity of a comprehensive, balanced literacy program and the implementation of a tiered system of support for all level readers.

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school’s mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please note that the final rating remains “Does Not Meet” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. In some cases, the information was missing or not fully addressed. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections, or make other substantive changes to the original application. Therefore, the rating remains the same.

Strengths (reference page numbers)
The Dual Language Two-Way Immersion model is research-based.

Deficiencies/Concerns/Weaknesses: (reference page numbers)
<p>Deficiencies</p> <p>Other than stating that the school will follow the district’s curriculum maps and pacing guides, there is no description of the school’s curriculum. Insufficient evidence is provided that students will be prepared to achieve the Florida standards. (Pp. 24-26)</p> <p>Other than references to the FLDOE and Sarasota MTSS process, the application does not fully address how students who are below grade level will be engaged in the curriculum. This omission is especially disconcerting given that in the DL-TWI model students will learn academic content delivered in Spanish and will learn to acquire proficiency in both Spanish and English.</p>

The application states that the TWI curriculum is not yet fully developed. The application fails to describe any curricular choices made to date or any proposed curricular choices for the TWI curriculum; the application does not provide the plan for how the curriculum will be completed between approval of the application and the opening of the school. There is no timeline or milestones for completion of tasks.

The application does not provide a description of the focus of the TWI curriculum plan nor is there an explanation of how the curriculum will be implemented. Little information is provided regarding what core subject areas will be offered. It is not evident how the curriculum will be aligned to Florida standards. (P. 26)

There is no evidence of a “set of strategies” for students reading at various levels other than the copying of the charts from the District Reading Plan. (P. 26, Attachment under Education Documents)

The application does not provide sufficient essential information to determine if the school will have a sound reading plan. There is no explanation provided as to how the DL-TWI program will align with Sarasota’s reading plan. (P. 26)

There is no clear indication if the school will adopt or develop additional academic standards beyond those mandated by the state. One assumes that standards for Spanish and English Language Proficiency (reading, writing, speaking) will exist, given that the expected outcomes are that students will leave 5th grade as bilingual and biliterate students. The narrative for this question deals with assessments, not the types of standards (e.g., content areas, grade levels) or the adoption/development process. There is no example given as to how these additional standards exceed required standards and contribute to meeting the mission of the school, which is to provide a dual language immersion program. (P. 27)

The application states that there will be a DL-TWI curriculum for the Kindergarten cohorts, but provides little or no information about the proposed curriculum. (P. 28)

Concerns/Weaknesses

The applicant states that “for its inception” the school will follow Sarasota’s curriculum maps, instructional guides, textbooks. It is not clear if this will be for the non-TWI students (i.e., grades 1-5 in Year 1) or for all students until the TWI curriculum is developed and implemented. (P. 25)

The school will use the materials, *Continuo de adquisición de la lectoescritura: guía para la enseñanza, grados PreK-2*, Pinnell and Fountas, that are available in Spanish and English for both ELL and native English speakers. The school will also use the Reading Recovery program. However, no detail is provided as to the system and structures the school will implement for students not meeting standards and those at risk of dropping out. (P. 28)

There is no description or explanation of the bridges, if any, between the “traditional curriculum” grades and the TWI curriculum model?

No information is provided relative to the “structures for ELL and non-ELL students” proposed for the reading curriculum. (P. 26)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
What will be done with the textbooks to meet the goals of TWI students and traditional students beyond following the teacher’s guides? (Pp. 25-26)	Textbooks will provide the basis for lessons and teachers will creatively incorporate student experiences and cultural lessons to class instruction.	Response does not fully address the question. Because the application does not state it, and the clarification provided is not descriptive, it is not clear how “experiences and cultural lessons” will be included and supportive of the TWI model.
What evidence does the school have that Dr. José Medina from the Center of Applied Linguistics has made a commitment to assist in the curriculum development? (P. 26)	<p>We do not have permission to give out his personal cell phone, but we are sure he won’t mind. You can contact him through the cal.org web site, or have someone call one of our Board members and we can provide his cell number.</p> <p>He is extremely excited about bringing dual language education to Sarasota, especially when we shared the abysmal performance data for both Hispanic students and ELLs in our A District.</p>	We believe the applicant understood that there was no request for a personal cell phone number. Given the extensive number of MOUs and letters of support, it was surprising not to also see one from Dr. Medina. Other than the statement that Dr. Medina would be involved in curriculum development and that it would be developed by May 2019 (Start-Up Plan), there is no evidence of “a timeline, milestones, and individuals responsible for included tasks” or the curriculum plan and a description of how the curriculum will be implemented, as required in the application (Section 4-Curriculum & Instructional Design, question B).
Regarding the Reading Plan and the integration of Science and Social Studies content, will all standards be covered within the reading block? (P. 27)	Yes, for the Kindergarten TWI cohort, and the Year 1 1 – 3 grades. Science will have its own block grades 4 and 5.	<p>Response does not fully address the question.</p> <p>Reading in the content areas for Science and Social Studies will occur during the reading block. Science only appears on the weekly schedule at 4th and 5th grades.</p> <p>Further questions will be posed during the interview.</p>

<p>It appears that the school plans to implement a Reading Recovery program. If so, how will bilingual proficiency be addressed?</p> <p>What does Reading Recovery look like for DL-TWI students versus students in the “traditional” program? (P. 28)</p>	<p>Reading Recovery strategies are the same in English and in Spanish. It is considered a Tier 3 intervention ideally for 1st grade students. Our Year 1 1st graders will be taught in English, and reviewers should be familiar with how the program works since all Sarasota elementary schools use it.</p> <p>Reading Recovery is a reading remediation program and it does not address bilingual proficiency, rather works exclusively within one language. Our TWI Kindergarten cohort may have some candidates for Reading Recovery when they progress to first grade. However, the TWI model has superior results in getting students reading at grade level, particularly in our school’s program which will be reading focused throughout. If there are some who qualify for Tier 3 intervention, then Reading Recovery strategies will be delivered in first grade for TWI students in Spanish.</p> <p>A lesson framework typically is: rereading of familiar books, teacher taking a running record of the new book from the previous day, word work, writing, reassembling a cut apart sentence, and introduction and reading of a new book. The teacher carefully analyzes the running record each day and takes notes throughout the lesson to look for strategic activity that the child is independently applying. The teacher then makes predictions of progress to decide where instruction needs to go: Is the child looking when reading? When the child makes an error, do they use meaning, structure, or visual cues to help solve the word? Is the child developing a self-extending system of strategic behavior? (Reading Recovery Council of North America, 2001-2016).</p>	<p>Response does not fully address the question. The response provides information about Reading Recovery as an intervention program in first grade. It is uncertain as to what strategies would be used at other grade levels.</p> <p>Further questions will be posed during the interview.</p> <p>The question about bilingual proficiency is relevant given the mission to have students become biliterate and bilingual.</p>
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Additional CRC Observations Based on Outcome of the April 24th Interview Session:

Since the application did not provide any specificity as to how the reading plan will be implemented in the TWI program and the curriculum is yet to be developed, the applicant team was asked how the reading program will help ELL students become readers and also help non-ELL students become successful. Specifically, the applicant was asked to explain how the Reading Recovery program will be used with below-grade level readers, what would it look like at different grade levels, and how TWI fits into the process.

The response addressed Reading Recovery in grade 1 and the requirements for teachers to be trained to implement the program, however, the response did not provide specificity as it relates to reading interventions or reading recovery strategies for students in grades 2-5 who are below grade level struggling readers. It was stated that once hired, the principal would decide on the strategies to be used in other grades.

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):

s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please note that the final rating remains “Does Not Meet” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. In some cases, the information was missing or not fully addressed. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections, or make other substantive changes to the original application. Therefore, the rating remains the same.

Strengths (reference page numbers)
The applicant acknowledges FERPA requirements. (P. 34)
The school will use the Fountas-Pinnell BAS test.

Deficiencies/Concerns/Weaknesses: (reference page numbers)**Performance Goals:****Deficiencies**

The entire section pertaining to the school's performance goals is unclear, lacks essential details, and is very confusing. (Pp. 29-30)

There is no clear description of the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Although the school mission is to strive for high academic student outcomes, without clear goals, the committee cannot determine if the school will hold high expectations for student academic performance. (Pp. 29-30)

No measurable goals are provided for K-2 student academic growth and improvement. (P. 29)

The distinction between goals for the DL-TWI cohorts of students and the "traditional program" students is muddled and confusing.

The baseline for the grades 3-5 students in the "traditional program" is 50% proficiency in reading and 55% proficiency in math based on "similar elementary schools with traditional models." Which schools? Is this for the ELL or non-ELL or combined population of students? It is not clear (because of the references to the cohorts vs. traditional), but the intent may be that the performance goal for "traditional program" students is to increase the proficiency rate by 5% each year.

There is discussion about the performance goals for the Dreamers cohort (entering K students in 2019-20) reaching 70% and 75% proficiency in reading and math, respectively, by 3rd grade. So, it appears that there will be no evidence of achievement for these students until they are 4 years into the program. (P. 29)

The school projects that DL-TWI non-native English speakers (ELL??) reading proficiency scores in grade 3 (in 2021-22) will be 42%, or 5 percentage points above the district's percent proficient for the ELL population. It is unclear if the district comparison is for Hispanic ELL or all ELL regardless of race/ethnicity. The district's 2017 percent proficient for grade 3 Hispanic ELL students is 40%. (P. 29)

The application states that the school will use in-house Spanish literacy assessments but there are no measurable goals or targets stated.

Another goal proposed is the reading success for ELL students. However, there is no mention of the assessment or goal or target by which to measure success. (P. 29)

The school's mission-specific educational goals and targets relate to dual language literacy (speaking, reading and writing) in both English and Spanish. The proposed assessment is reliable and valid, however, no measurable goals or targets are specified. (P. 30)

Concerns/Weaknesses

No goals are stated for science or other content areas.

Goals for student gains or growth are not stated.

Placement and Progression Section:

Deficiencies

The school plans to follow Sarasota’s Student Progression Plan. However, the school’s proposed Dual Language Two-Way Immersion program does not align to the district’s course offerings or sequence. The school’s mission of English and Spanish biliteracy cannot be fulfilled by only following the district Student Progression Plan. (P. 31)

The application states that students will be one year ahead of their peers, yet there is no evidence of acceleration options in the program or course offerings.

No information is provided relative to how the school will determine students’ monolingual English language speaker or a “native” English speaker status. Will students be administered a language proficiency test upon enrollment? How then, can the school be assured it will attain the 70/30 ratio of ELL to non-ELL English speakers?

Concerns/Weaknesses

Rather than addressing placement criteria, the application describes public school requirements for enrollment into Kindergarten and first grade (e.g., age requirements, immunizations) and procedures for out-of-county transfers. Irrelevant information. (P. 30-31)

No mention is made of students who may meet Grade 1 placement criteria through ACCEL. (P. 30)

The application contains excerpts of standard language from Sarasota’s Student Progression Plan (SPP). No evidence is provided that the applicant is familiar with or understands the information contained in the district’s SPP as many of the procedures described in the application do not align. (P. 30-31)

No information is provided relative to course placement procedures. (P. 30-31)

Assessment and Evaluation Section:

Deficiencies

Insufficient evidence is provided that the school will have a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program. The response in the application relates to the statutory requirements and process for schools who are rated D or F to submit a corrective action plan. The question pertains to what strategies and approaches the school would implement if it fell short of its achievement goals. (P. 33)

Concerns/Weaknesses

There appear to be several assessments that provide similar if not redundant information, such as iReady 4 times a year and SAT at grade 2. Perhaps too much testing for students?

The application does not fully address the training and support teachers will receive in interpreting and using data to identify student needs and target instruction. (P. 33)

Areas in Need of Additional Information and/or Clarification (<i>reference page numbers</i>)	Charter Applicant’s Response	CRC Review/Comments
None.		

Additional CRC Observations Based on Outcome of the April 24th Interview Session:

The CRC explained the basis for the evaluation findings. The application requires measurable school academic performance goals. Assessments and tests may be the measure used to set targets, but the tests are not equivalent to established measurable performance goals. The CRC reiterated the concern expressed in the evaluation of the application. While some goals are stated, the information presented is unclear. Measurable performance goals for each year of the TWI program would not be available until 3rd grade. The full impact of TWI won't be known until the 6th year of operation when the first cohort completes elementary school. It was also noted that measurable goals were not presented in other content areas nor were they presented for the school's mission-specific educational goals. The applicant group stated that they now understand that performance goals are similar to School Improvement Plans (SIPs) and have since developed goals in all the areas of school grades, lowest quartile, etc., in addition to goals for attendance and parental involvement.

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs through the IEP process.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating remains “Partially Meets” because the application lacked meaningful detail and did not provide all of the necessary information. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application, therefore, the deficiencies in the application stand and are the basis of the final rating.

Strengths (reference page numbers)
Information/Comment Only: The school anticipates serving an ESE population of approximately 10% or less.

Deficiencies/Concerns/Weaknesses: (reference page numbers)
Deficiencies The application does not provide a meaningful or complete response on how the school will identify students with disabilities that have not yet been identified. Other than a discussion of the benefits of a bilingual administration in forging relationships with families that may lead to identification and testing struggling students, there is no response to this question. (P. 37)

The application does not fully address the strategies and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities. The response is inappropriate and limited to statements that the school will use Sarasota’s MTSS, participate in the district’s PD, work with district staff, and use the district’s data-tracking system. (Pp. 37-38)

The application does not provide a description of appropriate services for gifted students. The applicant is incorrectly assuming that enrichment is the same as gifted. (P. 39)

Concerns/Weaknesses

The applicant appears to rely heavily on district support (e.g., School assumes district participation in school-level IEP meetings – p. 36, LATS – p. 37, Executive Director input – p. 37, related services support – p. 38). Therefore, the school may not have the knowledge and understanding of the requirements for ESE services.

The applicant states that the DL-TWI model may represent an added level of difficulty for the ESE student population. The CRC expressed concern that ESE students may not have equal access if there is a perception that the program is not appropriate for ESE students. (P. 35)

The Charter Revenue Worksheet lists 20 FTE in the ESE riders. This FTE represents approximately \$27,000 in revenue. Most charters schools do not have this type of FTE in transportation in Sarasota because this FTE is for students in need of assistance. The revenue expected may be overestimated and unrealistic. (Charter Revenue Worksheet attachment)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
How will the school, independent from the district, provide the required services for ESE students? Does the proposed budget cover the school’s cost for providing services?	We have an ESE Liaison that will determine the services needed and an administration that will ensure all services and support will be addressed. Yes, the budget covers the school costs for providing these services.	Response is not acceptable. A team of staff members will need to determine the services. While the ESE Liaison would be vital in assisting with the process of identifying students’ eligibility, ESE teachers would determine needed services in conjunction with general education teacher and IEP team.
In the event that the district’s MTSS electronic data system is not fully implemented in the district, how will you collect data and monitor the progress of students? (P. 37)	In the event that the district’s MTSS electronic data system is not fully implemented in the district, we will collect data and monitor the progress of students in our own proprietary software system, and/or by hand like school districts have done for years.	Response is acceptable.
If the liaison and IEP team develop enrichment opportunities, what specific teaching certification would you require? (P. 39)	Students who are identified as gifted or needing of enrichment learning tasks, will be taught by an educator with a gifted certification or a gifted endorsement added to her/his professional certificate.	Response is acceptable. The expectation is that staff member will be both ESE certified and gifted endorsed. If the school cannot hire a person with both, they will ask ESE certified staff to work towards gifted endorsement.

Additional CRC Observations Based on Outcome of the April 24th Interview Session:

Because the application did not provide a description of the methods the school will use to identify students with disabilities, other than stating that students would be tested who may be struggling in the classroom, the CRC asked the applicant to describe the MTSS process and how the school will determine if a student is in need of Specially Designed Instruction (SDI). The response included an example of the process that would be followed for a first grader who is in Tier I and the data shows that the student is behind and also needs extra time. It was explained that there would be a targeted approach during the ninety-minute reading block for approximately six weeks. It was also stated that it may be time to move to Tier III level and more comprehensive materials (not yet determined) would be used to provide additional instruction. The applicant demonstrated an understanding of movement through the tiers, but did not address Tier II in the answer. A complete response would have referenced Tier II when data was collected for six weeks. According to the example given, the interventions will be provided during the Intervention and Enrichment block. However, if data shows the student is not making progress, it would be more appropriate to provide interventions in addition to the ninety-minute reading block.

The question of when it can be determined that a student is in need of Specially Designed Instruction was asked. Examples were provided regarding a student in first grade and a student in third grade. The applicant's response did not clearly articulate how the process might look for a student who is receiving support in Tier III and then moves to eligibility determination.

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(10)(f)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please note that the final rating remains “Does Not Meet” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections, or make other substantive changes to the original application.

Strengths (reference page numbers)
The Dual Language Two-Way Immersion (DL-TWI) program is a researched based program that demonstrates a connection with academic student success when appropriately implemented in schools. (Pp. 40-42)
The school plans to hire and retain a fully bilingual staff. (P. 42)

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

In general, the information presented in this section is vague and lacks essential details. Also, the responses pertain more to the delivery of the DL-TWI model rather than the delivery of instruction and services for ELL. They are not one and the same.

Although DL-TWI is a bilingual program and the applicant states that the school will follow the META Consent Decree, the application does not address how the school will meet state law and statutes regarding the education of ELLs. (P. 40)

A concrete plan based on the META/LULAC Consent Decree for meeting the needs of ELLs in the ESOL program is not developed in the application. (Pp. 40-41)

No specific instructional programs, practices, and strategies the school will employ to ensure academic success for students are described. The applicant states that specific strategies *will be* designed for ELL students who are above, at or below grade level but no detail is provided as to what is planned. (P.40)

The application states that “the TWI model is not a remedial program.” The applicant incorrectly assumes that students will not struggle with academic content merely because they are taught the content (math, science) in their native language (Spanish). (P. 40)

According to the application, the TWI Kindergarten cohort will receive 90% of the instruction in Spanish and 10% in English. Over the course of the next four years (by grade 3), the percentages will move to 50%-50% Spanish and English. It appears that the applicant is under the assumption that ELL students have equitable access and appropriate services just because they are receiving instruction in Spanish. Does the applicant mistakenly believe ELL services and accommodations are not required if the students are receiving instruction in their home language? (P. 40)

An understanding of the ESOL program and state requirements are not evident in the application. The application does not fully address the procedures that will be utilized for identifying ELL students. The response lacks essential details. (P. 40-41)

The application offers a procedure for exiting ELLs and monitoring ELLs that is not consistent with state rule. (P. 41)

Concerns/Weaknesses

It may be challenging to recruit and hire administrators and teachers who are bilingual (Spanish and English) in order to attain a fully bilingual staff. (P. 42)

It doesn't appear that students will exit the ESOL program. As ESOL funding is weighted, this would impact future years' revenue. (P. 41)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant's Response	CRC Review/Comments
None.		

Additional CRC Observations Based on Outcome of the April 24th Interview Session:

The CRC explained the basis for the evaluation rating. The narrative in the application did not present “a comprehensive and compelling plan” or a “clear plan” describing how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students. It appears that board members were not in agreement as to which language screener was to be used.

Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services were not provided. Insufficient information was provided to determine if the school will meet its obligations under state and federal law regarding the education of English Language Learners, specifically exiting of ELLs based on State Board Rule.

8. School Culture and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A planned school culture that is consistent with the school’s mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children’s rights related to enforcing student discipline, suspension, and recommended expulsion, including the school’s code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
Dreamers Academy will be a Servant Leader institution. (P. 43)
One of the pillars of dual language education is cross-cultural competency, which enables students to understand and respect cultural diversity in a variety of social contexts. (P. 7 – Guiding Principles)
The school will follow the District’s Code of Conduct. (P. 43) They will also establish a PBIS Team to develop a school-wide positive behavior support plan.

Deficiencies/Concerns/Weaknesses: (reference page numbers)
None.

