

**DREAMERS ACADEMY**  
**CHARTER SCHOOL APPLICATION**

August 14<sup>th</sup>, 2018



Rule 6A-6.0786  
Form IEPC-M1  
Effective February 2016

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# APPLICATION COVER SHEET

**NAME OF PROPOSED CHARTER SCHOOL:** Dreamers Academy

**NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:** Dreamers Academy, a non-profit corporation

**If a non-profit organization, has it been incorporated with Florida’s Secretary of State?** Yes

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

**NAME OF CONTACT PERSON:** Geri Chaffee

**TITLE/RELATIONSHIP TO NON-PROFIT:** Founder, Board Member

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Names, roles, and current employment of all persons on applicant group, i.e. anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School
Dan Kennedy	Principal, Sarasota High School (ret) Founder, CEO, Headmaster, Sarasota Military Academy (ret.)	Founder Governing Board Member
Dr. Ruby Linda Zickafoose	Adjunct Professor, USFSM College of Education	Founder and Principal
Geri Chaffee	Managing Member and Chief Asset Manager, Soleus Properties, LLC	Founder, Governing Board Member
Al Weidner	Deputy Chief Financial Officer, Sarasota County Schools (retired)	Founder, Governing Board Member
Steve Zickafoose	Vice President, Beyond Z, Inc.	Founder
Thomas Chaffee	CEO, ePublishing.com, Inc.	Founder Governing Board Member

**Projected Date of School Opening (Month/Year):** August 2019

**Do any of the following describe your organization, or the school proposed in this application?**

- No Seeks approval to convert an already existing public school to charter status.
- No Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.
- No Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.
- No Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.
- No Will contract or partner with an Education Service Provider (ESP).
- No Seeks approval to replicate an existing school model.
- No Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S..

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here? \_\_\_\_ Yes  No

If yes, complete the table below (add lines as necessary).

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

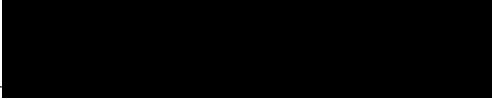
Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? \_\_\_\_ Yes  No If yes, complete the table below (add lines as necessary).

Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States?

\_\_\_\_ Yes  No If yes, complete DOE Form IEPC-M1A which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment DD.

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

  
 \_\_\_\_\_  
 Sign  
 Thomas Chaffee  
 \_\_\_\_\_  
 Printed Name

Chairman  
 \_\_\_\_\_  
 Title  
 August 14<sup>th</sup>, 2018  
 \_\_\_\_\_  
 Date



## EXECUTIVE SUMMARY

Nearly one third of Florida residents speak a language other than English at home; of those, most speak Spanish. Yet, of nearly 4,300 public schools, only 120 are dual language schools, with very few districts offering bilingual education. This, despite overwhelming evidence that dual language immersion programs are closing the achievement gap for linguistically and culturally diverse students, and driving much higher outcomes in English.

Is it any wonder then, that Florida, which has the third largest number of English Language Learners in the country, reported that only 16.7% were reading at grade level in May of 2018? This substantial deficit contributes to a widening achievement gap of “at risk” students across all content areas. Even in “A” Districts such as Sarasota County, where Hispanic students now account for 22% of elementary school enrollment, achievement gaps exceeding state averages are hidden by overall district grades. If ELL’s were a district, it would likely receive an “F” grade.

Dreamers Academy will offer the only Dual Language Two-Way Immersion K-5 elementary educational program (Spanish/English) on Florida’s Suncoast. Our school will follow best practices of the DL-TWI Model, which dictate that the student body include a balance of English-dominant and Spanish-dominant speakers.

*Sarasota School District:  
Every Student. Every Day. Whatever It Takes.*

These words guide local education leaders as the student population continues to naturally segregate itself, with many of our schools becoming majority-minority schools. Mirroring trends across Florida and the country, Sarasota public schools have become increasingly diverse: 54% of students are enrolled in the Free and Reduced Lunch program and ethnic populations have quadrupled in the past 20 years. The research is clear; a focus on educational programming options and culturally-competent staff increases performance for student subgroups considered “at risk”.

Eight (8) out of 23 local elementary schools have dropped a grade or more this year. When subgroups are closely examined, we find that in many cases English Language Learners (ELLs), Spanish-dominant students, students of color and those in poverty have not made meaningful learning gains over the years—or even worse—have lost ground compared to their English-dominant, more income-secure classmates.

Further, district data show that ELLs—the fastest growing subgroup of students in Sarasota County Schools—have achievement gaps wider than the State in every category tested and also have graduation rates lower than the State. Tragically, we also see a drop in grade-level performance by all Hispanic students commencing in 4th grade, a trend that continues through 8th grade with 60% testing one or more grade levels behind in reading and an astonishing 76% testing one or more grade levels behind in math (Sarasota District Dashboard, 2018).

*Whatever It Takes.*

Alarmed by the data trends, a group of local educators and community leaders have founded Dreamers Academy. Our school will implement a research-based, proven instructional model that will close the achievement gap for at-risk students, many of which are deemed “triply-segregated” in our public schools: by race, by income, and by language (GAO Report 16-345, 2016).

The Dreamers Academy mission is to implement data-driven best practices to develop bilingual, biliterate, and cross-cultural leaders of character, delivered in a caring environment that encourages family engagement and celebrates America. Our vision is to inspire scholars to enter high school prepared for success on a global scale – with rich academic content served by a bilingual staff who knows each student by name and need.

The Dual Language Two-Way Immersion educational model (DL-TWI) is an enrichment and additive program, proven highly successful in achieving “astounding” academic outcomes (Thomas & Collier, 2012). Although new to Sarasota, the DL-TWI model has been in existence for over 30 years and is supported by a voluminous body of research and practical examples. DL-TWI schools have grown from approximately 300 schools ten years ago to over 2,000 today (Anderson, 2015). In fact, states are scrambling to include these schools in their planning with North Carolina even mandating that each of its school districts have at least one DL-TWI program in any language.

The Florida State Board of Education lists the Dual Language Two-Way Immersion (DL-TWI) instructional approach as one of six instructional models sanctioned within the state’s ELL program (Attachment FF1). Further, it is the only ELL instructional model that has been proven most effective in achieving English Language Proficiency for students, and succeeding in closing, *and often surpassing the achievement gap by 5th grade* (Thomas and Collier, 2012).

Dreamers Academy is a Servant Leadership institution following a philosophy and set of practices that enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring world. Our local Board of community, business and education leaders have joined together with a sincere desire to bring equity to Florida’s most underserved student populations and fundamentally transform their education.

Whereas many Spanish-dominant parents are currently unable to communicate directly with teachers, counselors or staff, Dreamers Academy will fully engage them in their home language to become true partners in their children’s education. This culture will support and enhance a rigorous and caring academic environment with high expectations, greatly reinforcing student intellectual and social/emotional development.

Dreamers Academy will positively impact the District’s goal of retaining its A Grade by providing a highly specialized bilingual program focusing on at-risk students. As an added benefit, monolingual English-speaking students enrolled in Dreamers Academy will become proficient in a second language, while also experiencing a rigorous academic curriculum in all content areas.

# I. EDUCATIONAL PLAN

## Section 1: Mission, Guiding Principles and Purpose

- A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.

### Mission

Implement data-driven best practices to develop bilingual, biliterate, and cross-cultural leaders of character, served in a caring environment that encourages family engagement and celebrates America.

### Vision

Inspire scholars to be prepared for lifelong success — with rich academic content served by a bilingual staff who knows each student by name and need.

### Guiding Principles

Dreamers Academy follows the model of the Center for Applied Linguistics, currently used by the most successful Dual Language Programs across the country.

*The three pillars of Dual Language Education are:*

1. Bilingualism and Biliteracy: Students will develop oral skills in two languages (bilingualism) and the ability to read and write in two languages (biliteracy);
2. Grade Level Academic Achievement: Students will demonstrate high levels of academic achievement, and they will be able to do so in English and in Spanish;
3. Cross-cultural Competency: Students will develop cross-cultural skills that will enable them to function responsibly and effectively in a variety of social contexts.

**B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.**

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

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. PAGE(S) 5, 7, 14-20*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) 20-27, 32, 35-38*
- *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. PAGE(S) 6, 13, 22, 26, 41, 44, 46, 48, 50, 53-57, 62-64, 96*

**C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.**

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

- *Improve student learning and academic achievement. PAGE(S) 5, 6, 7, 14-20, 22-27, 32, 35-38*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) 14, 16, 22-27, 29-32, 57-61*
- *Encourage the use of innovative learning methods. PAGE(S) 14-20, 43-44, 57-61, 84-85*
- *Require the measurement of learning outcomes. PAGE(S) 22, 35-38, 42-43*

**D. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". This section is optional.**

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

- *Create innovative measurement tools. PAGES(S) 41-42*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) 5-6, 12, 35-38*
- *Expand the capacity of the public school system. PAGE(S) 9-13*
- *Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) N/A*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S) 13, 30, 86-87*

## Section 2: Target Population and Student Body

- A. Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S. If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.**

The Center for Applied Linguistics (cal.org) has well established Guiding Principles for Dual Language Education in which they state that to maintain an environment of educational and linguistic equity in the classroom and to promote interactions between native speakers of the two languages, the most desirable ratio is 50% English-dominant speakers to 50% Spanish-dominant speakers (or another minority language).

Dreamers Academy will serve students eligible to attend Grades K - 5th (ages 6 - 12). Admission will be open to any student who submits a timely application, unless the number of applications exceeds the capacity of the grade level for which the student is applying. In such case, applicants within each of the English-dominant and Spanish-dominant per grade cohorts shall have an equal chance of being admitted through a random selection process, in accordance to FS 100.233 (10) (b).

We are seeking to serve the North Sarasota County community, and anticipate that the school will attract a majority of its students from the immediate vicinity of the school (within two miles). The school will draw from existing voluntary Pre-K programs, private and public school choice programs as well as traditional public schools. We expect the school will achieve a racial/ethnic balance reflective of the community it serves, as stipulated in FS 1002.33 (7) (a) 8.

The anticipated student population aligns with the mission of the school, which is to develop bilingual, biliterate and cross-cultural leaders of character and encourage family engagement while celebrating American diversity. There are currently no bilingual education programs in Sarasota County, and only two Early Learning Centers/VPK programs, both of which are full and expensive compared to other monolingual centers.

North Sarasota County has a large concentration of Spanish-dominant families and many of the area's young children are already living with two languages in the brain. The Dreamers Academy dual language instructional approach builds on the solid linguistic foundation of their homes while ensuring they become proficient in English to succeed academically in secondary school and later on a global scale.

Dreamers Academy provides a rigorous standards-based curriculum and preparation for state assessments delivered in two languages. Parents, extended family and the community are engaged as our staff is primarily bilingual and trained in the cultural competencies that are essential to promote an inclusive, caring and nurturing environment where children develop a strong sense of self-efficacy, preserve their cultural heritage and native language while fully mastering their second language, all with a strong sense of belonging and achievement. This philosophy and accompanying set of practices are equally beneficial for both English-dominant and Spanish-dominant students.

Enrollment preference will be given to student populations allowed under FS 1002.33 (10) (d), namely: Students who are siblings of a student enrolled in the charter school; students who are the children of a member of the governing board of the charter school; students who are the children of an employee of the charter school; students who have successfully completed a voluntary prekindergarten program provided by Dreamers Academy or the Dreamers Academy Governing Board during the previous year; students who are children of an active duty member of any branch of the United States Armed Forces and students who attended or are assigned to failing schools.

Dreamers Academy reserves the right to limit the enrollment of students to target specific student populations to include, but not limited to, “students who are at risk of dropping out...” and to “ensure school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district” as outlined in F.S. 1002.33.

**B. If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.**

The geographic area we intend to serve is North Sarasota County. We are a fully inclusive school of choice and we welcome any interested families who reside in the District. Our targeted location will consider the surrounding population of Spanish-dominant speakers and English-dominant speakers as a primary factor in our marketing efforts. (See Section 19 for a list of potential locations).

**C. Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.**

Table 1.

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>K</b>	108	108	108	108	108
<b>1</b>	36	108	108	108	108
<b>2</b>	36	36	108	108	108
<b>3</b>	36	36	36	108	108
<b>4</b>	36	36	36	36	108
<b>5</b>	36	36	36	36	36
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>TOTAL</b>	288	306	432	504	576



**D. Provide a brief explanation of how the enrollment projections were developed.**

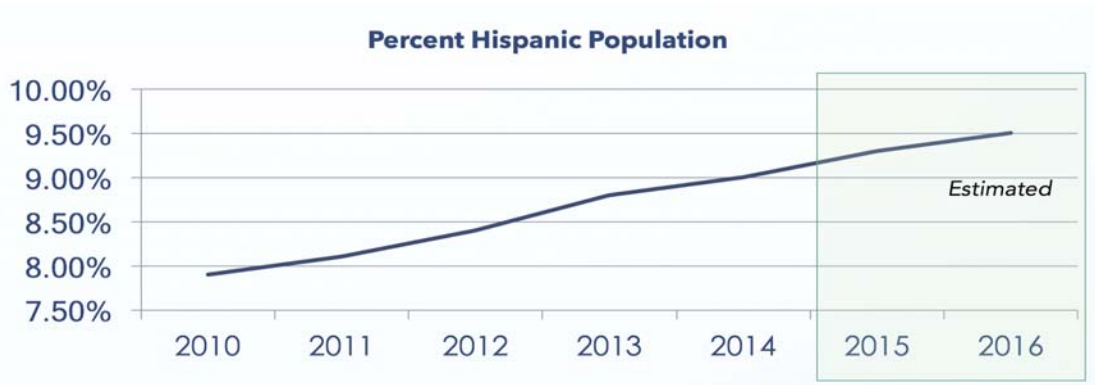
In order to be an effective Dual Language Two-Way Immersion (DL-TWI) model school, it is critical to have a population of primary students that develop their native and non-native language literacy so, as they progress through the early grades, they can find success in both languages. A projected six Kindergarten class with 108 students provides for this foundation while creating a pipeline of students who, when reaching fifth grade, have flourished to a school with a population of approximately six hundred (600) students. We will seek to balance the ratio of Spanish-dominant and English-dominant students in each of the Kindergarten classes according to the students we enroll. The DL-TWI model is flexible enough to adapt to the talents and needs of the students who enroll in the school.

Sarasota County Demographic Data shows that 13.1% of Sarasota households do not speak English at home; the vast majority of these speak Spanish. The Hispanic population in our District is growing faster than any other ethnic group, from 7.95% in 2010 to 9.0% in 2014.

According to the Bureau of Business and Economic Research, Sarasota has an estimated 34,790 Hispanic/Latino residents as of April 2014, approximately 9% of the 2014 total population. This figure has increased by 4,757 people, or 16% since the last U.S. Census in 2010. Sarasota ranks 34th out of 67 counties in the proportion of the population that is Hispanic/Latino.

The U.S. Census Bureau, American Community Survey 5-year estimates: 30% of the Hispanic/Latino population in Sarasota County reside in the City of Sarasota, and make-up 18% of the city's population; 14% of the Hispanic/Latino population in Sarasota County reside in the City of North Port, and makeup 8% of the city's population (see Figure 1).

**Figure 1.**



According to the May 15, 2018 Student Ethnic Enrollment Data Report, School Board of Sarasota County data shows over 5,000 Hispanic students enrolled in elementary and middle schools. The District's Capital Improvement Plan states that the Hispanic student population is the only demographic group that has grown since 2012 in Sarasota public schools, with enrollment reaching 19.36% (8,322 students) in May of 2018.

Table 2.

## Sarasota County Ethnicity

Ethnicity	1990	1997	2005	2011	2013	2015
White	86%	82%	74%	67%	65%	65%
Black	11%	10%	9%	9%	9%	9%
Hispanic	3%	5%	11%	16%	18%	19%
Asian	2%	1%	2%	2%	2%	2%
Native American	<1%	1%	<1%	<1%	<1%	<1%
Multi	n/a	n/a	4%	5%	5%	4%

Source: SDSC Budget Office

Since 2012, the number of English Language Learners (ELLs) in Sarasota County schools has grown 13% to 2,802 (2017), while the monolingual English speakers have only grown by 4.5% to 40,496 students (2017).

Nine elementary schools in North Sarasota County have between 80 and 151 Kindergarten students. They are, in order of enrollment: Wilkinson, Gocio, Emma E., Booker Alta Vista, Brentwood, Southside, Tuttle, Fruitville, Ashton. Of note, the A-rated schools had the largest Kindergarten classes in 17-18: Ashton 151, Fruitville 132, compared to the C schools: Wilkinson at 80 and Gocio at 90.

Dreamers Academy's conservative estimate of six (6) Kindergarten classrooms with a total of 108 students is within the enrollment range of existing elementary schools in the area. Also, we are offering a dual language program that is in high demand across the country (P. Gándara, 2018) (Attachment FF2) and well known among educated English-dominant families who understand the advantages of bilingualism and wish to offer it to their children. Already several local American couples with infants and toddlers have reached out to us to be on "the waiting list" and we have not even started our marketing campaign.

Spanish-dominant families are very interested in having their children be bilingual, as many are losing their Spanish, along with the strong connection to their heritage and culture. In addition, the track record within the school district educating Spanish-dominant children presents a fertile competitive environment for an alternative educational program that has been proven to not only close the achievement gap but to surpass it. According to the Pew Research Center (2014), 20% of Hispanic families have four or more children and among American families the acquisition, or even exposure to a second language is a valued educational factor.

As of February 2017, Sarasota District schools had 2,935 Kindergarteners enrolled, of which 425 were in the ESOL program. We realize these are not all Spanish-dominant students, and that these numbers may not capture all children who are struggling due to linguistic and/or cultural differences.

These demographic trends, as well as the enormous pent-up demand for DL-TWI programs across the country (see recent news articles in Section 14 A), especially among English-dominant families (Attachment FF2), form the rationale for our enrollment projections.



**E. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.**

Evidence shows that when given the choice, parents with Spanish-dominant children who may themselves be limited or non-English speakers, opt for schools they perceive will better serve their children's needs (National Center for Education Statistics, 2016). We strongly believe that Sarasota parents will recognize Dreamers Academy as the only Sarasota school where their elementary school children will become proficient in English Language Arts and in Spanish, while excelling in all content subjects. Most parents would prefer to walk into a school where teachers and staff can communicate with them easily without the need for translators. The ability for all families to actively participate in their children's education - help with schoolwork and become a part of the school community - is a strong meaningful part of our mission and a great benefit of Dreamers Academy.

The successful implementation of the Dual Language Two-Way Immersion (DL-TWI) model requires a foundation population that is provided early instruction in curriculum in a dual language format. Therefore, in order to build capacity, the inception year will have six (6) Kindergarten classes of 18 students each. Grades 1 - 5 will have a two-class capacity of 18 students each to support older siblings and the broader community. Capacity will be built from the ground up, with each subsequent year adding six (6) new Kindergarten classes and four (4) additional grade level classes per year to accommodate the initial DL-TWI Kindergarten cohort class. At capacity, the school will be fully DL-TWI by Year 6, when our first Kindergarten cohort reaches 5<sup>th</sup> grade.

The rationale for including Grades 1 – 5 in this hybrid DL-TWI educational format 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 is English dominant. 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.

The 1–5 grade level teacher pairs would get an opportunity to work closely with each other, their students and our families to better support academic and socio-emotional needs. Additionally, they will be able to know every student in the upcoming DL-TWI cohorts by name and need. This will allow for great collaboration among teachers, including strong Grade Level Educational Teams, Department Teams, Professional Learning Communities, and sizable data sets to guide instruction. 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 and grade level classes in subsequent years.

### Section 3: Educational Program Design

#### A. Describe the proposed charter school's educational program.

The Dreamers Academy educational program will be multifaceted as it pulls from various areas of research-based structures and approaches to ensure student success. From our Literacy Program focusing on acceleration of students who are English Language Learners to our programmatic structures that support our Dual Language Two-Way Immersion (DL-TWI) model, Dreamers Academy's is to provide a student-centered education.

Affectionately TWI model in districts throughout the country, dual language programs have been in existence for over 50 years, but their popularity has increased dramatically over the past ten years due to what scholars and researchers are calling their "astounding" outcomes (Thomas and Collier, 2012). In 2006, there were 336 DL-TWI schools and this year that number approaches 2,000 (Anderson, 2015).

Well-implemented DL-TWI programs are among the most impressive forms of education available in the United States. Students who participate in these programs gain grade level academic ability, well-developed language and literacy skills in two languages, and cross-cultural competence (Lindholm-Leary, 2001, see attachment FF4).

The main features of the Dual Language Two-Way Immersion (DL-TWI) instructional model are:

1. **Inclusive** – Spanish-dominant and English-dominant speakers are served, and both groups learn to become proficient in a second language.
2. **Integrated** – The Spanish-dominant and English-dominant speakers are grouped together for core academic instruction (science, math, social studies) for all or most of the academic day.
3. **First language proficiency** – English-dominant speakers develop high levels of listening, speaking, reading, and writing ability in English, and English Language Learners will develop these same abilities in their native language (Spanish). Neither group of students will have to forego development in the native language as second language proficiency improves.
4. **Second Language Proficiency** - English-dominant speakers will have the opportunity to develop high levels of oral and written proficiency in a second language. English Language Learners will have the opportunity to develop high levels of oral and written proficiency in English. All students have the opportunity to maintain and develop oral and written skills in their first language while they simultaneously acquire oral and written skills in a second language.
5. **Academic performance at or above grade level** – Academic standards and curricula will align with Sarasota School District's and we expect to match or exceed academic performance as the district's monolingual schools by 5<sup>th</sup> grade, for the DL-TWI cohorts that enter the program in Kindergarten.
6. **Cross-cultural competency** – Dreamers Academy will bring together students from different languages, racial, ethnic and socioeconomic backgrounds, allowing all to experience cultures different from their own on a daily basis. Research consistently shows evidence of positive cross-cultural attitudes being developed through TWI programs (Cazabon, Lambert, & Hall, 1993; Freeman, 1998).

Additionally, the tenets that will also add to our educational program are those specifically designed to sustain our DL-TWI model, which include:

- Recognize the linguistic strength of the student’s native language as a path to learning;
- Increase student English literacy by providing rich academic content via dual language;
- Combat the historic underachievement and low graduation rates among Spanish-dominant students within traditional public education; and
- Encourage and engage the untapped (idle) communities of our fast-growing population of racial/ethnic minorities and English Language Learners.

The Dreamers Academy educational program is built upon longitudinal research that supports the unique characteristics of the DL-Two-Way Immersion model (DL-TWI). That research proves:

- The ability for the DL-TWI program to enrich the learning of both the English-dominant and the Spanish-dominant speaker;
- The case that a DL-TWI program closes the achievement gap between the majority culture students and minority counterparts and accelerates learning for all students;
- The power of character education as an integrated part of daily conversations which leads to students becoming engaged citizens who value diversity and who can participate in the American democratic process.

The Dreamers Academy Literacy Program is based on the work of Teachers’ College at Columbia University. For over 30 years, research has been conducted to refine the thinking behind the “authentic reading process” and how it unfolds within each individual child. Through responsive teaching that is explicit and targeted, teachers build confident readers and writers that display personal agency. This multi-layered complex work is authentic as it is done with challenging text delivered in several venues throughout the day. Teachers will use whole group, small group and one-to-one individual conferences to personalize instruction. Simple and predictable routines and structures set the stage for this complex work. Students are equipped with metacognitive strategies that focus on a child’s ability to think through their reading.

As with our Literacy Program, our Math Program will highlight the Florida State Standards and align Item Specifications to help coordinate efforts towards state recognized student achievement. Instructionally, the eight (8) Standards for Mathematical Practices from National Council of Teachers of Mathematics (NCTM) will support student success and allow for productive struggle and guided inquiry.

The Dreamers Academy Science Program will effectively implement the Florida’s Next Generation Sunshine State Standards and integrate these standards within the Reading Blocks I and II from Kindergarten through Fifth grade. Our Grade Level Educational Teams will utilize the grade level resources and toolkits on the Florida Department of Education website to ensure that scaffolded instruction occurs as a student progresses through the grades to the assessed Grade 5 Science FCAT 2.0. Additionally, the Statewide Science Assessment Test Item Specifications will be used to ensure that vocabulary and instruction is aligned with the outcome assessment.

**B. 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.**

The Dual Language Two-Way Immersion (DL-TWI) approach, adopted by many school districts across the country, is deemed most effective in a high-stakes testing state such as Florida. Whenever possible, topical units will be presented where students will experience the lesson in Spanish and English among integrated groups of Spanish-dominant and English-dominant speakers.

Dreamers Academy DL-TWI 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 immersive approach which calls for exposing both Spanish-dominant and English-dominant speakers to language and literacy in both Spanish and English starting in the Kindergarten classrooms. In the earlier years, K-1 students will experience a majority of their school day in Spanish. In subsequent years progressing to full implementation of the DL-TWI model, grades 2-5 will have a more linguistically-balanced approach. For example, within a Kindergarten cohort, learners will be immersed in the 90/10 model. 90/10 refers to the ratio of time teachers utilize Spanish vs. English as the language of instruction (90% Spanish/10% English). Dreamers Academy will implement this model with the ratio gradually tapering to 30%-50% English and 50%-70% Spanish in Grades 2 through 5 (see Table 3).

**Table 3 - Fully Implemented DL-TWI Model - Year 6**

<b>Grade/Classroom Type</b>	<b>Spanish Language Instruction</b>	<b>English Language Instruction</b>
<b>Kindergarten</b> (Self-Contained)	80% - 90%	10% - 20%
<b>First</b> (Self-Contained)	60% - 70%	30% - 40%
<b>Second</b> (Walk to Learn)	50% - 60%	40% - 50%
<b>Third</b> (Walk to Learn)	40% - 50%	50% - 60%
<b>Fourth</b> (Walk to Learn)	30% - 50%	50% - 70%
<b>Fifth</b> (Walk to Learn)	30% - 50%	50% - 70%

**Self-contained** classroom refers to the regular education arrangement of a single “home” classroom. In the context of dual language, this means that students remain in the same classroom regardless of the language of instruction.

**Walk to Learn** instruction refers to a system of alternating between several ‘self-contained’ classrooms (Spanish or English), so that the experience is one of “immersion” in each setting. This ‘Walk to Learn’ model will be delivered during the Intervention & Enrichment (I & E)

block and/or the Reading II Spanish Language Arts block (SLA) where instruction is differentiated to meet the student's greatest area of need (GAN); lessons during these blocks are aligned to meet any deficiencies in either Spanish or English. This requires a great deal of planning and collaboration between grade level teachers, and will be part of our Professional Development platform.

**First Grade Scenario (DL-TWI Year 2 and beyond):**

*A Spanish-dominant first grade student will enter Dreamers Academy and be placed in a self-contained classroom which adheres to all of the requirements of the state mandated school day, to include 90-minute reading block (with integrated Science and Social Studies units of study), 60 minute math block, and an additional 40 minutes for writing while being immersed in the 70/30 DL-TWI model. 70/30 refers to the ratio of time (see Table 3) teachers utilize Spanish vs. English as the language of instruction (70% Spanish / 30% English). As shown in the school schedule (Attachment B), 70% (Spanish) of the day includes Reading II (SLA), Specials, Math Block, Math Club and Writing, while 30% of the day will be instructed in English to include Reading 1 (ELA), Word Work and Intervention & Enrichment (I&E) time.*

This dual language approach provides all students with an intensive immersion experience in the early years to allow for the most exposure to, and practice of, the target language (Spanish). This coincides with child development research where children are less inhibited and their brains are most receptive to language acquisition. A study in the September 2009 issue of Cognition showed that bilingual children also have greater executive functioning—focus, planning, prioritization, multitasking — than monolingual children (Byalistok, 2009). Another study published by researchers from the University of Chicago in Psychological Science showed that “multilingual exposure may promote effective communication by enhancing perspective taking,” a fundamental component of empathy (Fan, Libermen, Keysar, Kinzler., 2015).

The dual language model builds to increasing levels of explicit instruction in English to facilitate the transfer of academic skills, knowledge and vocabulary. According to the findings of the National Literacy Panel on Language Minority Children and Youth reported by August and Shanahan (2006), there is evidence in support of transfer of knowledge from the first language to the second. The areas identified are word-reading, spelling, vocabulary with cognates, reading strategies, and writing. Furthermore, the findings suggest that ELLs who have a chance to learn and become fluid through the use of two languages progress better in reading than ELLs who are in English-only classrooms or move to English instruction before they are fully developed in first language oral skills and have only some degree of English language proficiency (Govoni, 2018).

The above findings are especially true when the second language of instruction is Spanish. Spanish is directly derived from Latin, and 50% of all English words (more than 80% of English polysyllabic words) are derived from Latin. Our students will be able to use their L1 (Language 1) literacy knowledge in their L2 (Language 2) more than those who do not use their L1. We will use scaffolding literacy skills from L1 to L2 starting in 1st grade progressing to more challenging literary activities such as the use of cognates to bridge strategies to increase literacy skills of all students by 5th grade (Rodriguez, D., Carrasquillo, A., & Lee, K. S. (2014).

By providing a learning environment where all children feel successful and engaged, we are also developing the self-esteem and confidence necessary for students to take more aggressive



academic risks and participate in increased enrichment and differentiated instruction, culminating in a strong sense of agency

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.

In our first year of operation (Year 1), students (non DL-TWI) in grades 1 through 5 will experience a 'self-contained' English speaking classroom which will include a 90-minute reading block (with integrated Science and Social Studies units of study), 60 minute math block, and an additional 40 minutes for writing. Students in these grades will also receive a second Reading II (Spanish Language Arts) block which will mirror the Reading 1 (ELA) block in Spanish as the Instructional language. Spanish will also be among the fine arts rotation as a separate block.

In addition to our DL-TWI Year 1 Kindergarten cohort, our strategic plan calls for two 18-student classes from grades 1 through 5 during the first year. The rationale for this design is to support families in the community who would benefit from bilingual and bicultural teaching. According to the Pew Research Center (2014), 20% of Hispanic families have four or more children and among American families the acquisition, or even exposure to a second language is a valued educational factor.

The two-class per grade level (36 students) is designed to maintain momentum of our target program while supporting collaborative instruction for siblings and other students in the non-DL-TWI cohort. These original cohorts from Year 1 will progress to grades 2 - 5 in Year 2, as the original six Kindergarten classes of the first DL-TWI cohort moves to Grade 1 in Year 2 as noted in Dreamers Academy enrollment projection (see Table 1, Section 2 C). There is precedent for this hybrid two-language model, as Miami-Dade has been successfully operating their EFL Program since 1996.

There is also precedent that English-dominant high achieving parents familiar with the outcomes of DL-TWI programs across the country will seek the values that Dreamers Academy supports in our mission (see news articles of pent-up demand in Section 14 A). These factors provide the basis for the 180 students in grades 1-5, the non-DL-TWI cohort, who will be taught Spanish daily during their Reading Block II - Spanish Language Arts (SLA) - and Fine Arts rotation, with the goal of achieving bilingualism by 5th grade (Obviously, students with more years in the program will achieve a higher level of Spanish language acquisition and development than students entering Year 1 in 5th grade).

The basic learning environment, including the rationale for class size and structure described above, is supportive of our mission to implement data-driven best practices to develop bilingual and biliterate students who will exceed grade-level standards as they enter any one of Sarasota's schools.

### **C. Describe the research base used to design the educational program.**

The Dual Language Two-Way Immersion (DL-TWI) 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 implemented with fidelity, DL-TWI 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 Two-Way Immersion 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” (Collier & Thomas, 2004).

Of the six FLDOE-sanctioned instructional models (Attachment FF1) 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 DOE, Government Accountability Office’s (2016) Diversity Study calls “triply segregated students,” by income, by race/ethnicity and by language.

“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” (WIDA, 2018).