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response	CRC Review/Comments
<p>Briefly describe the school’s dismissal procedures.</p>	<p>During registration and open house sessions, all sign-in sheets will be required to have verbiage on how a student will go home. Thus, providing a complete roster on how all children are to be dismissed on a daily basis. If changes need to be made to how a child goes home, parents are to write in a child's agenda or call the front office half an hour before dismissal. Car riders, bus riders and walkers will be monitored by teachers, paraprofessionals and other school personnel.</p> <p>Actual campus dismissal procedures will be contingent upon the campus orientation. However, the areas of need would be:</p> <p><u>Car riders</u> to be opposite of bus loop in order to ease traffic flow.</p> <p><u>Bus riders</u> will have a separate area again opposite the car-rider to ease traffic flow. After-school providers will also use the bus loop area.</p> <p><u>Walkers</u> will be the last dismissed after all vehicles are out of the immediate area. All K-1 students will be required to have a parent or a responsible sibling of grades 2-5.</p> <p>After-school program, if and when established, will have a sign-in, sign out procedure.</p>	<p>The applicant misunderstood the question to be about dismissal at the end of the school day. Section 8 of the application deals with student conduct, discipline and disciplinary actions. Unlike traditional schools, charter schools may dismiss (discharge) students from the school (i.e., discontinue enrollment). The CRC was seeking clarification on dismissal for disciplinary reasons.</p>

9. Supplemental Programming

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

Deficiencies/Concerns/Weaknesses: (reference page numbers)
<p>Deficiencies None.</p> <p>Concerns/Weaknesses Project Lead the Way (PLTW) is a very expensive program. The budget may not support its implementation. (P. 46)</p> <p>PLTW will be financed through grants or donations from the community. UF Innovation Station (see letter of support) and the Chamber of Commerce Talent For Tomorrow have provided financing and support for PLTW in the past.</p> <p>The school plans to seek funding from Perkins grants and CTE funds. As an elementary school, the school would not be eligible for this funding. (P. 46)</p>

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
None.		

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school’s governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):

s. 1002.33(7)(a)15.; s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board’s roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
The Bylaws, Conflict of Interest Policy, as well as Roles, Duties, and Powers are clearly written, delineated, and within legislative recommendations. (Attachments H, I, J and K)
The board intends to hold 11 meetings; which aligns with monthly financial review, as well as SAC requirements. This allows the board to serve in both capacities. (P. 48)
It is evident that the applicant understands the structure of meetings and requirements of Sunshine Law. (P. 48)
The school’s governing board is a diverse, knowledgeable group. The majority of the board members are Sarasota community residents. (P. 49)

<p>Deficiencies/Concerns/Weaknesses: (reference page numbers)</p> <p><u>Deficiencies</u> None.</p> <p><u>Concerns/Weaknesses</u> The Grievance Policy is addressed but not developed. There is no mention of a Parent Involvement Representative (PIR).</p>
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Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant's Response	CRC Review/Comments
<p>Is the SAB the School Advisory Committee? If so, it appears to be created as a separate board rather than a subcommittee. (P. 51) Please clarify.</p>	<p>It is similar to the School Advisory Committee except it does not have input into the budget as SAC does. We did not want the public to confuse the mandate of our School Advisory Board with SAC, as they are not the same.</p> <p>Many leading community and education members have said they were not able to commit to the governing board but would like to serve in an advisory capacity.</p> <p>Once we are approved, we will create bylaws and establish the role and goals of this Board.</p>	<p>Response is acceptable.</p>
<p>What are the key steps the school will follow when a parent has objection or grievance? (P. 51)</p>	<p>This will depend on the severity of the grievance. Most objections and/or grievances can be sourced through the administrative staff and directed to the Principal. There will also be a Family Liaison who will know the families and encourage feedback, as well as communication of objections and/or grievances.</p> <p>The Family Liaison will be in charge of recording all objections, grievances and/or complaints and documenting the steps taken to satisfactory resolution.</p>	<p>Response is acceptable.</p>
<p>Who (what position) will serve as the Parent Representative for the school? Is it the "Family Liaison?"</p>	<p>Yes, the Family Liaison will represent families and students' parents. There will also be a Parent Teacher Organization once we have parents and teachers that will work with the Family Liaison.</p>	<p>Response is acceptable.</p>

11. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school’s operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Evaluation Criteria:

A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

Organizational charts delineate lines of authority with school responsibility being clearly defined as belonging to the principal. Roles and responsibilities for daily activities of the school are clearly separate from the board and given to the principal and other school support.

Recruitment for the school leader will be done by the board. They are proposing qualifications that include bilingual as part of the search criteria. A questionnaire will be developed for potential interviewees and screening. The recruitment plan seems solid and adequate while recognizing belief in the school mission of a TWI model is essential. (P. 53-54)

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies
None.

Concerns/Weaknesses
Although the applicant does not state that all bilingual employees will be certified in Spanish, given the demographics of Sarasota County as well as the demographics of Sarasota County Schools employees, concerns do exist in how the school will recruit and meet their expectations that all instructional personnel for all subjects (to include math, science, language arts and social science) will be bilingual.

Current demographics of Sarasota County Schools show that approximately, only 72 out of 2600 instructional personnel hold a certification in Spanish K-12 and, out of that only approximately 28 hold an additional certification to allow for them to teach something other than Spanish at the elementary level. Secondly, many of them hold the additional certification as ESOL rather than elementary education.

The applicant is projecting the following: Year 1 - 16 instructional staff; Year 2 - 20 instructional staff; Year 3 - 24 instructional staff; Year 4 - 28 instructional staff; Year 5 - 32 instructional staff. Based on their daily schedule no courses are only Spanish or ESOL which would require an elementary education certification for all instructional staff. (P. 55)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
<p>The budget is based on some .5 positions instead of 1.0 (full unit). There is concern over the realistic ability to find candidates to perform these functions at .5. If full-time positions are needed, the budget would need to be increased. (P. 55) Please comment.</p>	<p>We have some .5 positions over the first two years, some of which might be shared by a full-time employee (media/technology, for instance). Sarasota has a large population of retired bilingual people and many have already approached us to work part-time at the school. Our governing board has deep financial knowledge, entrepreneurial experience and fundraising backgrounds as well as the flexibility to adjust staffing and budget if the need arises.</p>	<p>Concerns regarding the challenges of hiring bi-lingual instructors from the current demographics still remain. The idea that retired bilingual people will fill the vacancies seems unrealistic based on Sarasota’s current population.</p>
<p>Who do the “floating” entities in the organizational chart, specifically, the community liaison and family liaison report to? (Attachment M)</p>	<p>We have left this reporting decision up to the Governing Board and School Principal to decide during the planning year.</p> <p>Once the school is established, this reporting structure will be reviewed to include input from the School Advisory Board and the Parent-Teacher Organization.</p>	<p>Response in not acceptable. The evaluation criteria require an “organizational chart or charts that clearly and appropriately delineate lines of authority and reporting” be provided in the application.</p>
<p>The Preliminary Staffing Allocation budget worksheet does not include a custodian, however, the Proposed Five-Year Staffing Plan on page 55 includes this position. Please explain this discrepancy. (P. 55 and Budget Appendix)</p>	<p>Attachment X preliminary staffing allocation does have both the head custodian and custodian labeled together under “Facilities Staff” for a total of \$52,238. There is no discrepancy.</p>	<p>Yes, there is a discrepancy. The Preliminary Staffing Allocation shows only 1 Head Custodian. The Five Year Staffing Plan has both positions listed. The budget was not in question.</p>

12. Human Resources and Employment

The Human Resources and Employment section should define the policies and procedures that frame the school’s relationship with its staff.

Statutory Reference(s):

s. 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida’s Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
The school plans to be a participant of the Florida Retirement System and be an at-will employer. However, it is not clear if all employees will have the option to participate in FRS. (P. 57)
The relationship between employees and the school is clearly outlined with the principal being responsible for the employees of the school and daily operations. (Pp. 57-58)
The principal and assistant principal (Year 3) will be responsible for evaluating staff and they will utilize the Sarasota Teacher Evaluation system. (P. 59)

Deficiencies/Concerns/Weaknesses: (reference page numbers)
<p>Deficiencies None.</p> <p>Concerns/Weaknesses The applicant proposes to offer the Florida Retirement System (FRS) to its employees. However, the proposed budget does not support this potential expense. The Budget Worksheet states only a half-staff participation rate. The District’s rate of participation is much higher. The applicant will be given the opportunity to explain under the Budget Section. (P. 57 and Budget Worksheet attachment)</p>

Some concern does exist related to teacher/principal evaluation as some of the proposed courses do not have alignment to current offerings through Sarasota, therefore, a mechanism for the student growth component of the teacher evaluation system will need to be addressed and may be the sole responsibility of the school. (P. 59)

The compensation and benefits plan or an outline of such a plan was not included in the application, therefore, we were unable to assess if the plan was aligned with the Florida’s Student Success Act or whether it will attract and retain quality teachers. (P. 60)

Recruitment efforts are addressed in the application and strategies are appropriate, however, the same concerns exist (as noted in Section 11) regarding the ability and likelihood of the school to recruit and hire bilingual teachers in all classrooms and all subject areas.

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
<p>What strategies have other successful bilingual schools in Florida used to attract and hire bilingual staff? What methods will Dreamers Academy use?</p>	<p>The staffing plan for Dreamers Academy will involve a full recruitment effort for highly talented bilingual teachers and paraprofessionals. Development of a brochure and a promotional video to be sent out to major university Colleges of Education in Florida, Texas, California and Puerto Rico will take priority.</p> <p>This will be followed by attendance and promotion at professional organizations to include but not limited to ILA, Learning Forward, National Organization of Teachers of Math and Science. Tapping into the network of Dual Language Schools at duallanguageschools.org <http://duallanguageschools.org/> which includes 1,454 schools throughout our nation (120 in the state of Florida), will serve as a research cache of individuals who can be part of our network or could be enticed to come to the Sarasota bay area.</p> <p>The use of social media outlets like Facebook, Twitter and Instagram will provide venues to highlight the mission and vision Dreamers Academy, as well.</p> <p>Florida organizes several annual teacher fairs, with one specifically targeted to bilingual teachers: The 14th Annual Bilingual Latino & Minority Teacher Recruitment Fair, taking place in Tampa on April 26. There are also various web sites such as www.latcareers.com that specialize in bilingual teachers.</p> <p>Two of our Board members are part of the USFSM family and in contact with professors and students, who are in pre-service teaching programs and many are already aware of Dreamers Academy and its need for bilingual teachers.</p>	<p>Response is acceptable.</p>

	<p>Governor Scott and Commissioner Stewart announced a program to streamline the process of certifying teachers from Puerto Rico into the Florida district's school systems, and we have contacts in Puerto Rico's education system that have offered to recruit for us.</p> <p>Organizations like NABE (National Association of Bilingual Educators), American Council on the Teaching of Foreign Languages, the Hispanic Professional Association and the National Network for Early Language Learning have marketplaces and employment fairs we can use. Finally, we are exploring the creation of a bilingual educator certificate program with USFSM and FIU.</p> <p>We are also in the early process of petitioning the state of Florida DOE to adopt state-level bilingual standards and to offer a bilingual certification or add-on endorsement for teachers who aspire to teach in Florida's dual-language classrooms. Texas, Illinois, New Mexico and most recently New York (although not yet approved by the Legislature) all have existing bilingual standards. San Diego State University has a DLE Department: Dual Language and English Learner Education to train bilingual teachers for dual language immersion programs.</p> <p>With the establishment of LULAC Sarasota, we have a direct connection with the local and state Hispanic community. Our sponsor council is the LULAC Florida Educators Council in Miami.</p> <p>Also, we hope to develop internship opportunities for students participating in the Sarasota School District future minority educators program (A Gap team priority item).</p>	
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Additional CRC Observations Based on Outcome of the April 24th Interview Session:

It was confirmed that the school will participate in FRS and include all school employees, and that there is sufficient contingency in the budget to cover the expense.

13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating is “Partially Meets” because the applicant did not fully address the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application.

Strengths (reference page numbers)
The school will provide a 3 to 5-day retreat regarding the school’s vision, behavior, high expectations. (P. 65)

Deficiencies/Concerns/Weaknesses: (reference page numbers)
<p>Deficiencies</p> <p>Concerns/Weaknesses</p> <p>It is difficult for the CRC to evaluate this section because the majority of the narrative is general in nature or does not fully address the questions or requested information. (Pp. 62-63)</p> <p>Other than to reference FLDOE protocol standards, the application does not provide a discussion of the school’s core components of professional development (PD) and how these components will support effective implementation of the Dual Language Two-Way Immersion educational program. (Pp. 62-63)</p> <p>No funding for Year 1 PD activities is evident in the budget. Page 63 references professional development will be conducted externally, however, the PD line item in the budget is listed as zero (Budget Worksheet attachment).</p>

Given that the school plans to hire bilingual teachers to deliver the bilingual program, it is discouraging that no information is given for PD activities aligned to the educational model. Efforts to support teachers in the delivery of core academic content in Spanish or to support teachers’ professional growth in second-language proficiency is not evident in the application. (Pp. 62-64)

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response	CRC Review/Comments
<p>What type of professional development is offered by other successful DL-TWI programs in other districts/states to support teachers in improving their practice specific to the bilingual program?</p>	<p>There are various organizations that have professional development programs specifically designed for DL-TWI schools. The most popular ones are produced by Association of Two-Way and Dual Language Education (ATDLE), the Center for Applied Linguistics (CAL), Dual Language Education of New Mexico (DLeNM), National Association for Bilingual Education (NABE), National Dual Language Consortium (NDLC). All of these organizations have national conferences and offer professional development programs, and some of these will train staff to conduct the PD internally.</p> <p>Dreamers Academy’s Professional Development School-Wide Plan will provide the foundation for highly effective curriculum planning, instructional impact and informative assessment. This system will be founded in the following four areas and their contents:</p> <p>Dual Language and the Two-Way Immersion Model</p> <ul style="list-style-type: none"> • The ELL Child and Language Acquisition • The TWI Model – The System at Dreamers Academy <p>Positive Behavior Mindset</p> <ul style="list-style-type: none"> • School/Class Expectations and Procedures • School/Class Positive Teambuilding <p>Literacy Instruction and Language Acquisition</p> <ul style="list-style-type: none"> • Bilingualism, Biliteracy and the 90-Minute Reading Block • Visible Learning in Literacy (Hattie, 2017) <p>Assessment linked to Instruction</p> <ul style="list-style-type: none"> • I-Ready, Fountas & Pinnell, and Reading Recovery <p>Dreamers Academy will have different venues for learning where teachers, staff, and leadership will come together to learn, reflect and plan. These days and their focus:</p> <p>Annual Five-Day Preservice Retreat</p>	<p>Response is acceptable.</p>

	<ul style="list-style-type: none"> • Focus: School-wide foundation <p>Monthly Professional Learning Communities (PLC's)</p> <ul style="list-style-type: none"> • Focus: Student Data Reflection (I-Ready, F & P, Reading Recovery) <p>School In-Service Days (October, January)</p> <ul style="list-style-type: none"> • Focus: School Improvement Plans and Professional Development Plans <p>Five 'Early-out' Professional Learning Days</p> <ul style="list-style-type: none"> • Focus: Bilingualism, Biliteracy and the 90-Minute Reading Block • Focus: Assessment of Language Acquisition (ACCESS for ELL) <p>Additionally, to better understand teacher candidate prior knowledge, the principal will have the candidate submit a Dreamers Professional Development Personal Needs Assessment which will identify the areas of strength and professional growth. Upon hiring, this data, coupled with the teacher's student data, will be used to create the teacher's Individual Professional Development Plan which will be reviewed and monitored as part of his or her Annual Performance Appraisal</p>	
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14. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating remains “Partially Meets” because the application lacked meaningful detail and did not provide all of the necessary information. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application, therefore, the deficiencies in the application stand and are the basis of the final rating.

Strengths (reference page numbers)
The proposed marketing and recruitment plan is comprehensive and will use a variety of strategies, including digital and traditional methods, social media, reach-out efforts through community agencies. These strategies should be effective in reaching low-income families as well as Hispanic families. (Pp. 67-68)
Comment Only – The applicant is considering a school location in north or central Sarasota, and (as per the applicant) may be a feeder school to McIntosh Middle School. (P. 76)

Deficiencies/Concerns/Weaknesses: (reference page numbers)
Deficiencies Section 2: Target Population and this Section 14 must be aligned. Due to the deficiencies in Section 2, this section has similar weaknesses because of lack of alignment.
The enrollment, admissions and whether or not target/preference criteria will be used for non-TWI students (i.e., “traditional program”) in grades 1-5 in Year 1 (and grades 2-5 in Year 2, etc.) is not addressed. Will the same 70/30 ratio apply? This is not consistent with the school’s mission of DL-TWI.
The application does not clearly or fully address the school’s proposed enrollment policies and procedures, as required in Section 14, Item C. (P. 70)

The lottery process is not described in a manner that assures an open and fair enrollment and admissions process. (Pp. 70-71)

The applicant appears to confuse F.S. 1002.33(10) allowable preferences with the provisions for limiting enrollment for targeted students. For example, preference for siblings is permissible. Preference for Spanish-speaking recent arrivals from Spanish speaking countries is not an allowable preference. A school may limit enrollment to a specific group (or target) of students, but it is not clear in the application who the group is and how limiting enrollment to a specific target will be accomplished.

The open enrollment application process, the registration and admissions process is not clear and raises substantial questions. At what point is the students' ELL status, home language and language proficiency determined. Upon acceptance and admission (registration)? Upon the results of a language proficiency test? (P. 71)

It is not clear how the school will know in advance (for application) if the student is a Spanish speaker or an English speaker or bilingual. Therefore, it appears that the lottery cannot be conducted in order to achieve the desired 50-70% ELL native Spanish speakers and 30-50% native English speakers proportion of students.

Concerns/Weaknesses

The application does not address how students will be admitted and enrolled in subsequent years if they are new to the school and have not been in the DL-TWI program. Will prior participation and immersion in the school's program be an eligibility criteria for enrollment? For example, would a new 2nd grade student be admitted in Year 3, when all of his/her classmates have experienced DL-TWI since Kindergarten but he/she has not? And, if enrolled, would they go into DL-TWI or into the traditional program?

On what basis does the applicant claim that their "superior educational option" for K-5 program will have a "sizeable impact on assuring" that traditionally underrepresented students will enroll in advanced course work in middle and high school and the IB program at RHS. (P. 68)

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant's Response	CRC Review/Comments
On page 67, it states that "Dreamers Academy will most likely experience high levels of demand similar to the experiences of other districts in which the Dual Language Two-Way Immersion model has been successfully implemented." In 250 words or less, please summarize the data/findings to support this statement.	<p>Over the past year, our board members have engaged in an outreach effort to gauge the interest in bringing the TWI program to the community.</p> <p>The response has been a bit humbling, as demand appears higher than we anticipated. First, many people seem to be familiar with the program and its history of success.</p> <p>Hispanic people as well as other foreign-born Sarasota residents are familiar with dual language education because these programs are not an anomaly in our home countries. European countries' school system treat languages as core subjects, and many Latin American countries have had English/Spanish schools for decades.</p> <p>In negotiating site options for the school we met with leaders of the Jewish Federation (they have 16 acres on McIntosh we would love to build on). They</p>	Response is acceptable.

	<p>were very familiar with Dual Language education and explained that in Israel, a growing number of Hebrew/Arabic immersion schools are having a great impact in bridging the cultural and linguistic divides of these two ethnic communities.</p> <p>Padre Jose who runs the largest church in Ft. Myers bemoans the fact that when he visits Hispanic families with four or five children, the kids are addressing their non-English speaking parents in English, and conversation is practically impossible. “You must bring this to Ft. Myers,” he urged. He has put us in touch with Reverendo Claudio who runs Hispanic ministries in ten counties from the Venice Diocese, to try to bring this educational concept to places where it is most needed.</p> <p>The benefits of bilingualism in today’s marketplace are not lost on young American parents, who understand that their children will have an advantage if they speak a second language.</p> <p>Two of our Board members are ELLs themselves, and active participants in the community. In our churches and our advocacy groups, we come in contact with a lot of parents who share the difficulties of navigating not only their children’s school systems, but also daily life in English.</p> <p>Education consistently ranks as the number one policy issue for Hispanics, and in Florida they are the largest consumer of charter schools (40%). Most are keenly interested in having their children not lose their mother tongue while they are becoming proficient in their second language. Most long to communicate and engage with school staff and teachers directly, and unfortunately are unable to do so as Sarasota schools have minimal bilingual staff.</p> <p>Dreamers Academy brings a program that it is not currently offered in the county, and we would love to do it within the district, and prepare these children for success in middle and high school. We would want to do this as a public charter school instead of a private or parochial school.</p> <p>We wish to proudly contribute to the A District grade, to its efforts to increase diversity and educational options, to share research and best practices, and hopefully blaze the trail for additional TWI programs in existing elementary schools, once the new ELL District plan due 2019 adds the Dual Language instructional model to its offerings.</p>	
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<p>Rather than providing links to articles, please provide a brief (250 words) and succinct narrative to support the statement in the application that there is great demand and public pressure for bilingual education. (Pp. 68-69)</p>	<p>In preliminary informational sessions and outreach to community and education leaders in both Sarasota and Manatee Counties, enthusiasm and support for Dual Language Education has been a bit surprising.</p> <p>Sarasota is a highly educated and accomplished community, and many residents have direct experience with the program and its successful results.</p> <p>One of our Board members just ran into Gary Leatherman, longtime communications director for Sarasota School District, whose grandchildren are in dual language programs in California and he boasted of their success.</p> <p>At this week’s school board presentation, we had a packed hall with about 50 members of the community come to lend their support for the school and its dual language program.</p> <p>LULAC has opened its only 2018 council here in Sarasota County. One of its main advocacy issues is to bring equity to Hispanic students in the county, who are not performing to their promise or potential in the current system. Enthusiasm and membership is growing fast, as the community craves a voice and participation in the school system.</p> <p>A review of the over 30 letters of support we received from community leaders and professionals, from Sarasota County neighborhood services personnel, and former county commissioners, from the Sheriff himself, and Sarasota’s city manager, as well as non-English speaking mothers of students in the school system, provide an idea of the very personal and informed reasons this program has so much support.</p> <p>A former middle school math teacher explains how some of her Hispanic students could not use a ruler because they never understood the lesson in elementary school; a pregnant young architect wrote about how her brilliant Cuban husband arrived at the age of 12 and was unable to go to college; an American father of a TWI 3rd grader describes how his daughter is so fluent in Spanish, that she has developed close relationships with the Spanish-speaking stable hands in her horse riding program, and that this has given her an advantage over other students, as she learns the relationship between horse and rider from another perspective. A Sarasota County neighborhood services leader describes her years as an educator and the various reasons why this program is so needed.</p>	<p>N/A</p> <p>The CRC was expecting a response that summarized the key points of the articles referenced on pp. 68-69. Seeing none, the CRC withdraws the request.</p>
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	<p>Last year, the American Academy of Arts & Sciences, founded by our Founding Fathers in 1781, released its report entitled “Investing in Language Education for the 21st Century”, in which it details the multitude of reasons our country can no longer afford its ethnocentric mindset and limited monolingual education.</p> <p>It recommends, among other things, immersing children in a second language as early as preK, and all throughout the elementary school years, when they have the time to really learn it. Also, they list all the cognitive benefits of bilingualism on children, per the latest and growing psychological interest and scholarship in the subject.</p> <p>Finally, research has shown that interrupting the home language development of children before the age of 12 has deleterious effects on their cognitive development.</p> <p>Sarasota’s community has been exceedingly receptive to this educational model as over a year of advocacy, outreach and engagement by our board members and many supporters has revealed.</p>	
<p>Please confirm if the school will or will not limit the enrollment process to target students <u>as defined in section 1002.33(10)(e), F.S.</u>, specifically provision number 5.</p>	<p>The school will not limit enrollment to target students.</p>	<p>Please understand that if the school opts to not use any of the provisions as defined in section 1002.33(10)(e), F.S., the school may not be permitted to assign seats using differentiated weight based on home language or language proficiency. The CRC will assume that the statement on page 70 of the application which states that “aside from language proficiency, there are no defining criteria for admission” is not the case.</p>
<p>What is the “case-by-case basis” for enrolling non-Spanish, non-native English-speaking students, referred to in the application as “third language speakers”? (P. 69)</p>	<p>A meeting will be arranged with the parents of the students whose first language is something other than English or Spanish, to ensure they understand the TWI program and to establish a relationship to make sure that their Kindergartener succeeds as a tri-lingual student.</p>	<p>Response is acceptable. The applicant is advised that this action can only occur during the marketing, orientation, informational sessions, awareness campaign phase. Once a parent submits the application the student should have the same opportunity as any other applicant and be enrolled or go on a wait list.</p>

<p>What is the enrollment criteria for students who enroll “outside the pipeline”?</p>	<p>Define “outside the pipeline”.</p>	<p>The term “pipeline” is used on page 10 of the application. The question is in regard to criteria for students who are not in the TWI pipeline.</p>
<p>How will this percentage of students (ESOL vs. Basic) be attained during the enrollment process? Is this allowable? Revenue is contingent on following this example. ESOL FTE Revenue is weighted. (P. 69)</p>	<p>Similar to existing schools throughout the country, each Kindergarten class will have a maximum of 12 spots reserved for monolingual Spanish-speaking or bilingual students (regardless of home language), and 6 spots for monolingual English students.</p> <p>Per Consent Decree, ELL status will be determined within ten days of commencement of school, after administration of proficiency test.</p> <p>The Spanish speaking students may or may not qualify for the ELL program, depending on entry criteria and testing of language proficiency.</p>	<p>The concept is understood, however, in order to specify seats for one group of students vs. another (i.e., 70/30), the identification of students’ language and/or testing for language proficiency may not occur until well after the application and enrollment period is over. As stated, ELL status will not be known during the enrollment process.</p>

Additional CRC Observations Based on Outcome of the April 24th Interview Session:

Much discussion ensued regarding the student application and open-enrollment process and the challenges of admitting and conducting a lottery in order to attain the desired proportions of 50-70% ELL native Spanish speakers and 30-50% non-ELL native English speakers. The CRC clarified that the concerns are not related to the applicant group’s ability to market, recruit and attract interested parents. The CRC’s concerns are specific to giving preferences that are not listed in s. 1002.33 (10) F.S., the legalities of when and how a student’s native language can be ascertained, what can and cannot be asked on the actual application form and, if all of these challenges are dealt with, how the lottery would be conducted. There is also the matter that the school may not achieve the desired Spanish ELL to English non-ELL population composition, which the applicant has stated is essential to the success of the Dual Language Two-Way Immersion program.

The CRC remains uncertain as to the legality of what is proposed. To resolve this matter, the Dreamers Academy governing board agreed to obtain and provide a letter from FLDOE or another appropriate legal agency that confirms that the school’s plan for the application, admissions and lottery process is open, fair, and in accordance with applicable law.

15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school’s plans to encourage and support parental and community involvement.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school’s mission and provisions of the educational program. A detailed plan may be developed following approval.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
<p>The school plans to establish a Parent Involvement Committee charged with facilitating parent/family involvement. The school also plans to create a Parent Resource Center and involve parents in planning and participating in curriculum-based workshops. (P. 74)</p> <p>The application provides a clear and comprehensive plan on how parents and the community will be reached and engaged in school activities. (P. 73)</p> <p>The applicant provides numerous and varied letters from local community agencies, organizations, parents and education institutions as evidence of support for the Dreamers Academy charter school. (Attachment T)</p>

Deficiencies/Concerns/Weaknesses: (reference page numbers)
None.

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
None.		

III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school’s finances. It should present a clear picture of the school’s financial viability including the soundness of revenue projections; expenditure requirements; and how well the school’s budget aligns with and supports effective implementation of the educational program.

16. Facilities

The Facilities section should provide an understanding of the school’s anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):

s. 1002.33(7)(a)13.; s. 1002.33(18)

Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school’s opening OR a timeline to ensure the facility will be in compliance and ready by school’s opening.
- A facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating remains “Partially Meets” because the application lacked meaningful detail and did not provide all of the necessary information.

Strengths (reference page numbers)
Information/Comment Only: The applicant states that a site is not yet acquired. The governing board is considering a location in the north or central Sarasota area. There is a possibility that Dreamers Academy will be a feeder school to McIntosh Middle School. (P. 76)

The estimated costs for a lease are realistic and are reflected in the budget. (P. 76) The applicant provided a letter of assurance from Building Hope as evidence of funding that will be available for the facilities. (Attachment not labeled but assumed that it is intended as Attachment U)

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

None.

Concerns/Weaknesses

The explanation of the school’s facility is vague. The description of the size and layout of space is not provided. (P. 76)

The application does not provide an adequate explanation of the strategy and schedule that will be employed to secure an adequate facility. (P. 77)

Applicants who do not yet have a site acquired are required to describe the back-up facilities plan. The applicant’s response to this question is that “there is no back-up facilities plan.” (P. 77)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
None.		

17. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
The school plans to contract with Sarasota County District for transportation services. (P. 78)

Deficiencies/Concerns/Weaknesses: (reference page numbers)
Deficiencies None.
Concerns/Weaknesses The expectation that 70% of students will be transported seems high based on District percentage of 47%. There is concern over the number of Transportation FTE used in the Revenue Worksheet (overall and ESE FTE). This will impact budget projections for both revenue and expenses. (P. 78 and Budget Worksheet attachment)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
On what basis does the applicant expect that 222 of 288 students will need/use and be eligible for transportation?	We are budgeting for the largest number of potential bus riders, based on the size of the potential target population and the geographic distribution of same.	Responses are acceptable because applicant provided the Silvermine highly confident letter on April 20 th which will compensate for the loss of revenue projected in these areas.
Why is ESE FTE used in the Transportation Revenue as the application states this curriculum/focus may be difficult for the ESE population requiring these services? (P. 35)	These two actions are not mutually exclusive. Yes, the TWI program might prove difficult for ESE students, but we will accept all students regardless of ESE status. Hence, we are prudently budgeting according to our enrollment projections.	

18. Food Service

The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)(a)1.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
Dreamers Academy will utilize the services of the school district’s Food and Nutrition Services for provision of the National School Lunch Program. (P. 78)

Deficiencies/Concerns/Weaknesses: (reference page numbers)
<u>Deficiencies</u>
<u>Concerns/Weaknesses</u>
The description for the school’s Food Service Plan consists of 3 sentences. However, given that the school plans to contract with the district, the committee accepted the response.

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
None.		

19. School Safety and Security

The School Safety and Security section should provide a description of the school’s plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed upon approval of the application.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

Deficiencies/Concerns/Weaknesses: (reference page numbers)
None.

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
Page 80 indicates that the Registrar will be responsible for maintaining accurate records during school hours; however, the budget only shows a .5 unit allocated for this position.	The registrar position might be combined with the receptionist position during the first two years. Management experience of a majority of our board members, including Dan Kennedy who has been involved with five schools including three charter startups, presented the Board with compelling historical data to support this decision.	Response is acceptable.

20. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school’s mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies
 The Charter Revenue Estimate Worksheet contains the incorrect number of FTE in the ESE Guaranteed (Matrix level 251, grades 4-8) as pertains to the Basic FTE indicated. This changes the anticipated revenue. (Revenue Estimate Worksheet Attachment)

There is no discussion of the school’s contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated, as required in the application template. The plan, as stated in the application, is that they *will* be creating plans. (P. 83) Educational plan presented. (P. 83)

The application does not explain in detail the Year 1 cash flow contingency plan, in the event that revenue projections are not met (or not met on time). (P. 83)

Concerns/Weaknesses
 References to other sources of funding (donations, foundations) are mentioned in the application. However, there is no evidence of support (e.g., MOUs, letters) provided. Attachment Z is missing.

The only evidence of other support for funding is the letter from Building Hope that shows \$500k secured line of credit for a startup budget of \$1m. (P. 87)

The anticipated revenue contains a large Transportation FTE as compared to other schools. This results in a larger revenue. It also contains a large ESE Rider FTE as compared to the data/information in the rest of the application. A concern is that this FTE Revenue is too high.

The school will strive for student population of 70% ELL (ESOL). That represents 201 FTE out of 288 FTE on the Charter Revenue Worksheet. As ESOL FTE is weighted there is a concern about the school actually enrolling this high percentage of ESOL students because it will certainly impact FTE funding. Then will that ratio of ESOL to Basic FTE be enough to cover anticipated expenses?

There is no budget listed on the Professional Development line item. Professional Development is listed for both the Board and school staff. Budget is listed for the governing board but not staff.

The budget does not appear to address the continuing cost of iReady after the initial startup in Year 1. The use of iReady is referenced as a continuing tool in the curriculum section on page 24.

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
Please explain the half participation rate for both FRS and Group Insurance. There does not appear to be enough expenditure budgeted for half of the FRS participation rate. (2018-19 rate is 8.26%)	On group insurance, we will be reviewing different plan options we can offer our employees to be within the dollar amount budgeted. Within the contingency, we will have the appropriate dollars available to pay the FRS contribution for all full-time employees (estimated at approximately an additional \$80,000 to the already budgeted amount).	Response is acceptable.
What is the plan should the ELL enrollment fall below 70% (or 50%)? Will the ratio of ESOL to Basic FTE be enough to cover anticipated expenses?	We do not believe this will be the case, but if it is, we will eliminate a Kindergarten class. The DL-TWI model requires a 50% – 70% ESOL or Spanish-speaking student enrollment and we will not compromise this requirement of implementation.	Response is acceptable.
If applicable, please submit any existing MOUs or letters to provide evidence of funding as Attachment Z. (P. 82)	Outreach to local foundations and private donors has been informational only and most have agreed to meetings once approval is secured.	Following the written response, the applicant was offered the opportunity to submit evidence, and subsequently provided the letter from Silvermine Capital Resources, LLC.

Additional CRC Observations Based on Outcome of the April 24th Interview Session:

The CRC acknowledged receipt of the letter from Silvermine Capital Resources, LLC indicating that they are highly confident that the financing will be secured by Silvermine for Dreamers Academy for “startup costs and initial development expenses.” This commitment of \$500,000 to 1,000,000 makes the budget feasible.

21. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school’s finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school’s finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating remains “Partially Meets” because the application lacked meaningful detail and did not provide all of the necessary information. Although the applicant group was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant group was not permitted to submit new information, add new sections or make other substantive changes to the original application, therefore, the deficiencies in the application stand and are the basis of the final rating.

Strengths (reference page numbers)
The governing board for Dreamers Academy will contract with Pellegrino, Honick, McFarland and Miller Accountants of Sarasota to provide payroll and accounting services. (P. 84)
Former Deputy Chief Financial Officer of Sarasota Schools will serve on the school’s governing board and head the finance committee. (P. 84)

Deficiencies/Concerns/Weaknesses: (reference page numbers)
Deficiencies
The description of how the school’s finances will be managed lacks essential details. Plans for strong internal controls to ensure appropriate fiscal management are not evident. (P. 84)
The application does not address how the school will ensure financial transparency to the public. There is no description of the governing board’s public adoption of its budget and/or the dissemination of its annual reports to the public. (P. 85)

Concerns/Weaknesses

The applicant references compliance with the Red Book in response to the question pertaining to the methods by which accounting records will be maintained. (P. 84)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant's Response	CRC Review/Comments
Briefly describe the internal controls that will be in place. (P. 84)	Our accounting firm of Pellegrino, Honick, McFarland and Miller, in conjunction with the school principal and board member Al Weidner, former deputy chief financial officer for the Sarasota School District, will ensure that strong internal controls are in place over revenues and expenditures.	Response is not acceptable. In addition to “who,” which is stated, the application also requires a <u>description</u> of internal controls and the application evaluation criteria includes evidence of a plan. (see above criteria)
Please acknowledge that a copy of the audit report must be submitted to the Sponsor (district) by October 1 st (rather than as stated in Item E on page 85).	Our application stated the audit will be submitted within 45 days after the close of the fiscal year, which would make it September 15; but we are happy to make sure the Charter Agreement indicates a later date of October 1 st .	Response is acceptable. Please note that the information in the application also stated “...but no later than 9 months after the fiscal year,” which would result in non-compliance.
What are the school governing board's plans for the public adoption of its budget and the dissemination of its annual audit and financial reports to the public? (P. 85)	We will of course comply with all applicable Florida statutes.	Response is not acceptable. The applicant was offered an opportunity to expand the response to item E on page 85.

22. Start-Up Plan

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)16.

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

Deficiencies/Concerns/Weaknesses: (reference page numbers)
<u>Deficiencies</u>
<u>Concerns/Weaknesses</u> The application provides a simple outline of key events rather than a “thoughtful and realistic” plan. (P. 86) However, if approved, a formal timeline will be negotiated in the charter. Therefore, the standard is rated as “meets.”

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
None.		

Addendum

Addendum A: Replications [THIS SECTION NOT APPLICABLE]

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s):

s. 1002.33(6)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

CRC Rating	Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths <i>(reference page numbers)</i>
N/A

Deficiencies/Concerns/Weaknesses: <i>(reference page numbers)</i>
N/A

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response	CRC Review/Comments
N/A		

Addendum A1: High-Performing Replications [THIS SECTION NOT APPLICABLE]

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

Statutory Reference(s):

s. 1002.331

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that the applicant’s school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant’s proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

CRC Rating	Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
N/A

Deficiencies/Concerns/Weaknesses: (reference page numbers)
N/A

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
N/A		

Addendum B: Education Service Providers [THIS SECTION NOT APPLICABLE]

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP’s previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP’s organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school’s governing board and the ESP, structured to ensure a clearly defined arm’s-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school’s governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

CRC Rating	Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
N/A

Deficiencies/Concerns/Weaknesses: (reference page numbers)
N/A

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
N/A		

Applicant History Worksheets (Form IEPC-M1A) [THIS SECTION NOT APPLICABLE]

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant’s governing board, and if applicable, the applicant’s ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Strengths <i>(reference page numbers)</i>
N/A

Deficiencies/Concerns/Weaknesses: <i>(reference page numbers)</i>
N/A

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response	CRC Review/Comments
N/A		

APPENDIX A

Appendix A contains Dreamers Academy's comments and responses to the Charter Review Committee's stated Deficiencies/Concerns/Weaknesses, found in the Charter Review Committee (CRC) Analysis and Initial Findings – April 10, 2018.

After the initial review by the CRC, applicants were asked not to amend or correct significant concerns and/or deficiencies identified in the original application. However, Dreamers Academy submitted additional information in response to the Deficiencies/Concerns/Weaknesses because they felt that in many instances the CRC either did not adequately refer to their application or that comments were taken out of context. To ensure fairness, the CRC reexamined the initial Deficiencies/Concerns/Weaknesses and determined that the initial findings stand as written. For reference, Dreamers Academy's complete response to the initial CRC application review is included here. For clarity, font size and formatting have been changed from the original submission.

Sarasota County Public Schools
2017 – 2018 Charter School Application Process
Charter Review Committee (CRC) Analysis and Initial Findings – April 10, 2018

Dreamers Academy Charter Application

This document provides the Charter Review Committee’s (CRC) initial findings based on their review and analysis of the application submitted to the district on February 1, 2018. The CRC feedback is divided into three categories: 1) Strengths, 2) Deficiencies/Concerns/Weaknesses, and 3) Areas in Need of Additional Information and/or Clarification. The CRC is offering the applicant an opportunity to respond to the “Areas in Need of Additional Information/Clarification.”

A summary of the CRC’s initial ratings by program area is provided below.

Charter Review Committee Preliminary Ratings Summary for Dreamers Academy

I. Educational Plan Standards 1 – 9	II. Organizational Plan Standards 10 – 15	III. Business Plan Standards 16 – 22	Addenda Addenda A, A1 & B	Preliminary Total
22% Meets 22% Partially Meets 56% Does Not Meet	50% Meets 33% Partially Meets 17% Does Not Meet	57% Meets 43% Partially Meets 0% Does Not Meet	Not Applicable	41% Meets 32% Partially Meets 27% Does Not Meet

Note: Due to rounding, percentages may not add to 100%.

**Sarasota County Public Schools
2017 – 2018 Charter School Application Process
Charter Review Committee (CRC) Analysis and Initial Findings – April 10, 2018
Dreamers Academy Charter Application**

Dear Charter Applicant:

This document provides the Charter Review Committee’s (CRC) initial findings based on their review and analysis of the application submitted to the district on February 1, 2018. The CRC feedback is divided into three categories: 1) Strengths, 2) Deficiencies/Concerns/Weaknesses, and 3) Areas in Need of Additional Information and/or Clarification. The CRC is offering each applicant an opportunity to respond to the “Areas in Need of Additional Information/Clarification.” This clarification process may not be used to submit new information (not requested) or make substantive changes to the submitted application.

Please use this document to submit your responses to the items under “Areas in Need of Additional Information and/or Clarification” and adhere to the following guidelines:

- Use the column labeled “Charter Applicant’s Response” to address the questions and requests for clarification listed.
- Please respond briefly and succinctly to the specific information requested in each section of the application.
- Do not submit information that is not requested.

Do **not** respond to the remarks under “Deficiencies/Concerns/Weaknesses.” Based on the CRC’s evaluation, the weaknesses, deficiencies or missing information identified in the application are considered sufficiently significant that corrections and revisions would constitute a material or substantial amendment to the original application. Therefore, please do not enter information in this box.

Dreamers: Where necessary, we are addressing the remarks under “Deficiencies/Concerns/Weaknesses” with exact verbiage from the application. Therefore, this does not constitute a material or substantial amendment, but direct transcription of copy that the reviewers either missed or did not read.

The completed document must be submitted electronically to the Office of School Choice and Charter Schools no later than 12:00 noon on Wednesday, April 18, 2018. Also provide 6 hard copies of the document. Please follow the directions provided on the cover letter regarding format, number of copies, etc. when you submit your revisions. If you have questions, call (941) 927-9000, ext. 32262.