The DL-TWI model is referred to as Additive Bilingual: the addition of a second language for both English-dominant and Spanish-dominant students greatly enhances their cognitive abilities, allowing them to more easily engage in academic content knowledge. By contrast, the ELL model currently in use locally and in surrounding counties is considered to be Subtractive Bilingualism; that is, students (ELLs) 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.” (Lindholm-Leary, 2001)

By middle school, many of these students are not proficient in either language, are considered at-risk, and their achievement gaps become very hard to narrow. Many of these students drop out of school altogether, and are destined to a life of underachievement and frustration, wasting potential and burdening an already taxed system of social services. 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.

The DL-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 (Commission on Language Learning, 2017).

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 school. 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. (Collier and Thomas, 2004)

DL-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 biliteracy in today’s economy (Gándara and Callahan, 2014). These programs also naturally desegregate schools, as the program greatly benefits from having a balanced student population where both main languages of instruction are well represented.

The American Council on the Teaching of Foreign Languages has compiled most of the research in the following link: <https://www.actfl.org/advocacy/what-the-research-shows>; the Dreamers Academy specific bibliography in support of this application is available in attachment ff9 for those seeking deeper understanding.

**D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)**

The daily schedule and the annual calendar are included as Attachment B.

**E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.**

The school will provide Dual Language Two-Way Immersion (DL-TWI) educational services designed to support attainment of the state-adopted standards, which is something that has eluded an unacceptable number of students within various subgroups not only in Sarasota County, but throughout the entire state. As proven by the data, when children are taught content (math, science, social studies) in a language they have not yet mastered, both language acquisition and academic content acquisition are negatively affected. This is a deficit that, regrettably, is often not overcome as they progress through the MTSS and other remedial strategies now in place. Worse, it is very hard to build a student’s confidence and self-esteem when they have few opportunities to succeed socially and academically, and are what the GAO/DOE calls “triply segregated”: by race, by income and by language.

The DL-TWI model is additive/constructivist: it builds on the all students’ language and cultural abilities and engages them with content in two languages, all with the goal of attaining and surpassing state-adopted standards.

The mastery of second language proficiency by Spanish-dominant and English-dominant speakers builds from their preexisting language strength, creates an additive to state-adopted standards and contributes to minimize the achievement gaps between different ethnic and socioeconomic subgroups. “TWI programs provide the opportunity to desegregate schools and prepare students for the diverse world that they will enter after finishing school,” continued Dr. Gándara (Attachment FF2). “In our own studies, we found that students in these programs



tended to more positive inter-ethnic relationships, hold other cultures in higher regard, and have more positive views of diversity.”

Dreamers Academy will provide a number of services in support of attainment of state-adopted standards, including proven high impact strategies, such as cooperative learning, visible learning and active/discovery learning. In addition to attaining state-adopted standards, these services will enable students to build a solid foundation for both oral and written second language acquisition.

More specifically, instructional approaches that engage students in developing English and Spanish academic language proficiency, as well as grade-level content-area knowledge and academic skills, include a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning tasks that connect new content to students' prior knowledge, that require collaboration among students, content specific language frames and the spiraling through content area material, offer all students the grade-level content instruction of their monolingual peers in general education schools, while adapting lesson delivery to suit their growing bilingual proficiency levels. In some cases, sheltered\* instruction strategies will be used.

Our program is student-centered - designed to respond quickly to the specific needs of our population. Throughout the year, we will use various tools (teacher observations, teacher & student data chats, classroom walks, diagnostic results, i-Ready reports, Fountas and Pinnell scores, student records, family communication and feedback) to consistently monitor progress in language development as well as attainment of grade-level state standards.

In addition to the instructional support noted above, Dreamers Academy will provide several additional services for our students to ensure the attainment of the state-adopted standards. These services include, but are not limited to:

- Data-driven Standards-Based Instruction - Collaborating teachers will analyze and implement standards-based learning tasks which will prompt inquiry, productive struggle, and critical thinking. Using systematic assessment data, both teachers and students will confer to identify strengths and areas of improvement to be captured in data chats;
- Services for students below grade level - Students will receive focused small group instruction, academic intervention with targeted data chats around power standards. Below grade-level students will also be provided flexible language support during Reading Block II, before and/or after school tutoring and adult mentoring;
- Services for ELL Students - ELL Students will receive focused small group instruction, academic intervention with targeted data chats around power standards. These students will also be provided flexible language support during Reading Block II, before and/or after school tutoring and adult mentoring. ELL Paraprofessionals will also support ELL students within academic areas and implement the child's ELL plan. Bilingual books, collaboration with families and coordination of community services, such as dental, health, and fiscal services will also support the ELL students;
- Services for students who have an IEP - Students who receive ESE services will flourish under this model where they too will receive focused small group instruction, academic intervention with targeted data chats around power standards. These students will also be provided flexible language support during Reading Block II, before and/or after school tutoring and adult mentoring. Dreamers Academy will also ensure that students

- with disabilities receive specialized instruction, support and monitoring to follow each student's IEP. Teachers will implement instruction with UDL Principles;
- Extensive Progress Monitoring - Dreamers Academy will comply with all state-mandated testing as the formal measurement of yearly learning outcomes. Fountas & Pinnell Benchmark Assessments and i-Ready will be used to monitor literacy learning outcomes (See Attachment FF8). Administration and teachers will work collaboratively in grade level data chats to monitor and track student outcomes throughout the year, thus tailoring and adjusting instruction as needed;
  - After-school tutoring - Specific attention will be given to students during after -school tutoring with reteaching of power standards by using kinesthetic modes of learning;
  - Summer Programs - To minimize the impact of 'summer slide' on reading and math growth Dreamers Academy will provide support to our students and families in the form of summer academic programs.
  - School-to-Home - Our Family and Community Liaisons (see organizational charts) will support the communication of home and school with families to navigate all wrap-around services offered through community resources.

One of the primary goals of Dreamers Academy is to have direct, open and wholly transparent communication and engagement with staff, parents, caregivers and families. Parents are the most important link to a child's development and educational success and we consider parents our most valued resource. Therefore, parents will be able to engage with our website, monthly newsletter, online parent portal and, most importantly, to communicate with our instructional and administrative staff in their home language, greatly enhancing the timely flow of information and any need for academic intervention.

#### **Section 4: Curriculum and Instructional Design**

- A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.**

The use of Sarasota's Instructional Focus Guides (IFG) for all major content areas will be the roadmap to ensure that each child makes a year's worth of growth for each year enrolled at Dreamers Academy. Teachers will follow the state guidelines for the instructional minutes for content areas with particular consideration to ELA and Math content areas for our DL-TWI model and our Spanish-dominant student population.

**Reading/English Language Arts.** The Dreamers Academy DL-TWI Literacy Curriculum (currently under development) will utilize Sarasota's Instructional Focus Guides (IFG) as the scope and sequence for the Florida State Standards. McGraw Hill's Wonders (Maravillas) and the Reading/Writing Units of Study from the Reading-Writing Project at Teachers College of Columbia University will be the primary research-based resources upon which the Dreamers

Academy Literacy Curriculum is being developed within a dual language immersion and culturally-relevant context.

Based on this research, reading is the foundation of a child’s experience at Dreamers Academy. Our Literacy Curriculum will be intentional and deliberate in providing a predictable structure for our Spanish-dominant and English-dominant students. Students will receive a minimum 90 minutes of uninterrupted, scientifically-based reading instruction daily, which includes the major components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. While following the state-mandated 90-minute reading block, the time will begin with teacher-led explicit lessons that will carry children through an “authentic reading experience” (per Reading-Writing Project at Teachers College of Columbia University, please refer to Section 3 A for more details).

Within the Dreamers Academy Literacy Curriculum, students will be acquiring the Florida State Standards in English/Language Arts while dually learning the base standards in reading, writing, listening and speaking in Spanish. Dreamers Academy DL-TWI Literacy Curriculum will serve as the platform to gain access to grade-level acquisition of the Florida Standards by being grounded in cultural competence and by promoting critical thinking and metacognitive strategies. Additionally, the ELA Florida Item Specifications will be used at the grades 3-5 to ensure that instruction is aligned to the outcome assessment of the respective grade levels.

All students progressing through Dreamers Academy will also receive a second reading block to focus on their second language acquisition. This ‘Reading Block II’ Spanish Language Arts (SLA) block will provide explicit language literacy instruction in Spanish. This Reading Block II (SLA) block will mirror the Reading Block I (ELA) block in Spanish as the instructional language with the same objective, anchor charts and reading strategy work. It is imperative to reinforce the home language of both Spanish-dominant and English-dominant children, 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 (or even a third and fourth).

**Writing/English Language Arts.** Dreamers Academy Literacy Curriculum is intended to support the writing curriculum, thus producing parallel Units of Study, whenever possible. The main genres for writing at Dreamers Academy include narrative, informative and opinion/persuasive. However, other genre-based units will be utilized to support foundational content in all grade levels. Writing will be emphasized as the process to integrate concepts and thinking on paper. In addition to their uninterrupted 30-minute block of writing, students will be expected to process information in order to write throughout all content areas. Most importantly, the expectation of comparing two pieces of text (reading, writing and thinking) will prepare our students for the writing portion of the ELA state reading assessment.

Our writing curriculum will also align to the FSA Writing Assessment as part of the Statewide accountability system. These will include the assessed areas: *Purpose, Focus and Writing Organization; Evidence and Elaboration; and Conventions of Standard English*. To this end, we will utilize the state-provided exemplars to use as mentor papers for our intermediate grades. This will ensure that each student progresses through their elementary years creating a foundation of writing to meet the rigor of advanced writing within their secondary schools.

**Math.** During their 60-minute math block, Dreamers Academy students in grades K through 5 will acquire Math standards by also following Sarasota’s Instructional Focus Guides (IFG) as the scope and sequence for the Florida Standards, with specific emphasis on the Eight (8) Mathematical Practices from National Council of Teachers of Mathematics (NCTM). Curriculum Associates’ Mathematics Florida Standards (MAFS) resource will be utilized to ensure core instruction is aligned to the Florida Standards. Hands-on manipulatives, partner/team collaboration and clear success criteria will support the acquisition of the Florida State Standards and will be prevalent throughout the math blocks. The Math Club (30 minutes a day) will specifically target standard-aligned math problems that through repetition show students how to mentally work through more difficult mathematical tasks. Additionally, the Florida Item Specifications will be used at the grades 3-5 to ensure that instruction is aligned to the outcome assessment of the respective grade level.

**Science and Social Studies.** Dreamers Academy students in grades K through 3 will learn the Science and Social Studies standards through their integrated reading and math blocks. In grades 4 and 5, students will continue to have their Social Studies standards integrated into their reading and math blocks, while the Science standards will be instructed during a formal Science Block. Science instruction will include hands-on labs, field trips, and problem-based learning to ensure that students can engage in relevant application of the standards. Dreamers Academy teachers will also access and fully comprehend the standards through the test-item specifications and will be expected to fully integrate these standards within all their content area instruction.

**Primary instructional strategies.** Sheltered\* instruction will be the primary instructional approach that will be the foundational piece to engage our second language learners whether Spanish-dominant or English-dominant speakers. This approach expects teachers to use clear, direct, simple language and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. (\*Please note that when we refer to “Sheltered Instruction” we mean strategies not sheltered classroom nor physical separation from inclusive/mainstream class).

Learning tasks that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through content area material, offer second language learners the grade-level content instruction of their monolingual peers, while adapting lesson delivery to suit their individual language proficiency levels. Strategies that support sheltered instruction will be used in all K-5 classrooms and special area classes.

These include but are not limited to:

- **Collaborative Lesson Planning** to include unpacking standards to develop common language and common expectations across grade levels;
- **Group Configurations** that support engagement and ongoing interaction, along with whole group, grand conversations, partnerships and flexible small groups;
- **Pulse Learning** which chunks information to be delivered as to keep students focused and interested, but layered enough to facilitate understanding;
- **Integration of Language skills** for oral language development by providing language frames and opportunities for accountable talk for all content areas;

- **Cooperative Learning** structures that contribute to student engagement, as it provides foundations to further language acquisition for all students;
- **Vocabulary strategies** that are explicitly taught and scaffolded through the day;
- **Mindwork journals** to capture thinking strategies taught for ongoing structured review;
- **Writing** to process and summarize information throughout every content area block;
- **Specific Feedback** around assessments that are authentic and performance based;
- **Summary (exit) slips** to spiral and review of content information being learned.

*Adapted from SIOP Model (Echevarria, Vogt & Short, 2012)*

Pearson & Gallagher's (1983) **Gradual Release of Responsibility** model is the foundational learning theory Dreamers Academy will use to differentiate instruction to meet the needs of all students, including those who enter school below grade level and/or those who are performing below grade level. Through explicit language and clear expectations, teachers will demonstrate how to utilize skills and strategies within content area subjects, specifically when processing through reading and writing. Students will move toward independence as they acquire these skills and strategies within their own repertoire of learning tools. This model will complement student-centered pedagogies in our differentiated instruction and also allows for increased engagement in the curriculum and works in tandem with the Multi-Tiered System of Supports (MTSS) that will be provided to students who are performing below grade level.

**Multi-Tiered Supports.** The Multi-Tiered System of Support (MTSS) framework currently in use by Sarasota County Schools will dictate Dreamers Academy's individual intervention programs and serve students who enter school below grade level.

The key components of the Dreamers Academy MTSS process will encompass Problem Solving/Response to Intervention strategies (PS/RtI) which include high-quality core instruction, universal screening (i-Ready) to identify students needing supplemental support, multiple tiers of academic and behavioral support that are progressively more intensive, evidence-based interventions matched to student need, and ongoing progress monitoring of student performance. Data collected at each tier will be used to measure the effectiveness of the interventions so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

To ensure efficient use of resources, Dreamers Academy will begin with the identification of students by looking for trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided, universally, for positive behavior or academic content areas will be provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

MTSS organizes instruction and intervention into tiers, or levels of support:

Tier 1: Core Instruction: All students receive high-quality instruction in academics.

Tier 2: In addition to Tier 1, students needing more attention also receive small-group intervention and supports. The difference is increased time, smaller groups of students or



narrowed focus of instruction. I&E time will be the venue in which Tier 2 accommodations are implemented with fidelity (See Figure 2 - Language Instructional Guide).

Tier 3: In addition to Tiers 1 and 2, students requiring Tier 3 intervention receive the most intensive supports based on individual need. The difference is individual, team-based problem-solving, increased time, smaller groups of students and narrowed focus of instruction, as well as consideration and/or recommendation for diagnostic testing.

During the year, Dreamers Academy will monitor all students to see which are meeting grade-level standards and which need additional support. For the students needing more support, the Problem Solving Team (PST) will use a problem-solving process (PS/RtI) to plan interventions and monitor progress (Tiers 2 and 3). Tier 2 academic leadership teams may include the principal, teacher(s), school counselor, instructional coaches, intervention specialists, ESOL Liaison, ESE Liaison and/or parents. The Tier 3 PST may also include parents and staff knowledgeable about the student, grade-level expectations and the problem-solving process. At Tier 3, individual diagnostic assessments may be administered to help plan the intervention.

At Dreamers Academy, the effectiveness of MTSS strategies and implementation will be heightened by the cultural and linguistic proficiency of our academic and support staff. The ability to communicate directly with students and their families in their home language, connect at a deeper level, and be sensitive to nuances of character and culture are essential for any intervention – academic, behavioral or otherwise.

Methods and/or systems will be established to develop, implement and evaluate interventions. This process will be led by the Problem Solving Team (PST), but generally will, on an ongoing basis, include multiple steps that will: a) Compare individual student data to state benchmarks and average peer performance to pinpoint the specific skill and/or achievement deficits; b) analyze the student academic record and performance to determine cause(s); c) determine environmental factors, instructional strategies, and/or curriculum resources that would be effective cause of underachievement and/or behavior issue; d) monitor and evaluate student response to the intervention(s) to determine its effectiveness and/or adjust as necessary.

**Students below grade level.** The following scenario provides insight as to how Dreamers Academy will close the achievement gap for students who are below grade level in academics:

**Second Grade Scenario (DL-TWI Year 3 and beyond):**

*A struggling second grade English-dominant student will enter Dreamers Academy and be placed in a classroom which adheres to all of the requirements of the state mandated school day, to include 90-minute Reading I block (with integrated Science and Social Studies units of study), 60 minute math block, and an additional 40 minutes for writing while being immersed in the 60/40 TWI model. 60/40 refers to the ratio of time teachers utilize Spanish vs. English as the language of instruction (60% Spanish / 40% English). (See Table 3) As shown in the school schedule (Attachment B), 60% (Spanish) of the day includes, Reading 2, Specials, Math Club and Writing, while, 40% of the day will be instructed in English to include Reading 1, Word Work, Math Block and I&E time.*

*This student will have support in various areas throughout the day. Within the 90-minute reading block (Reading I), this struggling reader's instruction will be differentiated during the focused small group section of the 90 minute reading block, with the use of leveled books to support their instructional level reading ability. To add to this*

*support the student will have added differentiated instruction, according to student need, as we will also implement the 'walk to learn' model, which allows us to provide interventions toward student individual linguistic/ academic needs. During the I&E (Intervention and Enrichment) time, the student will have a blended approach of instruction via the use of the i-Ready reading program with targeted scaffolded support to the child's greatest area of need. The teacher will monitor the child's progress and supplement with computer based feedback with actual face to face conferences that will be in the form of a data chat or focused teaching lesson on the area narrowed out by the i-Ready Student Profile Report or Student Response to Instruction Report. Since the aforementioned student is one year below grade level in reading, she will qualify for Tier 2 intervention services above and beyond Tier 1 core instruction (MTSS).*

*Note: I&E block is where we will work with our struggling readers who are one or more grade levels behind in reading with the use of a comprehensive reading intervention, Leveled Literacy Instruction (LLI).*

The integration of MTSS within our DL-TWI educational programming will be continuously infused in all professional development modules throughout the school year.

During the emerging years (Years 1 - 5), Dreamers Academy non-TWI cohort (Grades 1-5) will receive the same curriculum and instruction choices as the DL-TWI cohort, yet, instruction will occur in English with the exception of the Reading II Block (SLA). This time will mirror the standards and content of the Reading Block I (ELA) but will be in the target language of Spanish. Below we have outlined a Language Instructional Guide (Figure 2) to help facilitate how each child's instructional day will be customized to maximize comprehension and content mastery.

- B. If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence for each core subject for each division (elementary, middle, and high school) the school would serve.**
- If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.**

Sarasota County Schools Instructional Focus Guides (IFGs) will provide the foundation for the scope and sequence of all units in grades K-5. This will ensure that the Dreamers Academy curriculum is aligned with Florida State Standards and is implemented so all key standards are taught before FSA testing. Core subject areas offered include English and Spanish literacy, social science, science, math and character development. Textbooks, resources and supplemental materials for core subject areas will mostly follow Sarasota County core instructional resources which are adopted by the State of Florida instructional materials division. These include but are not be limited to:

**Table 4. Curriculum Choice To Date.**

ELA	<p><u>Core Reading:</u> STAR Literacy Screener, Wonders. Reading Units of Study from TC College, Mentor Texts to match critical grade level standards</p> <p><u>Core Writing:</u> Units of Study in Writing from TC College, Mentor Texts to match critical grade level standards</p>	<p><u>Supplemental:</u> Units of Study in Phonics, Phonics Lessons</p> <p><u>Supplemental:</u> Write Score Writing Program</p>	<p><u>Intervention:</u> Wonderworks, i-Ready toolbox resource materials to include LAFS-Curriculum Associates, Reading Recovery leveled books &amp; resources, Leveled Literacy Program (LLI)</p>	<p><u>Acceleration:</u> Multi-layered Classroom Libraries, i-Ready Close Reading lessons</p>
Math	<p><u>Core Math:</u> MAFS, Curriculum Associates</p>	<p><u>Supplemental:</u> Acaletics Math Singapore Math</p>	<p><u>Intervention:</u> i-Ready toolbox resource materials</p>	<p><u>Acceleration:</u> Acaletics Math Singapore Math</p>
Science:	<p><u>Core Science:</u> To be determined upon State Adoption options</p>		<p>Multi-layered Science Leveled Readers</p>	
Social Studies	<p><u>Core Social Studies:</u> Mentor Texts to be aligned with our Character Education Program</p>			

The curriculum for the specific DL-TWI Kindergarten cohort is not yet fully developed. This will be finalized over the ensuing planning year, post charter approval. The development process will include visits to successful schools nationwide and consultation with Dr. José Medina at the Center for Applied Linguistics. Further, the proposed timeline below illustrates the development of the curriculum in its entirety.

During the 2018-2019 school year (our planning year) several curriculum decisions will be made to ensure that the student resources and teacher instructional approaches align to the Florida State Standards within the DL-TWI model.

**Table 5. Curriculum Development Timeline.**

<b>Timeline:</b>	<b>Content/Responsible:</b>	<b>Considerations:</b>
August 2018 - October 2018	<p>Research and Development of Dreamers Academy Curriculum. (R. Zickafoose &amp; S. Zickafoose)</p>	<p>Research &amp; Development:</p> <ul style="list-style-type: none"> <li>● Instructional Focus Guides from SCSB</li> <li>● Columbia University Units of Study</li> <li>● Immersion Techniques and Language Standards (English &amp; Spanish)</li> <li>● Florida Standards (English)</li> <li>● Common Core Standards (Spanish)</li> <li>● Mentor Texts by Grade Level</li> <li>● Unit Assessments</li> <li>● Technology Infusion</li> <li>● Lesson Plan Formats</li> <li>● Identification of ELA and SLA standards for Literacy acquisition*</li> </ul>



December 2018	Creation and Finalized Draft Lessons & Documents (Team of Teacher Leaders, R. Zickafoose & S. Zickafoose)	<ul style="list-style-type: none"> <li>Lessons/Document to be vetted by veteran educators in non-Title 1 and Title I Setting in order to bring a variety of grade level work samples.</li> </ul>
January 2019	Revision and Trial Implementation (Team of Teacher Leaders, R. Zickafoose & S. Zickafoose)	<ul style="list-style-type: none"> <li>Test sample lessons at each grade level and modify with teacher feedback and collect samples of student work to support rubric development for common assessments.</li> </ul>
April 2019	Revise/Finalize open source curriculum documents (R. Zickafoose & S. Zickafoose)	<ul style="list-style-type: none"> <li>Publish to open source platform to be viewed and utilized by Dreamers Academy.</li> </ul>

*\*Grade-level standards for Spanish Language Arts (SLA) Biliteracy and Bilingualism will be researched and identified, as we develop our units of study to best align with Sarasota County Schools scope and sequence.*

The focus of the curriculum plan will be literacy and academic fluency in both English and Spanish. Reading and writing will be our school’s priority, and the primary reason we have engaged in this transformational educational endeavor. Simply too many of our state’s disadvantaged students are reaching 8th grade several levels behind in reading, not to mention writing and basic communication skills. We are currently developing a culturally-relevant literacy curriculum to directly address the achievement gap within our most vulnerable student populations. Our curriculum will be implemented by highly effective and well-trained teachers who desire to become essential contributors within our servant leadership community, which stresses collaboration, continuous learning, and a commitment to inclusion, achievement and developing superior scholars and future leaders.

- Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school’s reading curriculum as Attachment D.**

Reading is the primary focus of Dreamers Academy and the reason local school and community leaders were driven to action to find an innovative educational solution for traditionally underperforming students. The Dual Language Immersion Two-Way (DL-TWI) model is the only program that has been proven to produce academic results for all students - especially in reading (Thomas & Collier, 2012).

According to the findings of the National Literacy Panel on Language Minority Children and Youth reported by August and Shanahan (2006), there is evidence in support of transfer of knowledge from the first language to the second. The areas identified are word-reading, spelling,

vocabulary with cognates, reading strategies, and writing. Furthermore, the findings suggest that ELL students who have a chance to learn and become fluid through the use of two languages progress better in reading than ELL students who are in English-only classrooms or move to English instruction before they are fully developed in first language oral skills and have only some degree of English language proficiency (Govoni, 2018).

The above findings are especially true when the second language of instruction is Spanish. Spanish is directly derived from Latin, and 50% of all English words (more than 80% of English polysyllabic words) are derived from Latin. Our students will be able to use their L1 (Language 1) literacy knowledge in their L2 (Language 2) more than those who do not use their L1. We will use scaffolding literacy skills from L1 to L2 starting in 1st grade progressing to more challenging literary activities such as the use of cognates to bridge strategies to increase literacy skills of all students by 5th grade (Rodriguez, D., Carrasquillo, A., & Lee, K. S. (2014).

Through step-by-step demonstrations, succinct think alouds that share metacognitive strategies and concrete goal-setting, teachers will lead students to meeting and exceeding grade level goals (Keene & Zimmerman, 2007). The balance of these components may vary depending on the developmental level of the students at each grade level. Reading Block 1 (90 minutes) may include but are not limited to whole group, small group, or independent formats and the integration of science and social studies content.

Teachers will work to guide students to become more strategic thinkers by helping them understand the way they are processing information. Questioning, visualizing, and synthesizing information are all ways that readers can examine their thinking process. Through scaffolding and reciprocal teaching, students are able to practice the skills that lead to these overt acts becoming automatic (Fountas and Pinnell, 2000). The predominance of Dreamers Academy Professional Development will be designed to ensure teachers and staff understand and can implement standards-based reading lessons toward literacy proficiency (See Section 13 for more details).

Classroom libraries and materials will align with levels of reading proficiency put forth by Fountas & Pinnell text level gradient which also align with Reading Recovery intervention levels. These two programs and their assessment modules will enable the monitoring of student progress across K-5 grades. This multi-layered system will support differentiation of readers who are below, on and above grade level, which include book boxes with independent and instructional leveled books. Teachers will confer with students around decoding and comprehension strategies that will be narrowed by continual use of running records and anecdotal observation notes taken throughout both the ELA and SLA reading blocks.

Bilingual classroom libraries will set the stage for the foundation of biliterate instruction. This multi-layered tier of support for each classroom will expose our students to fiction and non-fiction books that not only embrace various genres, authors, topics and grade-level concepts, but also breathe life into the world of each child as a reader. Within the structures of mini-lessons, shared reading both with grade level text, guided reading, book clubs and independent (all using ability level text) reading opportunities both at school and at home, our classroom libraries will complement our Dreamers Academy Literacy Curriculum to support our targeted population of students.

During the reading blocks, Dreamers Academy teachers will implement standards-based reading lessons and monitor students' reading growth and performance with a variety of tools including i-Ready three times per year at minimum. The Literacy Leadership Team (LLT) will meet regularly and include functions to develop and sustain a literacy culture; oversee MTSS interventions (described in Section 3); collect, share and report data; maximize resources to support struggling students; provide assistance (materials, resources) to address specific issues; support PLC's throughout the school year; and support peer coaching.

The Dreamers Academy Principal will be charged with ensuring that grade-level standards are being instructed, that teachers are assessing the students and that the reading programs, including all interventions, are being conducted with fidelity. This will be accomplished through review of collaborative planning, lesson plans, classroom walks, teacher observations and data chats with teachers and students. In addition, to the (minimum of) three diagnostic data checks occurring through the year (i-Ready), teachers and administration (Literacy Leadership Team) will meet monthly to review student data to identify student movement within the school's MTSS process. The Principal and Literacy Leadership Team will also be charged with ensuring that informational text is being purposefully utilized throughout the curriculum choices which will help students be prepared for the FSA and State outcome assessments.

Dreamers Academy will implement strategies for students who are reading below level or higher and independently. Students who are identified at different levels of reading proficiency (whether above or below grade level) will be provided differentiated instruction and resources. In addition to the leveled classroom libraries which adhere to students' reading ability and the differentiation during small group instruction, above level readers will be guided to progress toward 'wide reading' across genres. Curriculum Associates' i-Ready Reading program specifically prescribes CLOSE reading passages for students who have shown to be working above grade level. We will use these resources to ensure that the level of thinking about reading challenges our advanced students. This will ensure advanced students are being exposed to reading opportunities beyond their normal scope.


For students who are identified as below grade level in reading proficiency, an 'I&E block' will be provided as an additional 30 minutes of small group, targeted reading instruction based on the reading diagnostic using i-Ready, LLI, LAFS and/or Reading Recovery strategies. This Tier 2 intervention will provide the additional instructional minutes necessary to accelerate their growth and close the gap for these struggling readers. Additionally, these students will be held accountable to ensure they are reading texts at their ability level.

Dreamers Academy will generally follow the 2017-18 K-12 Comprehensive Research Based Reading Plans submitted by Sarasota School District to FLDOE with the exception of adding two research-based programs for struggling readers at the Tier 2 & 3 level. These two reading intervention programs include Reading Recovery developed by Marie Clay for first grade and Fountas and Pinnell's Leveled Literacy Instruction (LLI) for grades 2 through 5. An additional modification will be that the Principal of Dreamers Academy, herself holding Dr. Rubylinda Zickafoose, a bilingual educator who holds a doctorate in elementary school literacy instruction, will be charged with implementation, monitoring and fidelity of all programs.

As described in Section 4 A, all students will receive the same curriculum and instruction choices as the DL-TWI cohort; the non DL-TWI cohorts of Years 1 - 5 will occur in English with the exception of the Reading II Block (SLA). The Reading II (SLA) block will mirror the standards and content of the Reading Block I (ELA). Below we have outlined a Language Instructional Guide to help facilitate how each child’s instructional day will be customized to maximize comprehension and content mastery. This Guide is the framework of how we will serve students reading at, above or below grade level. (See Figure 2 below).

Figure 2. Language Instructional Guide.

## Language Instructional Guide



	<u>Kindergarten</u>	Reading Block I	I-Ready during Reading Block I	Intervention & Enrichment	Reading Block II	Special Fine Arts Rotation
	Status of English Reading range 90% - 10%					
Self-contained	Proficient English Dominant	Spanish	English	Enrichment (Spanish)	Spanish	Spanish
	Proficient Spanish Dominant	Spanish	English	Enrichment (Spanish)	Spanish	Spanish
	Struggling English Dominant	Spanish	English	Intervention (English)	Spanish	Spanish
	Struggling Spanish Dominant	English w/ Flexible Support	English	Intervention (English)	Spanish	Spanish
		<u>First Grade</u>	Reading Block I	I-Ready during Reading Block I	Intervention & Enrichment	Reading Block II
Status of English Reading range 60% - 40%						
Self-contained	Proficient English Dominant	English	English	Enrichment (Spanish)	Spanish	Spanish
	Proficient Spanish Dominant	English	English	Enrichment (Spanish)	Spanish	Spanish
	Struggling English Dominant	English	English	Intervention (English)	Spanish	Spanish
	Struggling Spanish Dominant	English w/ Flexible Support	English	Intervention (English w/ Flexible Support)	Spanish	Spanish
		<u>Second - Fifth</u>	Reading Block I	I-Ready during Reading Block I	Intervention & Enrichment	Reading Block II
Status of English Reading range 50% - 50%						
Walk to Learn	Proficient English Dominant	English	English	Enrichment (Spanish)	Spanish	Spanish
	Proficient Spanish Dominant	English	English	Enrichment (Spanish)	Spanish	Spanish
	Struggling English Dominant	English	English	Intervention (English)	Spanish	Spanish
	Struggling Spanish Dominant	English w/ Flexible Support	English	Intervention (English w/ Flexible Support)	Spanish	Spanish

Progression of Language Instruction

**C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.**

Although there are no additional academic standards beyond those mandated by the state, Dreamers Academy will adopt the Common Core Spanish Language Arts (SLA) Standards which will mirror the ELA Florida State Standards in the respective reading blocks. The process will include consultation, review and adaptation with

- Center For Applied Linguistics and review of Spanish Common Core Standards (<https://commoncore-espanol.sdcoe.net/CCSS-en-Espanol/SLA-Literacy>),
- Spanish Language Arts Florida Standards (Miami-Dade County Public Schools - [http://bilingual.dadeschools.net/BEWL/pdfs14/LAFS\\_sp\\_kg.pdf](http://bilingual.dadeschools.net/BEWL/pdfs14/LAFS_sp_kg.pdf)) and
- WIDA Spanish Language Development Standards (<https://www.wida.us/standards/sld.aspx>).