Florida Charter School Application Evaluation Instrument

The following definitions guided the CRC’s ratings:

Meets the Standard	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard	The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
Does Not Meet the Standard	The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2)

Evaluation Criteria:

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
<p>The mission and vision of the Dreamers Academy is to offer a Dual Language Two-Way Immersion educational program so that K-5 students will be bilingual and biliterate in English and Spanish, learn cross-cultural skills, and attain high levels of academic success in order to enter high school a grade level ahead of their peers. (P. 7)</p> <p>The Dual Language Two-Way Immersion (DL-TWI) model is research-based, shown to be effective and, if implemented with fidelity, would offer parents a school choice currently not available in Sarasota.</p> <p>Information/Comment Only: In Years 1-5, the school will implement a hybrid DL-TWI model. The entering Kindergarten cohort will receive the DL-TWI program and they progress through the grade levels. However, Year 1 enrolling grades 1-5 will receive a traditional program.</p>

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

Conceptually, the intent and fundamental purpose for the school’s focus and design is understood as described in this section, however, throughout the application key areas lack essential details so that it is not clear to the evaluators how the curriculum, programs and services, and school operations will align and support the school’s mission.

Dreamers: The Dreamers Academy application was authored as a complete arc, which we believed to be the intent of the FLDOE Model Florida Charter School Application. Areas that evaluators state lack essential details are 1) usually present in the narrative in adjacent pages/sections, 2) may represent requests not present in the application (i.e. request for a concrete plan for META/Consent Decree compliance), or, 3) directly answering the question as written by FLDOE, which itself may be too narrow. Dreamers Academy is more than happy to expand on anything necessary to offer clarity to the committee.

Concerns/Weaknesses

As proposed, the school will not be fully DL-TWI until Year 6 of operation, when the 2019-20 entering Kindergarten cohort completes 5th grade. In this “hybrid” model, students who are not in one of the K cohorts will receive a “traditional curriculum program.” That is, in Year 1 students in grades 1-5 will receive a “traditional curriculum program,” in Year 2, students in grades 2-5 will received the traditional program, and so on. This is not consistent with the school’s mission of DL-TWI.

Dreamers: Application pages 12 and 13 detail the specific rationale for initially having two classes per grade from 1 – 5, which is perfectly aligned with our mission. Below are verbatim paragraphs from the application regarding the above:

“Our first year will also serve students in grades 1 – 5, with 2 classrooms of 18 students per grade. These cohorts will not be TWI classes, but instead offer a traditional curriculum with the addition of Spanish as a required subject. It is imperative to reinforce the home language, as this has been proven essential to the healthy cognitive development of children through age 12. Also, studies demonstrate that supporting the home language enables students to more easily acquire a second language.

The rationale for including Grades 1 – 5 in this hybrid TWI/traditional model for the first five years is to offer an enriching and inclusive bilingual educational environment to students who traditionally struggle in schools where the majority of instructional and administrative staff speaks the students’ second language, English. Furthermore, the District’s chosen English-only models for core/subject content, even when implemented with ESOL strategies, have not proven effective in getting a majority of students to perform at grade level.

At Dreamers Academy, the Grade 1 – 5 bilingual teacher pairs in Year 1 would get an opportunity to work closely with each other, with their students and our families to better support academic and socio-emotional needs. Additionally, they will be able to know every student in the rising TWI cohorts by name and need. These foundational teachers will also take on the roles of Team Leaders, Mentors and Coaches to build professional capacity as we add the necessary instructional staff in subsequent years.”

The application template requires the applicant to indicate the page number(s) of the material within the application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S. Although the narrative and verbiage on the referenced pages correspond to the topic, the responses for each addressed principle and purpose lack substance, are broadly stated and lack essential information. Furthermore, information presented in other sections of the application are not in line with or lend little support that Dreamers Academy, as presented in this application, fully adheres to the

charter school's stated guiding principles or the purpose for charter schools specified in state statute. (P. 8) The CRC's findings reported for each section support this conclusion.

Dreamers: Application pages 21, 22, and 23 address each of these guiding principles specifically. However, below include the specific pages where all this is addressed.

In accordance with the law, charter schools shall be guided by the following principles:

Weak Evidence that the school will - Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

Dreamers: This is confusing as it completely contradicts this Report's own conclusion just ten lines below, stating it found "acceptable evidence of student learning and academic achievement improvement" as well as "acceptable that the school will increase learning opportunities for all students, with a special emphasis on low-performing students and reading."

Weak Evidence that the school will - Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.

Dreamers: The entire reason for this school is to promote enhanced academic success and financial efficiency by emphasizing low-performing students and creating concentrated leverage around their needs. The very definition of solving for pareto optimized financial efficiency. Additionally, Al Weidner, Sarasota County Schools' former budget director for the past 25 years, is part of our governing board, wrote the financial plan, and will be responsible for financial efficiency and accountability.

Weak Evidence that the school will - Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.

Dreamers: Page 34, 73-75 detail how and when we will provide information to parents, which will be verbally communicated in either Spanish or English. Additional evidence is provided throughout the various sections related to student performance, intervention, and community engagement.

In accordance with the law, charter schools shall fulfill the following purposes as per 1002.33(2)(b), F.S.:
Acceptable Evidence that the school will - Improve student learning and academic achievement.

Acceptable that the school will - Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.

Weak Evidence that the school will - Encourage the use of innovative learning methods.

Dreamers: Dreamers Academy's entire instructional model and therefore its learning method represents an innovation for Sarasota's school district. The Dual Language Immersion Two-Way instructional model has been successfully implemented in many other districts (120 schools in Florida alone).

Weak Evidence that the school will - Require the measurement of learning outcomes.

Dreamers: There appears to be a substantive internal inconsistency in this document with this concept as under the "Assessment and Evaluation Section concerns/weaknesses" evaluators state that there is "perhaps too much testing for students".

We include an assessment schedule and detailed explanation of all assessments used on pages 29 – 34 under “Student Performance”. iReady will be used as a diagnostics tool at least 3X per year (in both English and Spanish), as well as all FSA testing, Fountas and Pinnell’s Benchmark Assessment System, WIDA Access for ELL 2.0, as well as our own proprietary DA Writing Assessment 3X per year.

In accordance with the law, charter schools may fulfill the following purposes:

Weak Evidence that the school will - Create innovative measurement tools.

Dreamers: See assessment schedule. The Dreamers Academy Writing Assessment will be delivered 3X per year – and is our own innovative proprietary writing assessment (a measurement tool) since writing is essential and considered foundational within our program. Additionally, it is highly innovative in Sarasota for native Spanish speaking students to be measured in their native language directly by their classroom teacher. Finally, we will be piloting iReady in Spanish as Dreamers Academy has a direct personal relationship with the company, creating a very innovative measurement strategy.

Weak Evidence that the school will - Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.

Dreamers: Dreamers Academy directly addresses a deficit in the school district that has long been ignored, and we are certain that it will result in necessary innovation and improvement in ESOL instructional programming throughout all Sarasota elementary schools.

Dr. Bowden, Superintendent of Schools, in his opening remarks and introduction of Dreamers Academy directly stated in the April 17th, 2018 School Board meeting that the ideal would be that the district follows the Dreamers Academy lead and learns from our implementation and look to potentially expand this model into existing elementary schools. Dr. Bowden clearly, and publicly, believes this will stimulate an improvement in all public schools.

Dr. Bowden’s exact quote to the Dreamers Board of Directors: “We are very encouraged about the work that you’ve done, but our commitment from the district is that this isn’t just something that would take place at this school site, but that we would watch closely, and if they deliver the results that they promised, that it would impact not just students at the Dreamers Academy but the district as a whole, and that we would follow their lead.”

Acceptable Evidence that the school will - Expand the capacity of the public school system.

N/A - Mitigate the educational impact created by the development of new residential dwelling units.

Weak Evidence that the school will - Create new professional opportunities for teachers, including ownership of the learning program at the school site.

Dreamers: Pages 62-66 detail our Professional Development Plan; which directly ties with the rationale for the TWI-Hybrid model that will develop the professional teacher leaders and mentors as we grow the TWI cohorts over the years. Also pages 43-45 detail the “Servant Leadership” philosophy where teachers “share power, collaborate, are constantly learning and growing, put the needs of others first and help students develop and perform as highly as possible.”

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response
<p>Hispanic students come from various and different cultures (e.g., Mexican, Colombian, Ecuadorian, Nicaraguan). How would the various dialects be addressed as students are instructed in Spanish?</p>	<p>If we were to flip the question ... Anglo students come from various and different cultures (ie. Australia, England, Arkansas). Would someone ask, “How would the various dialects be addressed as students are instructed in English in a classroom full of Floridians?”</p> <p>Although there are different accents and idiomatic expressions in Spanish-speaking countries, Dreamers Academy TWI program will offer a rigorous and rich curriculum in Spanish, with teachers representing the wonderful nuances within the Hispanic culture.</p>

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school’s charter.

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

Information/Comment Only: In order to implement the Dual Language Two-Way Immersion program, the school’s plan is to have a K-5 student population that consists of 70% English Language Learners (ELL) with Spanish as the home language and 30% non-ELL with English as the home language. The Kindergarteners in Year 1 will be the first cohort to go through the DL-TWI program as they progress from grade K to grade 5. At other grade levels, students will be in a “traditional” program and taking Spanish as a required subject.

Information/Comment Only: The application states that the geographic area intended to serve is Sarasota County. (P. 9) In other parts of the application it states North and/or Central Sarasota. In another section it states that the school may likely be a feeder school to McIntosh Middle School.

The applicant made a good effort to examine and become knowledgeable of the population of students attending the Sarasota County schools, especially ELL and Hispanic populations. (P. 11)

The enrollment growth plan is based on cohorts of entering Kindergarten students as they progress through the grade levels. (P. 12)

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies
The applicant does not appear to understand or was not able to clearly describe the allowable enrollment preferences and/or provisions for targeting enrollment as per s.1002.33(10)(d) and (e), F.S. The applicant proposes to give priority to students who do

not meet eligibility criteria for enrollment preference. (P. 9) Please refer to Section 14: Student Recruitment of this report, for additional evaluation findings.

Dreamers: Reviewers may have confused enrollment preference with the target populations being marketed to. We stated Dreamers Academy would be a strong option for recently arrived Spanish-speaking immigrants for the school district.

Dreamers Academy intends to market its TWI Program in Sarasota’s lowest socio-economic areas, and hopes to attract ethnic subgroups that are currently not performing to their potential in District schools, but we are fully aware that we cannot give enrollment preferences to these students. Sarasota City Manager Tom Barwin provided a letter of support with additional demographic statistics about the educational need.

Concerns/Weaknesses

The intent is to achieve the 70% (minimum of 50) to 30% (maximum of 50) ratio, however, information as to the student’s native language, ELL status or immigrant status cannot be requested on an application form and would not be discerned for K students until after enrollment and screening for ELL status.

Dreamers: Our marketing outreach and enrollment forms will be in both English and Spanish, and we anticipate that our staff will handle much of the enrollment process in person. Personal interaction with prospective students and their families will make it evident who engages in Spanish or English.

The explanation and rationale for the projection methods used to develop the enrollment counts is limited to Sarasota’s size of the Hispanic population. No mention of student enrollment in schools.

Dreamers: (Yet reviewer submits a clarification question p. 15: “Please explain the statement that over 5,000 Hispanic students are enrolled in elementary and middle school...”)

Although the applicant is not required to have identified the school’s location, it must be assumed that the school will be located in a predominantly Hispanic community. The projected enrollment number of 108 for Year 1 Kindergarten may not be realistic. (P. 10)

Dreamers: Extensive analysis of Sarasota’s student population and how we arrived at our targeted enrollment can be found in pp. 11-12. There are 2,935 Kindergarten students enrolled in 2017-18. We even included a graph from the CIP of Sarasota student enrollment by ethnicity, and the following paragraph verbatim:

“Since 2012, the number of English Language Learners (ELLs) in Sarasota County schools has grown 13% to 2,802, while the monolingual English speakers have only grown by 4.5% to 40,496 students. Our school model ideally seeks a Kindergarten class with 70% of students (or minimum of 50%) for whom English is a second language. This represents a maximum of 76 ELL students in all TWI grade cohorts.

As of February 2017, Sarasota District schools had 425 Kindergarteners in their ELL program. We realize these are not all Spanish-speaking, and also warn that these numbers may not capture all children for whom English is a second language. Our projections are conservative and flexible enough to accommodate demand. They reflect existing demographic trends as well as the enormous national demand for this Dual Language educational model, especially among native English-speaking parents who wish to give their children the competitive and cognitive advantage of bilingualism.”

Further, there are close to 100 private VPK providers in Sarasota County, and additional children who do not attend a VPK program. We are consulting with Janet Kahn, Executive Director of the Early Learning Coalition (see letter of support), who states they have seen an increase of Spanish speaking children over the past few years.

The rationale for the number of students in the non-DL-TWI cohorts (i.e., grades 1-5 in Year 1) is not clear. The applicant states that these students may be siblings of the K-cohorts and students who may be attracted to a bilingual educational environment because they struggle in schools where teachers and administrators don't speak Spanish. (Pp. 12-13)

Dreamers: Detailed explanation of the logic behind having co-teaching teams in grades 1 – 5 (a total of 36 students per grade) is developed throughout the different sections of the application.

A summary is provided on page 12 of this document in response to a clarification question from the CRC.

“The strategic plan calls for two 18-student classes in grade levels 1 – 5 Year 1. The basis for this, as explained in pages 12-13, is to support families in the community that would benefit from a bilingual teaching and administrative staff that can help them navigate the school system and support their children. Also, it will provide an opportunity to perfect the co-teaching teams we are establishing as the TWI cohorts progress through the system. This model is the basis of our Professional Development plan, with those first teachers being trained not only in the “Servant Leadership” philosophy, but developing cooperative relationships among themselves, with our families, and with each student, which we will all know by name and need as our vision states.”

If the school is unable to achieve the student population of 70% ELL this will, of course, impact the ratio of ESOL to Basic FTE funding. This may negatively impact the school's ability to cover expenses. (See additional comments in budget section of this report.)

The CRC expressed concern that the school may not be inclusive of Students with Disabilities (non-gifted ESE students).

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant's Response
How will Kindergarten students be identified as ELL during the open-enrollment application process? (P. 9)	Kindergarten students will not be identified as ELLs until after the lottery process is completed. Per Consent Decree mandate, the home language survey will be given at registration and the ESOL Liaison will coordinate testing within 10 days of school start date.
How would the school identify and give priority via the open-enrollment <u>application</u> process to students who are newly arrived Spanish speaking immigrants? To ELL students who are struggling compared to their monolingual peers? To Monolingual English speakers?	<p>How would the school identify and give priority via the open-enrollment <u>application</u> process to students who are newly arrived Spanish-speaking immigrants?</p> <p>Dreamers Academy will become an asset to Sarasota School District, and we expect that if there are any students arriving from Spanish speaking countries that do not speak English, the Districted school will give the family the information about Sarasota's only bilingual program (where all staff speaks their home language) so that they can choose which public school option best fits their student's needs. The goal of the public school system should always be to direct education consumers to options that best fit their needs (not just their zip code).</p> <p>Also, our Board members are very active in the community and have established relationships with YMCA, Boys and Girls Club, Girls Inc., Health and Human Services, Unidos Now and LULAC</p>

Sarasota, organizations that get first-hand knowledge of new arrivals. All have expressed a desire to be involved with Dreamers Academy once our charter is granted.

To ELL students who are struggling compared to their monolingual peers?

The League of United Latin American Citizens (LULAC) Sarasota Council’s mission is to bring education equity and opportunities to Hispanic students and their families. As such, LULAC is engaged in an education campaign so that Hispanic families understand the relationship between their children’s academic hardship and the existing instructional methods used, and educate them about advocacy and better options that exist such as the dual language immersion program.

This has proven easier than predicted, as most of the Hispanic countries we come from have had dual language education schools for years. Many local school staff, administrators and ESOL personnel have already approached us with their support as they too want to see all children succeed.

To Monolingual English speakers?

Based on the experience reported by the Center of Applied Linguistics, dual language program scholars such as Dr. Patricia Gándara, Dr. Kathryn Lindholm-Leary and Dr. Rosa Castro Feinberg (all of which provided detailed letters of support), this is the easiest part of marketing and enrollment, as the monolingual English- speaking families interested in one of the 6 spots in the TWI classrooms, will most likely exceed capacity, necessitating a lottery to assign placement. The native English-speaking families tend to be highly educated, middle or upper income and understand the value of raising their children to be multilingual and culturally competent. They also tend to be familiar with the TWI model as many have had direct experience or are very informed about TWI programs (see email letter of support from a family in a TWI school in Evanston, IL).

One of the surprising benefits of TWI programs, as reported by the research, is that it promotes economic diversity as well as cultural and linguistic diversity, which is opposite to the trends reported by the 2016 GAO USDOE Diversity Report, which finds public schools in the country are naturally segregating themselves.

<p>On what basis was the projected enrollment of 180 students in grades 1-5 determined? (P. 10)</p>	<p>The strategic plan calls for two 18-student classes in grade levels 1 – 5 Year 1. The basis for this, as explained in pages 12-13, is to support families in the community that would benefit from a bilingual teaching and administrative staff that can help them navigate the school system and support their children. Also, it will provide an opportunity to perfect the co-teaching teams we are establishing as the TWI cohorts progress through the system. This model is the basis of our Professional Development plan, with those first teachers being trained not only in the “Servant Leadership” philosophy, but developing cooperative relationships among themselves, with our families, and with each student, which we will all know by name and need as our vision states.</p>
<p>Please explain the statement that over 5,000 Hispanic students are enrolled in elementary and middle school in the targeted geographic area. Is this the target area for the proposed Dreamers Academy? If so, what is the geographic area referenced? (P. 11)</p>	<p>The 5,000 Hispanic students referenced are for Sarasota county (not including charter schools). Our demographic area is the entire county, although as explained on page 10, we realize that 30% of the Hispanic population lives in the City of Sarasota. The geographic area referenced on the page 10 chart is for the entire county. Page 77 gives a partial list of possible locations where we have been in contact with owners, 5 of which are in north county.</p> <p>We would prefer a location close to McIntosh Middle School so that we could become a feeder school, since we view the management and programming there as a natural progression for our Year 1 Grades 1 – 5 students.</p> <p>Both McIntosh Principal Dr. Harriett Moore and Sarasota High School Principal David Jones are Servant Leaders, and advisors to Dreamers Academy. They have expressed a desire to work with Dreamers Academy to continue scope and sequence for our TWI students when they are ready.</p> <p>Increasing minority student representation in advanced course work is one of the District’s Achievement Gap Team’s goals, and Dreamers Academy’s mission, vision and guiding principles align with this as well.</p>

<p>On page 11 of the application it states that “As of February 2017, Sarasota District schools had 425 kindergarteners in their ELL program. We realize these are not all Spanish-speaking, and also warn that these numbers may not capture all children for whom English is a second language.” Please clarify: Are you serving ALL students identified as ELL or only Spanish speaking ELL? (P. 11)</p>	<p>We are serving all students who are ELL. If we have a Ukranian or Haitian family that wishes to enroll their child in this choice school, this would be a family who values multilingual and multicultural education and we will guide that family to ensure their child succeeds. As we know, children that are supported by family tend to excel in school. Our school culture, mission and vision are predicated on celebrating cultural, linguistic and ethnic diversity.</p>
<p>The application states that there will be an attempt to retain a 70/30 ratio of ELL/non-ELL and that adjustments to the ratio can be made depending on demand for the first-year cohort of grades 1-5 students. Please explain what this adjustment may look like. (P. 12)</p>	<p>The 70/30 ratio is essential for the TWI cohorts, which in Year 1 will be the Kindergarten class. Although successful implementation can happen with up to a 50/50 ratio, the TWI model works best at 70/30 according to the Center for Applied Linguistics and other scholars.</p> <p>This ratio is not essential for the Year 1 – 5 cohorts because we will have a traditional program, which includes Spanish. Although we would prefer to maintain the 70/30 ratio throughout the school, it is not necessary for the “traditional” cohorts. Hence, we can make adjustments to the ratio depending on demand. Being a charter school, we have the flexibility to adjust to demand and educational needs as we grow.</p>

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)2.

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- An educational program design that:
 - Is clear and coherent;
 - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
 - Aligns with the school’s mission and responds to the needs of the school’s target population, and
 - Is likely lead to improved student performance for the school’s target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
 The Dual Language Two-Way Immersion program (DL-TWI model) is research-based and well established. The program uses Spanish and English for literacy and content development. Students classified as English Language Learners (ELL) and native English speakers become proficient in their native language and learn to master a second language and thus become bilingual and biliterate.

Deficiencies/Concerns/Weaknesses: (reference page numbers)
Deficiencies
The learning environment, structure and how the learning environment supports DL-TWI is not fully addressed. The response in general addresses the approach to the model but lacks specificity as it pertains for the implementation in the actual learning environment. (Item B, P. 15)
Dreamers: The specificity relates to the question asked. The question in the Florida State Model Application asks to describe the actual learning environment, not to specify implementation in the actual learning environment. If you would like us to answer this new Sarasota question, we would be happy to do so.

This is the original Florida model application question (Item B, p. 15): Describe the basic learning environment (e.g., classroom-based, independent study, blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.

This is the original answer provided – page 15:

“Dreamers Academy’s dual language approach model is inherently constructivist. The constructivist approach is affirmed through the identification and utilization of a student’s home-language throughout the instructional day. Dreamers Academy will have a linguistically progressive approach exposing both native speakers and non-native speakers to language and literacy in both Spanish and English.

The Dual Language immersion approach adopted by many states and deemed most effective in a state where high stakes testing, such as Florida, is Two-Way Immersion. Whenever possible, topical units will be presented where students will experience the lesson in Spanish and English among integrated groups of native Spanish speakers and native English speakers.

Embracing the cooperative nature of learning, our classrooms will be developed with collaborative-structured seating. With fluidly integrated technology, the learning environment will be optimized. Classrooms will follow Florida guidelines for class size amendment. However, 1:18 ratio will be maintained in Kindergarten through Fifth grades, giving our school an advantage to preparing our learners for their next step as they acquire the foundational knowledge and skills necessary for bilingualism, biliteracy and above average academic outcomes.”

The educational program for students who are NOT in the DL-TWI program is not addressed. The applicant states that it will have a hybrid program because in Years 1-5 of the school students who do not start in one of the DL-TWI Kindergarten cohorts will experience a “traditional program.” There is no explanation or description of the educational program for the hybrid kids, which will comprise approximately 63% of the student body in Year 1.

Dreamers: Please refer to application pages 25 – 28 for extensive detail of Dreamers Academy’s education program Years 1 – 5 for students who do not start in Kindergarten. As we state, we will follow the Sarasota District programming, down to the textbooks, which are also stated in these pages. We will also follow the Comprehensive Research-Based Reading plan as stated on page 26 and the Elementary school identification and intervention decision tree (page 27). As directed by Dr. Roca, we provided links to these programs since she specifically asked us to not reprint documents from Sarasota School District that we intend to follow, and just provide links.

The application does not provide an explanation of HOW the services provided will support the attainment of state-adopted standards.

Dreamers: Please refer to application pages 21 – 23 for an exhaustive explanation of HOW the services the school will provide to the target population support the attainment of state-adopted standards. Reproducing three pages of the application here is a bit redundant, but we reiterate that the TWI model follows state-adopted standards, the only difference is that it does it in two languages. A sample daily schedule and sample assessment schedule was provided in the application. The entire educational program explains in detail how the school is geared to not only attain state standards, but exceed them, especially when compared to similar students in traditional monolingual schools.

Concerns/Weaknesses

Rather than provide the reader with a comprehensive narrative summary of the research (e.g., literature review) to support the DL-TWI model (as required), the application included 4 pages listing over 50 citations of research articles. (Pp. 17-21)

Dreamers: The preceding pages (pp. 15 – 17) to the citations provide a comprehensive narrative summary of the research.

Here it is – exact copy:

“C. Describe the research base used to design the educational program.

The Dual Language Two-Way immersion program has been found to be the only method of second language acquisition to facilitate the full closure of the achievement gap between English learners and English speakers in primary and secondary education. Strictly structured and well implemented. Dual Language instruction across all subjects of the curriculum provides all students the opportunity to develop a deep academic proficiency in two languages, which will give them the tools to become highly-sought-after bilingual professionals in today's more globalized world (Gándara & Callahan, 2014; Thomas & Collier, 2012).

There is an extensive body of research supporting the “astounding” outcomes of the Dual Language Immersion Two-Way Model for all students. The most prolific researchers in this area have been Dr. Wayne P. Thomas & Dr. Virginia P. Collier of George Mason University, who have spent over 30 years conducting program evaluation research in 23 large and small school districts from 15 different states, representing all regions of the U.S. in urban, suburban, and rural contexts.

In their multiple reports, they use the word “astounding” in the title because, in their words, they continue to be “truly amazed at the elevated student outcomes resulting from participation in dual language programs” (<http://www.thomasandcollier.com>).

Of the six FLDOE-sanctioned instructional models for English Language Learners, the Dual Language Two-Way Immersion model is the most successful, and the only one to have been proven to close the achievement gap for what the Government Accountability Office’s (GAO) 2016 Diversity Study calls “triply segregated students” (by income, by race/ethnicity, and by language).

Highlighted as a Guiding Principle of WIDA, “Students’ academic language development in their native language facilitates their academic language development in English. Conversely, students’ academic language development in English informs their academic language development in their native language.” (<https://www.wida.us/aboutUs/AcademicLanguage/>)

The TWI model is referred to as Additive Bilingual: the addition of a second language for both ELLs and Never-ELLs greatly enhances the students’ cognitive abilities, allowing them to more easily engage in academic content knowledge. The existing ESOL model is referred to as subtractive bilingualism: students lose their home language and fall behind in content subjects while trying to learn English, the language of content subject instruction. As Dr. Kathryn Lindholm-Leary states: “More instruction in English does not mean better outcomes in English.” (<http://www.lindholm-leary.com/resources>)

By middle school, many of these students are not proficient in either language, become at-risk students, and achievement gaps become very hard to narrow. Now, requiring extensive remediation, these children who arrived in Kindergarten bright-eyed, eager, and fully bilingual, often become demoralized, and experience behavioral referrals and other social and emotional issues. (<http://sarasotacountyschools.net/data-dashboard.aspx>)

The TWI model builds on the child’s bilingual brain, reinforcing the dual language advantage they already have, adding to their core content knowledge and cultural foundation, and expanding their linguistic abilities to add literacy in both their native language and their second language. (<https://www.amacad.org/content/Research/researchproject.aspx?i=21896>)

Families, also, are able to immerse themselves in their children’s educational experience when they are most receptive to receiving the instruction – in those early formative and foundational years of elementary education. Research has shown that academic achievement for elementary students directly predicts academic success and the likelihood of high school graduation (Cunningham & Stanovich, 1997; Hernandez, 2011).

The beauty of this model is that it works for ALL students – with native English speakers experiencing similar “astounding” outcomes, regardless of their socioeconomic status and other metrics typically identified as precursors of academic struggles.
 (https://www.researchgate.net/publication/251435686_The_Astounding_Effectiveness_of_Dual_Language_Education_for_All)
 TWI programs traditionally experience a high level of parental and community engagement. As choice schools, they are highly sought after by educated parents who understand the importance of bilingualism and bilaterality in today’s economy (Gándara and Callahan 2014, The Bilingual Advantage). These programs also naturally desegregate schools, as the 30% spots reserved for native English speakers usually have to be distributed by lottery.”

The sample daily schedule does not reflect all of the academic program areas described throughout the application. (Attachment B)

Dreamers: If the reviewer is referring to social studies, the narrative (p. 14, 26, 27) explains that this is covered within thematic units in the reading blocks. If reviewer refers to PLTW, this is supplemental programming that is desired, and if implemented would be in the math club block.

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
<p>Why have you chosen to implement the TWI concept with one grade at a time and keep the others “traditional” and how does this decision meet the mission of the school? (P. 12)</p>	<p>As the application links to research and scholarly articles attest (pp. 17-21), the TWI model is designed to start in Kindergarteners (or Pre-K). There are some models that start in 1st grade, but results are not as “astounding” (Thomas and Collier, 2012) as when the students start in Kindergarten.</p> <p>TWI models are typically implemented one grade at a time. As more districts rush to implement this model (to improve performance of ethnic minorities and ELLs, among other benefits), many districts are choosing to establish TWI classrooms within existing elementary schools. Broward County and Seminole are good examples of this approach.</p> <p>As explained in pages 12-13, we chose to also include a traditional program in grades 1 – 5 to: a) support families and students who would benefit from an all bilingual staff; b) support and mentor team teachers to become leaders of new staff in consecutive years; c) provide a supportive and rigorous academic environment to students for whom English is a second language, most of which are struggling and not performing to their promise and potential in Sarasota district schools.</p> <p>This year, 53% of 5th grade Hispanic students are one or more grade levels behind in English and will most likely enter middle school in need of remediation.</p> <p>Career and college readiness initiatives and all the effort of 20 achievement gap committees might help, but this systemic condition necessitates a transformative education plan, which is why we are bringing Dreamers Academy to Sarasota.</p>

<p>These cohorts will not be TWI classes, but instead offer a traditional curriculum with the addition of Spanish as a required subject. Please clarify what this looks like.</p>	<p>This looks like any Sarasota elementary school, with the addition of Spanish as a required subject in all grade levels and that all staff, including teachers, will be bilingual – Spanish and English – and culturally conversant with our student population. When teachers can speak directly to their students’ parents, in real time, without the need for translators or people that may not be directly involved with the student’s day-to-day academic progress, research shows that this has a positive impact on academic achievement.</p>
<p>Please clarify how it will be possible to implement the iReady program with fidelity (45 minutes per week in reading and math) within the proposed schedule (Attachment B) and as outlined in the Sarasota K-5 Decision Tree (Attachment D).</p>	<p>There are Intervention and Enrichment blocks within each grade in the schedule for iReady use as necessary.</p>
<p>Where in the sample daily schedule (Attachment B) is social studies? What is PE Recess? What is I-E time? Where is Project Lead the Way?</p>	<p>Social studies is being taught within the reading blocks, as described in the application narrative (p. 14, 26, 17).</p> <p>P.E. Recess is Physical Education and Recess. I-E time is Intervention and Enrichment time.</p> <p><i>Project Lead The Way</i> (PLTW) is a supplemental program we intend to implement, as it is designed to engage students who are traditionally underrepresented in math and science. We had planned to incorporate this in the block reserved for math club.</p>

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school’s mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

The Dual Language Two-Way Immersion model is research-based.

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

Other than stating that the school will follow the district’s curriculum maps and pacing guides, there is no description of the school’s curriculum. Insufficient evidence is provided that students will be prepared to achieve the Florida standards. (Pp. 24-26)

Dreamers: Please refer to P. 24-32 which describe in detail the curriculum, books, intervention system, reading plan, and diagnostic testing that will be used.

Other than references to the FLDOE and Sarasota MTSS process, the application does not fully address how students who are below grade level will be engaged in the curriculum. This omission is especially disconcerting given that in the DL-TWI model students will learn academic content delivered in Spanish and will learn to acquire proficiency in both Spanish and English.

Dreamers: Please refer to P. 24-32 describes in detail the curriculum, books, intervention system, reading plan, and diagnostic testing that will be used.

The application states that the TWI curriculum is not yet fully developed. The application fails to describe any curricular choices made to date or any proposed curricular choices for the TWI curriculum; the application does not provide the plan for how the curriculum will be completed between approval of the application and the opening of the school. There is no timeline or milestones for completion of tasks.

Dreamers: The Florida model application states that curriculum does not need to be fully developed. The only curriculum that is not fully developed is the Kindergarten TWI cohort. Page 26 explains we are working with the Center For Applied Linguistics (Dr. Jose Medina) and board members plan to visit several schools across the country once the charter is approved, to select and design a curriculum that best fits our community. Page 86 has timeline and milestones for completion of tasks.

The application does not provide a description of the focus of the TWI curriculum plan nor is there an explanation of how the curriculum will be implemented. Little information is provided regarding what core subject areas will be offered. It is not evident how the curriculum will be aligned to Florida standards. (P. 26)

Dreamers: Pages 24-28 explain the focus of the school, which is to align to Florida standards and do it in two languages. In addition to covering all Florida standards like a traditional monolingual school, we will add the requirement of bilingualism and biliteralism.

There is no evidence of a “set of strategies” for students reading at various levels other than the copying of the charts from the District Reading Plan. (P. 26, Attachment under Education Documents)

Dreamers: Just a few pages after the above referenced p. 26, are specific details of strategies beyond the district’s reading plan we intend to follow. A partial transcript of this copy follows:

“Along with all elementary schools in Sarasota County, Reading Recovery strategies will be utilized as one of the ELA intervention programs for our students working below grade level, since we expect some, if not most, of our incoming 1-5 students might be working below grade level, based on current District data. (<http://sarasotacountyschools.net/data-dashboard.aspx>)

These materials are offered in English and Spanish, which will also support our targeted ELL population, as well as our English speakers. Other materials include the Continuo de adquisición de la lectoescritura: guía para la enseñanza, grados PreK-2 written by Gay Su Pinnell and Irene Fountas, who are researchers within the Reading Recovery program of study. Fountas & Pinnell have worked closely with a team of bilingual literacy experts and have developed various instructional resources that will support our literacy program.

Additional intervention processes have already been discussed and include MTSS, as well as the District’s K-5 Identification/Intervention Decision Tree chart to demonstrate how assessment data from progress monitoring, and other forms of identification, will be used to determine specific reading instructional needs and interventions for students.”

The application does not provide sufficient essential information to determine if the school will have a sound reading plan. There is no explanation provided as to how the DL-TWI program will align with Sarasota’s reading plan. (P. 26)

Dreamers: Pages 26-27 have information on Dreamers Academy’s reading plan, including the 90-minute uninterrupted, scientifically-based reading instruction including phonemic awareness, fluency, vocabulary and comprehension; implementation, bilingual classroom libraries, teacher-led instructional strategies, how the acceleration blocks work for students reading below grade level, how the second reading block works, as well as grouping strategies and integration of science and social studies content within the curriculum. In addition, we have added a second reading block to accelerate or remediate students as needed, in either English or Spanish.

Board member and USF professor Dr. Rubylinda Zickafoose teaches literacy instruction to pre-service elementary school teachers, oversaw Reading professional development in ten Manatee schools, and is leading the design and implementation of our school’s reading plan for this section.

There is no clear indication if the school will adopt or develop additional academic standards beyond those mandated by the state. One assumes that standards for Spanish and English Language Proficiency (reading, writing, speaking) will exist, given that the expected outcomes are that students will leave 5th grade as bilingual and biliterate students. The narrative for this question deals with assessments, not the types of standards (e.g., content areas, grade levels) or the adoption/development process. There is no example given as to how these additional standards exceed required standards and contribute to meeting the mission of the school, which is to provide a dual language immersion program. (P. 27)

Dreamers: Although this is an optional question in the Florida model application, we did clearly state throughout the application that we will have additional standards beyond Florida requirements. Spanish Language Proficiency by 5th grade is the additional standard of the school, and is stated in our mission, vision and guiding principles, and throughout the application.

The application states that there will be a DL-TWI curriculum for the Kindergarten cohorts, but provides little or no information about the proposed curriculum. (P. 28)

Dreamers: As previously stated, the Florida model application states that curriculum does not need to be fully developed. The only curriculum that is not fully developed is the Kindergarten TWI cohort. Page 26 explains we are working with the Center For Applied Linguistics (Dr. Jose Medina) and plan to visit several schools once the charter is approved. Page 86 has timeline and milestones for completion of tasks.

Concerns/Weaknesses

The applicant states that “for its inception” the school will follow Sarasota’s curriculum maps, instructional guides, textbooks. It is not clear if this will be for the non-TWI students (i.e., grades 1-5 in Year 1) or for all students until the TWI curriculum is developed and implemented. (P. 25)

The school will use the materials, *Continuo de adquisición de la lectoescritura: guía para la enseñanza, grados PreK-2*, Pinnell and Fountas, that are available in Spanish and English for both ELL and native English speakers. The school will also use the Reading Recovery program. However, no detail is provided as to the system and structures the school will implement for students not meeting standards and those at risk of dropping out. (P. 28)

Dreamers: The last paragraph of that section reiterates what was previously covered on pages 24-25. Below verbatim is the last paragraph, but please refer to pages 24-25 for a more detailed narrative:

“Additional intervention processes have already been discussed and include MTSS, as well as the District’s K-5 Identification/Intervention Decision Tree chart to demonstrate how assessment data from progress monitoring, and other forms of identification, will be used to determine specific reading instructional needs and interventions for students.”

There is no description or explanation of the bridges, if any, between the “traditional curriculum” grades and the TWI curriculum model?

Dreamers: Bridges? We are not sure where the reviewers came up with the need for explaining or describing “bridges”. There will be collaboration between grades, with opportunities for upper grades to mentor lower grades, but these are not curricular bridges.

No information is provided relative to the “structures for ELL and non-ELL students” proposed for the reading curriculum. (P. 26)

Dreamers: There was no question in the Florida model application in this section about “structures for ELL and non-ELL students”, therefore no information was provided.

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
What will be done with the textbooks to meet the goals of TWI students and traditional students beyond following the teacher’s guides? (Pp. 25-26)	Textbooks will provide the basis for lessons and teachers will creatively incorporate student experiences and cultural lessons to class instruction.
What evidence does the school have that Dr. José Medina from the Center of Applied Linguistics has made a commitment to assist in the curriculum development? (P. 26)	<p>We do not have permission to give out his personal cell phone, but we are sure he won’t mind. You can contact him through the cal.org web site, or have someone call one of our Board members and we can provide his cell number.</p> <p>He is extremely excited about bringing dual language education to Sarasota, especially when we shared the abysmal performance data for both Hispanic students and ELLs in our A District.</p>
Regarding the Reading Plan and the integration of Science and Social Studies content, will all standards be covered within the reading block? (P. 27)	Yes, for the Kindergarten TWI cohort, and the Year 1 1 – 3 grades. Science will have its own block grades 4 and 5.

<p>It appears that the school plans to implement a Reading Recovery program. If so, how will bilingual proficiency be addressed? What does Reading Recovery look like for DL-TWI students versus students in the “traditional” program? (P. 28)</p>	<p>Reading Recovery strategies are the same in English and in Spanish. It is considered a Tier 3 intervention ideally for 1st grade students. Our Year 1 1st graders will be taught in English, and reviewers should be familiar with how the program works since all Sarasota elementary schools use it.</p> <p>Reading Recovery is a reading remediation program and it does not address bilingual proficiency, rather works exclusively within one language. Our TWI Kindergarten cohort may have some candidates for Reading Recovery when they progress to first grade. However, the TWI model has superior results in getting students reading at grade level, particularly in our school’s program which will be reading focused throughout. If there are some who qualify for Tier 3 intervention, then Reading Recovery strategies will be delivered in first grade for TWI students in Spanish.</p> <p>A lesson framework typically is: rereading of familiar books, teacher taking a running record of the new book from the previous day, word work, writing, reassembling a cut apart sentence, and introduction and reading of a new book. The teacher carefully analyzes the running record each day and takes notes throughout the lesson to look for strategic activity that the child is independently applying. The teacher then makes predictions of progress to decide where instruction needs to go: Is the child looking when reading? When the child makes an error, do they use meaning, structure, or visual cues to help solve the word? Is the child developing a self-extending system of strategic behavior? (Reading Recovery Council of North America, 2001-2016).</p>
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5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):

s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

The applicant acknowledges FERPA requirements. (P. 34)

The school will use the Fountas-Pinnell BAS test.

Dreamers: (as well as...)

Reviewer omitted all the other assessments included in our application, per assessment calendar and p. 32, including iReady 3X per year, in English and Spanish, WIDA’s Access for ELLs 2.0, all FSA mandated testing, our own proprietary DA Writing Assessment for all grade levels; and NGSSS 5th grade Science.

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Performance Goals:

Deficiencies

The entire section pertaining to the school’s performance goals is unclear, lacks essential details, and is very confusing. (Pp. 29-30)

There is no clear description of the school’s goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Although the school mission is to strive for high academic student outcomes, without clear goals, the committee cannot determine if the school will hold high expectations for student academic performance. (Pp. 29-30)

Dreamers: There are specific goals stated in pages 29-30. Here is paragraph 2 of page 29, with additional information and clarification following, and alternative plans if entry level baseline is lower than expected – since our students will be coming from traditional Sarasota schools:

“To address the initial reading and math achievement needs of the students our goal will be to increase these scores by 5% each year so that, by the time the Dreamers cohort reaches their 3rd grade year, the school will have 70% proficiency in reading and 75% in math proficiency. The 5% progression in achievement, each year, provides a manageable increase in academic growth, while the learning community is implementing the Dual Language model in the lower levels.

If the baseline data for Dreamers Academy’s initial year is lower than projected, then it will be imperative to increase the expected academic growth more aggressively to meet the 70% reading and 75% math goal by year 3. Additionally, success will be evaluated not only by the reading and math components, which are housed in Florida’s School Grading System, but also on the formative data gleaned from in-house literacy assessments which are in Spanish as these students learn to read and write in both the students’ native language or non-native language. Another criterion for success, throughout the Dreamers Academy cohort progression, will be the reading success of its ELL students, for which the Dual Language model holds the most promising results.”