As we develop each unit of study in grades K-5, we will also develop the complementary unit of study in Spanish using the same bilingual mentor texts (See example of Grade 1, Spanish-Language Mentor Text alignment in Attachment D1).

**Table 6. Example of a Grade Level 3 English/Spanish Standard alignment.**

Third Grade ELA – Integration of Knowledge and Ideas	Third Grade SLA - Integración de conocimientos e ideas
LAFS. 3. RI. 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	LAFS. 3. RI. 3.9 Comparen y contrasten los puntos más importantes y los detalles clave que se presentan en dos textos sobre el mismo tema.

The Spanish Language Arts standards will be measured by i-Ready, which will also serve as a progress monitor and diagnostics assessment tool with three data points throughout the year. Our i-Ready consultant informs us that Curriculum Associates is introducing its first Spanish diagnostics platform in August of 2019. We will also use the *Fountas & Pinnell Sistema de evaluación de la lectura (SEL)*, which is a literacy assessment tool in Spanish that is meaningfully linked to classroom instruction and aligned with reading levels of both Fountas & Pinnell and Reading Recovery. These levels will be used as monthly check-points and progress monitors. Additionally, we will develop our own assessment tools linked to curriculum and instruction of thematic units.



**D. Describe the research base and foundation materials that were used or will be used to develop the curriculum.**

When considering the foundational curriculum materials, Wonders, which is adopted by several districts in Florida, has been vetted by the Florida Instructional Materials Committee, is also available in Spanish. The foundational work from Teachers College at Columbia University amplifies the use of explicit teaching of comprehension skills and strategies. To that end, Duke and Pearson assert, “It is important that neither the teacher nor the students lose sight of the need to coordinate or orchestrate comprehension strategies. Strategies are not to be used singly—good readers do not read a book and only make predictions. Rather, good readers use multiple strategies constantly”. In *What Research Says About Text Complexity and Learning to Read*, (Allington’s, 2002) research yielded similar findings, noting that “exemplary teachers in our study routinely gave direct, explicit demonstrations of the cognitive strategies that good readers use when they read.” This research also stands to be utilized in our classrooms to support its effectiveness with both ELL and non-ELL students. The work of D. Pearson and R. Allington on the teaching of comprehension cannot be overstated and will be the foundation for our reading work at Dreamers Academy.

Additionally, below are research works that are informing our curricular choices and instructional strategies:

Research base for dual language two-way program features and curriculum choices:

<http://www.thomasandcollier.com/major-research-monographs.html>

Research base for Center For Applied Linguistics:

<http://www.cal.org/what-we-do/research>

Sample Dual Language Spanish / English schools:

<http://webapp.cal.org/DualLanguage/DLListing.aspx>

**E. Describe proposed curriculum areas to be included other than the core academic areas.**

Dreamers Academy believes that the arts are a critical part of becoming a well-rounded student, therefore, other special content area curriculum, beyond Spanish, will include Art, Music, Physical Education, Digital Literacy/Technology. Character Education will also be infused within the daily class meetings and Social Studies. If possible, we hope to also include Project Lead The Way K-5 Launch Curriculum.

**F. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.**

The Multi-Tiered System of Support (MTSS) framework will dictate Dreamers Academy’s individual intervention programs and serve students who are at risk of not meeting academic requirements as evidence in the adaptation of the K-5 Decision Tree (Attachment FF3). The key components of MTSS encompass Problem Solving/Response to Intervention strategies (PS/RtI) which include high-quality core instruction, universal screening (i-Ready) to identify students needing supplemental support, multiple tiers of academic and behavioral support that are progressively more intensive, evidence-based interventions matched to student need, and ongoing progress monitoring of student performance.



Within the MTSS, resources will be allocated in direct proportion to the student's need(s). Data collected at each tier will be used to measure the effectiveness of the interventions so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

To ensure efficient use of resources, Dreamers Academy will begin with the identification of students by looking for trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided, universally, for positive behavior or academic content areas will be provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

Various tools including i-Ready diagnostics testing will identify students needing additional support to meet academic requirements. Once specific areas of concern are identified, differentiation and/or intervention will be designed accordingly. As stated in Section 3 C, we will use assessment data from i-Ready, quarter chapter assessments, unit assessments to differentiate instruction using supplemental interventions. In order to create common language and common expectations, we will continue the use of the Reading Recovery decoding strategies along with metacognitive strategies paired with Leveled Literacy Intervention (LLI) as our main intervention for lack of proficiency in reading. Along with all elementary schools in Sarasota County, Reading Recovery will be utilized as one of the ELA intervention programs for our students working below grade level in First Grade. Reading Recovery strategies and Collaborative Classroom practices will be used in grades 2-3. Daily pullout and/or afterschool tutoring and homework help may be necessary for those students who consistently show lack of proficiency in literacy and mathematics.

Other materials offered in English and Spanish include the *Continuo de adquisición de la lectoescritura: guía para la enseñanza, grados PreK-2* (Literacy Continuum for grades K-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.

## Section 5: Student Performance

### Performance Goals

- A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.**

Our first year will house 180 students (Grades 1 to 5) many of whom will have lagging FSA & i-Ready data from the prior year (See Attachment FF6 for Projected SIP Goals).

We anticipate our students to reflect incoming baseline i-Ready scores comparable to area schools with similar demographics to our targeted population. The baseline scores selected for incoming students were derived from Sarasota School District's Dashboard i-Ready AP1 2017-18 average scores from Tuttle, Gocio and Emma E. Booker elementary schools.

These average scores are:

- English Language Arts (ELA) are K - 16%; 1st Grade - 12%; 2nd Grade - 24%; and 3rd Grade - 38% on or above grade level;
- Math are K - 12%; 1st Grade - 6%; 2nd Grade - 11%; and 3rd Grade - 21% on or above grade level.

Dreamers Academy students in grades K-5 will be given an i-Ready diagnostic in August to establish a real time baseline assessment score. These comparable data will be reviewed and analyzed to establish grade level goals around areas of strength and academic need. These data will also be utilized for possible small groups within the ELA reading block and Math Club. Leadership of Dreamers Academy recognizes that i-Ready proficiency data tends to be higher than actual FSA Reading and Math results.

Expected academic growth from our real-time baseline goals for our students in Year 1 will be as follows (See Attachment FF6 for 2019-2020 Projected SIP Goal):

**K-3 i-Ready:**

- By May of Year 1, our goal is that of 60% of students in grades K-3 will be on or above grade level in **ELA** as evidenced by AP3 on i-Ready Diagnostic.
- By May of Year 1, our goal is that 65% of students in grades K-3 will be on or above grade level in **Math** as evidenced by AP3 on i-Ready Diagnostic.

For Year 2 through Year 3, K-2 growth, we will plan to increase a minimum of 5% proficiency. As the DL-TWI cohorts progress through each year, the Response to Intervention (MTSS) process will help identify and address student need to support growth. Professional Development will also organize around the Greatest Area of Need (GAN). (Attachment FF6)

For Year 1, Dreamers will serve approximately 36 intermediate (4-5) students per grade which were assessed at the state level. We anticipate our incoming 4th and 5th grade students to reflect performance data from FSA scores compatible to area schools with similar demographics to our targeted population. The baseline scores selected for incoming student were derived from FSA average scores from Tuttle, Gocio and Emma E. Booker elementary schools.

These average scores are:

- English Language Arts (ELA) are 4th Grade - 40.5% and 5th Grade 41.1% on or above grade level;
- Math are 4th Grade - 47.5% and 5th Grade 51.7% on or above grade level;

Dreamers Academy students in grades K-5 will be given an i-Ready diagnostic in August to establish a real time baseline assessment score. These compatible data will be reviewed and analyzed to establish grade level goals around areas of strength and academic need. These data will also be utilized for possible small groups within the ELA reading block and Math Club.

### **3-5 Florida Standards Assessment:**

- By May of Year 1, 45% of students in grades 3-5 will demonstrate proficiency at a level 3 and above as evidenced by FSA Reading Assessment.
- By May of Year 1, 50% of students in grades 3-5 will demonstrate proficiency at a level 3 and above as evidenced by FSA Math Assessment.

For Year 2 through Year 3, Grades 3-5 growth for each year will be increased a minimum of 5% proficiency and gains. Professional development will also be organized around the Greatest Area of Need (GAN). By May of Year 4, the first DL-TWI cohort will be impacting the 3rd grade proficiency scores and see a projected 55% proficiency in Reading and 60% proficiency in Math as evidenced by FSA state assessment. By way of comparison, the average FSA 2017-18 proficiency scores for Tuttle, Gocio and Emma E. Booker are: 3rd Grade - 43.6% ELA and 3rd Grade - 51.1% Math. (Proficiency is defined by the percentage of students per grade cohort passing the FSA Math and English Language Arts with a score of 3 or above.)

To reflect the goals of other categories within Florida School Grading system, Dreamers Academy projects a minimum of 60% of students will attain learning gains within reading and math for 4th and 5th grade students each year. Additionally, 60% of students falling within the bottom quartile in reading and math will also make learning gains as indicated by FSA Reading and FSA Math scores.

In Year 1, we anticipate our incoming 5th grade students to reflect performance data from NGSSS Statewide Science Assessment scores compatible to area schools with similar demographics to our targeted population (see Section 2 for details). The baseline average scores selected for incoming student were derived from NGSSS Science assessment from Tuttle, Gocio and Emma E. Booker elementary schools.

These average score for Science is 46.4% on or above grade level.

### **NGSSS Statewide Science Assessment:**

- By May of Year 1, 50% of students in Grade 5 will demonstrate proficiency at a level 3 and above as evidenced by NGSSS Statewide Science Assessment

For Year 2 through Year 3, Grade 5 Science growth will be increased a minimum of 5% proficiency. Professional development will also be organized around the Greatest Area of Need (GAN). By May of Year 6, the first DL-TWI cohort will be impacting the 5th grade Science proficiency scores and see a projected 70% as evidenced by NGSSS statewide Science assessment (Sarasota District Average NGSSS 5th grade 2017-18 score is 67.2%).

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 55% reading

and 60% math goal by Year 4. This could include pull out and targeted after-school tutoring to support those students who are not mastering the content area expectations.

When considering the Florida School Grading System school grade, extra efforts will be given to prompt learning gains for students in grades 4 and 5 with qualifying FSA scores and those students in the bottom quartile. These efforts will include but not be limited to targeted small pull-out sessions, after-school mentoring, teacher-student lunch buddies, data chats with admin and/or support personnel, home visits, summer programs and parent support sessions.

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 (i-Ready, unit assessments, DA Writing Assessment, F&P Benchmark Assessments), as these students become proficient in both Spanish and English literacy.

**B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.**

The mission of the school is to implement data-driven best practices to develop bilingual, biliterate, and cross-cultural leaders of character, served in a caring environment that encourages family engagement and celebrates America. Mission-specific educational goals beyond those mandated by the state accountability requirements include the goal of bilingualism by 5th grade, with students able to speak, read and write in both English and Spanish.

Dreamers Academy Spanish Literacy Assessments will include, but not limited to, *Fountas & Pinnell Sistema de evaluación de la lectura (SEL)*, which is a literacy assessment tool in Spanish that is meaningfully linked to classroom instruction and aligned with reading levels of both Fountas & Pinnell (Grades K-5) and Reading Recovery (Grade 1). Another criterion for success, throughout the Dreamers Academy DL-TWI cohort progression, will be the reading success of its ELL students, for which the Dual Language model holds the most promising results. The goals for proficiency in Spanish literacy will mirror the projected school ELA FSA score assessment for the initial DL-TWI cohort as it reaches 3rd grade.

**Spanish Language Arts Assessment:**

- By May of Year 4, our goal is that 60% of all DL-TWI 3rd grade students will be considered proficient in Spanish Language Arts (SLA) as evidenced by the Fountas & Pinnell Sistema de evaluación de la lectura (SEL)

**ELL Subgroup Goal:**

- By May of Year 4, our goal is that 50% of DL-TWI 3rd grade students receiving services for being English Language Learners will be proficient as indicated by FSA Reading.

**Placement and Progression**

**C. Describe the school's student grade level and course placement procedures.**

~ Adapted from Sarasota County Student Progression Plan

We will strive for our focus population to be a balance of Spanish-dominant and English-dominant students per class per grade level, as identified by the Home Language Survey after registration. Please note, a student who has a Home Language Survey denoting Spanish (or any other non-English language) might not qualify for ELL services, yet, will be part of the Spanish-dominant group. Given this enrollment focus, our mission of English and Spanish bilingualism and biliteracy will be supported throughout the curriculum within the progression of grades K through 5. This population of students aligns fluidly with the mission of a Dual Language Two-Way Immersion setting.

Grade level placement procedures are as follows:

### **Kindergarten**

Students must be five years of age on or before September 1 of the school year. Parents/guardians must have documentation of the following:

- evidence of child's date of birth;
- evidence that the parent/guardian are legal residents of Sarasota County;
- evidence of immunizations; and
- evidence of a medical examination completed within the last twelve months.

### **First Grade**

Prior to placement in first grade, students are required to:

- be six years of age on or before September 1 of the school year ;and
- have successfully completed a public school kindergarten program or who otherwise meets the criteria through ACCEL.

### **Grades 2-5**

The grade placement of any student transferring from another country, state or private school will be determined by the Principal (or designee). Students' academic record must document/indicate successful completion of and promotion from the previous grade level. Entry into Sarasota County Public Schools grades 2 through 5 requires documented academic records indicating successful completion of and promotion from the previous grade level.

### **Screening Activities for All New Enrollees**

- Kindergarten students will participate in the STAR Early Literacy upon entry into kindergarten within 30 instructional days. Kindergarten Round-ups will also serve as a venue to assess Kindergarten students before their first day of school.
- Students in grades K-5 may need to participate in additional screening activities in order to assist with grade level placement. Screening may include, but is not limited to, the following measures and observations of:
  - Academic performance (grades)
  - Communication competence
  - Social/emotional behavior
  - Health and physical development
  - Previous academic records (transcripts)

Students entering school from a foreign nation or from a public, private or home school, and who are not able to provide a valid transcript or original report cards, shall identify and describe all courses taken in previous years, as these will be considered in grade placement.

### **Transfers from Out-of-State Schools or Out-of-Country Schools**

Students who transfer from an out-of-state or out-of-country school must meet age requirements for admission to Florida public schools. The grade placement shall be age appropriate for English Language Learner (ELL)/Limited English Proficient (LEP) students.

Students who transfer from an out-of-state school/country who meet the age requirements in that state/country may be admitted if parents/guardians provide documentation of:

- Proof of residency from that state/country at the time of their child's enrollment
- Child's date of birth
- Immunization
- A medical examination within the last 12 months from an accredited Physician
- An official transcript or letter from school authorities which shows a record of attendance, academic information, and grade placement of the student

For students transferring from a foreign school, credits will be evaluated on the basis of comparability to local courses in terms of course length and content in some cases; communications with the previous school will be necessary and a translation of transcripts required.

The grade placement shall be age appropriate for students identified as ELL students who were born in a foreign country, may or may not have academic records for placement, and are registering for the first time in Sarasota County Schools. If no documentation is available nor is there a possibility of the previous school sending a transcript, grade level placement will be age appropriate.

All diagnostic, placement, progress monitoring, and reading program strategies will be conducted in accordance with the Reading Plan outlined in the Curriculum Plan for Dreamers Academy. Furthermore, Promotion Criteria, Good Cause and Mandatory Retention Procedures outlined in the Sarasota Student Progression Plan will be adhered to as to ensure that the progression of any student who transfers in, or out, of Dreamers Academy will not be hindered or assisted in academic progression. This is especially true when involving 3rd Grade Good Cause or Promotion decisions.

Other procedures outlined in Sarasota's Student Progression Plan will be adhered to including:

- Excused/unexcused absences
- Student Rights to Instruction
- Assessment Procedures
- Grading Procedures for ESOL students
- Exceptional Student Education
- Report Cards
- Instructional Support for literacy and the Reading Block
- Grading and Reporting Procedures
- Performance Grading including Achievement and Effort
- Parental notification for reading deficiencies
- Promotion Criteria, Good Cause Exemption, and Mandatory Retention procedures



- D. State whether the applicant intends to use the local school district’s pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.**

Dreamers Academy will adopt the student progression plan from Sarasota County Schools, for promoting students from one grade level to the next.

- E. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.**

Not applicable - N/A.

- F. Discuss how and when promotion and graduation criteria will be communicated to parents and students.**

Promotion criteria for each grade level will be communicated to parents and students at the beginning of each school year and during parent-teacher conference nights which will occur twice a year (Quarters 1 and 3). These criteria will also be posted on the Dreamers Academy website in Spanish and English. Parents who register their students later in the year will be provided an informational brochure outlining the promotion criteria for the appropriate grade-level.

### **Assessment and Evaluation**

- G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a proposed assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school’s curriculum, performance goals, and state standards.**

Dreamers Academy will utilize both Fountas and Pinnell Benchmark Assessment System (BAS) and Curriculum Associates i-Ready to assess student learning needs and progress throughout the year. These tools will monitor the reading proficiency throughout grades K through 5. For Kindergarten, First, and Second grades this data will be used to differentiate (screening) between students who require acceleration, those who require remediation, and those who are proficient for their grade level and monitor their growth as they acquire and/or perfect the ability to read. Further review of this data will assist in diagnosis of reading need and the required instructional focus for each child.

Widely used throughout Florida, i-Ready assessments identify basic reading needs and proficiencies to include phonemic awareness, phonics, fluency, and comprehension. In math, these assessments provide similar proficiency data.

i-Ready Diagnostics will be administered in August, December, and May and will be the main source of data used to determine instructional grouping and class placement the following year.

Fountas and Pinnell Benchmark Assessment System (BAS) running records will be administered monthly to ensure each student is progressing in reading proficiency. During the Spring of Second grade, students will be administered the Stanford Achievement Test (SAT outcome assessment) to identify their proficiency in reading and math. The SAT scores will also be utilized to develop class instructional demographics during the third grade year.

Students entering third grade will be differentiated based on their second grade Stanford Achievement Test scores, if available. For third and fourth grade, FSA Reading and Math scores will provide this screening data, which will be used to ensure balanced classrooms and serve as a data point for acceleration and placement decisions. To assist in diagnosing reading needs these grades will also use both Fountas and Pinnell Benchmark Assessment System and Curriculum Associates i-Ready. Like the primary grades (K-2), i-Ready assessments will be administered in August, December, and April and will be the source of data used to develop class instructional demographics the following year. While the Fountas and Pinnell BAS will be administered in September, December and April.

To complete an academic profile on each student, Dreamers Academy will develop an assessment of writing to be administered three times a year (September, January, April) for grades K-5 (April testing option for grades 4 and 5). This assessment will be used as a progress monitor and guide small group instruction in writing and will be aligned to the FSA writing portion of the ELA Assessment.

All students, K through 5, will also be assessed in Spanish reading during October and March using Fountas & Pinnell Sistema de evaluación de la lectura (SEL). This will support our monitoring of our mission of bilingualism and biliteracy.

Fountas and Pinnell's Benchmark Assessment System aligns with Dreamers Academy's curriculum, performance goals, and state standards. A comprehensive description of the research and specific alignment with Florida State Standards can be found at:

[http://www.fountasandpinnell.com/shared/resources/Alignment\\_CCSS\\_ELA\\_and\\_FPLcontinuum\\_09-2017\\_web.pdf](http://www.fountasandpinnell.com/shared/resources/Alignment_CCSS_ELA_and_FPLcontinuum_09-2017_web.pdf)

Curriculum Associates' i-Ready aligns with Dreamers Academy's curriculum, performance goals, and state standards. A comprehensive description of the research and specific alignment with Florida State Standards can be found at:

<https://www.curriculumassociates.com/products/i-Ready/i-Ready-builtforcommoncore.aspx>

**H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?**

Assessment and performance data will be used as sources of information to develop corrective instruction to the particular needs of the student(s), and to give students a second chance to demonstrate their new level of understanding (following corrective instruction).

Assessments are an integral part of the instructional process and a main component in teachers' efforts to help students learn. Classroom assessment and performance data provide meaningful

sources of information which help teachers identify what was well taught and what requires additional instructional focus. Overall, teachers will use assessments to determine whether an item or criterion was missed by a large number of students, which could indicate that different instructional strategies may be appropriate. Assessments are a valuable tool to identify areas that may require instructional improvement.

Assessments and performance data will be used throughout the school year to identify students who need acceleration in reading and/or math. Students who require acceleration in reading and/or math could see their instructional minutes increased, learning groups modified, customized instructional interventions, and/or frequency of data chats and progress monitoring increased.

At Dreamers Academy, assessments will be part of an ongoing effort to help students learn. As such, students will be taught that assessments are a way to help them understand where they need to focus in their educational progression. As teachers follow assessment with corrective instruction, students will have an opportunity to demonstrate their new level of understanding and competence. This second chance helps determine the effectiveness of the corrective instruction and offers students another opportunity to experience success in learning.

School administration and instructional coaches will be responsible for managing the assessment and performance data and supporting their interpretation. With the use of a K-5 data walls and monthly grade level data chats, teachers and classroom support personnel will review and analyze class and student data to bridge over academic focus into planning and instructing toward closing student achievement gaps. Both i-Ready and Fountas and Pinnell's BAS will provide a prescriptive 'focus for instruction' to support instructional next steps. The i-Ready *Student Response to Instruction Report* and the Fountas & Pinnell's BAS provide insight to the specific strengths and greatest area of need (GAN) for each student.

Ongoing professional development at Dreamers Academy will include teacher collaboration and training in the implementation of corrective instruction and enrichment activities, where staff can share strategies and teaching techniques. Professional development will be identified and coordinated through the School Leadership Team who will use the student and teacher data to identify professional growth needs. Monthly data chats (frequency may be increased as needed) will provide opportunities where staff can examine assessment results, share strategies and teaching techniques, and develop alternative instructional methods.

#### **I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.**

All Dreamer Academy teachers will be required to have a basic understanding of the Florida School Accountability System to include their students' performance data, projections, and steps toward attaining learning gains within reading and math. Dreamer Academy Leadership will coordinate monthly data chats with grade level teams to ensure training and instruction is being aligned with performance data.

The School Leadership Team (SLT), working closely with i-Ready and Fountas and Pinnell specialists, 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 Team (SLT) 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.

Additionally, the School Leadership Team will be responsible for the development and leading of professional development needed to improve student achievement. Professional development will be differentiated among teachers in order to meet and build teacher capacity. Sessions will include but will not be limited to, assessment literacy, introduction to i-Ready and Fountas and Pinnell's (BAS), analyzing class and student reports, and goal setting with student data notebooks.

Professional Development modules will be provided during a pre-school inservice, faculty meetings, and grade-level meetings.

**J. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.**

In the event Dreamers Academy would require corrective action by falling short of projected academic achievement goals, whether for classrooms, sub-groups or school wide, the Principal of the school would be required to implement one or more of the following actions:

- Review of teacher efficacy and impact
- Third party analysis of student, teacher and school data to identify greatest area of need
- Implement Quarterly Instructional Reviews to include data review and student environment
- Create a SMART action plan to address the greatest area of need to ensure student growth (S Specific, M Measurable, A Use Action Words, R Realistic and relevant, T Time-limited)

Triggers for this level of response will be if by Year 3 student data projects the school to fall to a C by the school grading system.

**K. Describe how student assessment and performance information will be shared with students and with parents.**

Student data, such as progress monitoring and outcome assessments, will be shared with students and parents as it occurs, throughout the year, via reports provided by the school, in both English and Spanish. Student classroom performance will be, at minimum, communicated twice a quarter, via progress reports and quarterly report cards. Parent conferences will be conducted in conjunction with the first and third quarterly report card periods to solidify parent/guardian collaboration and partnership and provide updates of academic and student social-emotional progress. Students themselves will also have their own data notebook as they will denote their own data and set goals in order to own their learning path.

**L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.**

Dreamers Academy will follow all federal requirements under Family Educational Rights and Privacy Act (FERPA). Student personal and academic data will be maintained by the school on a secure electronic platform and provided to those specifically allowed to access the data. Teachers, parents, guardians and other agencies allowed to have access to student information must be properly identified and affirmed via the school’s administrative office.

**Section 6: Exceptional Students**

**A. Provide the school’s projected population of students with disabilities and describe how the projection was made.**

Dreamers Academy projects our students with disabilities population to align with Sarasota School District’s reported students with disabilities population, last documented in the 2018 LEA Profile of the FLDOE Bureau of Exceptional Education and Student Services. According to this report, 16% of Sarasota’s 42,897 PreK-12 students were reported student with disabilities. Racial/ethnic demographic data of students with disabilities in Sarasota schools were reported in October 2017 as follows:

**Table 8. Students with Disabilities.**

**Students with Disabilities**

	<b>State</b>	<b>District</b>
<b>White</b>	39%	58%
<b>Black</b>	25%	14%
<b>Hispanic</b>	31%	22%
<b>Asian</b>	1%	1%
<b>American Indian/Alaskan Native</b>	<1%	<1%
<b>Native Hawaiian/Other Pacific Island</b>	<1%	<1%
<b>Two or more races</b>	3%	5%

The Dreamers Academy DL-TWI Model produces the best academic outcomes for all students when the class ratio is balanced between Spanish-dominant and English-dominant students. For purposes of estimating, if, as reported, 22% of Sarasota’s 16% ESE population is Hispanic, then 3.52% of Sarasota’s PreK-12 ESE students (1,510 are of Hispanic heritage). Based on these assumptions, we feel our ESE population will not exceed 10%, but we will be prepared to identify and accommodate any and all ESE students.

**B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.**

Any and all students (of appropriate age) are eligible for enrollment in Dreamers Academy. If applications exceed capacity, per grade, all applicants will have an equal chance of admission through a random selection process (lottery) which will meet all federal and state regulations, and using guidelines of US Department of Education’s Charter Schools Program, recruitment

and admissions policies and practices, as specified in the Charter Schools Program, Title V, Part B of the ESEA, Non-regulatory Guidance, Section E. (Lottery, Recruitment and Admissions). Only after the student has been admitted to Dreamers Academy will student records be requested and processed.

**C. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).**

Dreamers Academy will provide exceptional students with programs implemented in accordance with applicable federal, state and local policies and procedures; and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 and 1001.42(4) (l) of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes, but is not limited to:

1. A non-discriminatory policy regarding placement, assessment, identification, and selection.
2. Free appropriate public education (FAPE).
3. Individual Educational Plans (IEP's), to include an annual IEP meeting with the student's family.

Upon admission and enrollment, or notice of acceptance sent to the child's caregiver, Dreamers Academy will request from the former school (and/or the Sponsor) information regarding the student's most recent IEP and any other related student's needs and/or specific programs, which the former school is compelled to provide within 10 days. Dreamers Academy will also have access to the Florida PEER System to access IEP information as well.

Once received, our ESE liaison/resource teacher will meet with the teacher of record to review the IEP for specific accommodations that need to be implemented with coursework, assignments, assessments with consideration to the least restrictive environment (LRE). These accommodations will be reviewed with specific follow up accountability measures by both the ESE liaison/resource teacher and the teacher of record. Communication with the Problem Solving Team (PST) will also ensure data is collected for students who may fall into Tier III interventions so no instructional time is lost during the transfer of schools. Ongoing progress of all Tier II and III students will be monitored as to ensure that all services are being delivered with frequency and fidelity in the least restrictive environment (LRE).

Dreamers Academy will establish procedures that provide for parents/guardians to participate in decisions concerning a student's IEPs. In order to ensure that parents are afforded the opportunity to participate at each meeting we will:

1. notify parents of the meeting at least ten days prior to set meeting to ensure that they have an opportunity to attend;
2. the meeting will be scheduled at a mutually agreed upon time and place;
3. a written notice to the parent will indicate the purpose; time; location of the meeting; who, by title or position, will be in attendance; and will include a statement informing the parents that they have the right to invite individuals with special knowledge or expertise about their child.

If a parent/guardian is unable to attend, in person or by phone, a meeting may be conducted without a parent in attendance ensuring to note the attempted contact time and date. Additionally, notes from the meeting will be provided to the parent/guardian.



In the event a student has a 504 Plan or is in need of a 504 Plan, he or she is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. The School will seek guidance from the Sponsor's ESE staff to assist with the appropriate instructional options. The PTS will follow all established procedures and determine if appropriate to refer for possible 504 Plan services. The School will also follow the FLDOE District Implementation Guide for 504 (<http://fldoe.org/core/fileparse.php/7690/urlt/0070057-sect504.pdf>). Dreamers Academy intends to keep a close working relationship with Sarasota School District's Pupil Services, FLDRS and ESE Department, and will invite and alert the appropriate representative from the District to participate in all IEP and 504 plan meetings when deemed necessary.

Dreamers Academy will utilize and implement the Sponsor's policies and procedures to serve students with disabilities, including the procedures for identifying students with exceptionalities, developing 504 plans and Individualized Education Plans. We will also use the FLDOE guideline: Developing Quality.

Individual Educational Plans (<http://fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf>) to develop IEPs, and other resources provided by both the Spanosr and FLDOE such as the Quality Individual Educational Plans self-paced training found on CPALMS (<http://www.cpalms.org/Public/PreviewProfessionalDevelopment/Preview/47> and the FLDOE District Implementation Guide for 504 (<http://fldoe.org/core/fileparse.php/7690/urlt/0070057-sect504.pdf>).

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

Dreamers Academy will use the Multi-Tiered System of Support (MTSS) framework will dictate Dreamers Academy's individual intervention programs and serve as the initial step to identify students with disabilities that have not yet been identified.

The key components of MTSS encompass Problem Solving/Response to Intervention strategies (PS/RtI) which include high-quality core instruction, universal screening (i-Ready) to identify students needing supplemental support, multiple tiers of academic and behavioral support that are progressively more intensive, evidence-based interventions matched to student need, and ongoing progress monitoring of student performance.

Within the MTSS process, resources will be allocated in direct proportion to student need. Data collected at each of three tiers (see Section 4A) will be used to measure the effectiveness of the interventions so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

Once a teacher has a concern for a student, administration will require the teacher to supply the name and list specific classroom interventions already taken, whether behavioral or academic, to the Problem Solving Team (PST) chairperson. The teacher will be asked to collect behavioral

and/or academic data to bring to a Teacher Assistance Team (TAT)\* meeting. Once a month the PST will hold specific sessions for teachers (TAT meetings) who have brought forth students who are suspected of having a disability that affects learning. The PST will review data collected as the teacher discusses the behaviors, followed by recommendations for specific behaviors and/or create an action plan for next steps, possibly moving the child to Tier II. These next steps include, but are not limited to, observation from an PST member, further assessment by content area coach, meeting for instructional suggestions with team leader/teacher mentor or added to MTSS docket for further discussion. After problem solving around specific student actions, with no or inadequate response to the interventions after a minimum of a 6 week period, the PST, in collaboration with the teacher, will identify increased intervention strategies such as increased frequency or time of intervention. This step will allow for tracking during the following 6-week period (Tier II or III). If this data continues to lack responsiveness to the Specifically Designed Instruction (SDI) and alternative interventions, the student will be brought to the PST for further investigation of individual student need, evaluation or potential identification. Identification for ESE services could include, but not limited to, categories such as Speech, Language, Specific Learning Disabilities, Gifted, Other Health Impaired, etc.

*\* Teacher Assistance Team (TAT) is an ad hoc committee of the MTSS which may include specific roles for specific purposes; it generally meets once a month to assist teachers with targeted interventions and/or support with student needs.*

Additionally, students may be recommended by teachers and/or parents, and a referral can be submitted to the PST chairperson by anyone who suspects the child has a disability or is in need of additional accommodations and/or supports. This recommendation will begin the process for observation and collection of data, not for any immediate evaluation or assessment.

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, possibly due to a variety of factors, including but not limited to, 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.

In fact, when it comes to English Language Learners, there are many similarities between behaviors associated with learning disabilities and those of children for whom the language of instruction is their second language (Govoni, 2018). See Table 9 below.