No measurable goals are provided for K-2 student academic growth and improvement. (P. 29)

Dreamers: See partial copy above and also refer to page 32 to find the measurable goals for K-2 students. Also iReady and Fountas and Pinellas Benchmark Assessment System will be used to track growth and improvement, and whether our goal to have K-2 students at grade level or above is being met.

The distinction between goals for the DL-TWI cohorts of students and the “traditional program” students is muddled and confusing.

The baseline for the grades 3-5 students in the “traditional program” is 50% proficiency in reading and 55% proficiency in math based on “similar elementary schools with traditional models.” Which schools? Is this for the ELL or non-ELL or combined population of students? It is not clear (because of the references to the cohorts vs. traditional), but the intent may be that the performance goal for “traditional program” students is to increase the proficiency rate by 5% each year.

Dreamers: This is for combined population of ELL and non-ELL, and you can find this data in your own District Dashboard under academic performance. We are marketing to a targeted population of ethnic minority and socio-economically disadvantaged students – as most of our open houses and presentations are being held in locations that support these demographics (See locations p. 67). However, we have a more accelerated contingency plan if our initial cohort of traditional students (non-TWI) have lower proficiency levels.

There is discussion about the performance goals for the Dreamers cohort (entering K students in 2019-20) reaching 70% and 75% proficiency in reading and math, respectively, by 3rd grade. So, it appears that there will be no evidence of achievement for these students until they are 4 years into the program. (P. 29)

Dreamers: This reviewer observation is in conflict with prior observations, which state there is no “description of school goals”, yet here they state there is “discussion of performance goals”. Diagnostics (iReady) testing 3X per year, as well as other teacher data, will provide evidence of achievement for all students. This is discussed throughout Section 5 as well as placed on the assessment calendar.

The school projects that DL-TWI non-native English speakers (ELL??) reading proficiency scores in grade 3 (in 2021-22) will be 42%, or 5 percentage points above the district’s percent proficient for the ELL population. It is unclear if the district comparison is for Hispanic ELL or all ELL regardless of race/ethnicity. The district’s 2017 percent proficient for grade 3 Hispanic ELL students is 40%. (P. 29)

The application states that the school will use in-house Spanish literacy assessments but there are no measurable goals or targets stated.

Dreamers: Throughout the application, we reference the Sistema de evaluación de la lectura (SEL), the Fountas & Pinnell Benchmark Assessment System for Spanish-language users. This is a Spanish Language assessment system that is meaningfully linked to classroom instruction, and has specific measurable goals and targets per grade. We intend to follow the identified goals and targets within this product, unless we find in our research (or upon the advice of Center for Applied Linguistics) that there is a better option.

Another goal proposed is the reading success for ELL students. However, there is no mention of the assessment or goal or target by which to measure success. (P. 29)

Dreamers: The application assessment schedule includes the WIDA for Access 2.0 annual test, which assesses reading proficiency for ELLs. iReady testing will also provide valuable data on student progress.

The school’s mission-specific educational goals and targets relate to dual language literacy (speaking, reading and writing) in both English and Spanish. The proposed assessment is reliable and valid, however, no measurable goals or targets are specified. (P. 30)

Dreamers: (yet in a prior section the reviewers state we do not meet criteria for student performance and assessment)

Measurable goals and targets are guidelines within the assessments systems themselves.

Concerns/Weaknesses

No goals are stated for science or other content areas.

Goals for student gains or growth are not stated.

Dreamers: Performance goals are covered in pp. 29-30 – see above page 30 of this document for verbatim reproduction of application copy.

Placement and Progression Section:

Deficiencies

The school plans to follow Sarasota’s Student Progression Plan. However, the school’s proposed Dual Language Two-Way Immersion program does not align to the district’s course offerings or sequence. The school’s mission of English and Spanish biliteracy cannot be fulfilled by only following the district Student Progression Plan. (P. 31)

The application states that students will be one year ahead of their peers, yet there is no evidence of acceleration options in the program or course offerings.

Dreamers: Considering that 1 in 2 Hispanic 5th graders and more than 1 in 2 Hispanic 8th graders are one or more grade levels behind in Sarasota County Schools, the reviewers question how the TWI model can achieve a better performance, and we point to the extensive studies included in section 3, as well as the arc of the narrative in section 1 of this application. As stated previously, the TWI curriculum is under development and we will follow best practices and the Guiding Principles of the Center for Applied Linguistics, which is the preeminent authority in TWI programs in the country. Bringing our students to grade level or above, as is our stated mission and vision, is evidence of acceleration when compared to the existing track record of students for similar subgroups in district schools.

No information is provided relative to how the school will determine students’ monolingual English language speaker or a “native” English speaker status. Will students be administered a language proficiency test upon enrollment? How then, can the school be assured it will attain the 70/30 ratio of ELL to non-ELL English speakers?

Dreamers: We are not sure what the reviewer means by this “deficiency”– please clarify the difference reviewer finds in these two groups mentioned above: “monolingual English language speaker or a “native” English speaker status”. We view these as the same thing.

Students and their families will be met during open houses and orientation, and they will be given a choice as to which lottery they wish to participate in. The ratio can go to 50/50 if necessary, but we strongly believe that we will attain the 70/30 based on our demographic studies on Sarasota school district student population and the precedent experienced by TWI schools throughout the country.

A home language survey will be collected upon enrollment, as required by the Consent Decree, and a language proficiency test will be administered accordingly.

There are no assurances the school will attain the ideal 70/30 ratio, and there is some wiggle room up to 50/50. Our marketing efforts will be designed to attract the largest pool of potential applicants possible. Based on preliminary research and marketing, support in the community is very strong, and anecdotally, we have had two pregnant women call and ask to put their unborn children on the list already, even though technically our marketing efforts have not commenced.

Concerns/Weaknesses

Rather than addressing placement criteria, the application describes public school requirements for enrollment into Kindergarten and first grade (e.g., age requirements, immunizations) and procedures for out-of-county transfers. Irrelevant information. (P. 30-31)

No mention is made of students who may meet Grade 1 placement criteria through ACCEL. (P. 30)

The application contains excerpts of standard language from Sarasota’s Student Progression Plan (SPP). No evidence is provided that the applicant is familiar with or understands the information contained in the district’s SPP as many of the procedures described in the application do not align. (P. 30-31)

Dreamers: Two of our Board members are veterans of the Sarasota School District (Al Weidner and Dan Kennedy) and are not only familiar but understand the SPP very well. Two other Board members have worked in Manatee School District for 28 years (Dr. Ruby Linda Zickafoose and Steve Zickafoose), which has a very similar SPP.

As mentioned by Dr. Roca 4-17-18, charter applicants may customize Sarasota’s Student Progression plan as need to better serve their student population and their school. At this time, we intend to follow Sarasota’s Student Progression plan as much as possible, as our intent is to prepare these students for successful transition into Sarasota middle schools.

No information is provided relative to course placement procedures. (P. 30-31)

Dreamers: Course placement procedures do not apply to elementary schools.

Assessment and Evaluation Section:

Deficiencies

Insufficient evidence is provided that the school will have a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program. The response in the application relates to the statutory requirements and process for schools who are rated D or F to submit a corrective action plan. The question pertains to what strategies and approaches the school would implement if it fell short of its achievement goals. (P. 33)

Dreamers: Reviewer is referring to question J of page 33. The evidence they say is insufficient can be found in question G., H., and I. of Section 5: “Student Performance”, where we provide extensive narrative as to how iReady achievement data and other observation and diagnostic information points will be used to guide instruction and inform decisions for students. Additionally, detailed explanation of who will be responsible for managing the individual student data and supporting its interpretation, as well as the leading of professional development needed to improve student achievement.

Concerns/Weaknesses

There appear to be several assessments that provide similar if not redundant information, such as iReady 4 times a year and SAT at grade 2. Perhaps too much testing for students?

Dreamers: In an earlier section of this review document reviewer states we do not meet criteria on measurement or testing – here they say there is too much testing. Finally, iReady is a minimum of 3X per year, similar to current district practices (not 4X as stated in the above statement).

The application does not fully address the training and support teachers will receive in interpreting and using data to identify student needs and target instruction. (P. 33)

Dreamers: Even though page 33 addresses the specific question asked, most of this information is within the Professional Development section pp. 62-66.

Excerpt from page 33:

“School leadership and the School Leadership Team will be required to coordinate administration, interpretation and analysis of both i-Ready and Fountas and Pinnell BAS performance data. A professional development review to determine the knowledge gap of school leadership will be conducted to assess the training need regarding the use of these assessments and subsequent data analysis. In the event that school leadership, including members of the Leadership Team, require further training and/or instruction in either of these assessment modules, whether face-to-face or online, professional development courses and/or training sessions will be secured.”

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
None.	

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs through the IEP process.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

Information/Comment Only: The school anticipates serving an ESE population of approximately 10% or less.

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

The application does not provide a meaningful or complete response on how the school will identify students with disabilities that have not yet been identified. Other than a discussion of the benefits of a bilingual administration in forging relationships with families that may lead to identification and testing struggling students, there is no response to this question. (P. 37)

Dreamers: We believe we provided a meaningful or complete response on how the school will identify students with disabilities that have not yet been identified, and reproduce our answer below:

Describe the methods the school will use to identify students with disabilities that have not yet been identified.

“We believe early identification and referral of students who may be struggling in class or may be gifted is critical to providing all students with the best educational opportunities. It is possible that students for whom English is a second language, ethnic minorities and other socioeconomically challenged students may be under-identified due to, perhaps, low linguistic and cultural awareness, an unstable home environment, lack of strong parental/guardian advocacy, and/or the probable lack of direct and open communication with the non-English speaking parents. Another advantage of a bilingual administrative and teaching staff is that cultural and linguistic differences can be more easily bridged, resulting in a better and more intimate relationship with students, parents and families to more quickly identify and test students who may be struggling in the classroom and/or socially; or may show signs of being consistently academically ahead of peers.

Students may be identified by teachers and/or parents, and a referral can be submitted by anyone who recognizes the child has a disability or is in need of additional accommodations and/or supports.”

The application does not fully address the strategies and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities. The response is inappropriate and limited to statements that the school will use Sarasota’s MTSS, participate in the district’s PD, work with district staff, and use the district’s data-tracking system. (Pp. 37-38)

Dreamers: We will have an ESE Liaison that will provide the necessary strategies and supports to ensure academic success for students with disabilities. Reviewer neglected to mention the ESE Liaison and IEP Teams, which will work with ESE students.

The application does not provide a description of appropriate services for gifted students. The applicant is incorrectly assuming that enrichment is the same as gifted. (P. 39)

Dreamers: The applicant consists of six Board members, four of which come from education and are fully aware of the difference between enrichment and gifted. Thomas and Geri Chaffee, the other two Board members, are also fully aware of the difference between enrichment and gifted; they have two ESE students (twice exceptional) who are also gifted, one with severe learning disabilities, who both are bilingual and National Merit Scholars and with full academic scholarships to top universities.

As opposed to the current practice in elementary schools where gifted testing of students is delayed for both cost reasons but also to retain top performers in their schools to improve their own school grade, we honestly answered this question in the following way (p. 39):

“Our teachers will work with the ESE Liaison and IEP Team to develop enrichment opportunities for any identified gifted students across all subjects. Also, our teachers will be encouraged to monitor high performing and exceptionally talented students and recommend appropriate testing for identification. One of our school’s goals is to increase representation of ethnic minorities and socioeconomically disadvantaged students in Sarasota’s many excellent gifted programs. If we feel a student would be better served by transferring to Pine View or any other gifted program, we will discuss this with the family and facilitate the process.”

Concerns/Weaknesses

The applicant appears to rely heavily on district support (e.g., School assumes district participation in school-level IEP meetings – p. 36, LATS – p. 37, Executive Director input – p. 37, related services support – p. 38). Therefore, the school may not have the knowledge and understanding of the requirements for ESE services.

Dreamers: Reviewer confuses reliance with collaboration with the school district for the benefit of public school students. ESE protocol states clearly that district leadership should be invited to IEP meetings but they are not mandated to attend.

The applicant states that the DL-TWI model may represent an added level of difficulty for the ESE student population. The CRC expressed concern that ESE students may not have equal access if there is a perception that the program is not appropriate for ESE students. (P. 35)

Dreamers: All ESE students will be welcomed, but it is true that there may be an added level of difficulty for ESE students. Concern expressed by the CRC is noted, however if that statement caused concern we are clarifying that right now – we welcome all children regardless of background, race, socio-economic status, language or ESE designation.

The Charter Revenue Worksheet lists 20 FTE in the ESE riders. This FTE represents approximately \$27,000 in revenue. Most charters schools do not have this type of FTE in transportation in Sarasota because this FTE is for students in need of assistance. The revenue expected may be overestimated and unrealistic. (Charter Revenue Worksheet attachment)

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response
How will the school, independent from the district, provide the required services for ESE students? Does the proposed budget cover the school’s cost for providing services?	We have an ESE Liaison that will determine the services needed and an administration that will ensure all services and support will be addressed. Yes, the budget covers the school costs for providing these services.
In the event that the district’s MTSS electronic data system is not fully implemented in the district, how will you collect data and monitor the progress of students? (P. 37)	In the event that the district’s MTSS electronic data system is not fully implemented in the district, we will collect data and monitor the progress of students in our own proprietary software system, and/or by hand like school districts have done for years.
If the liaison and IEP team develop enrichment opportunities, what specific teaching certification would you require? (P. 39)	Students who are identified as gifted or needing of enrichment learning tasks, will be taught by an educator with a gifted certification or a gifted endorsement added to her/his professional certificate.

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(10)(f)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

The Dual Language Two-Way Immersion (DL-TWI) program is a researched based program that demonstrates a connection with academic student success when appropriately implemented in schools. (Pp. 40-42)

The school plans to hire and retain a fully bilingual staff. (P. 42)

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

In general, the information presented in this section is vague and lacks essential details. Also, the responses pertain more to the delivery of the DL-TWI model rather than the delivery of instruction and services for ELL. They are not one and the same.

Although DL-TWI is a bilingual program and the applicant states that the school will follow the META Consent Decree, the application does not address how the school will meet state law and statutes regarding the education of ELLs. (P. 40)

Dreamers: Please refer to page 40 answers this specifically.

A concrete plan based on the META/LULAC Consent Decree for meeting the needs of ELLs in the ESOL program is not developed in the application. (Pp. 40-41)

Dreamers: This is not a question on the Florida Model Application. If the CRC wants to ask this as an additional question, we would be happy to comply, as one of our Board members is the founder of LULAC Sarasota, and her mentor is Dr. Rosa Castro-Feinberg (see letter of support), who was the LULAC leader who brought suit against the Florida DOE in 1989 that resulted in the Consent Decree, and she also supervised the 5-year implementation period following passage of the Consent Decree. Additionally, she wrote the book on Bilingual Education.

No specific instructional programs, practices, and strategies the school will employ to ensure academic success for students are described. The applicant states that specific strategies *will be* designed for ELL students who are above, at or below grade level but no detail is provided as to what is planned. (P.40)

Dreamers: The entire educational plan (p. 14 – 17) describes the Dual Language Immersion instructional program and how it ensures academic success for ELLs. Practices and strategies are described throughout the arc of the narrative (p. 26-27); page 21 also states practices and strategies, and section 4 starting on page 24 also details strategies designed for students above or below grade level.

The application states that “the TWI model is not a remedial program.” The applicant incorrectly assumes that students will not struggle with academic content merely because they are taught the content (math, science) in their native language (Spanish). (P. 40)

Dreamers: The following statement: “the TWI model is not a remedial program” was taken out of context. This statement referred to Thomas and Collier research that views all instructional models currently employed by Sarasota’s ELL District Plan as remedial. Please refer to page 22 of the application for context:

“According to Thomas and Collier, remedial programs include: intensive English classes, English as a second language (ESL) pullout, ESL content/sheltered instruction (when taught as a program with no primary language support), and English immersion. These remedial programs may provide ELLs with very important support for one to four years. But, research has found that even four years is not enough time to fully close the gap. Furthermore, as students gain proficiency in English, they are likely to lose ground to those in the instructional mainstream, who are constantly pushing ahead. To catch up to their peers, students below grade level must make more than one year’s progress every year to eventually close the gap (Thomas and Collier 2012).

In contrast to remedial programs that offer “watered down” instruction, Dual Language enrichment models are the curricular mainstream taught through two languages. Teachers in these bilingual classes create the cognitive challenge through thematic units of the core academic curriculum, focused on real world problem solving that stimulate students to make more than one year’s progress every year, in both languages.”

We are fully aware some students will struggle, and that is why strategies like the MTSS and iReady diagnostics testing to guide instruction are in place to support these students.

According to the application, the TWI Kindergarten cohort will receive 90% of the instruction in Spanish and 10% in English. Over the course of the next four years (by grade 3), the percentages will move to 50%-50% Spanish and English. It appears that the applicant is under the assumption that ELL students have equitable access and appropriate services just because they are receiving

instruction in Spanish. Does the applicant mistakenly believe ELL services and accommodations are not required if the students are receiving instruction in their home language? (P. 40)

Dreamers: The applicant is well aware that in addition to the instructional model (TWI), the Consent Decree and Florida DOE require the use of ESOL services to make instruction comprehensible (see application p. 89 for the Matrix of Florida's Programs and Instructional Models for ELLs). We will fully comply with all state and federal law, and we will also adjust educational programming and ESOL strategies as we track student performance who exited the program, even beyond the required 2-year period.

As a point of interest, many community and education leaders are following our school and we will be accountable to all these community voices that have lent guidance and support throughout the process. Many will be invited to join our advisory board.

In the audience 4-17-18 during the board presentation, were professors of the USF School of Education: Dr. Jane Govoni, author of TESOL instruction textbooks and Professor of ESOL Graduate Studies, and Dr. McBrien, Professor of Literacies Studies. Their programs have educated many of our teachers here in Sarasota. Board member Dr. Zickafoose's doctorate focused on ESOL instruction and compliance.

An understanding of the ESOL program and state requirements are not evident in the application. The application does not fully address the procedures that will be utilized for identifying ELL students. The response lacks essential details. (P. 40-41)

Dreamers: The applicant answered the questions posed by the Florida model application, and states in the first paragraph the following:

"Dreamers Academy's educational model has been designed to ensure English Language Learners have equitable access to all school programming. Communication with families will be greatly facilitated by our bilingual staff, as well as the Family Liaison whose main responsibility is to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes."

Subsequent narrative in pages 40-42 gives greater detail.

The application offers a procedure for exiting ELLs and monitoring ELLs that is not consistent with state rule. (P. 41)

Dreamers: Over the past year, we have consulted with SALA, the FLDOE department that oversees Florida's district ELL Departments and ELL District Plans. Not only have they provided invaluable assistance and guidance, they have also been able to provide specific demographic and performance data from Sarasota School District beyond what was obtained through public information requests during the due diligence phase of our application process.

We are fully consistent with state rule; from page 41:

"Exiting the ESOL program will be determined by the Grade Level Leadership Team based on teacher recommendation, grades, attainment of predetermined levels of proficiency of each of WIDA's subtest scores, as well as FSA test scores (for grades 3, 4, and 5). Each Grade Level Leadership Team may use a variety of data, metrics and assessments, including consultation with all teachers and parents, to determine whether the student is ready to exit the ESOL program."

Concerns/Weaknesses

It may be challenging to recruit and hire administrators and teachers who are bilingual (Spanish and English) in order to attain a fully bilingual staff. (P. 42)

Dreamers: We have a robust marketing and recruiting program to attract bilingual teachers, and many teachers have already reached out to us as they have heard about the school. We provide additional detail in the clarification question answers below.

It doesn't appear that students will exit the ESOL program. As ESOL funding is weighted, this would impact future years' revenue. (P. 41)
Dreamers: Students will exit the ESOL program when they become English proficient, based on WIDA standards and other performance metrics described in the section above (on this same page).

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant's Response
None.	

8. School Culture and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A planned school culture that is consistent with the school’s mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children’s rights related to enforcing student discipline, suspension, and recommended expulsion, including the school’s code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
<p>Dreamers Academy will be a Servant Leader institution. (P. 43)</p> <p>One of the pillars of dual language education is cross-cultural competency, which enables students to understand and respect cultural diversity in a variety of social contexts. (P. 7 – Guiding Principles)</p> <p>The school will follow the District’s Code of Conduct. (P. 43) They will also establish a PBIS Team to develop a school-wide positive behavior support plan.</p>

Deficiencies/Concerns/Weaknesses: (reference page numbers)
None.