**Table 9. Similarities Between ELL and Behaviors Associated with Learning Disabilities.**

<b>Behaviors Associated with Acquiring a Second Language</b>	<b>Behaviors Associated with Learning Disabilities</b>
Difficulty following directions	Difficulty following directions
Difficulty distinguishing between sounds not in L1	Difficulty with phonological awareness
Confusion with sound-symbol correspondence when different than L1; Difficulty pronouncing sounds not in L1	Slow to learn sound-symbol correspondence
Difficulty remembering sight words when word meanings not understood	Difficulty remembering sight words
May understand more than can convey in L2	Difficulty retelling a story in sequence
Confused by figurative language	Confused by figurative language
Slow to process challenging language	Slow to process challenging language
May have poor auditory memory	May have poor auditory memory
May have difficulty concentrating	May have difficulty concentrating
May seem easily frustrated	May seem easily frustrated

\*Adapted from CEC Webinar presentation Klingner 2012

Our teachers will be trained to monitor academic progress of all students, particularly English Language Learners who may also have an exceptionality so as to not delay identification. ELLs who have also been identified as ESE greatly benefit from our culturally and linguistically responsive teachers who will provide culturally and linguistically responsive and relevant instruction; a supportive learning environment; assistance with English language acquisition (such as oral language, vocabulary and academic language development) and support with home language; help in the general education classroom with accessing the general education curriculum; and intensive research-based interventions designed to help improve academic and, possibly behavioral skills in targeted areas (Klingner, Boele, Linan-Thompson, Rodriguez, 2014).

**Gifted Students.** Students who show signs of giftedness within their academics will follow a similar MTSS process of data collection, referral and review for further action as students who might be struggling. If the professional educators of the Problem Solving Team (PST) affirm that assessment for giftedness is warranted, then further testing will be recommended from within or outside the school district. Dreamers Academy will also review State and District assessment student data to potentially identify students who score high on these standardized assessments.

Dreamers Academy will universally test all second graders utilizing an appropriate comprehensive screening tool, such as the Naglieri Nonverbal Ability Test or the Test of Nonverbal Intelligence, which have been deemed more effective for students from culturally and linguistically different or low-income backgrounds to eliminate barriers.

One of Sarasota School District's goals is to increase the number of minority representation receiving gifted instruction commensurate with the demographic diversity of the district's student population (SCS Gap Team Gifted Plan, January 9, 2017). Dreamers Academy has similar goals: to increase the number of ethnic minority and socioeconomically-disadvantaged students in gifted/advanced coursework.

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 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.

**E. Describe the programs, 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 whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.**

Our goal is that the majority of our students with disabilities are included in general education classrooms, or Least Restrictive Environment (LRE), as much as possible, with the necessary programs, strategies and supports, to achieve academic success. The school leadership team will continuously analyze data and processes to identify barriers and initiate improvement steps, including supplemental supports, services, modifications and accommodations, that increase the number of students with low and high incidence disabilities, across all grades, in general education and natural contexts.

Inclusion starts with leadership, and our school administrators will communicate expectations for all school personnel to facilitate the use of resources to implement best practices for inclusive education for all students with disabilities. School administrators will continuously analyze data to identify professional development and technical assistance needed for school personnel to implement effective inclusive practices. School leaders will provide job-embedded professional development and technical assistance for all school-based personnel on best practices for inclusive education for all students with disabilities.

Dreamers Academy will follow the guidelines of the Florida Inclusion Network and Sarasota School District to ensure the academic success of students with disabilities whose educational needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers. Students who require this level of service will be supported with either *consultation* level or *support facilitation*. During consultation level support, both, the teacher of record and the ESE teacher will collaborate to plan, implement and monitor specific instructional strategies to support the student's specific learning needs. Another option for students who require this level of support will be the support facilitation model, wherein, the teacher of record is providing instruction and the ESE teacher will meet with the student, or small group, within the classroom but not as co-teacher. The *frequency and intensity* of instruction and support will be adjusted based on the individual student's education plan, or IEP. Both, the teacher of record and the ESE teacher, who are working on behalf of this child will collaboratively plan and implement lessons to ensure the child's needs are met.

Our Leadership Team is flexible to serve the needs of the students who enroll in our school. Supplemental support, services, modifications and accommodations may include a combination of the following:

- To address *environmental concerns*: preferential seating; planned seating on the bus, in the classroom, at lunch, in the auditorium, and in other locations; altered physical room arrangement;

- *Levels of staff support needed* (e.g., consultation, stop-in support, classroom companion, one-on-one assistance; type of personnel support: behavior specialist, health care assistant, instructional support assistant);
- *Planning time for collaboration needed by staff*; specialized equipment needs (e.g., wheelchair, computer, software, voice synthesizer, augmentative communication device, utensils/cups/plates, restroom equipment);
- *Pacing of instruction needed* (e.g., breaks, more time, home set of materials);
- *Presentation of subject matter needed* (primary language, paired reading and writing);
- *Materials needed* (e.g., scanned tests and notes into computer, shared note-taking, large print or Braille, assistive technology);
- *Assignment modification needed* (e.g., shorter assignments, instructions broken down into steps, allow student to record or type assignment);
- *Self-management and/or follow-through needed* (e.g., calendars, teach study skills);
- *Testing adaptations needed* (e.g., read test to child, modify format, extend time);
- *Social interaction support needed* (e.g., provide Circle of Friends, use cooperative learning groups, teach social skills);
- *Training needed for personnel.* (Adapted from New Mexico Public Education Department, 2004).

Modifications of the curriculum and its level of rigor will be delineated in a student's Individual Education Plan (IEP) and will potentially adjust what and how a student learns.

Accommodations to a student's learning will also be provided to ensure optimal learning for students requiring services. These accommodations could include support in the following areas:

- **Presentation**—how students receive information,
- **Responding**—how students show what they know,
- **Setting**—how the environment is made accessible for instruction and assessment, &
- **Scheduling**—how time demands and schedules may be adjusted.

Accommodations and/or modifications will be documented and monitored in the teacher's lesson plans to ensure documentation of legally required services. Additionally, depending on the needs of our incoming student population, programs for ESE students may include special teaching methods and materials, adaptive equipment and technology, therapy service (speech, language, occupational therapy, and/or counseling), special bus transportation, and/or accommodations and/or modifications to the educational curriculum. Furthermore, Dreamers Academy will use the MTSS processes to provide universally designed learning (UDL) to all students. Our ESE Liaison and Problem Solving Team (PST) will, when appropriate, work with the Sarasota School District to ensure that classroom instruction is accessible to the full range of learners using UDL principles. These will include multiple means for engaging, representing, and actions/expressing the curriculum, instruction and assessment.

Instruction for students who require supplemental supports, modifications and/or accommodations will be provided by faculty who are certified, or will be endorsed, under the Florida's expectation of 20 credit hours of Students With Disabilities. Furthermore, teachers who provide services for students who are considered Gifted will meet similar state certification/endorsement requirements.



We will seek to participate in any professional development opportunities available to Sarasota School District teachers and support personnel regarding the principles of UDL and strategies to increase learning opportunities to our full range of learners. Also, our goal is to also participate in the District's new electronic data-tracking system which records strategies aligned to the needs of students that remove instructional barriers, which was introduced in the 2017-18 school year, according to Sarasota School District's plan submitted to FLDOE for the current school year. In the event that SCSB has not implemented the new electronic data-tracking system Dreamer's Academy will secure a digital format for such documentation.

**F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.**

Dreamers Academy will support students with disabilities whose educational needs can be met in a regular classroom environment with 40% to 80% of instruction occurring in a class with non-disabled peers by providing a Resource Room model of instruction to support this level needed inclusion. In this placement level, an ESE teacher will provide instruction in contents identified within the IEP where smaller group settings and specialized instruction is required. This type setting will provide the child with a higher intensity of instruction while maintaining the specified level of minutes within the regular classroom setting.

In addition to the processes described above, our ESE Liaison and IEP Teams will also collaborate with district ESE personnel and assistive technology specialists to ensure accessibility for students with the greatest variability. Our ESE Liaison, working with the IEP Team, will submit inquiries and referrals to the Local Assistive Technology Specialists (LATS). Specific input regarding the tasks that are challenging for the student will be provided. When it is apparent the student will need more supports than those available to all students, an assessment will be scheduled and appropriate technology trials will be initiated.

Dreamers Academy ESE Liaison and IEP Teams will collaborate with Sarasota School District's ESE personnel and any appropriate specialist to review IEPs, monitor progress of performance data and when necessary, attend meetings with the goal of providing all students a Fair and Appropriate Public Education (FAPE). All IEPs will be reviewed by the ESE Liaison and IEP Team a minimum of once per year, and modifications will be recommended at this time for specific support, specialized instruction, accommodations, and differentiated instruction through the District's sanctioned UDL. In all cases, Dreamers Academy will seek to meet or exceed necessary services to ensure academic success for our ESE student population.

**G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.**

The goal for ESE students is inclusion (please refer to Section 6 E). If it is determined that the student with a disability needs a separate classroom (less than 40% of instruction occurring with non-disabled peers) to best serve his/her educational requirements, an IEP team meeting will be held with the District ESE department, a representative from the student's home school, a



general education teacher, and the child's parents to discuss the appropriate educational setting (other personnel resources may also be included, as needed).

If after the processes described above, and after all adequate and appropriate data and documentation have been collected and reviewed, the ESE Liaison and PST recommends the need for a change of the instructional environment, or deems that the education program for the student may benefit from a separate classroom or any other more restrictive measures, we will work closely with the child's parents and appropriate school district ESE personnel to develop the best program or placement changes for the student. This environment could be a self-contained Varying Exceptionalities classroom where students receive the core of their instructional minutes and are mainstreamed for specific classes while ensuring the Least Restrictive Environment.

Dreamers Academy will follow placement procedures of Sarasota School District and all placement decisions will be determined in consultation with the IEP Team, District ESE Department, and parents of the student. Special consideration is always given to the student's individual needs, assessment and performance data collected and analyzed, quality of services needed by the student, and desires and convenience factors important to the parents/guardians.

**H. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).**

The ESE Liaison, the IEP teams, and ultimately the school administrators are responsible for monitoring and evaluating the progress and success of students with disabilities to ensure attainment of goals set forth in either the IEP or 504 plans. Effective instructional planning and subsequent teaching to address a full range of learners will be monitored by the school administrators through a variety of methods, including but not limited to, classroom walk, data chats and lesson plans. School administrators will observe evidence of differentiating to address learner variability through multiple means of engagement, representation, action and expression. Additional data that may be used to evaluate progress and success could include: weekly work samples, homework completion rate, grades, teacher and staff observations, formative assessment data from the classroom, behavior documentation, FSA, i-Ready and Fountas and Pinnell scores, student records, family communication and feedback, etc.

At Dreamers Academy, inclusion not only refers to students with disabilities participating in educational programming with their non-disabled peers over 80% of the time. Inclusion also applies to processes in place such as those that guide monitoring and evaluation of the progress and success of all students.

**I. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.**

Dreamers Academy anticipates a 10% ESE population based on current Sarasota School District's enrollment figures. Year 1 will employ one part-time certified ESE Liaison, with plans to hire additional staff if enrollment of ESE students is higher than anticipated. Additional ESE services (i.e. SPL, OT, PT) needed will be contracted out to licensed professionals.

**J. Describe how the school’s overall effectiveness in serving exceptional education students will be evaluated.**

The ESE Liaison and IEP Teams will monitor and evaluate ESE students’ progress on an ongoing basis, using similar assessments, tactics, and measures employed with the general student population, to ensure that any and all special accommodations and supports are effective, determine whether adjustments are necessary, and ultimately result in IEP or 504 goals and targets are being met. The same process applies for gifted students, who will be monitored to determine whether accelerated learning gains are being met, not only in our formative assessment and internal diagnostic programs, but also in FSA ELA and math standardized tests. Dreamers Academy will follow Florida’s framework for gifted learners, which supports a challenging and rigorous curriculum, in order to meet the needs of gifted students

Overall effectiveness of Dreamers Academy educational programs serving exceptional education students will be evaluated by closely monitoring learning gains of students with exceptionalities over the school year as specified in the student’s Individual Educational Plan (IEP) goals. If there are no learning gains after the processes described in Section 4F, 5H, 6D have been put in place, then overall effectiveness of the school will be further evaluated by the immediacy of administrators response time and action taken as further placement and programming decisions are made with ESE Liaison, IEP Team, Sarasota School District ESE staff and the student’s parents/guardians.

**K. Describe how the school will serve gifted and talented students.**

Dreamers Academy will offer various services to meet the needs of our gifted and talented students based on the child’s Educational Plan. Differentiation of curriculum to help serve our gifted students could include, but not limited to, acceleration, flexible and ability grouping, and compacting curriculum. Instructional delivery models incorporated to meet the needs of gifted students at Dreamers Academy will include, but not limited to, cluster grouping, resource room/pull out, and support facilitation. Like students who require ESE services, the gifted students’ frequency and intensity of support will vary by student and monitored for changes.

Students identified as Gifted will receive enrichment educational services within the Intervention & Enrichment block. During this time, activities and supports will be conducted in small group to ensure that the child has the opportunity to be challenged and engaged. Dreamers Academy will follow Florida’s framework for gifted learners, which supports a challenging and rigorous curriculum, in order to meet the needs of gifted students.

Our teachers will work with the ESE Liaison and IEP Team to develop additional enrichment opportunities for any identified gifted and talented 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 Sarasota School District’s goals is to increase the number of minority representation receiving gifted instruction commensurate with the demographic diversity of the district’s student population (SCS Gap Team Gifted Plan, January 9, 2017).

Dreamers Academy has similar goals: to increase the number of ethnic minority and socioeconomically-disadvantaged students in gifted/advanced coursework. To that end, Dreamers Academy will universally test all second graders, during the second semester, utilizing an appropriate comprehensive screening tool, such as the Naglieri Nonverbal Ability Test or the Test of Nonverbal Intelligence, which have been deemed more effective for students from culturally and linguistically different or low-income backgrounds to eliminate barriers.

With this information, our identified second grade gifted students will benefit from an enriched curriculum and instructional strategies for the balance of their elementary school years to prepare them for advanced courses as they enter Sarasota School District middle schools.

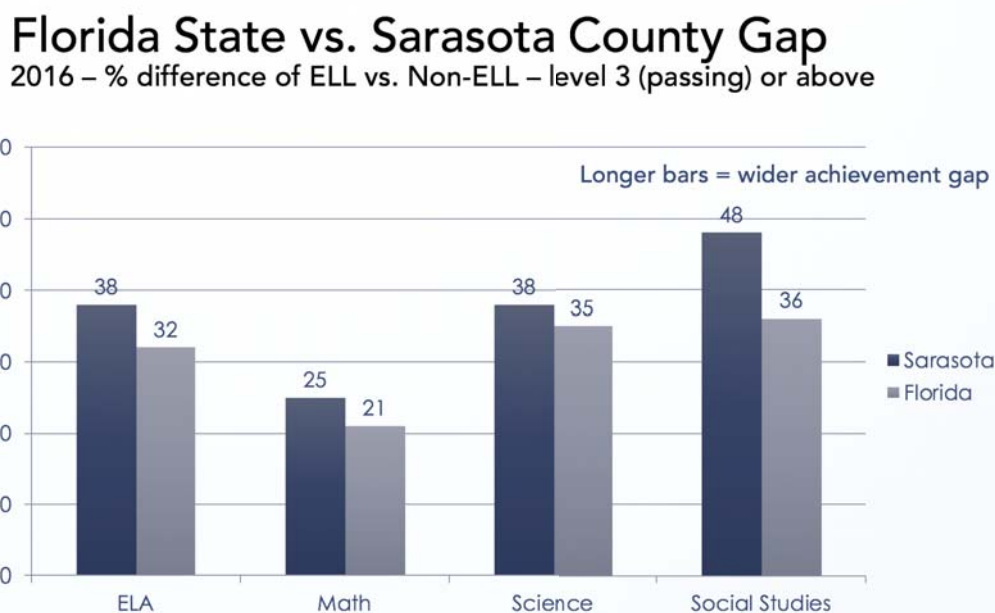
### Section 7: English Language Learners

- A. Describe 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, ensuring that they have equitable access to the school’s programming and communicating with their families.**

The Dreamers Academy Dual Language Two-Way Immersion (DL-TWI) education programming has been proven to be the most effective model to close the achievement gap not only of English Language Learners, but also of other traditionally underperforming subgroups of today’s public school student population (Thomas and Collier, 2014). Additionally, it has the benefit of providing enrichment to all students with the development of second language development towards the goal of bilingualism and biliteracy.

Mirroring trends in districts across the country, Sarasota’s English Language Learners are the fastest growing subgroup of students and their achievement gaps here are wider than the state’s in every category tested (ELA, math, science and social studies).

**Figure 4.**



The Dual Language Immersion Two-Way Model is one of six FLDOE instructional models included in their Matrix for English Language Learners (ELL), and the only one proven to close the achievement gap by high school of this subgroup of students. Thus, our school will follow the DL-TWI Model with the end goal of substantially closing the achievement gap of ELLs through the K-5 school years.

In order to meet all state and federal laws, including the specific Florida mandates established by the Consent Decree, Dreamers Academy is consulting with one of our mentors, Dr. Rosie Castro-Feinberg, who in 1990 was one of the main voices working with LULAC and META that brought about this major piece of legislation which provides Florida's framework to address the civil rights of ELL students, foremost among those their right to equal access to all education programs.

Dreamers Academy will comply with all requirements of the Consent Decree, which are: 1 – Identification and Assessment; 2 – Equal Access to Appropriate Programming; 3 – Equal Access to Appropriate Categorical and Other Programs for ELLs; 4 – Personnel issues such as training; 5 – Monitoring; and 6 – Outcomes Measures. (Note: Consent Decree Part V is not applicable as it is the state monitoring school districts).

*Consent Decree Part I - Identification and Assessment:* All students are given a home language survey, and if they state that a language other than English is spoken in the home, they are offered a chance to be placed in the ELL program which entitles them to additional support services. This category also includes an ELL committee which monitors the ELL student plan they design, an English assessment which places the student in one of 6 levels of proficiency, and eventually a chance to be reclassified as English proficient and exit the program. There is also a period of 2 years in which the student is monitored after reclassification.

Dreamers Academy will begin identification of ELL students with the Home Language Survey (HLS) which will be given to all students upon registration. Parents or guardians will complete the registration packet, including the HLS, with assistance in their heritage language, when feasible. When an affirmative response on the HLS is identified the registrar notifies the ELL Liaison to ensure language proficiency procedures are completed within ten (10) school days from the student's school entry date. The registration packet will gather data to help identify the student's Date Entered US School (DEUSS) and with the identification of immigration status of new students.

Upon affirmation of an HLS other than English, an English Language Proficiency assessment will be conducted by the ELL Liaison or qualified paraprofessional within ten (10) school days of school entry date. The Ballard and Tighe IPT (Idea Proficiency Test) will be utilized to ascertain the listening and speaking level of students in English at the following levels: Non-English Speaking, Limited English Speaking or Fluent English Speaking. Students in Grades K-2 who obtain a proficient score in the listening and speaking assessment do not qualify for ELL program services.

Students in grades 3-5 who obtain a proficient score in the listening and speaking assessment will be assessed in reading and writing (within the first 10 days of school) using the Ballard and Tighe Reading and Writing Test (IPT 1 for Grade 3 and IPT 2 for Grades 4-5).

If a student does not score English Proficient on the IPT, the student will be identified as ELL and offered ELL services. The ELL Liaison will schedule an ELL Committee Meeting within 10 days after student is identified as ELL. The ELL Committee will be responsible for producing the ELL Plan for the student; completing the necessary forms; documenting appropriate strategies to be used by the teacher; and communicate with the parents to explain to process and expectations.

In order to be aligned with regional school districts, Dreamers Academy will follow the Grade Level and Placement Procedures - Grades K-5 as outlined in the Sarasota District English Language Learners Plan 2016-19 (pg. 10) and the Districts' Student Progression plan which addresses other areas including placement, progression, remediation alternatives, retention, assessment and placement in special and alternative programs. [sarasotacountyschools.net student progression plan](http://sarasotacountyschools.net/student-progression-plan)

Communication with families will be greatly facilitated by our bilingual staff, as well as the Family Liaison whose main responsibility is to ensure parental involvement, provide access to school information, assist parents and others with questions and concerns, and resolve disputes.

**B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.**

Dreamers Academy is founded to ensure academic success and equitable access to the core academic program for all students, especially English Language Learners in Sarasota County. As such, all ELLs will receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students.

This section will address Dreamers Academy compliance with Parts II and III of the Consent Decree, which are as follows:

*Consent Decree Part II - Equal Access to Appropriate Programming:* Every student is entitled to instruction appropriate to their level of English proficiency; this relates to the student's access to English instruction as well as instruction in all content areas such as social studies, science, and math.

*Consent Decree Part III - Equal access to appropriate categorical and other programs for ELL students* ELL students are entitled to all programs offered, including vocational, compensatory and after school. This also includes special programs such as ESE and gifted, or drop-out prevention programs and pre-Kindergarten. This section also requires districts to communicate with the parents in the home language whether in writing or verbally.

Dreamers Academy will use Florida's mandated English for Speakers of Other Languages (ESOL) strategies to make instruction comprehensible for all ELL students. During the first five years, Dreamers Academy will implement a blended educational model in which the Year 1

Kindergarten cohort will be DL-TWI and Year 1 Grades 1 -5 will be a regular general education program (similar to other Sarasota County elementary schools) with the addition of Spanish Language Arts as described in Section 3 and Section 4. As these Year 1 cohorts progress through higher grade levels in subsequent years, the school will become 100% DL-TWI on Year 6, when the initial Kindergarten cohort reaches Grade 5.

It is our goal to have our students reach academic English proficiency as soon as possible, and research shows that the dual language educational model is the best way to do this. The process is known as transfer of learning, and over the past century it has been applied to different learning situations. Specifically, the transfer of language skills between languages a person knows is referred to as cross-linguistic transfer (Govoni 2018), where learners transfer knowledge and skills from their first language to their second language. In fact, one of the variables that affects second language acquisition is the degree of fluency of a learner’s first language. Thus, developing and maintaining a first language promotes learning a second (Govoni 2018).

Furthermore, the findings suggest that ELLs who have a chance to learn and become fluid through the use of two languages progress better than ELLs who are in English-only classrooms or move to English instruction before they are fully developed in first language oral skills and have only some degree of English language proficiency (Govoni, 2018).

To this end, we will also use Spanish language instructional strategies to make instruction comprehensible for English-dominant students in the DL-TWI cohorts. Our Year 1 Kindergarten cohort will follow the DL-TWI model in which 90% of the instruction will be in the partner language, in this case Spanish, and 10% of the instruction will be in English. As these children achieve increased literacy in English, the percentage of instruction in English will also increase, reaching a 50/50 model by third grade. Equitable access to the core academic program is assured for all students, as both ELL and non-ELL students are learning in both English and Spanish.

**Table 3 - Fully Implemented DL-TWI Model - Year 6 (Repeat from Section 3)**

<b>Grade/Classroom Type</b>	<b>Spanish Language Instruction</b>	<b>English Language Instruction</b>
<b>K</b> (Self-Contained)	80% - 90%	10% - 20%
<b>First</b> (Self-Contained)	60% - 70%	30% - 40%
<b>Second</b> (Walk to Learn)	50% - 60%	40% - 50%
<b>Third</b> (Walk to Learn)	40% - 50%	50% - 60%
<b>Fourth</b> (Walk to Learn)	30% - 50%	50% - 70%
<b>Fifth</b> (Walk to Learn)	30% - 50%	50% - 70%

As described in Sections 4A and 4B, the MTSS plan provides the framework the school will employ to ensure academic success and equitable access to the core academic program for all students, including ELLs performing below, at, or above grade level.



Dreamers Academy will use a combination of instructional models/approaches to serve our ELL students, particularly those in the first five years non-TWI cohorts (See Attachment FF 1). A determination of the best model/approach to be used will depend on the level of English proficiency of individual grade level cohorts. These FLDOE-sanctioned models/approaches will include: sheltered - English; sheltered - core/basic subject areas; mainstream/inclusion - English; mainstream - inclusion - core/basic subject areas; and maintenance and/or development bilingual education.

In addition to the FLDOE approved Dual Language model and as mentioned before in Section 3, Sheltered Instruction\* will be the primary instructional approach that will be the foundational piece to engage our second language learners whether English dominant or Spanish dominant. This research-based approach, founded on the work of Echevarria, J., Vogt, M. and Short, D., expects teachers to use clear, direct, simple language and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning tasks that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through content area material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level whether below, at or above grade level. (\*Please note that when we refer to “Sheltered Instruction” we mean strategies not sheltered classroom or physical separation from inclusive/mainstream class).

Strategies that support sheltered instruction will be used in all K-5 classrooms and fine arts classes. These include but are not limited to:

- **Collaborative Lesson Planning** to include unpacking standards to develop common language and common expectations across grade levels.
- **Group Configurations** that support engagement and ongoing interaction, along with whole group, grand conversations, partnerships and flexible small groups.
- **Pulse Learning** which chunks information to be delivered as to keep ELL students focused and interested, but layered enough to facilitate understanding.
- **Integration of Language skills** for oral language development by providing language frames and opportunities for accountable talk for all content areas.
- **Cooperative Learning** structures that contribute to student engagement, as it provides foundations to further language acquisition for all students;
- **Vocabulary strategies** that are explicitly taught and scaffolded through the day.
- **Mindwork journals** to capture thinking strategies taught for ongoing structured review.
- **Writing** to process and summarize information throughout every content area block.
- **Specific Feedback** around assessments that are authentic and performance based.
- **Summary (exit) slips** to spiral and review of content information being learned.

Adapted from SIOP Model (Echevarria, Vogt & Short, 2012)

To help illustrate how Dreamers Academy will support ELL students who are performing below grade level we have provided the following scenario:

Third Grade Scenario (DL-TWI Year 4 and beyond):

*A struggling third grade ELL student will enter Dreamers Academy and be placed in a classroom which adheres to all of the requirements of the state mandated school day, to include 90-minute Reading I block (with integrated Science and Social Studies units of study), 60 minute math block, and an additional 40 minutes for writing while being immersed in the 50/50 TWI model. 50/50 refers to the ratio of time teachers utilize Spanish vs. English as the language of instruction (50% Spanish / 50% English). (See Table 3) As shown in the school schedule (Attachment B), 50% (Spanish) of the day includes, Reading 2, Specials, Math Club and Writing, while, 50% of the day will be instructed in English to include Reading 1, Word Work, Math Block and I&E time.*

*This student will have support in various areas throughout the day. Within the 90-minute reading block (Reading I), this struggling readers' instruction will be differentiated during the focused small group section of the 90 minute reading block, with the use of leveled books to support their instructional level reading ability. This intentional teaching, done with the assistance of our ELL teacher or ELL paraprofessional, will focus on the target standard introduced in the mini-lesson portion of the reading block, done with grade level text. To add to this support the student will have added differentiated instruction, according to student need, as we will also implement the 'walk to learn' model, which allows us to provide interventions toward student individual linguistic/academic needs. During the I&E (Intervention and Enrichment) time, the student will have a blended approach of instruction via the use of the i-Ready reading program with targeted scaffolded support to the child's greatest area of need. The teacher will monitor the child's progress and supplement with computer based feedback with actual face to face conferences that will be in the form of a data chat or focused teaching lesson on the area narrowed out by the i-Ready Student Profile Report or Student Response to Instruction Report. Since the aforementioned student is more than two years below grade level in reading, he will qualify for Tier 2 intervention services above and beyond Tier 1 core instruction (MTSS).*

*Note: I&E block is where we will work with our struggling readers who are two or more grade levels behind in reading with the use of a comprehensive reading intervention, Leveled Literacy Instruction.*

Additionally, the Florida Department of Education is a member of WIDA, the national organization that advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse. They have developed high quality standards, assessments, research, and professional learning for educators that are widely used by 38 member states for English Language Learners.

WIDA's Can Do Philosophy will be infused in Dreamers Academy's programming, practices, and strategies (and professional development) to ensure academic success and equitable access to the core academic program for ELL students, including those below, at, or above grade level. This is a constructivist philosophy that states that all students, but linguistically and culturally diverse learners in particular, bring a unique set of assets that have the potential to enrich the experiences of all learners and educators. By focusing on what language learners *can do*, we send a powerful message that students from diverse linguistic, cultural, and experiential backgrounds contribute to the vibrancy of our public schools (WIDA, 2018)

The ELL Liaison will utilize WIDA's Can Do Descriptors (see attachment FF9) per grade level, which provide examples of academic language use for four specific communicative purposes:

- **Recount:** To display knowledge or narrate experiences or events. Example tasks include telling or summarizing stories, producing information reports, and sharing past experiences.

- Explain: To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.
- Argue: To persuade by making claims supported by evidence. Example tasks include stating preferences or opinions and constructing arguments with evidence.
- Discuss: To interact with others to build meaning and share knowledge. Example tasks include participating in small or large group activities and projects.

Dreamers Academy teachers will employ professional development throughout the year that reinforces the principles of transfer theory and practice and solidifies their ability to assist students in transferring skills, knowledge and behaviors from one language to another. Other professional development will include pedagogies for language acquisition as well as academic content proficiency. Krashen and Terrell’s widely accepted (1983) ELL taxonomy with four stages of language development - preproduction, early production, speech emergence, and intermediate fluency.

Below are specific ELL instructional strategies for teachers to use (Krashen and Terrell, 1983). These strategies are organized into eight general recommendations that remind teachers to:

- Communicate clearly
- Make content understandable
- Check students’ understanding
- Elicit students’ responses
- Demonstrate and model
- Encourage interpersonal communication
- Group students to assist their learning
- Promote cross-cultural awareness

Within each of these recommendations, educational tactics are developed with increased levels of challenge for each of the 4 stages of language development within Krashen and Terrell’s (1983) taxonomy.

**C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.**

This section will address Dreamers Academy compliance with Parts IV of the Consent Decree: *Consent Decree Part VI – Outcomes Measures - The FLDOE’s evaluation system collects and analyzes data regarding the progress of ELL students and includes comparisons between the ELL and non-ELL populations regarding retention rates, graduation rates, dropout rates, grade point averages and state assessment scores.*

ELL students at Dreamers Academy will have an ELL Plan intended to monitor and evaluate progress and academic achievement. The ELL Plan documents all the services provided to the ELL student. It also documents the student’s English Language Proficiency level; tracks student language development and academic performance; maintains a record of meetings and all its participants; documents all evaluations and reports; delineates teacher and parent engagement; documents exit and reclassification; maintains a record of services provided: ELL strategies, effectiveness of programs used; accommodations and support services; modifications; IEP; 504; MTSS plan; behavioral reports; etc.

As detailed in Section 7 B, Dreamers Academy will establish an ELL Committee which will provide oversight to the process, collaboration with parents/educators over student entry, assessment and placement decisions, and documentation to ensure compliance. ELL Committee decisions will be based on analysis of student academic performance to include language proficiency scores, teacher feedback, review of current grades, standardized test scores and may determine that students would be better served by another instructional program or combination of programs that address the needs of the student.

The ELL Committee monitoring the plans will be closely review each ELL student's i-Ready and Fountas and Pinnell diagnostics data along with other data sources (which could include weekly work samples, homework completion rate, grades, teacher and staff observations, formative assessment data from the classroom, behavior documentation, FSA, i-Ready and Fountas and Pinnell scores, student records, family communication and feedback, etc.) to create an academic profile to gain a complete understanding of each ELL student's academic strengths and areas that need improvement.

Additionally, Dreamers Academy will also utilize several assessment tools to monitor ELL progress, including but not limited to WIDA, Fountas and Pinnell's Benchmark Assessment System (BAS), and i-Ready diagnostics scores from a minimum of three annual tests. i-Ready will launch their Spanish diagnostics in 2019, coinciding with the opening of our school. Daily class participation and performance will also be monitored by teachers. Assignment grades, progress reports and report cards will also be used to evaluate ELL progress.