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
<p>Briefly describe the school’s dismissal procedures.</p>	<p>During registration and open house sessions, all sign-in sheets will be required to have verbiage on how a student will go home. Thus, providing a complete roster on how all children are to be dismissed on a daily basis. If changes need to be made to how a child goes home, parents are to write in a child's agenda or call the front office half an hour before dismissal. Car riders, bus riders and walkers will be monitored by teachers, paraprofessionals and other school personnel.</p> <p>Actual campus dismissal procedures will be contingent upon the campus orientation. However, the areas of need would be:</p> <p><u>Car riders</u> to be opposite of bus loop in order to ease traffic flow.</p> <p><u>Bus riders</u> will have a separate area again opposite the car-rider to ease traffic flow. After-school providers will also use the bus loop area.</p> <p><u>Walkers</u> will be the last dismissed after all vehicles are out of the immediate area. All K-1 students will be required to have a parent or a responsible sibling of grades 2-5.</p> <p>After-school program, if and when established, will have a sign-in, sign out procedure.</p>

9. Supplemental Programming

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths <i>(reference page numbers)</i>

Deficiencies/Concerns/Weaknesses: <i>(reference page numbers)</i>
<p><u>Deficiencies</u> None.</p> <p><u>Concerns/Weaknesses</u> Project Lead the Way (PLTW) is a very expensive program. The budget may not support its implementation. (P. 46) <i>Dreamers:</i> PLTW will be financed through grants or donations from the community. UF Innovation Station (see letter of support) and the Chamber of Commerce Talent For Tomorrow have provided financing and support for PLTW in the past.</p> <p>The school plans to seek funding from Perkins grants and CTE funds. As an elementary school, the school would not be eligible for this funding. (P. 46)</p>

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response
None.	

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school’s governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):

s. 1002.33(7)(a)15.; s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board’s roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

The Bylaws, Conflict of Interest Policy, as well as Roles, Duties, and Powers are clearly written, delineated, and within legislative recommendations. (Attachments H, I, J and K)

The board intends to hold 11 meetings; which aligns with monthly financial review, as well as SAC requirements. This allows the board to serve in both capacities. (P. 48)

It is evident that the applicant understands the structure of meetings and requirements of Sunshine Law. (P. 48)

The school’s governing board is a diverse, knowledgeable group. The majority of the board members are Sarasota community residents. (P. 49)

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

None.

Concerns/Weaknesses

The Grievance Policy is addressed but not developed. There is no mention of a Parent Involvement Representative (PIR).

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
<p>Is the SAB the School Advisory Committee? If so, it appears to be created as a separate board rather than a subcommittee. (P. 51) Please clarify.</p>	<p>It is similar to the School Advisory Committee except it does not have input into the budget as SAC does. We did not want the public to confuse the mandate of our School Advisory Board with SAC, as they are not the same.</p> <p>Many leading community and education members have said they were not able to commit to the governing board but would like to serve in an advisory capacity.</p> <p>Once we are approved, we will create bylaws and establish the role and goals of this Board.</p>
<p>What are the key steps the school will follow when a parent has objection or grievance? (P. 51)</p>	<p>This will depend on the severity of the grievance. Most objections and/or grievances can be sourced through the administrative staff and directed to the Principal. There will also be a Family Liaison who will know the families and encourage feedback, as well as communication of objections and/or grievances.</p> <p>The Family Liaison will be in charge of recording all objections, grievances and/or complaints and documenting the steps taken to satisfactory resolution.</p>

<p>Who (what position) will serve as the Parent Representative for the school? Is it the “Family Liaison?”</p>	<p>Yes, the Family Liaison will represent families and students’ parents. There will also be a Parent Teacher Organization once we have parents and teachers that will work with the Family Liaison.</p>
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11. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school’s operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Evaluation Criteria:

A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

Organizational charts delineate lines of authority with school responsibility being clearly defined as belonging to the principal. Roles and responsibilities for daily activities of the school are clearly separate from the board and given to the principal and other school support.

Recruitment for the school leader will be done by the board. They are proposing qualifications that include bilingual as part of the search criteria. A questionnaire will be developed for potential interviewees and screening. The recruitment plan seems solid and adequate while recognizing belief in the school mission of a TWI model is essential. (P. 53-54)

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

None.

Concerns/Weaknesses

Although the applicant does not state that all bilingual employees will be certified in Spanish, given the demographics of Sarasota County as well as the demographics of Sarasota County Schools employees, concerns do exist in how the school will recruit and meet their expectations that all instructional personnel for all subjects (to include math, science, language arts and social science) will be bilingual.

Current demographics of Sarasota County Schools show that approximately, only 72 out of 2600 instructional personnel hold a certification in Spanish K-12 and, out of that only approximately 28 hold an additional certification to allow for them to teach something other than Spanish at the elementary level. Secondly, many of them hold the additional certification as ESOL rather than elementary education.

The applicant is projecting the following: Year 1 - 16 instructional staff; Year 2 - 20 instructional staff; Year 3 - 24 instructional staff; Year 4 - 28 instructional staff; Year 5 - 32 instructional staff. Based on their daily schedule no courses are only Spanish or ESOL which would require an elementary education certification for all instructional staff. (P. 55)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
<p>The budget is based on some .5 positions instead of 1.0 (full unit). There is concern over the realistic ability to find candidates to perform these functions at .5. If full-time positions are needed, the budget would need to be increased. (P. 55) Please comment.</p>	<p>We have some .5 positions over the first two years, some of which might be shared by a full-time employee (media/technology, for instance). Sarasota has a large population of retired bilingual people and many have already approached us to work part-time at the school. Our governing board has deep financial knowledge, entrepreneurial experience and fundraising backgrounds as well as the flexibility to adjust staffing and budget if the need arises.</p>
<p>Who do the “floating” entities in the organizational chart, specifically, the community liaison and family liaison report to? (Attachment M)</p>	<p>We have left this reporting decision up to the Governing Board and School Principal to decide during the planning year.</p> <p>Once the school is established, this reporting structure will be reviewed to include input from the School Advisory Board and the Parent-Teacher Organization.</p>
<p>The Preliminary Staffing Allocation budget worksheet does not include a custodian, however, the Proposed Five-Year Staffing Plan on page 55 includes this position. Please explain this discrepancy. (P. 55 and Budget Appendix)</p>	<p>Attachment X preliminary staffing allocation does have both the head custodian and custodian labeled together under “Facilities Staff” for a total of \$52,238. There is no discrepancy.</p>

12. Human Resources and Employment

The Human Resources and Employment section should define the policies and procedures that frame the school’s relationship with its staff.

Statutory Reference(s):

s. 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida’s Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

The school plans to be a participant of the Florida Retirement System and be an at-will employer. However, it is not clear if all employees will have the option to participate in FRS. (P. 57)

The relationship between employees and the school is clearly outlined with the principal being responsible for the employees of the school and daily operations. (Pp. 57-58)

The principal and assistant principal (Year 3) will be responsible for evaluating staff and they will utilize the Sarasota Teacher Evaluation system. (P. 59)

<p>Deficiencies/Concerns/Weaknesses: (reference page numbers)</p> <p><u>Deficiencies</u> None.</p> <p><u>Concerns/Weaknesses</u> The applicant proposes to offer the Florida Retirement System (FRS) to its employees. However, the proposed budget does not support this potential expense. The Budget Worksheet states only a half-staff participation rate. The District’s rate of participation is much higher. The applicant will be given the opportunity to explain under the Budget Section. (P. 57 and Budget Worksheet attachment)</p> <p>Some concern does exist related to teacher/principal evaluation as some of the proposed courses do not have alignment to current offerings through Sarasota, therefore, a mechanism for the student growth component of the teacher evaluation system will need to be addressed and may be the sole responsibility of the school. (P. 59)</p> <p>The compensation and benefits plan or an outline of such a plan was not included in the application, therefore, we were unable to assess if the plan was aligned with the Florida’s Student Success Act or whether it will attract and retain quality teachers. (P. 60)</p> <p>Recruitment efforts are addressed in the application and strategies are appropriate, however, the same concerns exist (as noted in Section 11) regarding the ability and likelihood of the school to recruit and hire bilingual teachers in all classrooms and all subject areas.</p>	
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<p>Areas in Need of Additional Information and/or Clarification (reference page numbers)</p>	<p>Charter Applicant’s Response</p>
<p>What strategies have other successful bilingual schools in Florida used to attract and hire bilingual staff? What methods will Dreamers Academy use?</p>	<p>The staffing plan for Dreamers Academy will involve a full recruitment effort for highly talented bilingual teachers and paraprofessionals. Development of a brochure and a promotional video to be sent out to major university Colleges of Education in Florida, Texas, California and Puerto Rico will take priority.</p> <p>This will be followed by attendance and promotion at professional organizations to include but not limited to ILA, Learning Forward, National Organization of Teachers of Math and Science. Tapping into the network of Dual Language Schools at duallanguageschools.org <http://duallanguageschools.org/> which includes 1,454 schools throughout our nation (120 in the state of Florida), will serve as a research cache of individuals who can be part of our network or could be enticed to come to the Sarasota bay area.</p> <p>The use of social media outlets like Facebook, Twitter and Instagram will provide venues to highlight the mission and vision Dreamers Academy, as well.</p>

Florida organizes several annual teacher fairs, with one specifically targeted to bilingual teachers: The 14th Annual Bilingual Latino & Minority Teacher Recruitment Fair, taking place in Tampa on April 26. There are also various web sites such as www.latcareers.com that specialize in bilingual teachers.

Two of our Board members are part of the USFSM family and in contact with professors and students, who are in pre-service teaching programs and many are already aware of Dreamers Academy and its need for bilingual teachers.

Governor Scott and Commissioner Stewart announced a program to streamline the process of certifying teachers from Puerto Rico into the Florida district's school systems, and we have contacts in Puerto Rico's education system that have offered to recruit for us.

Organizations like NABE (National Association of Bilingual Educators), American Council on the Teaching of Foreign Languages, the Hispanic Professional Association and the National Network for Early Language Learning have marketplaces and employment fairs we can use. Finally, we are exploring the creation of a bilingual educator certificate program with USFSM and FIU.

We are also in the early process of petitioning the state of Florida DOE to adopt state-level bilingual standards and to offer a bilingual certification or add-on endorsement for teachers who aspire to teach in Florida's dual-language classrooms. Texas, Illinois, New Mexico and most recently New York (although not yet approved by the Legislature) all have existing bilingual standards. San Diego State University has a DLE Department: Dual Language and English Learner Education to train bilingual teachers for dual language immersion programs.

With the establishment of LULAC Sarasota, we have a direct connection with the local and state Hispanic community. Our sponsor council is the LULAC Florida Educators Council in Miami.

Also, we hope to develop internship opportunities for students participating in the Sarasota School District future minority educators program (A Gap team priority item).

13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

The school will provide a 3 to 5-day retreat regarding the school’s vision, behavior, high expectations. (P. 65)

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

Concerns/Weaknesses

It is difficult for the CRC to evaluate this section because the majority of the narrative is general in nature or does not fully address the questions or requested information. (Pp. 62-63)

Dreamers: Please refer to pages 62-66 which directly and specifically answer the questions posed by the Florida Model application.

Board members Steve Zickafoose and Dr. Rubylinda Zickafoose own Beyond Z, an education consultancy specializing in Professional Development. In fact, Sarasota Principal Vicki Marble tapped Beyond Z to conduct Professional Development for its teachers at Student Leadership Academy. The full day session was conducted by Steve Zickafoose.

Steve and Ruby Zickafoose were responsible for professional development and teacher induction for 5 years in Manatee County, orienting, training and observing over 3,000 teachers, as well as training trainers to conduct professional development. They are published authors of professional development books and their company, Beyond Z is a professional development company. They are both coveted speakers on the subject and have presented at national, regional and local conferences (see resumes for details).

Dr. Zickafoose was also Reading Coach overseeing professional development in literacy instruction of 10 schools in Manatee County. Her doctoral degree and expertise is in developing reading comprehension programs and in literacy instruction, with an added specialty in ELLs and English Language Development.

Other than to reference FLDOE protocol standards, the application does not provide a discussion of the school’s core components of professional development (PD) and how these components will support effective implementation of the Dual Language Two-Way Immersion educational program. (Pp. 62-63)

Dreamers: Please refer to pages 62-66, which give extensive detail on Dreamers Academy’s four core components of professional development and how these support effective implementation of the Dual Language TWI program. An excerpt from this section is provided below:

“Grounded in continuous analysis of student achievement data and effective instructional strategies, Dreamers Academy’s Professional Development Program’s four components (Planning, Learning, Implementing and Evaluating, which were explained previously) are designed to support effective implementation of the school’s Dual Language Immersion Two-Way instructional model.

The PD Program will also align with the Parental Involvement Plan to include training on equity, access, and social justice as they relate to outreach activities with families and the community. The plan will include systemic and continuous attention to socioeconomic, racial, cultural, linguistic, and political issues that impact the community, family engagement and student performance patterns. A program-wide focus on strengthening communication and relationships with families will seek to deepen levels of family involvement.

Instructionally sound and administratively necessary activities (faculty meetings/in-service programs), as determined by the school Principal, will be assigned to teachers during the school day or in after school in-service programs. We will use the School Board of Sarasota County’s Master In-service Plan (Revised 11/8/2016). However, if our school Principal and/or administrative and instructional staff detect collective needs or in individual teachers, recommendations for certain in-service activities will be made to the Principal or Governing Board (and to the District as needed); or if a general need is identified, this will be communicated to the Sarasota Professional Development Director for analysis and the development into new In-service Components in the Sarasota Master Plan. To the extent possible, we will share any student and/or staff professional development data and needs assessment with the District, and/or develop programs to and/or develop programs to address our school’s specific needs, should the District not offer the desired programs.”

No funding for Year 1 PD activities is evident in the budget. Page 63 references professional development will be conducted externally, however, the PD line item in the budget is listed as zero (Budget Worksheet attachment).

Dreamers: The application does not state that professional development will be conducted externally. This is what page 63 states: “The Professional Development program of Dreamers Academy will be conducted internally, with external consultants and/or conferences considered on an as-needed basis.”

Funding for professional development is subsumed in other budget line items: see Professional and Technical Services and Other Purchased Services.

Given that the school plans to hire bilingual teachers to deliver the bilingual program, it is discouraging that no information is given for PD activities aligned to the educational model. Efforts to support teachers in the delivery of core academic content in Spanish or to support teachers’ professional growth in second-language proficiency is not evident in the application. (Pp. 62-64)

Dreamers: As previously stated, we are working with the Center for Applied Linguistics and will determine the precise professional development we need when we have a full staff and can determine the level of experience and expertise they bring to the school.

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response
<p>What type of professional development is offered by other successful DL-TWI programs in other districts/states to support teachers in improving their practice specific to the bilingual program?</p>	<p>There are various organizations that have professional development programs specifically designed for DL-TWI schools. The most popular ones are produced by Association of Two-Way and Dual Language Education (ATDLE), the Center for Applied Linguistics (CAL), Dual Language Education of New Mexico (DLeNM), National Association for Bilingual Education (NABE), National Dual Language Consortium (NDLC). All of these organizations have national conferences and offer professional development programs, and some of these will train staff to conduct the PD internally.</p> <p>Dreamers Academy’s Professional Development School-Wide Plan will provide the foundation for highly effective curriculum planning, instructional impact and informative assessment. This system will be founded in the following four areas and their contents:</p> <p>Dual Language and the Two-Way Immersion Model</p> <ul style="list-style-type: none"> • The ELL Child and Language Acquisition • The TWI Model – The System at Dreamers Academy <p>Positive Behavior Mindset</p> <ul style="list-style-type: none"> • School/Class Expectations and Procedures • School/Class Positive Teambuilding <p>Literacy Instruction and Language Acquisition</p> <ul style="list-style-type: none"> • Bilingualism, Biliteracy and the 90-Minute Reading Block • Visible Learning in Literacy (Hattie, 2017) <p>Assessment linked to Instruction</p> <ul style="list-style-type: none"> • I-Ready, Fountas & Pinnell, and Reading Recovery <p>Dreamers Academy will have different venues for learning where teachers, staff, and leadership will come together to learn, reflect and plan. These days and their focus:</p> <p>Annual Five-Day Preservice Retreat</p> <ul style="list-style-type: none"> • Focus: School-wide foundation <p>Monthly Professional Learning Communities (PLC’s)</p> <ul style="list-style-type: none"> • Focus: Student Data Reflection (I-Ready, F & P, Reading Recovery) <p>School In-Service Days (October, January)</p> <ul style="list-style-type: none"> • Focus: School Improvement Plans and Professional Development Plans <p>Five ‘Early-out’ Professional Learning Days</p> <ul style="list-style-type: none"> • Focus: Bilingualism, Biliteracy and the 90-Minute Reading Block

	<ul style="list-style-type: none">• Focus: Assessment of Language Acquisition (ACCESS for ELL) <p>Additionally, to better understand teacher candidate prior knowledge, the principal will have the candidate submit a Dreamers Professional Development Personal Needs Assessment which will identify the areas of strength and professional growth. Upon hiring, this data, coupled with the teacher's student data, will be used to create the teacher's Individual Professional Development Plan which will be reviewed and monitored as part of his or her Annual Performance Appraisal</p>
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14. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

The proposed marketing and recruitment plan is comprehensive and will use a variety of strategies, including digital and traditional methods, social media, reach-out efforts through community agencies. These strategies should be effective in reaching low-income families as well as Hispanic families. (Pp. 67-68)

Comment Only – The applicant is considering a school location in north or central Sarasota, and (as per the applicant) may be a feeder school to McIntosh Middle School. (P. 76)

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

Section 2: Target Population and this Section 14 must be aligned. Due to the deficiencies in Section 2, this section has similar weaknesses because of lack of alignment.

Dreamers: Many of the “deficiencies” in Section 2 were based on false assumptions or missed information clearly contained within the application. Please refer to pages 9 – 14 of this document.

The enrollment, admissions and whether or not target/preference criteria will be used for non-TWI students (i.e., “traditional program”) in grades 1-5 in Year 1 (and grades 2-5 in Year 2, etc.) is not addressed. Will the same 70/30 ratio apply? This is not consistent with the school’s mission of DL-TWI.

Dreamers: Application pages 12 and 13 detail the specific rationale for having two classes per grade from 1 – 5, and this is perfectly aligned with our mission. Below verbatim paragraphs from the application regarding the above CRC issue:

“Our first year will also serve students in grades 1 – 5, with 2 classrooms of 18 students per grade. These cohorts will not be TWI classes, but instead offer a traditional curriculum with the addition of Spanish as a required subject. It is imperative to reinforce the home language, as this has been proven essential to the healthy cognitive development of children through age 12. Also, studies demonstrate that supporting the home language enables students to more easily acquire a second language.

The rationale for including Grades 1 – 5 in this hybrid TWI/traditional model for the first five years is to offer an enriching and inclusive bilingual educational environment to students who traditionally struggle in schools where the majority of instructional and administrative staff speaks the students’ second language, English. Furthermore, the District’s chosen English-only models for core/subject content, even when implemented with ESOL strategies, have not proven effective in getting a majority of students to perform at grade level.

At Dreamers Academy, the Grade 1 – 5 bilingual teacher pairs in Year 1 would get an opportunity to work closely with each other, with their students and our families to better support academic and socio-emotional needs. Additionally, they will be able to know every student in the rising TWI cohorts by name and need. These foundational teachers will also take on the roles of Team Leaders, Mentors and Coaches to build professional capacity as we add the necessary instructional staff in subsequent years.”

The application does not clearly or fully address the school’s proposed enrollment policies and procedures, as required in Section 14, Item C. (P. 70)

Dreamers: PP. 70-72 provide extensive detail of enrollment policies and procedures.

The lottery process is not described in a manner that assures an open and fair enrollment and admissions process. (Pp. 70-71)

Dreamers: We will follow all state and federal statutes to ensure an open and fair enrollment process. We understand that Florida law requires charter schools to admit students via a random selection process when the number of applications exceeds the capacity of a program, class, grade level, or building.

The applicant appears to confuse F.S. 1002.33(10) allowable preferences with the provisions for limiting enrollment for targeted students. For example, preference for siblings is permissible. Preference for Spanish-speaking recent arrivals from Spanish speaking countries is not an allowable preference. A school may limit enrollment to a specific group (or target) of students, but it is not clear in the application who the group is and how limiting enrollment to a specific target will be accomplished.

Dreamers: Florida law provides that a charter school may limit the enrollment process to students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school's mission and purpose.

As explained in the school board presentation 4-17-18, we hope to become a viable option within the district for Spanish-speaking families arriving in our county with limited English proficiency.

The open enrollment application process, the registration and admissions process is not clear and raises substantial questions. At what point is the students’ ELL status, home language and language proficiency determined. Upon acceptance and admission (registration)? Upon the results of a language proficiency test? (P. 71)

Dreamers: TWI students start in Kindergarten, and all bilingual or Spanish speaking students will be in the 70% cohort regardless of ELL status or Language proficiency. ELL status is determined per Consent Decree, after home language survey and language proficiency test.

It is not clear how the school will know in advance (for application) if the student is a Spanish speaker or an English speaker or bilingual. Therefore, it appears that the lottery cannot be conducted in order to achieve the desired 50-70% ELL native Spanish speakers and 30-50% native English speakers proportion of students.

Dreamers: There are 2000 TWI schools and many of them conduct law-abiding lotteries.

We will be marketing, presenting and communicating in Spanish, so it will be quite evident if the student and their family is Spanish speaking. Also, applications will be in Spanish and English. If an applicant completes an application in Spanish we will assume that person speaks Spanish. We do not expect Kindergarteners to be enrolling themselves, so a conversation in the home language with prospective families will reveal their home language.

Over a thousand schools across the nation conduct successful weighted lotteries due to the popularity of their TWI programs. With the help of our legal team, we are certain we will be able to manage. In any case, this is a great problem to have, since a lottery is only applicable when demand exceeds supply.

Concerns/Weaknesses

The application does not address how students will be admitted and enrolled in subsequent years if they are new to the school and have not been in the DL-TWI program. Will prior participation and immersion in the school’s program be an eligibility criteria for enrollment? For example, would a new 2nd grade student be admitted in Year 3, when all of his/her classmates have experienced DL-TWI since Kindergarten but he/she has not? And, if enrolled, would they go into DL-TWI or into the traditional program?

Dreamers: In the TWI model students cannot just enter the program if they have not started with the kindergarten cohort. There are exceptions, and these will be evaluated on a case-by-case basis. Recent Spanish speaking arrivals in grades 1 – 5 may be able to enter a TWI cohort, and 4 spaces in grades 4 – 5 are reserved for students in this category, since they tend to not do well in traditional schools, even with ESOL support. Also, bilingual children currently enrolled in traditional schools or arriving from another states’ TWI school might be able to join in upper grades. Our goal is to serve all interested children, and if the parents are supportive and understand the model and its rigor, we will do everything in our power to support that family.

On what basis does the applicant claim that their “superior educational option” for K-5 program will have a “sizeable impact on assuring” that traditionally underrepresented students will enroll in advanced course work in middle and high school and the IB program at RHS. (P. 68)

Dreamers: On the basis of extensive research studies, including multiple longitudinal studies (Thomas and Collier, Gándara, Lindholm-Leary) which demonstrate the efficacy of TWI programs resulting in students from any ethnic or socio-economic background completing 5th grade seven months ahead across all core subjects than their peers in monolingual schools.

Last school year in Sarasota, 55% of Hispanic and 71% of African American 8th grade students were reading one or more grade levels behind (these are this year’s 9th graders). A staggering 68% of Hispanic and 80% of African American 8th graders were one or more grade levels behind in math.

We are quite certain that these children are not enrolled in advanced course work or the IB program, and sadly, many of them are in remediation and at risk of dropping out.

This is the reason we have come together to bring this school to Sarasota’s district; this is what drives us: To serve children with a greater than average risk of being on the same trajectory as these 8th grade students, and to provide them a different path to reach their potential.

Areas in Need of Additional Information and/or Clarification (<i>reference page numbers</i>)	Charter Applicant’s Response
<p>On page 67, it states that “Dreamers Academy will most likely experience high levels of demand similar to the experiences of other districts in which the Dual Language Two-Way Immersion model has been successfully implemented.” In 250 words or less, please summarize the data/findings to support this statement.</p>	<p>Over the past year, our board members have engaged in an outreach effort to gauge the interest in bringing the TWI program to the community.</p> <p>The response has been a bit humbling, as demand appears higher than we anticipated. First, many people seem to be familiar with the program and its history of success.</p> <p>Hispanic people as well as other foreign-born Sarasota residents are familiar with dual language education because these programs are not an anomaly in our home countries. European countries’ school system treat languages as core subjects, and many Latin American countries have had English/Spanish schools for decades.</p> <p>In negotiating site options for the school we met with leaders of the Jewish Federation (they have 16 acres on McIntosh we would love to build on). They were very familiar with Dual Language education and explained that in Israel, a growing number of Hebrew/Arabic immersion schools are having a great impact in bridging the cultural and linguistic divides of these two ethnic communities.</p> <p>Padre Jose who runs the largest church in Ft. Myers bemoans the fact that when he visits Hispanic families with four or five children, the kids are addressing their non-English speaking parents in English, and conversation is practically impossible. “You must bring this to Ft. Myers,” he urged. He has put us in touch with Reverendo Claudio who runs Hispanic ministries in ten counties from the Venice Diocese, to try to bring this educational concept to places where it is most needed.</p> <p>The benefits of bilingualism in today’s marketplace are not lost on young American parents, who understand that their children will have an advantage if they speak a second language.</p> <p>Two of our Board members are ELLs themselves, and active participants in the community. In our churches and our advocacy groups, we come in contact with a lot of parents who share the difficulties of navigating not only their children’s school systems, but also daily life in English.</p> <p>Education consistently ranks as the number one policy issue for Hispanics, and in Florida they are the largest consumer of charter schools (40%). Most are keenly interested in having their children not lose their mother tongue while they are becoming proficient in their second language. Most long to communicate and engage with school staff and teachers directly, and unfortunately are unable to do so as Sarasota schools have minimal bilingual staff.</p>

	<p>Dreamers Academy brings a program that it is not currently offered in the county, and we would love to do it within the district, and prepare these children for success in middle and high school. We would want to do this as a public charter school instead of a private or parochial school.</p> <p>We wish to proudly contribute to the A District grade, to its efforts to increase diversity and educational options, to share research and best practices, and hopefully blaze the trail for additional TWI programs in existing elementary schools, once the new ELL District plan due 2019 adds the Dual Language instructional model to its offerings.</p>
<p>Rather than providing links to articles, please provide a brief (250 words) and succinct narrative to support the statement in the application that there is great demand and public pressure for bilingual education. (Pp. 68-69)</p>	<p>In preliminary informational sessions and outreach to community and education leaders in both Sarasota and Manatee Counties, enthusiasm and support for Dual Language Education has been a bit surprising.</p> <p>Sarasota is a highly educated and accomplished community, and many residents have direct experience with the program and its successful results.</p> <p>One of our Board members just ran into Gary Leatherman, longtime communications director for Sarasota School District, whose grandchildren are in dual language programs in California and he boasted of their success.</p> <p>At this week’s school board presentation, we had a packed hall with about 50 members of the community come to lend their support for the school and its dual language program.</p> <p>LULAC has opened its only 2018 council here in Sarasota County. One of its main advocacy issues is to bring equity to Hispanic students in the county, who are not performing to their promise or potential in the current system. Enthusiasm and membership is growing fast, as the community craves a voice and participation in the school system.</p> <p>A review of the over 30 letters of support we received from community leaders and professionals, from Sarasota County neighborhood services personnel, and former county commissioners, from the Sheriff himself, and Sarasota’s city manager, as well as non-English speaking mothers of students in the school system, provide an idea of the very personal and informed reasons this program has so much support.</p> <p>A former middle school math teacher explains how some of her Hispanic students could not use a ruler because they never understood the lesson in elementary school; a pregnant young architect wrote about how her brilliant Cuban husband arrived at the age of 12 and was unable to go to college; an American father of a TWI 3rd grader describes how his daughter is so fluent in Spanish, that she has developed close relationships with the Spanish-speaking stable hands in her horse riding program, and that this has given her an advantage over other students, as she learns the relationship between horse and rider from another perspective. A Sarasota County</p>

	<p>neighborhood services leader describes her years as an educator and the various reasons why this program is so needed.</p> <p>Last year, the American Academy of Arts & Sciences, founded by our Founding Fathers in 1781, released its report entitled “Investing in Language Education for the 21st Century”, in which it details the multitude of reasons our country can no longer afford its ethnocentric mindset and limited monolingual education.</p> <p>It recommends, among other things, immersing children in a second language as early as preK, and all throughout the elementary school years, when they have the time to really learn it. Also, they list all the cognitive benefits of bilingualism on children, per the latest and growing psychological interest and scholarship in the subject.</p> <p>Finally, research has shown that interrupting the home language development of children before the age of 12 has deleterious effects on their cognitive development.</p> <p>Sarasota’s community has been exceedingly receptive to this educational model as over a year of advocacy, outreach and engagement by our board members and many supporters has revealed.</p>
<p>Please confirm if the school will or will not limit the enrollment process to target students <u>as defined in section 1002.33(10)(e), F.S.</u>, specifically provision number 5.</p>	<p>The school will not limit enrollment to target students.</p>
<p>What is the “case-by-case basis” for enrolling non-Spanish, non-native English-speaking students, referred to in the application as “third language speakers”? (P. 69)</p>	<p>A meeting will be arranged with the parents of the students whose first language is something other than English or Spanish, to ensure they understand the TWI program and to establish a relationship to make sure that their Kindergartener succeeds as a tri-lingual student.</p>
<p>What is the enrollment criteria for students who enroll “outside the pipeline”?</p>	<p>Define “outside the pipeline”.</p>

<p>How will this percentage of students (ESOL vs. Basic) be attained during the enrollment process? Is this allowable? Revenue is contingent on following this example. ESOL FTE Revenue is weighted. (P. 69)</p>	<p>Similar to existing schools throughout the country, each Kindergarten class will have a maximum of 12 spots reserved for monolingual Spanish-speaking or bilingual students (regardless of home language), and 6 spots for monolingual English students.</p> <p>Per Consent Decree, ELL status will be determined within ten days of commencement of school, after administration of proficiency test.</p> <p>The Spanish speaking students may or may not qualify for the ELL program, depending on entry criteria and testing of language proficiency.</p>
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15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school’s plans to encourage and support parental and community involvement.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school’s mission and provisions of the educational program. A detailed plan may be developed following approval.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
<p>The school plans to establish a Parent Involvement Committee charged with facilitating parent/family involvement. The school also plans to create a Parent Resource Center and involve parents in planning and participating in curriculum-based workshops. (P. 74)</p> <p>The application provides a clear and comprehensive plan on how parents and the community will be reached and engaged in school activities. (P. 73)</p> <p>The applicant provides numerous and varied letters from local community agencies, organizations, parents and education institutions as evidence of support for the Dreamers Academy charter school. (Attachment T)</p>

Deficiencies/Concerns/Weaknesses: (reference page numbers)
None.

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
None.	

III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school’s finances. It should present a clear picture of the school’s financial viability including the soundness of revenue projections; expenditure requirements; and how well the school’s budget aligns with and supports effective implementation of the educational program.

16. Facilities

The Facilities section should provide an understanding of the school’s anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):

s. 1002.33(7)(a)13.; s. 1002.33(18)

Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school’s opening OR a timeline to ensure the facility will be in compliance and ready by school’s opening.
- A facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

Information/Comment Only: The applicant states that a site is not yet acquired. The governing board is considering a location in the north or central Sarasota area. There is a possibility that Dreamers Academy will be a feeder school to McIntosh Middle School. (P. 76)

The estimated costs for a lease are realistic and are reflected in the budget. (P. 76) The applicant provided a letter of assurance from Building Hope as evidence of funding that will be available for the facilities. (Attachment not labeled but assumed that it is intended as Attachment U)

Deficiencies/Concerns/Weaknesses: (reference page numbers)	
<u>Deficiencies</u> None.	
<u>Concerns/Weaknesses</u> The explanation of the school’s facility is vague. The description of the size and layout of space is not provided. (P. 76) The application does not provide an adequate explanation of the strategy and schedule that will be employed to secure an adequate facility. (P. 77) Applicants who do not yet have a site acquired are required to describe the back-up facilities plan. The applicant’s response to this question is that “there is no back-up facilities plan.” (P. 77)	

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
None.	

17. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
The school plans to contract with Sarasota County District for transportation services. (P. 78)

Deficiencies/Concerns/Weaknesses: (reference page numbers)
<u>Deficiencies</u>
<u>Concerns/Weaknesses</u>
The expectation that 70% of students will be transported seems high based on District percentage of 47%. There is concern over the number of Transportation FTE used in the Revenue Worksheet (overall and ESE FTE). This will impact budget projections for both revenue and expenses. (P. 78 and Budget Worksheet attachment)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
On what basis does the applicant expect that 222 of 288 students will need/use and be eligible for transportation?	We are budgeting for the largest number of potential bus riders, based on the size of the potential target population and the geographic distribution of same.

Why is ESE FTE used in the Transportation Revenue as the application states this curriculum/focus may be difficult for the ESE population requiring these services? (P. 35)

These two actions are not mutually exclusive. Yes, the TWI program might prove difficult for ESE students, but we will accept all students regardless of ESE status. Hence, we are prudently budgeting according to our enrollment projections.

18. Food Service

The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)(a)1.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
Dreamers Academy will utilize the services of the school district’s Food and Nutrition Services for provision of the National School Lunch Program. (P. 78)

Deficiencies/Concerns/Weaknesses: (reference page numbers)
<p><u>Deficiencies</u></p> <p><u>Concerns/Weaknesses</u></p> <p>The description for the school’s Food Service Plan consists of 3 sentences. However, given that the school plans to contract with the district, the committee accepted the response.</p>

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
None.	

19. School Safety and Security

The School Safety and Security section should provide a description of the school’s plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed upon approval of the application.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

Deficiencies/Concerns/Weaknesses: (reference page numbers)
None.

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
Page 80 indicates that the Registrar will be responsible for maintaining accurate records during school hours; however, the budget only shows a .5 unit allocated for this position.	The registrar position might be combined with the receptionist position during the first two years. Management experience of a majority of our board members, including Dan Kennedy who has been involved with five schools including three charter startups, presented the Board with compelling historical data to support this decision.

20. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school’s mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies
The Charter Revenue Estimate Worksheet contains the incorrect number of FTE in the ESE Guaranteed (Matrix level 251, grades 4-8) as pertains to the Basic FTE indicated. This changes the anticipated revenue. (Revenue Estimate Worksheet Attachment)
Dreamers: The correction of this reduces revenues by approximately \$9,000; our contingency is in excess of \$300,000, so this will be absorbed within our contingency.

There is no discussion of the school’s contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated, as required in the application template. The plan, as stated in the application, is that they will be creating plans. (P. 83) Educational plan presented. (P. 83)
Dreamers: In addition to the stated \$300,000 contingency, we will look at our appropriations for appropriate reduction.

The application does not explain in detail the Year 1 cash flow contingency plan, in the event that revenue projections are not met (or not met on time). (P. 83)
Dreamers: Again, if the revenue projections come in below expected, we will have to revise our appropriations.

Concerns/Weaknesses

References to other sources of funding (donations, foundations) are mentioned in the application. However, there is no evidence of support (e.g., MOUs, letters) provided. Attachment Z is missing.

Dreamers: Foundations and private donors have been made aware of Dreamers Academy, and have expressed a desire to learn more about the need once we are approved. Also, the state has a planning and development grant for charter schools, and we have been advised that our project would get the highest priority because it targets the most at-risk students.

The only evidence of other support for funding is the letter from Building Hope that shows \$500k secured line of credit for a startup budget of \$1m. (P. 87)

The anticipated revenue contains a large Transportation FTE as compared to other schools. This results in a larger revenue. It also contains a large ESE Rider FTE as compared to the data/information in the rest of the application. A concern is that this FTE Revenue is too high.

Dreamers: The offset is the appropriations for transportation and if the number of riders does not equal what we expect, then the offset will be a reduction in transportation expense.

The school will strive for student population of 70% ELL (ESOL). That represents 201 FTE out of 288 FTE on the Charter Revenue Worksheet. As ESOL FTE is weighted there is a concern about the school actually enrolling this high percentage of ESOL students because it will certainly impact FTE funding. Then will that ratio of ESOL to Basic FTE be enough to cover anticipated expenses?

Dreamers: The marketing plan is focused towards the Spanish-speaking population; we do not see a concern in meeting this percentage, but if we do not meet this percentage we will adjust appropriations accordingly.

There is no budget listed on the Professional Development line item. Professional Development is listed for both the Board and school staff. Budget is listed for the governing board but not staff.

Dreamers: Professional Development will be done internally with our own staff and board members as previously mentioned. Some allocation is also in other budgetary buckets.

The budget does not appear to address the continuing cost of iReady after the initial startup in Year 1. The use of iReady is referenced as a continuing tool in the curriculum section on page 24.

Dreamers: The iReady allocation for Years 2 – 5 is within the “Capital Allocation” budget.

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
Please explain the half participation rate for both FRS and Group Insurance. There does not appear to be enough expenditure budgeted for half of the FRS participation rate. (2018-19 rate is 8.26%)	On group insurance, we will be reviewing different plan options we can offer our employees to be within the dollar amount budgeted. Within the contingency, we will have the appropriate dollars available to pay the FRS contribution for all full-time employees (estimated at approximately an additional \$80,000 to the already budgeted amount).

<p>What is the plan should the ELL enrollment fall below 70% (or 50%)? Will the ratio of ESOL to Basic FTE be enough to cover anticipated expenses?</p>	<p>We do not believe this will be the case, but if it is, we will eliminate a Kindergarten class. The DL-TWI model requires a 50% – 70% ESOL or Spanish-speaking student enrollment and we will not compromise this requirement of implementation.</p>
<p>If applicable, please submit any existing MOUs or letters to provide evidence of funding as Attachment Z. (P. 82)</p>	<p>Outreach to local foundations and private donors has been informational only and most have agreed to meetings once approval is secured.</p>

21. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school’s finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school’s finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
The governing board for Dreamers Academy will contract with Pellegrino, Honick, McFarland and Miller Accountants of Sarasota to provide payroll and accounting services. (P. 84)
Former Deputy Chief Financial Officer of Sarasota Schools will serve on the school’s governing board and head the finance committee. (P. 84)

Deficiencies/Concerns/Weaknesses: (reference page numbers)
Deficiencies The description of how the school’s finances will be managed lacks essential details. Plans for strong internal controls to ensure appropriate fiscal management are not evident. (P. 84)
The application does not address how the school will ensure financial transparency to the public. There is no description of the governing board’s public adoption of its budget and/or the dissemination of its annual reports to the public. (P. 85)

Concerns/Weaknesses

The applicant references compliance with the Red Book in response to the question pertaining to the methods by which accounting records will be maintained. (P. 84)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant's Response
Briefly describe the internal controls that will be in place. (P. 84)	Our accounting firm of Pellegrino, Honick, McFarland and Miller, in conjunction with the school principal and board member Al Weidner, former deputy chief financial officer for the Sarasota School District, will ensure that strong internal controls are in place over revenues and expenditures.
Please acknowledge that a copy of the audit report must be submitted to the Sponsor (district) by October 1 st (rather than as stated in Item E on page 85).	Our application stated the audit will be submitted within 45 days after the close of the fiscal year, which would make it September 15; but we are happy to make sure the Charter Agreement indicates a later date of October 1 st .
What are the school governing board's plans for the public adoption of its budget and the dissemination of its annual audit and financial reports to the public? (P. 85)	We will of course comply with all applicable Florida statutes.

22. Start-Up Plan

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)16.

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

Deficiencies/Concerns/Weaknesses: (reference page numbers)
<p><u>Deficiencies</u></p> <p><u>Concerns/Weaknesses</u></p> <p>The application provides a simple outline of key events rather than a “thoughtful and realistic” plan. (P. 86) However, if approved, a formal timeline will be negotiated in the charter. Therefore, the standard is rated as “meets.”</p>

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
None.	

Addendum

Addendum A: Replications [THIS SECTION NOT APPLICABLE]

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s):

s. 1002.33(6)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

CRC Rating	Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (<i>reference page numbers</i>)
N/A

Deficiencies/Concerns/Weaknesses: (<i>reference page numbers</i>)
N/A

Areas in Need of Additional Information and/or Clarification (<i>reference page numbers</i>)	Charter Applicant’s Response
N/A	

Addendum A1: High-Performing Replications [THIS SECTION NOT APPLICABLE]

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

Statutory Reference(s):

s. 1002.331

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that the applicant’s school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant’s proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

CRC Rating	Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
N/A

Deficiencies/Concerns/Weaknesses: (reference page numbers)
N/A

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
N/A	

Addendum B: Education Service Providers [THIS SECTION NOT APPLICABLE]

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP’s previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP’s organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school’s governing board and the ESP, structured to ensure a clearly defined arm’s-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school’s governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

CRC Rating	Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
N/A

Deficiencies/Concerns/Weaknesses: <i>(reference page numbers)</i>
N/A

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant's Response
N/A	

Applicant History Worksheets (Form IEPC-M1A) [THIS SECTION NOT APPLICABLE]

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant’s governing board, and if applicable, the applicant’s ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Strengths (reference page numbers)	
N/A	
Deficiencies/Concerns/Weaknesses: (reference page numbers)	
N/A	
Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
N/A	