The ELL Liaison will be responsible for monitoring the proficiency levels of each students and how ELL strategies within lesson plans are being implemented. The ELL Liaison will work closely with teachers to design instructional strategies customized to each student's specific language development needs, according to their levels of proficiency within the speaking, listening, reading and writing categories. These strategies will be modified as the students' demonstrate learning gains in language acquisition and core/basic subject areas. The ELL Liaison will also be responsible for communication with parents/guardians, and per Consent Decree part III, we will be able to do this both verbally and in writing.

The Center for Applied Linguistics has established specific guidelines for dual language instruction. Among their findings is research that has consistently demonstrated it takes 5 to 7 years, or longer, for students to become academically proficient in a second language (Hakuta, 2011; Hill, Weston & Hayes, 2014; National Academies, 2017; Thompson, 2015). In fact, language development is not linear, but is much more rapid at early stages and slows as students approach advanced levels of proficiency (Linguati & Cook, 2015).

According to the data, reclassifying children after Year 3 may be premature, and if testing is any indication, we can see huge gaps in academic content as well as English proficiency in LF and LZ reclassified students. Beginning in 4th grade, Hispanic students begin to fall one or more grade levels behind, according to i-Ready AP3 Spring 2018 testing data and, tragically, this downward spiral continues for larger percentages of these students in all subsequent school years. In Sarasota County Schools, 60% of Hispanic 8th graders are one or more grade levels behind in reading and 76% are one or more grade levels behind in math (<http://sarasotacountyschools.net/data-dashboard.aspx>).

ELL students will be assessed annually using the state mandated WIDA Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 suite of assessments (ACCESS for ELLs 2.0), including Kindergarten ACCESS for ELLs for kindergarten students, ACCESS for ELLs 2.0 for grades 1-12 students, or Alternate ACCESS for ELLs for students with significant cognitive disabilities.

Florida State Board of Education has determined that only students who pass the Kindergarten ACCESS for ELLs or the ACCESS for ELLs 2.0 assessment with a composite score of 4.0 or greater and at least 4.0 in the domain of reading shall be eligible to exit the ESOL program. For students with significant cognitive disabilities taking any administration of the Alternate ACCESS for ELLs assessment, the proficiency level shall be a P1 composite score or greater. (6A-6.09021 Annual English Language Proficiency Assessment for English Language Learners; Rulemaking Authority 1001.02, 1003.56 FS. Law Implemented 1003.56 FS. History—New 10-26-11, Amended 6-25-14, 6-23-16, 5-30-17.)

Exiting the ESOL program will be determined by the ELL Committee working with the 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). With consultation from the ELL Committee, the 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.

Before exiting any child, we will focus on academic growth made and more importantly on sustainability of growth within a regular classroom without ELL support.

**D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.**

*The Consent Decree Part V – Personnel:* This was one of the most significant and most controversial parts of the Consent Decree, as it mandated extensive teacher and administrator training both educationally and in-service. Training in teaching methodology, curriculum and materials development, applied linguistics, and ESOL testing and evaluation is now required.

Every attempt will be made to recruit and retain a certified teaching staff who are bilingual, as the entire school has been designed to provide the ideal instructional model for English Language Learners. In addition, recruitment efforts will tap into professional networks and affinity groups, such as the National Association of Bilingual Education (NABE). All teachers will be required to complete the ELL endorsement toward their state certification.

In order to meet the required number of teachers/paras, we will hire ELL paraprofessionals, as mandated by the Consent Decree, to support classroom instruction, allocation numbers staying to starting capacity. As indicated in the Sarasota School Board ELL Plan we will secure one paraprofessional per fifteen ELL students of the same language.

Our paraprofessionals will be required to meet the definition of highly qualified personnel as outlined in Title 1, NCLB:



- (A) Completed at least 2 years of study at an institution of higher education;
- (B) Obtained an associates or higher degree; or
- (C) Met a rigorous standard of quality and can demonstrate mastery of needed skills through a formal state or local assessment.

Additionally, one instructional paraprofessional will act as Teaching Assistant Year 1 and an additional one will be added Year 2. Our teaching staff will be predominantly bilingual, which will greatly impact the academic success of our ELL student population.

## **Section 8: School Culture and Discipline**

### **A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.**

Dreamers Academy is a Servant Leadership institution. Servant Leadership is a philosophy and set of practices that enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring world. We believe that all instructional and administrative staff need to model servant-first leadership to ensure that students' and families' highest priority needs are being served.

Servant Leaders are guided by these questions: "Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived? As servant-leaders, we focus primarily on the growth and wellbeing of students, families and the communities we serve. We share power, collaborate, are constantly learning and growing, put the needs of others first and help students develop and perform as highly as possible" (Robert K. Greenleaf, 2015.) Other notable thought leaders including Ken Blanchard, Stephen Covey, Peter Senge, M. Scott Peck, Margaret Wheatley, Ann McGee-Cooper & Duane Trammell, Larry Spears, and Kent Keith all adhere to these philosophical underpinnings.

Our school culture fosters real-time communication, inclusivity, engagement, and cross-cultural connection among our students, families and the greater Sarasota community. During the day, classroom meetings, displays of student work and positive acceptance of a student's culture will bring about a fully embracing of a child's funds of knowledge. With academic nights, student reading and writing celebrations, we will build a culture of academic rigor that is performance driven. This culture will support and enhance a rigorous and caring academic environment with high expectations, greatly reinforcing student intellectual and social development.

This intentional built school culture is consistent with our mission of implementing data-driven best practices to develop bilingual, biliterate, and cross-cultural leaders of character, served in a caring environment that encourages family engagement and celebrates America.

Our school culture is congruent with the student discipline policy, as we will follow the Sarasota School District code of conduct, which we find to be adequate and consistent with our mission, vision and guiding principles.



**B. State whether the applicant intends to use the local school district’s code of conduct policy.**

Initially, it is the intention of Dreamers Academy to use Sarasota School District’s code of conduct policy.

Dreamers Academy will adopt climate practices to foster caring relationships and discipline policies that employ social engagement, build healthy relationships between students, faculty, administrators and staff; build community capacity for self-governance among students; respond to conflicts in ways that repair harms caused by conflict and reduce the likelihood of future conflicts; and, promote a positive school climate in which students feel safe and able to focus on learning.

We will follow the District’s Restorative Strategies Initiative, which integrates restorative strategies with positive behavioral support. Following District protocol, Dreamers Academy will establish a PBIS Team with representation from stakeholders including teachers, administrators, support staff, parents and/or community members. The PBIS Team will develop a School-wide Positive Behavioral Interventions and Support Plan which will include source documentation, expectations, methodology for teaching such expectations to stakeholders, methodology for rewarding and reinforcing positive student behavior, methodology for response to behavioral infractions and/or violations in all three Tiers identified by Sarasota School District policy (as well as any our PBIS Team identifies), and examples of data sources used to make decision and monitor progress, such as attendance data, office support call log, referrals, etc.

Florida Statute §1006.13 mandates that, “Each school district shall adopt a policy of zero tolerance that defines criteria for reporting to a law enforcement agency any act that occurs whenever or wherever students are within the jurisdiction of the district school board; defines acts that pose a serious threat to school safety; defines petty acts of misconduct; minimizes the victimization of students, staff, or volunteers, including taking all steps necessary to protect the victim of any violent crime from further victimization; establishes a procedure that provides each student with the opportunity for a review of the disciplinary action imposed pursuant to s. 1006.07.”

In complying with the law, Dreamers Academy Governing Board will be governed by the Sarasota School Board Policy 5.32, including the list of offenses that, in the absence of mitigating circumstances, will cause the student to be brought before the Board for expulsion.

All students are expected to follow the rules of Dreamers Academy Handbook and Sarasota County Schools’ Code of Student Conduct on their way to and from school. The Principal, or designee, may take administrative action if students’ misconduct in route to or from school has a harmful effect on the health, safety or welfare of themselves, other students and/or the school.

Violations of the Code of Student Conduct occur in varying degrees of severity. These behaviors are aligned with the District’s discipline policy (300.9), from least severe (Level 1) to most severe (Level 4).

All behavioral data will be monitored on a weekly basis (or more frequently on a case by case basis as needed) by the Leadership Team and on a monthly basis by the PBIS Team during monthly meetings.

Dreamers Academy will abide by the Sarasota School District's Behaviors and Consequences Chart and understands that not all possible behaviors/actions have been included on the chart, and the omission of any behavior or action from the chart does not preclude Dreamers Academy school PBIS Team, administration or Governing Board from taking appropriate action to resolve any situation. Dreamers Academy PBIS Team, school administrator or Governing Board may develop additional consequences for a particular behavior as long as these consequences do not violate school board policies or state statutes.

In order to maintain safe and effective classroom management and learning conditions, it may be necessary to impose disciplinary consequences for behaviors which disrupt the learning environment or pose a danger to students or school personnel. Dreamers Academy will utilize the disciplinary actions recognized by the Sarasota School District and the Sarasota School Board, including but not limited to, Removal from Class (300.16), Student Detention Search and Seizure (300.15), In-school restriction (330.17), Restriction of Privileges (300.18), Due Process for Suspension and Expulsion (300.20), Disruptive Students/Staff Interventions (300.21), etc.

As stated in the Sarasota School of Conduct (300.20 — Due Process for Suspension and Expulsion)

*When disciplinary actions reach the level of suspension or expulsion of a student, the following procedural steps are implemented to protect the interests of the student. The principal or designee will use and follow the steps in the Due Process Checklist, including identifying whether a student is receiving Exceptional Student Education, 504 plan, or English for Speakers of Other Languages (ESOL) services. Prior to suspension or expulsion from Dreamers Academy the student shall be provided due process and have the right to:*

- *Be advised of the charges/accusations.*
- *Be provided an opportunity to respond to the charges.*
- *Be provided an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident.*
- *Be advised why they are being suspended or recommended for expulsion.*

The only variance from this policy will be that expulsion from Dreamers Academy shall be reviewed by an ad hoc Disciplinary Committee which will ensure that school policies, progressive discipline, and federal guidelines for ESE/ELL students were followed. Additionally, the Principal will inform the Dreamer Academy Board of the decision and rationale within the Monthly Board Report.

The code of conduct has special consideration for students with special needs, in compliance with federal law. For students with special needs, including students with an Individual Education Plan (IEP)/504 plan, federal law requires that IEP/504 plan teams conduct a Manifestation Determination Review (MDR) for all students who have committed expellable offenses. At the MDR, the IEP/504 plan team must determine whether the student's misconduct was caused by his or her disabilities. If it is determined that the misconduct was caused by the student's disabilities, the student would return to his or her current placement.

For ESE students only, an IEP/504 plan Re-evaluation Review Team would convene to determine any possible changes for the student, including a possible placement change. If it is determined that the conduct was not caused by the student's disabilities, the student could be considered for a recommendation for dismissal or expulsion.

### **Section 9: Supplemental Programming**

#### **A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.**

The Leadership Team at Dreamers Academy will seek to identify and match activities and services offered by local arts, culture and science organizations, as well as area teaching artists, with Florida Standards and benchmarks. Both classroom-based activities and field trips will be sought as co-curricular enrichment opportunities. At least one field trip or classroom-based activity per grade, per year will be offered, and one school-wide community-building event, per year, is planned in which one or more "explorations" will be included. We have found that EdExplore (edexploresrq.com) is the best resource for District-vetted "explorations" and funding will be sought through rolling grants from the Community Foundation of Sarasota County, as well as year-round grants from the Education Foundation of Sarasota County, amongst others.

Other potential extra- and co-curricular activities/programs include Project Lead The Way (PLTW) Launch K-5, a STEM program designed to help serve underrepresented students in science and math. Each grade module is designed to align with state standards, while also engaging students in cross-disciplinary activities that "spark a lifelong love of learning and build knowledge and skills in areas including computer science, engineering, and biomedical science. In addition, each module empowers students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance." (<https://www.pltw.org/our-programs/pltw-launch>)

We have been in contact with Dr. Glade Montgomery, Senior Vice President of Partnerships, to discuss implementation of PLTW Launch at Dreamers Academy, making it the first elementary school in Sarasota County to adopt this well-known and highly effective STEM program. PLTW is sanctioned by Sarasota School District's CTE Department and is currently used in several Sarasota District high schools, as well as McIntosh Middle School.

Along with the above, additional activities that support learning are annual Academic Nights, Parent University Literacy Workshops and Cultural Celebrations, culminating with our Kindergarten and Grade 5 graduations.

Funding will be sought from a variety of sources, including but not limited to local foundations, local engineering companies, Greater Sarasota Chamber of Commerce's Talent4Tomorrow Partnership, etc.

## II. ORGANIZATIONAL PLAN

### Section 10: Governance

**A. Describe the school's existing or planned legal status, including non-profit status and federal tax-exempt status.**

Dreamers Academy is incorporated as a non-profit corporation in accordance with the guidelines outlined by the Florida Secretary of State and is in process for 501(c)3 tax status.

**B. Provide the following documents, if available, as attachments:**

- The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H
- 501(c)(3) tax exempt status determination letter (or copy of the filing form) – Attachment I
- Governing board by-laws – Attachment J
- Governing board code of ethics and conflict of interest policy – Attachment K

**C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.**

The Governing Board will be accountable for the ongoing oversight of the school, policy-making and compliance with applicable charter school laws, non-profit laws and related requirements. The Governing Board will be comprised of, between, five and nine members, serving three-year terms. The leadership committee will include a Chair, Vice-chair, Secretary, and Treasurer. The Treasurer will chair the Finance Committee and coordinate board efforts to review and approve the annual budget, as well as address other financial issues. Other committees may be created, as appropriate, once the school is operational.

Major responsibilities of the Governing Board include adopting an annual budget, adopting organizational policies, hiring an independent, external auditor, and hiring and evaluating the Principal, in addition to his/her dismissal, if necessary. The Board may also choose to hire an Executive Director. All Governing Board members must complete required training/orientation and will be required to adhere to a high standard of professional and ethical conduct, including avoidance of conflicts of interests. Board members will have established expertise and/or appropriate training, such that they will provide accurate financial planning and apply good business practices to their oversight duties.

With respect to interacting with the Principal, the Governing Board will hire, set compensation for, and annually conduct a performance evaluation of him/her. In addition, the Board will support the functions of the Principal, helping to ensure his/her success in managing the school. In accordance with its standards, Board members will avoid circumstances that create undue influence on employees of the school, parents, or members of the School Advisory Council.

Dreamers Academy Board members will follow the standards for effective charter school governance, a framework developed by The National Charter School resource center of the USDOE. These standards are:

- Focus relentlessly on student achievement
- Recruit and retain an exceptional leader
- Invest in exemplary governance
- Act strategically and be accountable
- Raise and use resources wisely
- Commit steadfastly to compliance

**D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.**

The Governing Board will be governed by its bylaws (see Attachment J) as well as state and federal requirements. Accordingly, the Board will meet monthly during the school year and once during the summer break. An agenda and relevant support materials will be provided to Board members and made available to the public prior to meetings, as outlined in the Sunshine Laws. The Board secretary will be responsible for recording meeting minutes for board approval. Upon approval, these minutes will be made available for public review, in accordance with Florida's Public Records Law, Chapter 19 F.S. Public records requests will be provided in accordance with state laws and policy adopted by the Board.

All Board meetings will be open and accessible to the public. A Board calendar will be maintained on the school website, where the public will have the opportunity to access all Board information.

**E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.**

The Governing Board will be comprised of at least five, and no more than nine, members with diverse areas of expertise. Areas of expertise include educational, financial, legal, and managerial. Since the school's target constituency will seek to balance English-dominant and Spanish-dominant speakers, Board membership will also include representation from the Latino community mirroring the school's diversity.

**F. Describe how board members have been and will be selected including term limits and selection of officers.**

Board members will serve three-year terms with the option of re-election by a Board majority. To ensure continuity, terms will be staggered so that no more than a third of the Board will turn over in a given year. Approvals of the Board will be deemed valid when approved by a majority of Board members. A two-thirds vote will be required to amend the bylaws and school policies and to remove a Board member. If a Board member resigns or is removed, a new Board member will be selected and approved by majority vote as soon as possible and will hold the seat until the end of the vacated term. Officers of the Board will include a Chair, Vice-chair, Secretary, and Treasurer, which will be one-year terms.

**G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.**

Like most public education professionals, this Board, and administration, will bring the concepts of Servant Leadership to their roles at Dreamers Academy, always keeping the best interest and success of the students, and families, at the forefront of decision-making processes. Board members will also bring a strong understanding of the cultural and linguistic nuances of the community, its strengths and assets, as well as needs/challenges, to their roles, thereby ensuring a culturally-competent approach to engaging students which, research shows, results in better outcomes.

Additionally, the Board team will have extensive experience with school operations, business management, Florida’s education system, and nonprofit governance best practices. The team will, thus, have the capacity to effectively establish the framework for the organization by supporting the ongoing relevance of the mission and vision; setting the direction of the school via strategic planning and development of policies; defining and ensuring accountability (including financial) for the Board and administration; and supporting the Principal/administration, as well as serving as ambassadors for the school.

**H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume**

Name	Current or Prospective Founding Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Thomas Chaffee	Current	Chair	<u>X</u> Information Sheet <u>X</u> Resume
Steve Zickafoose	Current	Vice-chair	<u>X</u> Information Sheet <u>X</u> Resume
Al Weidner	Current	Treasurer	<u>X</u> Information Sheet <u>X</u> Resume
Geri Chaffee	Current	Secretary	<u>X</u> Information Sheet <u>X</u> Resume
Dan Kennedy	Current	Member	<u>X</u> Information Sheet <u>X</u> Resume
Dr. Rubylinda Zickafoose	Current	Member	<u>X</u> Information Sheet <u>X</u> Resume

**I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.**

The Board will periodically conduct assessments to clearly define the current composition of the Board; identify characteristics, skills, experience, and backgrounds that are needed to help advance the mission and work of the organization; and identify gaps that may arise in the future.



This assessment will serve to inform the development of specific board selection criteria for recruiting members and ensure a highly qualified and diverse body that best meets the needs of the school.

Individuals interested in serving on the board will be asked to complete a board application and submit a resume, which will be provided to the Board prior to voting. Anyone eligible to serve as a Board member will be welcome to submit this information for consideration or may be nominated. A formal Board orientation will be provided, including a new Board member manual containing Board member job description (roles/responsibilities) and commitment agreement, along with other pertinent organizational information. New board members will be required to complete a Florida-sanctioned governance training session such as the one provided by Kathleen Schoenberg at [www.charterschooltraining.com](http://www.charterschooltraining.com).

Board member professional development opportunities, offered through third parties, will be identified on an ongoing basis and will be communicated to the Board. This will include sessions provided by Florida Charter Schools-approved trainers and cover governance best practices and oversight component content that meet requirements under the Florida Charter Schools guidelines. Modules will include, for example, Government under the Florida Sunshine Law, Conflict of Interest, Ethics and Fiscal Accountability and the associated systems. Complementary content may include topics such as sustainable results marketing, cultivating effective community partnerships, and negotiating contracts for goods and services.

Additionally, as appropriate, internal training/capacity building will be arranged for the board. Training topics may include, but are not limited to, cultural competency, strategic planning, models of governance and leadership, and charter school law.

The National Charter School Resource Center offers webinars and training sessions such as “I just joined a charter school board. Now what?”  
[https://charterschoolcenter.ed.gov/sites/default/files/files/field\\_webinar\\_attachments/Board%20Governance%20Webinar%2009.15.2016.pdf](https://charterschoolcenter.ed.gov/sites/default/files/files/field_webinar_attachments/Board%20Governance%20Webinar%2009.15.2016.pdf)

Additionally, membership in national and state charter school associations and participation in conventions and/or seminars will further develop our Boards professional capacity.

**J. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest.**

As articulated in the bylaws, Board members will not have any employment or contractual relationships that conflict with their roles. The school will not do business with any entity in which a Board member, school employee, or relative of a Board member or school employee has a material interest. Exceptions can be made if there is full disclosure and formal approval. Board members and employees will, annually, complete a disclosure statement questionnaire as part of procedures to help identify any potential or perceived conflicts of interest.

**K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school’s governing board and leadership.**

A School Advisory Council (SAC) will be established and shall be composed of the Principal, and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served.

The Governing Board shall establish procedures to be used in selecting members that include means of ensuring wide notice of vacancies and of taking input on possible members from instructional and administrative staff, parents and/or family members, local business, chambers of commerce, community and civic organizations and groups, and the public at large.

Dreamers Academy SAC shall adopt bylaws establishing procedures for:

1. Requiring a quorum to be present before a vote may be taken. A majority of the membership of the council constitutes a quorum.
2. Requiring at least 3 days' notice in writing to all members of the advisory council of any matter that is scheduled to come before the council for a vote.
3. Scheduling meetings when parents, teachers, businesspersons, and members of the community can attend.
4. Replacing any member who has three unexcused consecutive absences from a SAC meeting that is noticed according to the procedures in the bylaws.
5. Recording minutes of meetings.

The Governing Board may review all proposed bylaws of the SAC and shall maintain a record of minutes of council meetings.

Dreamers Academy SAC shall perform functions prescribed by regulations of the Governing Board; however, the SAC shall not have any of the powers and duties now reserved by law to the Governing Board.

The SAC shall assist in the preparation and evaluation of the annual School Improvement Plan (SIP). The SIP is designed to achieve the school's education goals and student performance standards. The SIP may also address issues relative to training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by the Governing Board's policy.

The SAC also may advertise the final draft of the School Improvement Plan; conduct a public meeting for community suggestions for modifications; serve as an advocate in the community and the school for implementation; and assist in public relations efforts related to the plan.

The SAC may also collect and analyze information about the community and the school; receive public input regarding needs of the school; provide ongoing review of the progress being made toward implementation of the School Improvement Plan; and evaluate success by monitoring short-term and long-term outcomes.

- L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice**

**at the school. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.**

Dreamers Academy will develop a process to present objections and/or grievances by parents and/or students in order to address them in a professional and timely manner.

Our administrative and instructional staff will be trained in the philosophy of Servant Leadership to be highly sensitive and responsive to customer satisfaction. Any concerns by parents and/or students shall be addressed at the point of contact, and shared with school leadership as necessary. The Family Liaison (known in District parlance as PIR - Parent Involvement Representative) will be in charge of recording all objections, grievances and/or complaints and documenting the steps taken to satisfactory resolution. The Family Liaison will also serve as a Parent Representative for families and students' parents.

Should a parent and/or a student have an objection to a Governing Board policy and/or decision, administrative procedure, or practice at the school, the objection must be presented in writing to the Governing Board (unless it is an emergency). Proper notice will be given to the public of when the Governing Board has determined that it will give due consideration to the proposal for adoption, amendment, or repeal of a rule. The notice of the public hearing will be advertised prior to the date of the hearing.

The entire process to address grievances is not fully developed, however the primary steps have been articulated above. However, the steps the school will follow when a parent has an objection or a grievance will depend on the severity of the case. 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.

The Family Liaison will be in charge of recording all objections, grievances, and/or complaints and documenting the steps taken to satisfactory resolution.

**If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner, provide the following information:** Not Applicable N/A

**M. Name of the partner organization.** N/A

**N. Name of the contact person at the partner organization and that person's full contact information.** N/A

**O. A description of the nature and purpose of the school's partnership with the organization.** N/A

**P. An explanation of how the partner organization will be involved in the governance of the school.** N/A

## Section 11: Management and Staffing

**A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in**

- The pre-operational year;
- The first year of school operations;
- At the end of the charter term; and
- When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

**B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader’s ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.**

The Dreamers Academy Principal is Dr. Rubylinda Zickafoose, a 29-year veteran of Florida’s public school system and an adjunct professor in the School of Education at University of South Florida Sarasota Manatee. Dr. Zickafoose is well-qualified to lead Dreamers Academy in achieving its mission to develop bilingual, biliterate, cross-cultural leaders of character who will enter high school a full grade level ahead and prepared for success in a global scale.

Specific evidence of Dr. Zickafoose’s ability to effectively serve the anticipated population can be found in her educational and professional choices to date, as well as her own very personal story of overcoming linguistic, cultural, and traumatic experiences growing up in a migrant population of Hispanic farmers. A former ELL herself, Dr. Zickafoose personal experience brings great insight to the challenges of learning the language of instruction while also learning academic content in that second language. Throughout her educational journey, she committed to being in a position where she would have impact on students who are struggling in our schools due to a combination of linguistic, cultural, and socio-economic challenges.

She considers herself an instructional leader first and foremost, and believes that Dreamers Academy should be a learning organization for all – teachers, students and parents. “The characteristics of a successful school are solid direction through vision and leadership, safe and secure facilities, and high expectations for learning, including character development,” she said.

Dr. Zickafoose obtained her Ph.D. in Curriculum and Instruction with an emphasis in Reading/Language Arts with her dissertation a study on the challenges of underperforming

students: “Oye mi Voz” (Hear My Voice!): The Perception of Hispanic Boys Regarding Their Literacy Experiences. Her Masters of Arts Degree is also in Reading.

Throughout her educational career she has chosen to work in low income schools and with at-risk students. Specific evidence that demonstrates Dr. Zickafoose’s capacity to design, launch, and manage a high-performing charter school include her ascent to leadership having performed most instructional jobs in traditional schools. She has been a paraprofessional, elementary school teacher, Literacy Leader, K-5 Reading Coach, Instructional Coach, District Curriculum Specialist, Assistant Principal and Principal at the elementary school level. She has also designed and implemented professional development and induction programs for 3,000 new teachers over the years.

Dr. Zickafoose currently teaches pre-service teachers in the School of Education at University of South Florida, where she has taught classes including EEC 4706 Early Language and Emergent Literacy, LAE 4414 Children’s Literature in Elementary Education; RED 4310 Teaching Elementary Reading, RED 6540 Assessment in Literacy; to name a few.

Among her many awards and recognitions both locally and nationwide, she was the USF Successful Latina Scholar Award Recipient, Manatee County District Teacher of the Year, Florida Migrant Success Story of the Year, Christa McAuliff Fellowship recipient, and was featured in Dan Rather’s book *American Dream*.

Dr. Zickafoose personifies Dreamers Academy’s Servant Leadership philosophy (Section 8 A), which calls for enriching the lives of individuals, building better organizations and ultimately creating a more just and caring world. As a servant-leader herself, she will model for all instructional and administrative staff sharing power, collaboration, and an environment of constant learning and growth, putting the needs of others first and helping students develop and perform as highly as possible (Greenleaf, 2018).

Perhaps fittingly, Dr. Zickafoose was the recipient of the Milken National Educator Award, which recognizes educational leaders not just for their impressive accomplishments to date, but for the promise of what they will accomplish in the future. We strongly believe that providing Dr. Zickafoose with a strong infrastructure, support and resources, will empower her to tap into the enormous promise and potential of a whole generation of at risk students who deserve nothing less.

Upon Sarasota School Board approval of the Dreamers Academy Charter and/or the need for a full-time principal becomes apparent prior to school opening, Dr. Zickafoose, member of the founding board, will remove herself as to not continue on the official Dreamers Academy governing board. Additionally, Steve Zickafoose, her husband, will be maintaining his position on the founding board but will not, in any way, be part of the official governing board of Dreamers Academy.

- C. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.**

The management/administrative team will be comprised of the Principal and Assistant Principal (Assistant Principal will join as of year three). The Principal will hold primary responsibility for oversight, decision-making, and management of daily operations and staff. She will work with all staff to ensure that operations are in accordance with the mission, vision, and guiding principles of the school.

The Principal will be responsible for hiring all positions, with input from others in the organization. The Assistant Principal will be under the supervision of the Principal and will assist the Principal with performing his/her duties.

The Assistant Principal will be evaluated by the Principal and the Principal will be evaluated by the Governing Board.

- D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school’s projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school’s teachers.**

**Table 10. Proposed Five-Year Staffing Plan.**

Personnel	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Administrative Staff:</b>					
Principal	1	1	1	1	1
Asst Principal	0	0	1	1	1
<b>Total Administrative Staff:</b>	1	1	2	2	2
<b>Instructional Staff:</b>					
Kindergarten	6	6	6	6	6
First Grade	2	6	6	6	6
Second Grade	2	2	6	6	6
Third Grade	2	2	2	6	6
Fourth Grade	2	2	2	2	6
Fifth Grade	2	2	2	2	2
Sixth Grade	0	0	0	0	0
Seventh Grade	0	0	0	0	0
Eighth Grade	0	0	0	0	0
<b>Total Instructional Staff:</b>	16	20	24	28	32
<b>Student Support:</b>					
Counselor (SAI)	0.5	1	1	1	1
Student Support Specialist (SAI)	0.5	0.5	1	1	1
ESE Liaison	0.5	0.5	1	1	1
<b>Total Student Support:</b>	1.5	2	3	3	3
<b>Fine Arts Enrichment:</b>					
Art	1	1	1	1	1
Music	1	1	1	1	1
Physical Education	1	1	1	1	1
Technology Asst.	0.5	0.5	1	1	1
Media	0.5	0.5	1	1	1
<b>Total Fine Arts Enrichment:</b>	4	4	5	5	5
<b>Support Personnel:</b>					
Paraprofessionals	2	2	2	2	2
2nd-5th Gr Inst Para (ELL)	2	4	4	5	5
ESOL Paraprof	0	1	1	1	1
Guidance Clerk	0.5	0.5	1	1	1
Registrar	0.5	0.5	1	1	1
Receptionist	0.5	0.5	1	1	1
Secretary/Bookkeeper	1	1	1	1	1
Lab Manager	1	1	1	1	1
Clinic/Nurse	1	1	1	1	1
<b>Total Support Personnel:</b>	8.5	11.5	13	14	14
<b>Facilities Manager</b>					
Head Custodian	1	1	1	1	1
Custodian	1	1	2	3	3
<b>Total Facilities Manager</b>	2	2	3	4	4



**E. Explain the school’s plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school’s design.**

Dreamers Academy is committed to ensuring its instructional team is comprised of certified, highly-qualified professionals. To identify and recruit an exceptional team, the school will development a robust recruitment plan and advertise positions via various national social media outlets, such as LinkedIn, Twitter and Facebook, along with job websites, such as Indeed.com and Idealist.org. In addition, recruitment efforts will tap into professional networks and affinity groups, such as the National Association of Bilingual Education (NABE).

Dreamers Academy will also conduct recruitment through national and local job and teacher fairs, outreach at local colleges and universities with education degree programs, the school’s website, local media, and word of mouth. The recruitment plan for Dreamers Academy will involve a full marketing and outreach effort for highly talented bilingual (and a few monolingual) 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, Arizona, New Mexico and Puerto Rico will take priority. We will establish relationships with the top five universities graduating Hispanic teachers in the country: University of Texas El Paso, Nova Southeastern University, Arizona State University, University of New Mexico, and Florida International University.

This will be complemented 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 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.

The use of social media outlets like Facebook, Twitter and Instagram will provide venues to highlight the mission and vision Dreamers Academy, as well. All marketing efforts will be directed to our web site with a call to action. Our website will be search engine optimized to maximize exposure.

Florida organizes several annual teacher fairs, with one specifically targeted to bilingual teachers: The 14th Annual Bilingual Latino & Minority Teacher Recruitment Fair, which took place in Tampa this past April 2018. There are also various web sites such as [www.latcareers.com](http://www.latcareers.com) that specialize in 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. One of our Board members is from the island and has deep connections with local community leaders on the island.

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.

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 (League of United Latin American Citizens), we have a direct connection with the local, state and national Hispanic community. Our sponsor council is the LULAC Florida Educators Council in Miami.

Once candidates have been identified, an interview committee led by the Principal will first review resumes and conduct a skills/competencies assessment using a rubric to identify the most qualified candidates to move to the second phase of interviewing. Baseline criteria will include, but not be limited to Bachelor's degree or higher in field; state certification required for the position; bilingual; successful teaching experience; personal characteristics, knowledge, and belief in the school's mission; and references/letters of recommendation. The interview committee will also assist in developing an interview questionnaire.

Candidates with the highest rubric rankings will be invited to interview, after which their respective assessments will be updated and the committee will make recommendations to the Principal. The Principal will review recommendations and conduct a final interview to select the most qualified instructional staff, who will best meet the needs of the students and the school. The Principal will make all final hiring decisions, within the parameters of the budget, as approved by the Governing Board.

As required by state law (Section 1012.32, FS), all employees will undergo screening checks meeting these requirements, e.g. background checks, drug screening, fingerprinting. Furthermore, Dreamers Academy will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, or sexual orientation in its hiring process, and will adhere to the anti-discrimination provisions of Florida Statutes (s.1000.05).

The school will be committed to recruiting and retaining the best and brightest bilingual instructors and will complete a comprehensive professional development plan once the charter is approved. Although bilingual instructors are preferred in alignment with the Dreamer Academy mission, being bilingual is not a requirement of employment as the school will instruct students in English as well, especially in 3rd to 5th grades. A balance of bilingual and monolingual staff will be sought based on the DL-TWI plan. and enrollment needs over time.

The school will maintain a highly qualified instructional staff by facilitating professional development opportunities through a variety of methods including but not limited to school-sponsored training, local/regional workshops, District-sponsored training, study groups (pre-approved by the administrator), state-sponsored training, courses from an accredited college/university, professional conferences, approved district/state online courses, approved

courses through professional organizations such as the National Association of Bilingual Educators and/or Center For Applied Linguistics.

Additionally, we will develop partnerships with local universities such as USF and SCF, who are already participating in the “Rising Educators” initiative within Sarasota County Schools, which seeks to establish an “Education Academy” within at least two local high schools to recruit students into teaching professions, with a focus on minority students. We will offer opportunities for internships and practicums, as our principal is also an adjunct professor of elementary literacy and reading at USFSM.

We have initiated discussions with a regional university to establish a certification program modeled after the well-known one in San Diego State University, Department of Dual Language and English Learner Education (<http://go.sdsu.edu/education/dle/>). We will also consider establishing our own DL-TWI certification program for elementary education teachers who are bilingual.

## **Section 12: Human Resources and Employment**

- A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school’s tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.**

Dreamers Academy is wholly committed to, and invested in, cultivating a constructive, collaborative work environment. We will operate under the Servant Leadership framework, which will foster open and clear lines of communication between employees, administration, and the Governing Board. The school will work with staff to ensure they are equipped with the tools and support necessary to be successful, while also promoting an environment that is conducive to effective teaching and learning.

Dreamers Academy is a public employer participating in the Florida Retirement System. We will follow state guidelines for at-will employment. Employment contracts will be used. Contracts will describe and state the condition of employment; it is a statement of the capacity in which the employee is employed.

The purpose of the contract is to protect the employee and the employer against any actions taken by one or the other that may harm the organization, its employees or its students. The contract also provides a framework where the legal rights and obligations of both the employee and the employer are stipulated. The contract becomes the foundation upon which both employee and employer rely on in case of any disagreements between the two parties.

The nature of the contract may cover the features of the position or job description, compensation, benefits, performance, review procedures, and specific terms and conditions applicable to the position.

Ensuring that our staff has job satisfaction and employment security is extremely important. To that end, performance reviews will provide Dreamers Academy administration with an

opportunity for positive reinforcement and intrinsic rewards including praise, encouragement and empowerment. Positive reinforcement during performance reviews, as well as spontaneous positive interventions throughout the course of employment, will encourage constructive behaviors and eliminate negative ones. In study after study, employees with the highest enthusiasm respond that managers appreciate their competence. Staff that feels appreciated and recognized is more effective in their performances (Wei and Yazdanifard, 2014).

**B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.**

Dreamers Academy will appoint a Board member to conduct the Principal evaluation based on the eight identified Sarasota District Leadership Standards:

1 – Leadership in Assigned Area of Responsibility

High Performing Leaders promote a positive work culture, demonstrate knowledge and apply best practices in assigned areas of responsibility, and inspire confidence, trust, and generate commitment to the vision and mission of the District.

2 – Managing the Work Environment in Assigned Area of Responsibility

High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources and promote a safe, efficient, legal, and effective work environment.

3 – Productivity/Accountability

High Performing Leaders productively and efficiently manage the volume of work assigned to the area, build individual accountability so staff feels ownership and alignment with the vision and goals of the school district, and use a variety of benchmarks and feedback measures to ensure accountability for all direct reports.

4 - Communication

High Performing Leaders actively listen and express ideas clearly orally, in writing, and in multimedia presentations for a variety of audiences and provide opportunities for two-way communication with internal and external customers (students, staff, parents, and community members).

5 – Decision-Making Strategies

High Performing Leaders plan effectively, using critical thinking and problem-solving techniques, and collect and analyze data as the basis for decisions to support continuous improvement.

6 – Technology

High Performing Leaders research and evaluate technology enhancements applicable to assigned area, use and promote technology and electronic tools in assigned areas of responsibility.

### 7 – Human Resource Development

High Performing Leaders recruit, select, and retain effective personnel, monitor and coach employee performance and take action as needed. High Performing Leaders design and implement comprehensive professional growth plans for themselves and all direct reports.

### 8 – Ethical Leadership

High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

[http://www.sarasotacountychools.net/uploadedFiles/Business\\_Support\\_Services/Human\\_Resources\\_and\\_Labor\\_Relations/Documents/District%20Admin%20Rubric.pdf](http://www.sarasotacountychools.net/uploadedFiles/Business_Support_Services/Human_Resources_and_Labor_Relations/Documents/District%20Admin%20Rubric.pdf)

Dreamers Academy will design an evaluation plan which will be used to guide performance and professional development. Our plan will be based on the Sarasota School District “Teacher and Administrator Evaluation Systems”, which is, in turn, aligned with the Florida Principal Leadership Standards SBE Rule 6A-5.080.

[http://www.sarasotacountychools.net/uploadedFiles/Business\\_Support\\_Services/Human\\_Resources\\_and\\_Labor\\_Relations/Documents/Sarasota%20School-Based%20Admin%20Eval%20System%202014-15.pdf](http://www.sarasotacountychools.net/uploadedFiles/Business_Support_Services/Human_Resources_and_Labor_Relations/Documents/Sarasota%20School-Based%20Admin%20Eval%20System%202014-15.pdf)

Administration (Principal and Assistant Principal) will review all school personnel to include teachers, paraprofessionals and all other school support persons. The Assistant Principal will be evaluated by the Principal twice per year using the Sarasota Administrator Evaluation System mentioned above. Teachers will be evaluated at minimum twice per year to ensure effective curriculum planning, class environment, student learning and professionalism. The data gleaned from the classroom and school observations will be used to guide professional development needs per teacher.

Dreamers Academy will follow Sarasota School District’s Teacher Evaluation model PRIDE: Professional Rubrics Investing & Developing Educator Excellence. We will use all the Sarasota developed forms (see link below) for observation, professional development progress, and evaluation. This evaluation model includes four domains:

#### 1 – Creating A Culture For Learning

The teacher creates a culture for learning through building positive relationships with students. This organized safe learning environment encourages high expectations for all students and allows them to feel respected and valued.

#### 2 – Planning For Success

The teacher demonstrates a deep content knowledge, aligns instructional objectives and learner outcomes with approved curriculum, and uses data to meet individual student needs. The teacher also plans appropriate assessments and uses instructional time effectively.

#### 3 – Instructing and Assessing for Student Achievement

The teacher uses a variety of strategies to engage students in learning. The instruction is varied by utilizing technology, quality questioning, and discussions. The teacher creates opportunities for students to monitor their own performance while making adjustments in the instruction in order to enhance student achievement.

#### 4 – Communicating Professional Commitment

The teacher takes responsibility for his/her professional development in support of school and district initiatives/goals. The teacher works collaboratively with colleagues to enhance student performance and develops positive relationships with family and community.

*<http://sarasotacountychools.net/departments/professionaldevelopment/teacherevaluation.aspx>*

#### **C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?**

Dreamers Academy's compensation structure will correspond with Sarasota County Schools, including similar salary ranges. Additionally, instructional staff will be eligible for an annual performance-based bonus of up to \$1,000 per year. This annual performance-based bonus will be compliant with the Student Success Act and will be based on student growth for each K-5 teacher where 50% of the teacher's evaluation will be based on student performance. A competitive core benefit package will be developed and, as a public employer, teachers will be able to participate in the Florida Retirement System. (<http://scs-webapps1.sarasota.k12.fl.us/vacancies/salarieschedules.aspx>)

Dreamers Academy will develop an inclusive, respectful and collaborative culture based on the tenets of the Servant Leadership philosophy described in Section 8. The Leadership Team will develop an employee hiring and retention plan following human resource management best practices. Please see salary detail in the Budget attachments.

Although a competitive compensation and benefits package contributes to staff retention, a major research study completed by the Society of Human Resource Management (see link below) found that "Respectful treatment of all employees at all levels was rated as very important by 67% of employees in 2015, making it the top contributor to overall employee job satisfaction for the second year in a row. The second consecutive appearance of this aspect at the top of the list of job satisfaction contributors supports the theory that although employees do place importance on financial features of a job, such as pay and benefits, they consider culture and connection to be of utmost importance. Feeling appreciated for their time and efforts creates a bond between employees, management and their organization." (<https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/2016-Employee-Job-Satisfaction-and-Engagement-Report.pdf>)

#### **D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**

Procedures for hiring including recruiting and selection, then hiring. Dreamers Academy will comply with Florida's K-20 Education Code anti-discrimination provisions of 1000.05 F.S. We will seek personnel that understands the mission, vision and guiding principles of our school, and express the desire and enthusiasm to work collaboratively with our leaders, students and families.



A search committee will first review and evaluate resumes and applications using a skills/competencies assessment to identify the most qualified candidates to be interviewed. Qualified candidates will then be invited to interview, after which the interview team will make recommendations to the Principal. The Principal will make all final hiring decisions, to best meet the needs of students and the school.

All newly hired employees will participate in Sarasota County District's fingerprinting process. Background checks and drug screenings will also be required. All employees will also be required to follow the Code of Ethics of the Education Professional in Florida as defined in FAC Rule 6A – 10.080.

All personnel are held to the highest standards of professional performance and ethical conduct, which will be delineated in the employee manual. If these standards are not met, Dreamers Academy may provide a reasonable amount of time to correct the problem or may choose to terminate employment.

New personnel will be monitored and provided with periodic performance feedback. All staff will have performance evaluations conducted on a bi-annual basis. If an employee receives an unsatisfactory evaluation, he/she will be provided support and an improvement plan will be implemented, with a timeline outlined. The plan will be developed based on individual needs to support the employee to achieve an appropriate performance level. If an employee is not able to meet the expected standards at the end of the improvement plan period, he/she will be given notice and terminated.

**E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.**

Upon approval of the charter application, Dreamers Academy will develop formalized personnel policies and procedures, to which staff will be required to adhere, and will include, but not be limited to, standard human resources/personnel components, such as drug/alcohol policy, child abuse reporting, performance evaluation, acceptable use policy, nepotism, violations of law, and professional code of ethics. The timeline for development of the plan and approval by the Governing Board will be November 2018 - February 2019 (See Start-Up Timeline Section 22).

**F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.**

The process to handle unsatisfactory performance begins with staff evaluations. The Governing Board will conduct the Principal's annual evaluation. An administrative team will conduct evaluations of department personnel. If an employee does not meet expectations, a structured improvement plan will be implemented. The plan may include professional development, additional training and/or mentoring. The administrative team will monitor progress and review progress reports with the employee, per the timeline established in the plan. If the employee fails to meet expectations after implementation and monitoring of the improvement plan, termination will follow. Should the Principal's performance not meet expectations, the Governing Board chair will conduct a similar process. Management of unsatisfactory

performance evaluations, as well as personnel grievances, will be delineated in the personnel policy manual, which will be developed by February of 2019 (See Start-Up Timeline Section 22).

Leadership and teacher turnover will be minimized by a competitive compensation package, the maintenance of a positive and collaborative school culture, the pursuit of active engagement of teachers and relevant professional development practices. However, a comprehensive marketing and public relations campaign, as well as ongoing recruiting practices, will hopefully maintain a waiting list for staff positions at our school.

### **Section 13: Professional Development**

#### **A. Describe the school’s professional development expectations and opportunities for administrators and instructional personnel, including the following:**

##### **1. Identify the person or position responsible for overseeing professional development activities.**

Professional development at Dreamers Academy is directed by the School Principal, who will report to the Governing Board on all new and ongoing personnel initiatives at Board meetings, on a quarterly basis.

##### **2. a. Discuss the core components of professional development and how these components will support effective implementation of the educational program.**

The expectations of Dreamers Academy professional development are to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, prepare students for continuing education, and establish a school culture of collective efficacy among administrative and instructional staff.

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:

- **Dual Language and the Two-Way Immersion Model**
  - The Second Language Learner and Language Acquisition
  - The TWI Model – The System at Dreamers Academy
  - Sheltered Instruction
- **Positive School Climate**
  - Growth Mindset
  - School/Class Expectations and Procedures
  - School/Class Collaboration
- **Whole Child Literacy**
  - Bilingualism and Biliteracy
  - Visible Learning in Literacy (Hattie, 2017)
  - Constructivist Learning Theory
- **Assessment Linked Instruction**
  - i-Ready, Fountas & Pinnell, and Reading Recovery

Other professional development support will be provided in the MTSS process and using Assessment Data, Implementation of Inclusive Practices, ELL Strategies for the Stages of ELL Language Development, “Self-contained/Walk to Learn” models, Cultural Competence and the Identification of Giftedness in Students.

Additionally, to better understand teacher candidates’ prior knowledge, the principal will have candidates submit a Dreamers Professional Development Personal Needs Assessment which will identify the areas of strength and professional growth. Upon hiring, this data, coupled with teachers’ student data, will be used to create each teacher’s Individual Professional Development Plan (IPDP) which will be reviewed and monitored as part of his or her Annual Performance Appraisal.

The Profession Development 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 to document training for re-certification purposes. 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 address our school’s specific needs, should the District not offer the desired programs.

**b. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.**

The Professional Development program of Dreamers Academy will be conducted internally, with external consultants and/or conferences considered on an as-needed basis. We will also seek to participate in any District-led professional development initiatives and/or field trips, such as the conferences attended by Sarasota School District’s Administrative staff in Summer 2017 (i.e. Harvard’s AGI; Hattie’s Visible Learning).

At the Educator level, per FLDOE Protocol Standards, the educator will prepare an IPDP specifying the professional learning needs related to identified student achievement goals for those students to which the educator is assigned; aligned with the educator’s level of development; and containing: a) clearly defined professional learning goals that specifically measure improvement in student achievement; b) changes in the educator’s practices resulting from professional learning; and c) an evaluation plan that determines the effectiveness of the

professional learning. Teacher IPDP goals will be aligned with School Improvement Plan objectives to ensure that Dreamers Academy builds teacher efficacy.

At the School level, per FLDOE Protocol Standards, as part of the School Improvement Plan, and in collaboration with the District's Professional Development System, Dreamers Academy Principal and School Advisory Council will generate a school-wide Professional Development Plan that includes research- and/or evidence-based professional development aligned to identified classroom- level needs for student achievement, responds to educators' level of development, and specifies how the plan will be evaluated.

**c. Describe how the effectiveness of professional development will be evaluated.**

The school Principal and his/her Leadership Team (and Assistant Principal starting Year 3) will monitor and continuously evaluate in-service activities and appropriate follow-up support to accomplish ongoing school-level improvement goals and standards.

As the leader of Professional Development, the school Principal is charged with selecting the areas of focus, aligning with Sarasota School District if possible, as well as evaluating the effectiveness of Dreamers Academy's professional development program.

Tactics employed to monitor the implementation and effectiveness of professional development include, but are not limited to: observation at the classroom level; analyzing student achievement data on a regular basis; conducting formal and informal assessment of student achievement on an ongoing basis; soliciting individual and collaborative feedback from administrative and instructional staff; reviewing and monitoring school discipline data; reviewing and analyzing school environment surveys; assessment of parental satisfaction; performance appraisal data of teachers, managers and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance. Whichever method, or combination of methods, are used to determine the effectiveness of the professional development, student achievement data will be considered with heavier weight.

Ultimately, the most compelling way to evaluate the effectiveness of professional development programs is the palpable sense of a positive, healthy, engaged learning community, where students and families feel understood, included, engaged and are fully participating in a cross-cultural, welcoming and nurturing environment.

In the Servant Leadership philosophy, professional development is referred to as the "new regenerative forces operating within the institution" (See Section 8 for more details).

**3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?**

Prior to school opening, there will be an induction program designed to familiarize administrative and instructional staff with the Sarasota School District and Dreamers Academy's role and place within the District. During this induction period, subjects covered will include, but are not limited to, the professional development concepts outlined in the Professional

Development School-Wide Plan (Section 13, 2a.). Other concepts may include: School mission and vision, School Policies and Procedures, Professional Learning Communities – Expectations and Opportunities, and educational program review and discussion.

Dreamers Academy will host a three to five-day retreat with all new staff members to help build vision for the school and ensure that teachers understand the high expectations of rigorous instruction, behavior management, and working with a large percentage of ELL students. We will use this time to ensure understanding of school-wide procedures, school safety protocol and professional responsibilities. This retreat will serve as a team-building event where teachers will learn to trust each other and better understand the community.

Instructional personnel will be supported by school leadership and administrative staff and equipped with the necessary resources to deliver the Dual Language instructional model featured by the school. The school administration will also take part in summer leadership opportunities that might be available via Sarasota School District professional development.

Dreamers Academy will monitor relevant webinars and online training for professional advancement and growth opportunities, as well as any quality professional development offerings provided by Sarasota School District.

Using the professional development concepts delineated above, Dreamers Academy will ensure that each staff member, teacher and support staff, will understand the nature of the children we are charged with serving but also how to achieve the highest quality of learning for our school community. Shepherding our Professional Learning Communities to implement these concepts will serve to meet and exceed the needs of students in a Dual Language school.

**4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.**

Specific time allocations for professional development throughout the school year have yet to be established, and will be largely driven by an assessment of needs directed by the school Principal. Common practice is to infuse faculty meetings and other administratively necessary activities with in-service training.

Dreamers Academy will have different venues for professional development where teachers, staff, and leadership come together to learn, reflect and plan. These days/time and focus:

- Annual Five-Day (may be 3 days) Preservice Retreat
  - o Focus: School-wide foundation for School Systems
- Monthly Professional Learning Communities (PLC’s)
  - o Focus: Student Data Reflection (i-Ready, F & P, Reading Recovery)
- School In-Service Days (October, January)
  - o Focus: School Improvement Plans and Professional Development Plans
  - o Focus: Dual Language Two-Way Immersion, Biliteracy and the 90-Minute Reading Block
  - o Focus: Assessment of Language Acquisition (ACCESS for ELL)

Best practices dictate collaboration, cooperation and communication between stakeholders to determine areas of focus, based on a needs assessment that considers student achievement goals as well as educators' and leaders' growth needs. Dividing staff into smaller learning communities provides the intimacy and personalized training associated with more effective Professional Learning Communities (PLC). Grade level teams will be scheduled to have common planning, while content area teams will meet at least once monthly at their discretion.

#### **Section 14: Student Recruitment and Enrollment**

- A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.**

The Center For Applied Linguistics (cal.org) has well established *Guiding Principles for Dual Language Education* in which they state that to maintain an environment of educational and linguistic equity in the classroom and to promote interactions between native speakers of the two languages, the most desirable ratio is 50% English-dominant speakers to 50% Spanish-dominant speakers (or another minority language). Our market research indicates that English-speaking middle and upper income parents in Sarasota County will be very proactive in applying to the school, as this is the only dual language program in the region.

Dreamers Academy will implement a comprehensive marketing plan to meet our projected enrollment. We are committed to recruiting a diverse student population and will enroll students of any race, socio-economic status, achievement level, nationality, ethnic origin, religion, sexual orientation, or gender. As the only dual language educational choice in Sarasota School District, we anticipate high levels of demand similar to the other Dual Language Immersion Two-Way (DL-TWI) programs across the country.

Our marketing efforts for recruiting students will be primarily focused on populations that might otherwise not have access to information on available educational options, including but not limited to families in poverty, academically low-achieving students, students with disabilities and English Language Learners. In fact, we anticipate that a large percentage of our targeted population may not have easy access to information on available educational options. As Dreamers Academy was conceived to close the achievement gap of these underserved student populations, our outreach campaign will focus on implementing specific strategies to reach these students and their families.

We hope to achieve optimal balance through marketing efforts. We will work to ensure all applicants have a place on a first-come first-serve basis unless there is a student population imbalance disproportionately favoring one of the two linguistic groups (English-dominant or Spanish-dominant - including other non-English language) speakers. Our admissions, enrollment and registration policies, currently under development, will clearly define our process. There is great variation of policies guiding these enrollment issues across different states with well-established dual language programs (DOE report by Office of English Language Acquisition, December 2015).



Dreamers Academy's website with information about the school and the astounding outcomes produced by established Dual Language Immersion schools will be launched by November of 2018. The website will be supported by a public relations program including, but not limited to, media relations, mailings, online and social media marketing, posters placed in stores frequented by our target demographic, as well as flyers and other promotional materials to be distributed at family events and various festivals throughout the 2018-19 school year.

A comprehensive marketing plan, including a student recruitment program, is currently under development and will be completed in November of 2018. This multi-channel plan will be implemented across digital, traditional, in-bound and outreach/live event approaches, including but not limited to, email, Facebook, Twitter, Google AdWords, and mobile online targeting which will direct parents to the school's website and contact information. Our marketing campaigns will be in both English and Spanish.

Families with elementary school-aged children, as well as families with children enrolled in VPK and early childhood programs and Head Start, among other programs and organizations yet to be identified, will be included in our marketing campaign. We will work closely with the Sarasota's Early Learning Coalition (personal correspondence, Early Learning Coalition, Attachment FF7) to reach families currently enrolled in Sarasota County childcare facilities and early learning programs. Posters will be placed in these centers and informational brochures will be provided for on-site distribution. We plan to also reach out to leadership of Youth sports leagues, Sarasota County Parks and Recreation, City of Sarasota Parks and Recreation, Sarasota Neighborhood Services and any other community organizations serving children will be included in our outreach and marketing program.

A robust public relations campaign will include press releases and by-line feature articles in both English and Spanish media such as Siete Dias, Al Dia Latino and La Guía. Press communications will be prepared at every milestone of the development process. As we establish local relationships, programming, and funding sources we will be promoting these as well. Community leaders, local elected officials and national education advocates will all be kept apprised of milestones and invited to participate in events and meetings.

Recruitment will commence in the Spring of 2019, and continue until open enrollment deadline, tentatively scheduled for April 15, 2019. The marketing efforts may be extended if a second registration window is needed for certain undersubscribed grades. Subsequent years will follow similar marketing campaign timelines. A promotional brochure with postage paid pre-registration will be mailed to all potential K-5 students in the District in English and Spanish. This mailing will be repeated twice depending on the response. Potential families will also be directed to the school's website for online registration.

Information sessions and open houses will be scheduled for the Spring of 2019 in geographically dispersed churches, libraries and community centers. Possible meeting locations are Trinity Christian Fellowship Center at 1925 Northgate Blvd., St. Jude Catholic Church at 3930 17th St., Health Center at 2200 Ringling Blvd., Robert L. Taylor Community Complex, Sarasota Yacht Club at 1100 John Ringling Blvd, and the Jewish Federation at 580 McIntosh Road.

Follow up phone calls and meetings will be scheduled with all prospective student families. Webinars will also be used, as well as pre-recorded information sessions accessible through our website.

Posters, flyers, business cards and other information material will be personally dropped off at restaurants, grocery stores and other local businesses where Spanish-dominant families eat and shop. We will also implement an outreach program targeting leaders at not-for-profit organizations serving community families such as United Way Suncoast, Girls Inc., Boys and Girls Club, Girl Scouts of America, YMCA, etc.

Members of our governing board have been involved in a variety of Sarasota County initiatives to bring programming and services equity to disadvantaged children and youth. As representatives of Dreamers Academy, we have already had a seat at the table of the Community Alliance's Sarasota Partnership for Children and Youth (SPCY); the Leadership Committee for the first Sarasota County Comprehensive Plan for Children and Youth, which will be presented to the Sarasota County Commission in November of 2018; and Arts and Cultural Alliance's Arts Task Force. These organizations are composed of impressive leaders from across Sarasota County with an already well-known track record of serving children. Month after month, we have been advocating for children who fall behind academically due to linguistic, cultural and/or socio-economic challenges; we have been educating leaders who serve these children to the advantages of culturally-sensitive educational programs (with wraparound services extending to families) that are making a real impact on the future of families in other regions of our country.

Once approved, Dreamers Academy leadership will continue to build on these already existing community relationships to extend our reach and maximize our impact.

**B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.**

Dreamers Academy will achieve racial/ethnic balance through its comprehensive marketing plan (described in Section 14 A) which will focus on recruiting students reflective of the racial/ethnic balance of the community we serve and/or within the racial/ethnic range of other Title 1 public schools in Sarasota County. The school will enroll students of any race, socioeconomic status, achievement level, nationality, ethnic origin, religion, sexual orientation, or gender.

As explained above, some of these marketing tactics to achieve a racial/ethnic balance reflective of the community we serve, will include but not be limited to, outreach in both English and Spanish with direct mail, posters, social media marketing, live presentation with our bilingual leadership and Board members, as well as participation in festivals and community events, information sessions and promotional events.

Dreamers Academy will follow best practices of the Dual Language Two-Way Immersion (DL-TWI) Instructional Model (DL-TWI program). The student body is expected to include a balance of Spanish-dominant and English-dominant speakers in each classroom. Most schools in North and Central Sarasota County are already Title 1 or close to it, as well as majority minority schools, and we believe Dreamers Academy will easily mirror the student population of these schools. Additionally, we believe the dual language program will be very attractive to "third

language speakers”—that is, students whose home language is neither English nor Spanish. These families tend to come from countries where multilingual education is the norm, not the exception, and most are familiar with the concept of dual language instruction.

The integration of students across linguistic and cultural groups is a critical component of our instructional model, which is designed to give students the opportunity to learn from their peers. It also addresses issues of equity, e.g., each of the two languages has a turn in being the “language of power.” Such integration is crucial for math, science, language arts, and social studies, not just for special subjects (such as music, art, and physical education). Integration is also the key to developing cross-cultural competencies and an understanding of different cultures. At Dreamers Academy, students will be integrated for all or most of the day.

For a detailed account of marketing and recruitment strategies designed to achieve diverse student body, please refer to Section 14 A.

**C. Describe the school’s proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.**

Dreamers Academy will have an open enrollment policy: the school will be open to any student, as described in F.S. §1002.33(10), who submits a timely application. Policies and procedures governing the mechanics of application, admission and enrollment will be completed following the charter application process and well in advance of student registration window #1 (Please refer to Section 22 for specific timeline). Once in place, this document will be updated annually, before the start of student recruiting efforts, to account for changing regulations and lessons learned from the previous year.

Our policy will clearly define the options for applicants should a linguistic imbalance threaten the viability of the educational model. This issue has been successfully navigated by other state DOE’s and we have reached out to Mr. Emerson of FLDOE Charter Schools and Mr. Eplin of FLDOE SALA to address this as Florida does not have precedent perhaps due to the low number of established dual language programs in the state, particularly in charter schools.

Florida statute FS 1002.33 (10) (e) 5 states eligibility standards may include those established by the charter school and included in the charter school application.

1002.33 Charter schools.—(10) ELIGIBLE STUDENTS (e) A charter school may limit the enrollment process only to target the following student populations: 5. “Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application”

Our proposed enrollment policy will include holding two enrollment groups - one for each language dominance. In order to maintain the 50/50 linguistic balance, Dreamers Academy will have an optional request for information in the application regarding languages used at home to identify placement in each language enrollment group. We will also have applications in two languages and conduct information sessions in two languages to identify home language to further provide linguistic support during the application process. If any linguistic enrollment group exceeds capacity for the grade level, a lottery will be conducted for applicants to ensure a

fair process. We will work with FLDOE to vet the process so as to move forward to impact statute clarity as there is not precedent in Florida to address these issues.

Proposed enrollment policies and procedures to be finalized in our enrollment policy document, as well as enrollment timeline and preferences for enrollment and lottery process are described below.

Dreamers Academy shall enroll any student eligible to attend Sarasota County Schools who submits a timely application unless the number of applications within a language enrollment group exceeds the capacity of a grade level at the end of the open enrollment period. If one or more grade levels are oversubscribed, all applicants within each language enrollment group shall have an equal chance of being admitted through a random selection/lottery process. If the number of applications is less than the established capacity, we reserve the right to extend the registration periods until capacity is reached.

Enrollment preference will be given to student populations allowed under FS 1002.33 (10) (d), namely: Students who are siblings of a student enrolled in the charter school; students who are the children of a member of the governing board of the charter school; students who are the children of an employee of the charter school; students who have successfully completed a voluntary prekindergarten program provided by Dreamers Academy or Dreamers Academy Governing Board during the previous year; students who are children of an active duty member of any branch of the United States Armed Forces and students who attended or are assigned to failing schools.

The lottery process will be transparent and will comply with all established state or federal laws. If the number of applications within a language enrollment group exceeds the openings in a given grade level, applications will enter a random selection process based upon Florida Statute 1002.33, subsection (10), article (b). Our guidelines for lottery selection are modeled after the best practices of high performing charter schools in Sarasota County. They are as follows:

All applications within a specific language enrollment group that are turned in between February 15 through April 15 are logged and assigned a confirmation number. After the April 15th deadline, Dreamers Academy will assess how many applicants turned in completed applications as compared to open seats in that particular grade-level language enrollment group. If the number of applications exceeds enrollment capacity of either or both language enrollment groups per grade, Dreamers Academy will hold one or two random draw(s) (lottery). If the number of applications received for any grade-level language enrollment group is less than the number of openings, then all eligible students are admitted, and we reserve the right to extend our application deadline to fill the additional spots on a first-come, first-serve basis

The random draw, or lottery process, starts with putting all confirmation numbers of eligible applicants within a grade-level language enrollment group into a container. A designee, who is not an employee of Dreamers Academy nor a current governing Dreamers Academy Board member, will draw one confirmation number at a time out of the container, starting with the lowest grade level for which there are openings (Kindergarten). This confirmation number is then checked against the application list for sibling applicants to allow older sibling applicants an automatic position, if there are openings at that other grade level.

After all vacant seats have been filled at each grade level, Dreamers Academy will then continue the lottery process by drawing from the remaining confirmation numbers of applicants who submitted their applications during the priority window of February 15 and April 15. These applicants will be assigned a waiting list number in the order that they are drawn. If openings occur before the second registration window (May 15 - June 15), these applicants will be offered a position in the order of their lottery-assigned waiting list number. Applicants on the waiting list will have priority over applicants over the second registration period which runs from May 15th to June 15th.

Students drawn for the first round of admissions (and their siblings, if applicable) will be notified by the second week in May. If offers of enrollment are turned down or there is a vacancy identified for some other reason, additional applicants will be notified in the order of their lottery-assigned waiting list number.

Any application received after the April 15th deadline will be accepted but will not be considered until all applicants from the first lottery (including those on waiting list) have either filled vacancies or turned down offers of enrollment. After that time, Dreamers Academy will put all applications received after the April 15th deadline and during the second registration period into a lottery system to fill available spots. It is not first-come, first-served, but an additional lottery for all applicants who turned in an application after April 15th.

If there are additional spots at any grade level, a second registration period will run from May 15th to June 15th, and a second lottery will be held for these students.

Students not offered admission may reapply for the subsequent school year during the next enrollment window beginning February 15. Applications and all associated confirmation numbers and waiting list positions expire after one school year.

#### Enrollment Timeline (Approximate Dates)

February 15th, 2019 - Student Registration Begins

April 15th, 2019 - Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, lotteries will be conducted.

May 15th, 2019 - Second Registration Period Begins

June 15th, 2019 - Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, lotteries will be conducted.

If any information on the application is false or not openly disclosed, it will be grounds for immediate withdrawal.

In years following our opening year, the number of seats available for open enrollment will be determined by capacity minus the number of students who recommit. This is in compliance with 1002.33(10)(b).

Dreamers Academy final application, admission and enrollment policy document will address:

1. Grades of Admission

Dreamers Academy will cover grades K-5.



## 2. Student application

The application will ask for student's grade, address, and contact information, as well as information about whether siblings attend the school (Dreamers Academy offers siblings preference for admission). An optional multiple choice home language question will be included. The application will also include the following elements:

- A non-discrimination statement
- Information on lottery date
- A required parent/guardian signature
- English and Spanish versions

## 3. Application deadline and lottery dates

The mechanism for the public lottery will also be included on our website in the event that Dreamers Academy has more applicants than spaces for a given grade. The application deadline, first date applications will be accepted, and date/location the lottery will be held will be publicly announced in advance of the opening of the application period.

## 4. Parent requirements for accepting admission

Parents will be required to submit a pre-addressed reply card indicating acceptance and/or the necessary enrollment paperwork (proof of residency, transcript request form, etc.) by a certain date to demonstrate acceptance of the admission offer. The admission letter will include language allowing the school to interpret a no response from a family after a certain date as a decision to decline the offer of admission. A well-defined process will be established for staff to follow up with parents who have not taken the required steps to accept admission. If a family does fail to confirm their student's intent to enroll or declines enrollment, a letter will be mailed documenting the fact that they no longer have a space at the school and spelling out steps they can take if they wish to re-apply.

## 5. Waitlist policy

Dreamers Academy will maintain a waitlist developed during the lottery process after all available seats per oversubscribed grade-level language enrollment group are filled. The policy for administering the waitlist will be documented in advance of the start of the registration window.

Dreamers Academy will place students on the list based on their number from the lottery.

Enrollment preference will be given to student populations allowed under FS 1002.33 (10) (d), namely: Students who are siblings of a student enrolled in the charter school; students who are the children of a member of the governing board of the charter school; students who are the children of an employee of the charter school; students who have successfully completed a voluntary prekindergarten program provided by Dreamers Academy or Dreamers Academy Governing Board during the previous year; students who are children of an active duty member of any branch of the United States Armed Forces and students who attended or are assigned to failing schools.

## 6. Method for re-enrolling returning students

Existing students will be required to turn in all re-enrollment paperwork by a fixed date in the Spring semester to indicate their intent to recommit.



## Section 15: Parent and Community Involvement

- A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This *could* include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This *must* include the governing board’s appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.**

Dreamers Academy is a choice school, and as such, parents who choose to enroll their students will most likely place a high value on bilingualism, biliteracy and culturally-relevant education.

Dreamers Academy considers parent and community involvement a key foundational element to fulfillment of the school’s mission and vision for our students. We strongly believe that ensuring all administrative and instructional staff that has direct contact with students and their families is bilingual, biliterate and culturally sensitive to our demography will aid considerably in developing a vibrant and engaged community, thus, ensuring a positive relationship between the school and the families we serve.

When families are engaged, students demonstrate increased success in schools. Studies have consistently shown that family engagement leads to higher student grades, higher achievement, higher language proficiency, improved social skills, higher graduation rates and increased enrollment in post-secondary education (Ferguson, 2008; Henderson & Mapp, 2002; Lindholm-Leary, 2015).

Dreamers Academy will be guided by proven strategies (cal.org) to encourage parent and community involvement (Center for Applied Linguistics, cal.org). Some of these strategies include:

- Approaching families from a strength-based perspective; that is, understand that all families have many strengths to help their children
- Providing a welcoming environment (dual language signs and labels, customer service receptionist training, etc.)
- Implementing culturally and linguistically responsive services
- Providing adult education programs including English language classes (Two-Gen model)
- Giving parents guidance about how to navigate the school system (Sample brochure: *Padres Comprometidos Program*, <https://www.unidosus.org/publications/2012/padres-comprometidos>)
- Showing respect for parents’ cultural and linguistic practices and customs
- Translating (and producing audiovisual communications) materials and information into the languages spoken by families
- Being flexible in scheduling school meetings and events
- Recognizing that families’ language and culture are strengths that should be shared at school and home
- Helping families to support their children’s development at home
- Using technology such as texting, voice messages and videos to send families regular tips on supporting the language development of young children in their home languages

The Dreamers Academy Governing Board will appoint a Family Liaison who is proficient in both program languages, has strong sociocultural competence and resides in the school district. The Family Liaison's primary responsibility is to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The Family Liaison may be a Governing Board member, employee, or individual contracted to represent the Governing Board. In our first year of operation, this will be an unpaid volunteer position. The Family Liaison will ensure that students and families have the needed information and resources to actively participate in the Dual Language instructional model. Contact information for the Family Liaison will be provided in writing to parents each year, and will also be posted prominently on the charter school's website.

The Family Liaison will lead development of the Parent Involvement Plan, which will be aligned with the Sarasota District's Title 1 Part A Parent Involvement Plan. Our school will establish a Parent Resource Center which will seek to engage parents in the decision-making process of their children's education by providing opportunities to develop, plan and participate in school activities and curriculum-based workshops.

The Dreamers Academy Parent Involvement Plan (PIP) will establish a responsive infrastructure for positive, active, and ongoing relations with students' families and the community. This infrastructure will include the Family Liaison, as well as bilingual administrative staff with demonstrated sociocultural competence to effectively serve all families. Ongoing training will be provided to strengthen these skills in all staff. Professional Development aligned with the Dual Language program as well as the PIP will address the importance of equity, access, and social justice for effective outreach to families and the community.

The PIP will delineate school-parent communication, with the goals of helping parents understand how to play a major role in the academic achievement of their children; build positive relations between school administration and instructional staff and parents; empower parents to assist their children at home; and increase parental awareness of resources and services available to assist in their children's academic success (Sarasota School District Parent Involvement Plan).

Dreamers Academy views families and community leaders as strategic partners. Family members and community leaders will be recruited to become involved in advisory groups (SAC) tasked with moving the Dual Language program forward. We seek to capitalize on the linguistic diversity of the local community by involving key constituents through events and field trips that provide authentic opportunities to use both program languages and highlight the importance of sociocultural competence.

A Parent Involvement Committee (PIC) will be established and tasked with facilitating parental involvement, providing access to information, assisting parents and others with questions and concerns, and resolving disputes. The PIC will also plan school-wide activities and community outreach events, and become ambassadors and advocates for the Dual Language program and the school.

Dreamers Academy seeks to provide many and varied opportunities for parents and extended family members to support the Dual Language program, allowing for multiple skill levels, interests and availability. Some of these activities, recognized and highly valued by program

staff, may include reading with students; helping teachers prepare classroom materials at the school or at the home; leading or participating in parent organizations; mentoring students. Families will be surveyed, formally and informally, on a regular basis to learn about program needs they have observed, their suggestions for addressing those needs, and activities they would like to participate in to support the program.

By providing regular positive, informational communication in the home language through a variety of channels, inviting family members to volunteer in the classroom and to serve on school committees, and express appreciation of parental and family contributions, large and small, we hope to make families feel valued and welcome.

- B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.**

Dreamers Academy will appoint a Community Outreach Liaison to establish community resources available to students and parents. Sarasota County is blessed with an active and engaged community including multiple foundations and family charitable funds, which consistently and generously support effective educational and cultural programs. Strong relationships will be sought with these organizations to support the school. The need to serve the most vulnerable student population within our school district is proven, and most organizations are very familiar with the sociocultural challenges affecting many of Sarasota's public school students.

Dreamers Academy will also seek relationships with arts and cultural organizations to ensure arts integration throughout our curriculum. School Leadership will be encouraged to continue to be involved with civic organizations such as the Task Force for Arts Integration in K-12 Education of the Arts and Cultural Alliance, the Leadership Committee of the Sarasota County Comprehensive Plan For Children and Youth, the Community Alliance's Sarasota Partnership for Children and Youth (SPCY), and Positive Youth Development Council.

The nature of these relationships will be to support the mission and vision of the school, as well as the students and families we serve. Enrichment experiences and wraparound services will be sought throughout the year, as well as partnerships, sponsorships and special funding to ensure the greatest level of support and family participation.

- C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).**

Letters of Support are included as Attachment T.

### III. BUSINESS PLAN

#### Section 16: Facilities

**If the site is acquired:** N/A - Site is not yet acquired.

- A. Describe the proposed facility, including location, size, and layout of space.
- B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.
- C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.
- D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V.
- E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

**If the site is not yet acquired:**

**F. Explain the school's facility needs, including desired location, size, and layout of space.**

Dreamers Academy's desired location is in North or Central Sarasota County (See Section 2). The facility's projected square footage is 159gsf per student, in compliance with state averages. The facility will feature the appropriate number of classrooms to accommodate projected enrollment and growth (See Table 2, Section 2). The facility will meet design standards delineated by the Board in the RFP. The final size and layout is currently being developed in conjunction with our local architectural firm, Sarasota-based Echt Architects. We are planning to include traditional classrooms fitted for co-teaching opportunities and collaborative instruction, as well as art and/or science and computer labs, multi-purpose room and/or cafeteria, food prep areas, and indoor and outdoor activity areas.

Our facility will comply with the all state regulations in accordance with 1002.33(18)(a)(b) F.S.

The Board has already identified various locations for potential lease and/or development, and is working with Building Hope to analyze options for the 2019-20 school year.

During the first year, the school will require 16 classrooms, administrative offices with a conference room and meeting space, and one or more multi-purpose room to serve as cafeteria, auditorium and indoor gym. Subsequent years will add 4 classrooms per year as our original DL-TWI Kindergarten cohort reaches 5th grade in Year 6. At that point, a minimum of 36 classrooms will be required.

We are hoping that Dreamers Academy will be a feeder school to McIntosh Middle School and that there will be opportunities for teacher and student collaboration. Under the leadership of Dr. Harriet Moore, McIntosh Middle has implemented a superior educational plan including the necessary support infrastructure to ensure student academic and personal success. Among the

resources and programs offered in this STEM A2 Magnet Program are: second language instruction, PLTW Gateway, acceleration opportunities in Algebra 1 and Geometry, SSTRIDE (Science Career Program), and Agriscience Program.

**G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.**

If we were to lease a facility, we anticipate the cost would be between \$8,000 – \$20,000 per month (based on the rental rates of other charter school operators in the area and quotes we have received from potential owner/operators). If we were to use portables on potential land sites, the cost would be variable, maxing at about \$19,000 per month at full first-year capacity, depending on the type of portable structure selected and the necessary infrastructure needed to be constructed to accommodate them. This is based on a proposal from Mobile Modular Management Corporation. Proposals from other providers, such as William Scotsman and Modular Solutions, will be sought for comparison purposes.

**H. Explain the strategy and schedule that will be employed to secure an adequate facility.**

Upon approval of the charter application, we will immediately commence the process of strategically evaluating current short-term needs, as well as the longer-term implications. The strategy will follow best practices of commercial real estate decisions, which will include identifying the best options of the many we already have to align with current and anticipated needs, while maximizing efficiency, cost and timing. This strategy will drive the schedule and will include the process of translating goals into specific real estate criteria; creating a scorecard to compare the pros and cons of each location/facility; and using a comprehensive set of criteria to examine the merits of any real estate scenario.

Preliminary schedule:

Identify facility - September - January 2019

Negotiate lease agreement (pending charter approval) - November - February 2019

Finalize Lease Contract - February 2019

Renovation/Maintenance/Construction - February - June 2019

Obtain Certificate of Occupancy - July 2019

**I. Describe the back-up facilities plan.**

Dreamers Academy Founding Board members have already been working with Building Hope and a number of churches, Sarasota property owners and charter school developers to identify a suitable facility (or land site) for the school. Among some of the options are:

1. 22-classroom building on Lyle Street on Beth Shalom Temple campus
2. 8440 North Tamiami Trail building
3. 300 Audubon Place, Sarasota
4. Facilities and/or land at 580 McIntosh Road
5. 2501 Dr. Martin Luther King Way

6. Facilities and/or land at 930 Beneva Road N.
7. 1201 N. Beneva, Sarasota
8. Lease space or land from School District or Sarasota County
9. 5250 17th St, Sarasota, FL 34235

We are planning to execute a lease agreement by February of 2019. However, as a back-up plan, we have identified a church site where we could use portable classrooms and facilities during the first year while we build our campus. Should we go this route, we will identify an experienced charter school developer and enter into an agreement to develop a custom-built facility for Year 2 of operations.

### **Section 17: Transportation Service**

**Describe the school’s plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.**

Dreamers Academy, pending approval, will contract with the Sarasota County School District to provide existing exemplary transportation services to its students. In accordance with federal and state laws, special transportation for students with an Individual Education Plan (IEP) will be provided, according to the level of assistance required. Compensation for transportation of such qualified students shall be funded through FTE and/or IDEA, as defined in statutes.

Dreamers Academy will follow the guidelines in the Sarasota District’s Student and Family Handbook (Section 103.0) – Bus Service: “Transportation is provided to students in grades K-12 if they live more than two miles from school. Transportation may or may not be provided for students who live outside the attendance boundaries of the school they attend.”

### **Section 18: Food Service**

**Describe the school’s plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school’s food service plan will ensure healthy, well-rounded meals for students.**

Dreamers Academy will be part of the National School Lunch Program and will contract with the Sarasota County School District for food services. As a participant in this initiative, Dreamers Academy will comply with all pertinent laws, guidelines, and regulations of the program, which will ensure that we serve children who qualify for free and reduced breakfast and lunch. Participation in the program also ensures that meals comply with government guidelines for nutrition and quality.



## Section 19: School Safety and Security

**Outline the plan for school safety and security for students, staff, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ. A full plan that also includes procedures for unanticipated emergency situations will be required prior to school opening.**

Dreamers Academy will work closely with the Sarasota School District's Safety, Security and Emergency Management Department to comply with all District guidelines for safety and security. Our District lists safety as one its five foundational pillars, and we hope to work collaboratively with its team of safety professionals to keep our students safe and our campuses secure.

We will follow the established guidelines of Sarasota School District, including:

Visitors to the campus will sign in with the main office and present a current state-issued form of identification (e.g. driver's license or state identification card). The identification is used to register the visitor on campus and process the visitor through a sexual offender/predator database. After a visitor who has legitimate business with the school has been cleared, the visitor will receive a self-adhesive name tag with his or her name, photo and the campus location he or she is visiting. The badge must be visibly worn at all times while the visitor is on school grounds. Any individual considered a non-student must obtain administrative clearance through the visitor management system prior to entering the school. Persons without a pass are subject to a trespassing charge and may be arrested. Visitors who do not clear the sexual offender/predator database will not be allowed unescorted access to campus and must coordinate future visitation with an on-site administrator.

Any authorized campus visitor wishing to serve as a volunteer (including mentors, tutors, field-trip chaperones, booster club members, etc.) must first apply to be approved as a volunteer through the school district's Volunteer & Partnership program. A criminal background screening is required for all school volunteers in addition normal visitor screening.

Volunteers serve by permission of the school Principal/administrator, who has final authority for allowing volunteers to serve at the school.

Visitors must receive approval from the Principal in advance to observe in the classroom.

Teachers cannot stop classroom activities to hold parent conferences.

Students cannot invite their friends or relatives from other schools to visit the school without express permission in advance from the Principal's office.

Any individual found on the campus without clearance from a member of the administrative staff is subject to a trespassing charge and possible arrest.

During a critical incident, parents should not go to the school unless notified to do so. The school will be secured by law enforcement and parents will not be able to get their student until the threat has cleared. To ensure student safety and security during an incident, parents are asked

to not contact their student by cell phone. Parents must make sure all of their emergency contact information is current and listed correctly at the school.

During a critical incident at the school, cell phones are not to be used by students. Using a cell phone during an emergency limits the students' ability to quickly acknowledge and respond to directions putting themselves and their classmates in jeopardy. Additionally, during certain emergencies talking is not allowed in the classroom. This rule is enforced so that the room will sound vacant; conversation by the students or the ringing of a cell phone could identify their location to an attacker. Parents are asked to explain to their children the importance of not using cell phones during an emergency.

All school staff will wear picture ID cards when on campus, and have passed a criminal history background check and fingerprinting process, including a drug test.

All contractors and vendors will have passed a district background check aligned to the Jessica Lunsford Act requirements.

Classroom doors on campus will remain locked throughout the day and will automatically lock after entering/exiting.

The registrar will maintain accurate records related to approved guardians who can sign students in and out of the school during regular school hours and extended school hours (early/aftercare) and who can receive records and information.

We will comply with FERPA to protect student records and privacy.

Dreamers Academy will follow Sarasota School District's Code of Conduct.

Dreamers Academy staff will be instructed and trained in accordance with the safety and crisis management plan.

A comprehensive security and crisis management plan will be developed and widely distributed among staff, parents, district and law enforcement/support agencies after application approval and before school opening.

Perimeter fencing with single point of entry will be installed.

Additionally, Dreamers Academy will seek to work with Sarasota School District's Safety, Security and Emergency Management Department to develop strategies aligned with the District's comprehensive school safety strategy, including but not limited to:

1. Coordination and emergency planning with local law enforcement, police, fire, and safety officials
2. Coordination with Sarasota County Health Department
3. Comprehensive safety plans including evacuation, shelter-in-place, parent communication (updated annually)
4. On-going employee training
5. Staff members designated to assist special needs students in an emergency/crisis
6. Employee/visitor identification badges

7. Reduced number of school doors accessible from the outside
8. Emergency kits in every school ready for first responders in an emergency
9. Crisis plans updated regularly to reflect current climate and level of risk
10. Crisis management team
11. Crisis intervention team
12. Status checks of emergency communication devices
13. Regular maintenance and testing of security alarm systems
14. Staff trained on mail handling safety
15. Fire safety drills conducted as required
16. Defibrillators tested regularly
17. Exit signs clearly marked and visible
18. Entrances clearly marked with signs directing visitors to the main office
19. Appropriate identification required of adults signing out students
20. Bus loading/drop off areas monitored by staff

### **Section 20: Budget**

- A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.**

Attached.

- B. Provide a start-up budget as Attachment Y that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.**

Attached.

- C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.**

Attached.

- D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.**

Our budgets were prepared by the board working directly with Pellegrino Honick McFarland & Miller Accountants of Sarasota (PHMM). PHMM currently handles the accounting or auditing for several charter schools in Sarasota County.

With the permission of those schools, PHMM created a mean-based formula and compared that to a simple average of both revenue and expenses, by line item. It was adjusted for size, student population and any unusual or outlying circumstances.

The exceptions on startup income were made to reflect not only startup lines of credit, but also an acknowledgement of the willingness of several donors to directly sponsor items (such as curriculum purchases) which is why certain items appear in the startup year that may normally appear in the first operational year.

The decision to accommodate a much higher monthly lease cost is also an exception, should a portable-based classroom scenario seem more attractive for its flexibility against potential fluctuations in expected revenue.

- E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.**

Once facilities are secured, the board, with PHMM will be creating three plans – the 100% revenue plan, with accurate pro-forma operating numbers, alongside the 75% and 50% contingencies. Once facilities and other fixed operating costs can be determined, additional downside scenarios may be explored.

- F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).**

Dreamers Academy will begin with a line of credit of \$500,000 before any local, state or federal government dollars. This is also before any confirmed support from foundations, donors or grants which, given initial conversations, we expect to be significant.

These dollars will be used to time shift any capital flows and account for any problems within the first year of operations.

Even with a conservative budget, if operating at 100% it contributes to an excess of revenues over expenditures in year one. Year one operational plans are easily scaled (note the above comment regarding the leasehold expense) to accommodate any long-term or material economic differences to the revenue projections in subsequent periods.

- G. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.**

Attached.

## Section 21: Financial Management and Oversight

### A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.

Dreamers Academy's Principal will lead the administrative team in bookkeeping, budgeting, and payroll and will implement policies and procedures, according to FLDOE's Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book). The Principal will work collaboratively with the Governing Board and administrative team to manage daily operations and associated finances, including expenditures and receivables. Pellegrino Honick McFarland & Miller Accountants of Sarasota (PHMM) will manage payroll and accounting services, and will work with the board to conduct a search for a local firm to present an annual financial audit, in accordance with generally accepted auditing standards. Further, PHMM in concert with the auditor will prepare a Comprehensive Internal Control Manual as the standards and practices to which the administration will be held.

Board member Al Weidner, former Deputy CFO and Budget Director of Sarasota County Schools, will head the Finance Committee and work with the Principal and PHMM on financial accountability and reporting.

#### Specific Revenue Internal Controls:

The revenues from the flow through of funds from the Florida Education Finance Program will be directly deposited into the Dreamers Academy checking account by the Sarasota County School Board. The Dreamers Academy bookkeeper and the accounting firm will receive the monthly financial distribution statement from the Sarasota County Finance Department. The monthly financial distribution statement will be reconciled to ensure the amount agrees with the amount deposited into the bank account and that the funds are placed into the proper accounts for later disbursement.

Other funds received will be receipted by the front office staff using a pre-numbered receipt book with a duplicate copy given to the bookkeeper for deposit into the checking account. The amounts in the receipt book, maintained by front office staff, will be reconciled to the deposits in the checking account by the accounting firm independent of the bookkeeper.

#### Specific Expenditure Internal Controls:

All expenditures will be paid by checks requiring two signatures. No expenditure of funds will be paid from cash. Three to four individuals will be authorized to sign the checks. The signers will include the school Principal, Board Treasurer, Bookkeeper, and a designated back up individual when no other signer is available. The payment of payroll will be a responsibility of the accounting firm. All employees will submit signed attendance records to the bookkeeper. The bookkeeper will have the Principal sign the attendance summary before submitting the attendance information to the accounting firm for processing of payment. The accounting firm will send the payroll back to the bookkeeper for appropriate signature of checks and distribution to the employees. The accounting firm will provide the bookkeeper with the amounts to be paid

for all applicable taxes, employee benefits and the amount to be transferred into the payroll account for payment of payroll.

All other expenditures will be made through a purchase order system. Purchase orders will contain the individual requesting the materials along with an authorized signature of a school administrator. All materials received will be delivered to the bookkeeper for reconciling the amount of materials received with the purchase order. The bookkeeper will distribute the materials to the appropriate department / issuer of the purchase order. The department / issuer of the purchase order will sign the purchase order that receipt of the good has taken place. After the signed receipt of materials is completed than the bookkeeper will timely prepare the check for appropriate signature for payment of the materials or services rendered.

Other internal controls:

The monthly bank statement will be reconciled by the accounting firm to the receipts and disbursements entered into the accounting system by the bookkeeper. Any discrepancies will be noted to the Principal and the bookkeeper for correction. Any large discrepancies will also be sent to the Board Treasurer. Monthly financial statements will be prepared by the accounting firm. The monthly financial statements will be presented at the monthly public Board meeting for approval of the Board.

**B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.**

On an annual basis, the school's Principal will prepare a budget, along with monthly cash flow projections, for presentation to the Board for its review and approval prior to the start of each fiscal year. The Board will formally adopt and continue to monitor (through its Finance Committee) the annual budget throughout the year. The Principal will provide reports to the Board on a monthly basis, outlining the progress of the budget through formal financial statements, comparing actual and projected expenditures to the approved budget. The Board will review the budget, expenditures, and projections and make amendments, as needed, or implement corrective actions to maintain financial stability.

**C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.**

The Governing Board will retain Pellegrino Honick McFarland & Miller, PA to ask for bids from local CPA firms to act as auditor. The auditor will review the organization's operations and submit completed fiscal year audited financial statements to the Board. The Board will review and accept the audit report, including findings and recommendations. The Board will then submit the audited financial statements to Sarasota County, per requirements of the Auditor General of Florida.

**D. Describe the method by which accounting records will be maintained.**

In compliance with Red Book requirements, funds will be allocated to the appropriate revenue accounts. Expenditure accounts will also be maintained as per the Red Book parameters. Dreamers Academy will utilize accounting software for daily operational accounting records and



safe storage of the information. The school will contract PHMM, which will manage and maintain the payroll.

**E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.**

The governing board will advertise, publish on the school website, and disseminate newsletters two weeks in advance of adoption at a public board meeting of the Dreamers Academy school budget. The dissemination of the annual audit and financial reports will be noticed to parents and the general public at the school, on the school website and advertised two weeks in advance of the public board meeting for the approval of the annual audit, financial reports and budget amendments.

One paper copy and one electronic copy of the audit report will be submitted to Sarasota County and to the Auditor within 45 days after delivery of the report to the Board, but not later than nine months after the end of the fiscal year.

**F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.**

Payroll and accounting services will be outsourced to Sarasota-based accounting firm Pellegrino Honick McFarland & Miller, PA (PHMM) at a cost of \$30,000 per year. PHMM has worked with several charter schools in Sarasota over the past decade. The school's annual audit will be outsourced to a local CPA firm at a cost of approximately \$12,000 per year.

**G. Describe how the school will store financial records.**

A secured network at PHMM will be used to store financial records, to which only authorized employees and Board members will have access. File backups and hard-copy records will be stored in a secure environment.

**H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.**

Dreamers Academy will research reputable insurance companies and request bids for comparison for coverage including, but not limited to, the following:

General Liability Insurance: This will protect Dreamers Academy against liability claims for bodily or personal injury and property damage from third parties.

Workers' Compensation: This will cover the school for those sources of liability which would be covered by the latest edition of the standard Workers; Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance. In addition, coverage is to be included for any other applicable federal or state law.

Employers' Liability Insurance: This coverage will be included for the Federal Employers' Liability Act and will protect against employment-related wrongful acts (e.g. wrongful termination, discrimination) and inappropriate workplace conduct (e.g. invasion of privacy, negligent evaluation).

Property Insurance: This will cover risk of loss of physical assets (e.g. building, equipment).

Directors and Officers/School Leaders Liability Insurance: This will protect, those covered, against "wrongful acts," such as actual or alleged errors, omissions, misstatements, breach of duty, or failure to perform duties.

## Section 22: Start-Up Plan

Category	Activity	Timeline
Operational	Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)	Complete
Operational	Identifying and securing facility	Present - February 2019
Marketing	Launch school website	November 2019
Human Resources	Recruiting and hiring staff (leaders, teachers, and other staff)	January 2019 - June 2019
Curriculum	Finalizing curriculum and instructional materials	May 2019
Governance	Governing Board Training	November - March 2019
Operational	Complete all policy manuals: grievance process, internal control manual (financial), application, admission and enrollment policies, personnel policy manual, etc.	February 2019
Governance	Policy adoption by Board	March 2019
Marketing	Recruiting students	November - July 2019
Operational	Registration window #1	February 15 - April 15, 2019
Operational	Registration window #2 (if necessary)	May 15 - June 15, 2019
Operational	Enrollment Lottery #1 (if	Late April 2019

	necessary)	
Operational	Enrollment Lottery #2 (if necessary)	Late June 2019
Financial	Establishing financial procedures	May 2019
Financial	Fundraising	Present - indefinite
Operational	Securing contracted services	April - August 2019
Operational	Finalizing transportation and food service plan	May - July 2019 (or sooner if required by authorizer)
Operational	Procuring furniture, fixtures and equipment	May 2019
Curriculum	Procuring instructional materials	April - July 2019
Marketing	Finalizing marketing plan	November 2019
Human Resources	Orientation for potential faculty and staff interested in applying for positions	January and February 2019
Community Outreach	Welcome Fiesta for Families and Community Partners	August 2019
Community Outreach	Information Sessions for prospective students and their families	January 2019 - April 2019
Human Resources	Staff training	June 2019 - indefinite
Human Resources	Annual Pre-opening Teacher Retreat	August 2019

*This timetable is a projection and is not meant to be binding on the school or sponsor.*

## Chart of Attachments

Please tab or separate attachments as noted below

- A. Evidence of teacher and parental support for conversion, if applicable.
- B. Sample daily school schedule and annual school calendar
- C. Sample curriculum scope and sequence
- D. Reading curriculum
- E. Pupil Progression plan, if applicable
- F. Assessment Schedule
- G. Proposed discipline policy or student code of conduct, if applicable
- H. Articles of incorporation
- I. 501(c)(3) tax-exempt status determination letter (or copy of the filing form)
- J. Governing board by-laws
- K. Governing board code of ethics and conflict of interest policy
- L. For each board member, a Board Member Information Sheet, resume, and Statement of Assurances (templates provided)
- M. Organization charts that show the school governance, management, and staffing structure in 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and 4) when the school reaches full capacity, if in a year beyond the first charter term
- N. Job description for the school leader and, if this person is already identified, his or her resume
- O. If the school leader is not yet identified, the qualifications the school will look for in a school leader
- P. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader
- Q. Job description(s) and qualification requirements for the school's teachers
- R. Personnel policies, if developed
- S. Student enrollment application
- T. Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts), if applicable
- U. Evidence of facility funding sources, if applicable
- V. Draft rental agreement or lease for facility, if applicable
- W. Florida Charter School Revenue Estimating Worksheet
- X. Proposed Operating Budget
- Y. Proposed Startup Budget
- Z. Evidence of external funding (e.g. foundations, donors, grants), if applicable.

### Addendum (as applicable)

- AA. Commissioner's letter(s) of verification of high-performing status
- BB. ESP's organization chart
- CC. ESP's organization chart after any anticipated growth
- DD. Applicant history worksheet (*Form IEPC-M1A*, found at: <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>)
- EE. Draft contract between school and ESP
- FF. Applicant may attach up to an additional ten pages of supplemental material.

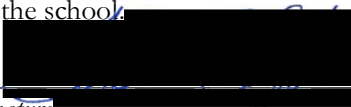
#### IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Dreamers Academy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Thomas Chaffee, Chairman to sign as the legal correspondent for the school.

  
\_\_\_\_\_  
*Signature*

August 14<sup>th</sup>, 2018  
\_\_\_\_\_  
*Date*

Thomas Chaffee  
\_\_\_\_\_  
*Printed Name*







## 2018-19 Student Calendar

July 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

0	0	Days in Quarter
0		Student Days

August 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 13 - First Day for Students

0	15	Days in Quarter
15		Student Days

September 2018						
S	M	T	W	Th	F	S
						1
2		4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	30	24	25	26	27	28
		29				

September 3 - Labor Day-No School

0	19	Days in Quarter
19		Student Days

Mth	Days	Qtr
Jul	0	1st
Aug	15	
Sept	19	
Oct	11	45
Oct	11	2nd
Nov	19	
Dec	14	
Dec	14	44
Jan	18	3rd
Feb	19	
Mar	9	
Mar	9	46
Mar	6	4th
Apr	21	
May	18	
	180	180

October 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October 15 - End of 1st Grading Period  
October 19 - Professional Day-No school

11	11	Days in Quarter
22		Student Days

November 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21			24
25	26	27	28	29	30	

November 21-23 - Thanksgiving Holiday

0	19	Days in Quarter
19		Student Days

December 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Dec 20 - End of 2nd Grading Period  
Dec 21 - Professional Day-No School  
Dec 24-31 - Winter Break

14	0	Days in Quarter
14		Student Days

January 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20		22	23	24	25	26
27	28	29	30	31		

January 1-4 - Winter Break  
January 21 - MLK Day-No School

0	18	Days in Quarter
18		Student Days

February 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17		19	20	21	22	23
24	25	26	27	28		

February 18 - President's Day-No School

0	19	Days in Quarter
19		Student Days

March 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	31	25	26	27	28	29
		30				

March 13 - End of 3rd Grading Period  
March 15 - Professional Day  
March 18-22 - Spring Break

9	6	Days in Quarter
15		Student Days

April 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April 19 - Mini-Break

0	21	Days in Quarter
21		Student Days

May 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26		28	29	30	31	

May 24 - Last Day for Students  
May 27 - Memorial Day

0	18	Days in Quarter
18		Student Days

June 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	30	24	25	26	27	28
		29				

0	0	Days in Quarter
0		Student Days

Note: If needed, Hurricane Make-up Days are April 19th, then November 21st.



Dreamers Academy

ELA Year at a Glance, 2019- 2020

Unit	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1	<p><b>We Are All Readers and Writers (Launching)</b> Reading: Readers build good habits and retell across fingers Writing: Writers build good habits through writing personal narratives</p> <p><b>Growing as Readers and Writers</b> Reading: Readers read familiar leveled/shared text and poems Writing: Writers write personal narrative across three pages and write list books</p> <p><b>Making Discoveries as Readers and Writers</b> Reading: Readers study bigger books and build bigger reading muscles Writing: Writers write How to Books and All About books</p> <p><b>Power Readers and Writers</b> Reading: Becoming Avid Readers Writing: (Persuasive) Writing of all kinds: Using Words to Make a Change</p>	<p><b>We Are All Readers And Writers (Launching)</b> Reading: (Literature) Readers build good habits Writing: (Narrative) Small Moments: personal narrative</p> <p><b>It's Believe!</b> Reading: (Informational) Reading about the world Writing: (Informative/Explanatory) Writing all about topics we know about</p> <p><b>Investigations</b> Reading: (Literature) Word Detectives: Skills &amp; Strategies Writing: (Opinion) Writing letters sharing our opinion</p> <p><b>The World We Live In</b> Reading: (Informational) Readers have big jobs to do Writing: (Opinion) Writing opinions essays</p> <p><b>Friends in Books</b> Reading: (Literature) Meeting characters and learning Lessons – Story Elements Writing: (Informative/Explanatory) Studying text structures to write description around characters</p> <p><b>Dig Deeper</b> Reading: (Literature) Readers think deeper about their reading Writing: (Narrative) Writing realistic fiction like authors</p>	<p><b>We Are All Readers And Writers...</b> Reading: (Literature) Reading fiction: Author study Writing: (Narrative) Writing personal narrative by studying authors we love</p> <p><b>Becoming Experts</b> Reading: (Informational) Nonfiction Experts Writing: (Informative/Explanatory) Writing all about books</p> <p><b>Who Are You...?</b> Reading: (Literature) Bigger books mean amping up reading power Writing: (Opinion) Writing letters about characters in literature</p> <p><b>Once Upon A Time...</b> Reading: (Literature &amp; Informational) Reading Fables/Folktales/Fairy tales &amp; informational texts Writing: (Opinion) Writing literary essays</p> <p><b>Land and Rocks!...</b> Reading: (Informational) Reading informational text: Science topics Writing: (Informative/Explanatory) Writing science lab reports/science books</p> <p><b>SOS-Second Graders: Operation Series...</b> Reading: (Literature) Book clubs/partnerships around series books Writing: (Narrative) Writing realistic fiction</p>	<p><b>Building a Reading Life</b> Reading: (Literature) Realistic Fiction Writing: (Narrative) Crafting our own stories</p> <p><b>It's all About...</b> Reading: (Informational) Reading to Learn: Grasping Main Ideas and Text Structures Writing: (Informative/Explanatory) Responding to two sources of text</p> <p><b>Lessons Learned...</b> Reading: (Literature) Character Studies Writing: (Opinion) Writing personal opinions and text-based opinions (2 sources)</p> <p><b>I Have a Dream...</b> Reading: (Informational) Reading about Leaders Writing: (Opinion) Writing text-based opinion essays/letters/speeches</p> <p><b>The Facts and Beyond...</b> Reading: Being strategic &amp; flexible readers: literary, informational, &amp; hybrid texts Writing: (Informative/Explanatory) TBD</p> <p><b>Between the Lines...</b> Reading: (Literature) Reading mysteries in book clubs/partnerships Writing: (Narrative) Writing Mysteries – Foundational Skills in Disguise</p>	<p><b>From Pigs to Giants...</b> Reading: (Literature) Interpreting Characters: The Heart of the Story Writing: (Narrative) (Optional Part B: Writing fractured myths and folktales)</p> <p><b>Living Life to the Fullest...</b> Reading: (Informational) Reading the Weather, Reading the World Writing: (Informative/Explanatory) Writing field guides/brochures/ informational articles</p> <p><b>Buzzing about Books...</b> Reading: (Literature) Primary Sources Writing: (Opinion) Writing literary magazine articles about books</p> <p><b>Poetry, Drama, and Prose, Oh, My...</b> Reading: (Literature) Reading to interpret poetry, drama, prose Writing: (Opinion) Writing literary essays</p> <p><b>Welcome to the Land of Flowers...</b> Reading: (Informational) Reading about Florida Writing: (Informative/Explanatory) Writing essays/articles/web pages about Florida</p> <p><b>Read All About It...</b> Reading: (Literature &amp; Informational) Historical Fiction Clubs Writing: (Narrative &amp; Informative)</p>	<p><b>Going Deeper into my Thinking...</b> Reading: (Literature) Interpretation Book Club: Analyzing Themes Writing: (Narrative) Writing narratives</p> <p><b>Critical Eyes...</b> Reading: (Informational) Reading about Life Science Writing: (Informative/Explanatory) Writing research reports</p> <p><b>Reality vs. Fantasy...</b> Reading: (Literature) Tackling Complexity: Moving Up Levels of Nonfiction Writing: (Opinion) Writing opinion essays</p> <p><b>Jump On...</b> Reading: (Informational) Fantasy Book Clubs: The Magic of Themes and Symbols Writing: (Opinion) Writing opinion essays</p> <p><b>Making The Right Choices...</b> Reading: (Informational) Reading about Civics Writing: (Informative/Explanatory) Writing informational articles</p> <p><b>As the Page Turns...</b> Reading: (Literature &amp; Informational) Reading in book clubs/partnerships Writing: (Narrative) Writing memoir</p>
2						
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## Units of Study for Teaching Reading, Grade 1

### Suggestions for Spanish-Language Demonstration Texts

If you are teaching Units of Study with Spanish-speaking students, you may want to substitute Spanish-language texts for some of the English demonstration texts. This list of suggested alternates comes from teachers who have successfully used Units of Study with Spanish-speaking students in their own classrooms.

#### Grade 1

Unit	To substitute for this English text. . .	. . . you might consider this Spanish text
1	<b>Ollie the Stomper</b> , Olivier Dunrea	<b>Líos en la nieve</b> , Melinda Melton Crow (Stone Arch Books)
1	<b>Gossie &amp; Gertie</b> , Olivier Dunrea	<b>Gansi y Gerti</b> , Olivier Dunrea (Houghton Mifflin Harcourt) <b>Ana Banana y yo</b> , Lenore Blegvad (Santillana)
1	<b>Kazam's Birds</b> (Brand New Readers Bravo Kazam! pack), Amy Erlich	<b>Había una vez una princesa</b> , Graciela Montes (Santillana)
1	<b>Ish</b> , Peter H. Reynolds	<b>Casi</b> , Peter Reynolds, adapt. Esther Rubio (Lectorum Publications) <b>¿Dónde está el espagueti?</b> , Greg Roza (Rosen Classroom)
2	<b>Super Storms</b> , Seymour Simon	<b>El tiempo</b> , Dona Herweck Rice (Benchmark Education)—available as a 6-pack
2	<b>Owls</b> , Mary R. Dunn	<b>El conejillo de Indias</b> , by Angela Royston (Heinemann-Raintree) <b>Los lobos</b> , Laura Marsh (Capstone Press)
3	<b>In the Days of the Dinosaurs: The Dinosaur Chase</b> (Rigby PM Storybooks), Hugh Price	<b>Mi mascota</b> , Lynn Salem and Josie Stewart (Rigby)
3	<b>Zelda and Ivy: The Runaways</b> (Candlewick Sparks), Laura McGee Kvasnosky	<b>Una buena idea</b> (Benchmark Education)—available as a 6-pack
3	<b>Tumbleweed Stew</b> (Greenlight Readers), Susan Stevens Crummel	<b>La estupenda mamá de Roberta</b> , Rosemary Wells (Santillana) <b>Sopa de matojos</b> , Susan Stevens Crummel, trans. Alma Flor Ada (HMH Books for Young Readers, bilingual ed.)
3	<b>Frog and Toad Are Friends</b> , Arnold Lobel	<b>Sapo y sepo son amigos</b> , Arnold Lobel (Santillana)
4	<b>Iris and Walter and the Field Trip</b> (Greenlight Readers), Elissa Haden Guest	<b>Acampar</b> , Christianne C. Jones (Picture Window Books)
4	<b>Mr. Putter and Tabby Drop the Ball</b> , Cynthia Rylant	<b>El mejor futbolista</b> , Susan Blackaby (Picture Window Books)
4	<b>Upstairs Mouse, Downstairs Mole</b> , Wong Herbert Yee	<b>Sapo y Sepo, inseparables</b> , Arnold Lobel (Santillana)

4	"The Scary Movie," from <b>George and Martha: One More Time</b> , James Marshall	<b>El secreto del sauce</b> , Elena Dreser (Santillana) <b>Jorge y Marta</b> , James Marshall (HMH Books for Young Readers)
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## 2019-2020 Dreamers Academy Tentative Assessment Schedule

<b><u>August</u></b>	<b><u>January</u></b>
<ul style="list-style-type: none"> <li>▪ STAR Readiness - Kindergarten</li> <li>▪ iReady AP1, Diagnostic, Reading &amp; Math - K-5<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>▪ F&amp;P Benchmark Assessment (RR) K-5<sup>th</sup></li> <li>▪ DA Writing Assessment K-5<sup>th</sup></li> <li>▪ Naglieri Nonverbal Ability Test or the Test of Nonverbal Intelligence (gifted screener) - 2nd Grade</li> <li>▪ Science Benchmark Assessment - 5th Grade</li> </ul>
<b><u>September</u></b>	<b><u>February</u></b>
<ul style="list-style-type: none"> <li>▪ F&amp;P Benchmark Assessment System K-5<sup>th</sup></li> <li>☐ DA Writing Assessment K-5<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>▪ F&amp;P Benchmark Assessment (RR) K-5<sup>th</sup> On-going Progress Monitor</li> <li>▪ ACCESS for ELLs 2.0 - February – March</li> <li>▪ FSAA (if applicable)</li> <li>▪ FSA Writing Grades 4-5</li> </ul>
<b><u>October</u></b>	<b><u>March</u></b>
<ul style="list-style-type: none"> <li>▪ F&amp;P Benchmark Assessment System (RR) K-5<sup>th</sup> On-going Progress Monitor</li> <li>▪ Sistema de evaluación de la lectura (SEL), (Spanish) K-5</li> <li>▪ Science Benchmark Assessment - 5th Grade</li> </ul>	<ul style="list-style-type: none"> <li>▪ F&amp;P Benchmark Assessment (RR) K-5<sup>th</sup> On-going Progress Monitor</li> <li>▪ Sistema de evaluación de la lectura (SEL), (Spanish) K-5</li> </ul>
<b><u>November</u></b>	<b><u>April</u></b>
<ul style="list-style-type: none"> <li>▪ F&amp;P Benchmark Assessment (RR) K-5<sup>th</sup> On-going Progress Monitor</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stanford Achievement Test – Grade 2 only</li> <li>▪ DA Writing Assessment K-3rd (4th &amp; 5th optional)</li> <li>▪ F&amp;P Benchmark Assessment K-4<sup>th</sup></li> </ul>
<b><u>December</u></b>	<b><u>May</u></b>
<ul style="list-style-type: none"> <li>▪ iReady AP2, Diagnostic, Reading &amp; Math - K-5<sup>th</sup></li> <li>▪ F&amp;P Benchmark Assessment K-5<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>▪ FSA ELA &amp; Math Grades 3<sup>rd</sup> –5<sup>th</sup></li> <li>▪ NGSSS Science - Grade 5</li> <li>▪ iReady AP3, Diagnostic Reading &amp; Math K – 4<sup>th</sup> (5<sup>th</sup> optional)</li> </ul>



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Division of Corporations

Page 1 of 2

Florida Department of State  
Division of Corporations  
Electronic Filing Cover Sheet

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Fax Number : (850) 617-6381

From: Account Name : LEGALZOOM.COM INC.  
Account Number : I20010000062  
Phone : (323) 962-8600  
Fax Number : (323) 962-3889

\*\*Enter the email address for this business entity to be used for future annual report mailings. Enter only one email address please.\*\*

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FLORIDA PROFIT/NON PROFIT CORPORATION

Dreamers Academy, Inc.

Certificate of Status	0
Certified Copy	1
Page Count	05
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COVER LETTER

Department of State  
Division of Corporations  
P. O. Box 6327  
Tallahassee, FL 32314

SUBJECT: Dreamers Academy, Inc.  
\_\_\_\_\_  
(PROPOSED CORPORATE NAME - MUST INCLUDE SUFFIX)

Enclosed is an original and one (1) copy of the Articles of Incorporation and a check for :

\$70.00  
Filing Fee

\$78.75  
Filing Fee &  
Certificate of  
Status

<input checked="" type="checkbox"/> \$78.75 Filing Fee & Certified Copy	<input type="checkbox"/> \$87.50 Filing Fee, Certified Copy & Certificate
<b>ADDITIONAL COPY REQUIRED</b>	

FROM: Cheyenne Moseley, LegalZoom.com, Inc.  
\_\_\_\_\_  
Name (Printed or typed)

101 N. Brand Blvd., 10th Floor  
\_\_\_\_\_  
Address

Glendale, CA 91203  
\_\_\_\_\_  
City, State & Zip

323.962.8600 x 7625  
\_\_\_\_\_  
Daytime Telephone number

onlinefilings@legalzoom.com  
E-mail address: (to be used for future annual report notification)

**NOTE: Please provide the original and one copy of the articles.**

ARTICLES OF INCORPORATION
In compliance with Chapter 617, F.S., (Not for Profit)

ARTICLE I NAME
The name of the corporation shall be: Dreamers Academy, Inc.

ARTICLE II PRINCIPAL OFFICE
Principal street address: 800 Ben Franklin Dr., Suite 108
Mailing address, if different is:
Sarasota, Florida 34236

ARTICLE III PURPOSE
The purpose for which the corporation is organized is: Please see attached

ARTICLE IV MANNER OF ELECTION
The manner in which the directors are elected and appointed: The method by which the directors of the corporation are elected or appointed will be stated in the bylaws.

ARTICLE V INITIAL OFFICERS AND/OR DIRECTORS

Name and Title: Thomas Chaffec, P, D
Address: 800 Ben Franklin Dr., Suite 108
Sarasota, Florida 34236
Name and Title: Geri Chaffec, T, S, D
Address: 800 Ben Franklin Dr., Suite 108
Sarasota, Florida 34236

Name and Title: Dan Kennedy, D
Address: 800 Ben Franklin Dr., Suite 108
Sarasota, Florida 34236

Name and Title:
Address:
Name and Title:
Address:

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17 SEP 25 AM 9:14
SECRETARY OF STATE
TALLAHASSEE, FLORIDA

Name and Title: \_\_\_\_\_ Name and Title: \_\_\_\_\_

Address: \_\_\_\_\_ Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name and Title: \_\_\_\_\_ Name and Title: \_\_\_\_\_

Address: \_\_\_\_\_ Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**ARTICLE VI REGISTERED AGENT**

The name and Florida street address (P.O. Box NOT acceptable) of the registered agent is:

Name: United States Corporation Agents, Inc.

Address: 13302 Winding Oaks Blvd., Suite A

Tampa, FL 33612

**ARTICLE VII INCORPORATOR**

The name and address of the incorporator is:

Name: Cheyenne Moseley, Legalzoom.com, Inc.

Address: 9900 Spectrum Drive

Austin, TX 78717

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TALLAHASSEE, FLORIDA

**ARTICLE VIII EFFECTIVE DATE:**

Effective date, if other than the date of filing: \_\_\_\_\_ (OPTIONAL)

(If an effective date is listed, the date must be specific and cannot be more than five business days prior or 90 business days after the filing.)

**Note:** If the date inserted in this block does not meet the applicable statutory filing requirements, this date will not be listed as the document's effective date on the Department of State's records.

*Having been named as registered agent to accept service of process for the above stated corporation at the place designated in this certificate, I am familiar with and accept the appointment as registered agent and agree to act in this capacity*

\_\_\_\_\_  
Required Signature of Registered Agent

9/25/17  
Date

*I submit this document and affirm that the facts stated herein are true. I am aware that any false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S.*

\_\_\_\_\_  
Required Signature of Incorporator

9/25/17  
Date

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**Attachment to**  
**Articles of Incorporation of**  
**Dreamers Academy, Inc.**

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under the section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The business activity for said organization is as follows: Dreamers Academy is a VPK-8 school dedicated to bilingual education employing proven, data-driven instructional models, developing engaged scholars prepared to excel academically, and inspiring students to become leaders who positively impact society.

No part of the net earnings of this organization shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of this document, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Upon the dissolution of this corporation, assets remaining shall be distributed for one or more exempt purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

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TALLAHASSEE, FLORIDA

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## **Attachment J Governing Board Bylaws**

### **Dreamers Academy Governing Board Bylaws**

#### ARTICLE I. Name and Fiscal Period

##### Section 1. Name:

The name of the corporation is Dreamers Academy (the “Corporation”).

##### Section 2. Fiscal Year:

The fiscal year of the Corporation is July 1 to June 30.

#### ARTICLE II. Purpose and Mission

##### Section 1. Purpose and Mission:

The Corporation is a non-profit corporation organized under the laws of the State of Florida and its purposes are set forth in the Corporation’s Articles of Incorporation.

##### Section 2. Non-Discrimination:

The Corporation shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School.

Further, Dreamers Academy shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the state of Florida.

#### ARTICLE III. Board of Directors

##### Section 1. Directors:

The affairs of the Corporation shall be managed, controlled, and conducted by and under the supervision of the Board of Directors, subject to the provisions of the Articles of Incorporation (“Articles”) and these Bylaws. The Board of Directors shall have the number of members, not less than five (5) and not greater than nine (9), as designated by the resolution of the Board from time to time. This is inclusive of 2 board seats designated as founders’ seats.

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, the Board may elect a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the Board at the time of such election, and until his or her successor is elected and qualified. No director shall serve more than two (2) successive terms. Once a director has served two (2) full three (3)-year terms, at least one (1) year must elapse before he or she again may be elected or appointed to the Board of Directors.



In order to ensure continuity among the directors of the Corporation, the terms of the members of the board may be staggered as necessary.

Section 2. Powers:

The Board of Directors shall have all powers and authority for the management of the business, property, and affairs of the Corporation, except as expressly provided herein, and may take such lawful acts that the Board deems proper and appropriate to promote the purposes and objectives of the Corporation. The Board may delegate to officers of the Corporation such powers as it may see fit for specified periods of time or in connection with specified matters.

Section 3. Quorum and Approval of Actions:

A majority of the directors in office immediately before a regular or special meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present, including via telephone, at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 4. Regular Meetings:

The Board of Directors shall hold regular meetings, as fixed by the Bylaws, or by resolution of the Board, for the purpose of transacting such business as properly may come before the Board. The Board of Directors shall hold regular meetings on a monthly basis during the academic year of the School and at least one (1) regular meeting during the summer break.

Section 5. Special Meetings:

Notwithstanding the preceding Section 4 of this Article IV, the Board of Directors may hold special meetings, defined as any meeting other than regularly scheduled meetings as set forth in Section 4, for any lawful purpose, aside from the election of members of the Board, upon not less than two (2) business days' notice, as described in Section 7 of this Article IV, and upon call by the Chair and at least one (1) other member of the board, or by two (2) or more members of the board. A special meeting shall be held at such date and time as specified in the notice of the meeting.

Section 6. Executive Sessions:

Any Board member may call an Executive Session during any special or regular Board meeting for issues concerning personnel or other matters permitted under the Florida Sunshine Law. All persons except Board members may be excluded from such Executive Sessions. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Executive Session. No action may be taken in an Executive Session.

Section 7. Compliance with Florida Sunshine Laws:

Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Florida Sunshine Laws, and any corresponding provision of subsequent Florida law, in connection with all regular or special meetings of the Board of Directors. Without limiting the forgoing, the Board of Directors shall post notice of any regular or special meeting not less than two (2) business days before such meeting at the place at which such meeting shall be held and shall provide for such other notice of such meeting as required under Florida Sunshine Law.

Section 8. Participation via telephone:

Directors may participate in a meeting of the Board of Directors via telephone.

Section 9. Action by Board:

The Board of Directors shall not take action other than at a meeting held in compliance with the Florida Sunshine Laws.

Section 10. Resignation, Removal, and Vacancies:

Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, Chair, or Secretary. The acceptance of a resignation shall not be necessary to make it effective.

A director may be removed for cause by the majority of the directors then in office. Cause shall include, but not be limited to:

- a) Violations of applicable law, including (but not limited to):
  - i. Violations of the Florida Charter School Law; and
  - ii. Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under federal tax laws.
- b) Breach of fiduciary duty and/or commission of an ultra vires act, as defined by Florida law, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.
- d) Inadequate attendance at meetings of the Board of Directors, defined as absence from three (3) consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

Section 11. Compensation:

No member of the Board of Directors shall receive any compensation for serving in such office, provided that the Corporation may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the Corporation shall be construed as a gift to the Corporation.

Section 12. Protocol:

The Board of Directors shall use Robert's Rules of Order, including the preparation and board approval of board meeting minutes.

ARTICLE IV. Committees

The Board of Directors may establish advisory committees having such responsibility as the Board shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board may be removed by the Board with or without cause.

## ARTICLE V. Officers

### Section 1. General Policy:

The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers, or members at-large, as the Board of Directors may elect. An officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for two (2) years, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified.

An officer shall be a member of the Board of Directors. Any officer may be removed by the Board at any time for cause as that term is defined herein in Article III, Section 10. Any vacancy in any office shall be filled by the Board, and any person elected to fill such vacancy shall serve until the expiration of the term vacated, and until his or her successor is elected and qualified.

### Section 2. Chair:

The Chair shall have general supervision, management, control and oversight of the business of the Corporation, subject to these Bylaws and to the orders of the Board of Directors, and shall perform all the duties usually incident to the office of the Chair or that may be prescribed by the board. The Chair may enter into and execute any and all certificates, contracts, and other instruments of the Corporation that are approved by the Board of Directors. The Chair may delegate, as needed, to any other officer any duties of the office of the Chair.

### Section 2. Vice Chair:

The Vice Chair shall have signatory authority with the approval, unavailability, or incapacitation of the Chair and shall have all the powers and responsibilities of the Chair in the absence of the Chair and generally carry out such duties as directed by the Chair or by the Board of Directors

### Section 3. Secretary:

The Secretary shall be the custodian of all papers, books, and records of the Corporation other than the books of account and financial records. The Secretary shall prepare and enter in the minutes of all meetings of the Board. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform duties usual to such position and other duties as the Board or the Chair may prescribe.

### Section 4. Treasurer:

The Treasurer shall keep and verify all records of the Corporation's accounts, receipts and disbursements and shall render accounts thereof, to the Board of Directors as often as they may require and shall perform other duties as are incident to this office.

## Article VI. Property

The property of the Corporation shall be held and applied in promoting the general purposes of the Corporation. No property, including real estate, belonging to the Corporation shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair, in the name of the Corporation, and such instrument shall be duly approved by the Secretary or Treasurer.

## Article VII. Conflicts of Interest

### Section 1. General Policy:

It is the policy of the Corporation and its Board of Directors that the directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgements in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based on any consideration other than the best interests of the Corporation.
- b) Directors, officers, and employees shall not seek or accept for themselves or any of their relatives, from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies, consistent with ethical and accepted business practices.
- c) If a director, or a director's relative, directly or indirectly, owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or relative owns a significant financial interest or by which such officer, employee or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors.

### Section 2. Effect of Conflict Provisions:

The failure of the Corporation, its Board, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation for the Corporation that otherwise is valid and enforceable under applicable law.

## ARTICLE VIII. Indemnification

### Section 1. Indemnification by the Corporation:

To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with, or resulting from any claim, action, suit, or proceeding a) if such person is wholly successful with respect thereto or b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VIII) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or

her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VIII.

Section 2. Definitions:

a) As used in this Article VIII, the phrase “claim, action, suit, or proceeding” shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

i. By reason of his or her being or having been a director, officer, employee or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or

ii. By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or

iii. By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

b) As used in this Article VIII, terms “liability” and “expense” shall include, but not be limited to, counsel fees and disbursement and amounts of judgements, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

c) As used in this Article VIII, the term “wholly successful” shall mean:

i. Termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her,

ii. Approval by a court, with knowledge of the indemnity provided in this Article VIII, of a settlement of any action, suit, or proceeding, or

iii. The expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification:

Every person claiming indemnification under this Article VIII (other than one who has been wholly successful with respect to any claim, action, suit or proceeding) shall be entitled to indemnification if

a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VIII and b) the Board, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights:

The right of indemnification provided in this Article IX shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification:

Irrespective of the provisions of this Article VIII, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses:

Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of any undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance:

The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VIII and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE IX. Contracts, Check, Loans, Deposits, and Gifts

Section 1. Contracts:

The Board of Directors authorizes the Chair and may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee, beyond the Chair, shall have power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks:

All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans:

Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits:

All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts:

The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the board shall determine.



ARTICLE X. Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation, provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws and any amendment to the Articles of Incorporation of the Corporation must be approved in writing by the School's sponsor prior to the Board of Directors taking any action thereon.

Certificate of Adoption

I, the duly elected Secretary of the Corporation, hereby certify that these Bylaws were duly adopted by the Board of Directors of the Corporation this \_\_\_\_day of \_\_\_\_\_, 2018.

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**Signature**

---

**Printed Name**

## CONDUCT POLICIES FOR BOARD MEMBERS

### Code of Conduct

Dreamers Academy has adopted the following Code of Conduct that all Board members, agree to adhere to by signing below:

#### 1.) Prohibition Against Private Inurement and Procedures for Managing Conflicts of Interest

No member of the Board of Directors shall derive any personal profit or gain, directly or indirectly, by reason of his or her service as a Board member with Dreamers Academy. Members of the board shall conduct their personal affairs in such a manner as to avoid any possible conflict of interest with their duties and responsibilities as members of the Board. Nevertheless, conflicts may arise from time to time.

- a) When there is a decision to be made or an action to be approved that will result in a conflict between the best interests of Dreamers Academy and the Board member's personal interests, the Board member has a duty to immediately disclose the conflict of interest so that the rest of the Board's decision making will be informed about the conflict.
- b) It is every Board member's obligation, in accordance with this policy, to ensure that decisions made by the Board reflect independent thinking. Consequently, in the event that any Board member receives compensation from Dreamers Academy such compensation will be determined by and approved by the full Board in advance.
- c) Any conflicts of interest, including, but not limited to financial interests, on the part of any Board Member, shall be disclosed to the Board when the matter that reflects a conflict of interest becomes a matter of Board action, and through an annual procedure for all Board members to disclose conflicts of interest.
- d) Any Board Member having a conflict of interest shall not vote or use his or her personal influence to address the matter, and he or she shall not be counted in determining the quorum for the meeting.
- e) All conflicts disclosed to the Board will be made a matter of record in the minutes of the meeting in which the disclosure was made, which shall also note that the Board member with a conflict abstained from the vote [and was not present for any discussion, as applicable] and was not included in the count for the quorum for that meeting.
- f) Any new Board member will be advised of this policy during board orientation and all Board members will be reminded of the Board Member Code of Conduct and of the procedures for disclosure of conflicts and for managing conflicts on a regular basis, at least once a year.
- g) This policy shall also apply to any Board member's immediate family or any person acting on his or her behalf.

## 2. Prohibition Against Sexual Harassment

Dreamers Academy strives to maintain a workplace that is free from illegal discrimination and harassment. While all forms of harassment are prohibited, it is the organization's policy to emphasize that sexual harassment is specifically prohibited. Any board member who engages in discriminatory or harassing conduct towards is subject to removal from the Board. Complaints alleging misconduct on the part of Board members will be investigated promptly and as confidentially as possible by a task force of the Board appointed by the Board Chair.

## 3. Confidentiality

Board members are reminded that confidential financial, personnel and other matters concerning the organization, donors, staff or clients/consumers may be included in board materials or discussed from time to time. Board members should not disclose such confidential information to anyone.

## 4. Active Participation

Board members are expected to exercise the duties and responsibilities of their positions with integrity, collegiality, and care. This includes:

- Making attendance at all meetings of the board a high priority.
- Being prepared to discuss the issues and business on the agenda, and having read all background material relevant to the topics at hand.
- Cooperating with and respecting the opinions of fellow Board members, and leaving personal prejudices out of all board discussions, as well as supporting actions of the Board even when the Board member personally did not support the action taken.
- Putting the interests of the organization above personal interests.
- Representing the organization in a positive and supportive manner at all times and in all places.
- Showing respect and courteous conduct in all board and committee meetings.
- Refraining from intruding on administrative issues that are the responsibility of management, except to monitor the results and ensure that procedures are consistent with board policy.
- Observing established lines of communication and directing requests for information or assistance to the Principal and/or Board Chair.

I, \_\_\_\_\_, recognizing the important responsibility I am undertaking in serving as a member of the Governing Board of Directors of Dreamers Academy hereby pledge to carry out in a trustworthy and diligent manner the duties and obligations associated with my role as a Board member and abide by this Code of Conduct. I understand that failure to abide by this Code of Conduct may result in my removal as a Board Member, pursuant to the requirements and processes provided in the organization's governing documents.

Signature

Date



## CONDUCT POLICIES FOR BOARD MEMBERS

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- d) Any Board Member having a conflict of interest shall not vote or use his or her personal influence to address the matter, and he or she shall not be counted in determining the quorum for the meeting.
- e) All conflicts disclosed to the Board will be made a matter of record in the minutes of the meeting in which the disclosure was made, which shall also note that the Board member with a conflict abstained from the vote [and was not present for any discussion, as applicable] and was not included in the count for the quorum for that meeting.
- f) Any new Board member will be advised of this policy during board orientation and all Board members will be reminded of the Board Member Code of Conduct and of the procedures for disclosure of conflicts and for managing conflicts on a regular basis, at least once a year.
- g) This policy shall also apply to any Board member's immediate family or any person acting on his or her behalf.

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## 4. Active Participation

Board members are expected to exercise the duties and responsibilities of their positions with integrity, collegiality, and care. This includes:

- Making attendance at all meetings of the board a high priority.
- Being prepared to discuss the issues and business on the agenda, and having read all background material relevant to the topics at hand.
- Cooperating with and respecting the opinions of fellow Board members, and leaving personal prejudices out of all board discussions, as well as supporting actions of the Board even when the Board member personally did not support the action taken.
- Putting the interests of the organization above personal interests.
- Representing the organization in a positive and supportive manner at all times and in all places.
- Showing respect and courteous conduct in all board and committee meetings.
- Refraining from intruding on administrative issues that are the responsibility of management, except to monitor the results and ensure that procedures are consistent with board policy.
- Observing established lines of communication and directing requests for information or assistance to the Principal and/or Board Chair.

I, \_\_\_\_\_, recognizing the important responsibility I am undertaking in serving as a member of the Governing Board of Directors of Dreamers Academy hereby pledge to carry out in a trustworthy and diligent manner the duties and obligations associated with my role as a Board member and abide by this Code of Conduct. I understand that failure to abide by this Code of Conduct may result in my removal as a Board Member, pursuant to the requirements and processes provided in the organization's governing documents.

Signature

Date





**Dreamers Academy  
Board Member Information Form**

**Background and Contact Information**

1. Name of charter school on whose Board of Directors you intend to serve Dreamers Academy
2. Full name Alpheus S. Weidner III
- Home Address 920 Crosby Court Columbia TN. 38401
- Business Name and Address \_\_\_\_\_
- Phone Number 941-545-7697
- E-mail address Crosbycourt940@hotmail.com

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (specify). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
- Yes  No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
- Yes  No

Sarasota County School Board (Deputy Chief Finance Officer) School District is Rated "A"

5. Why do you wish to serve on the board of the proposed charter school?

Dr Todd Bowdon Superintendent of Sarasota County Schools met with one of the founding members and suggested they contact me for information. Once I saw what they wanted to do for students that are non English speaking and students that wanted to learn another language I decided I would like to use my experience with charter schools and district schools to help this charter school to be successful. This charter school is a local community effort to help serve a population of students that the data indicates the students need the program the other founding board members are going to put into practice.

6. What is your understanding of the appropriate role of a public charter school board member?

As a public charter school board member my role will be to serve as a team member with the other board members to insure policies are implemented and insuring the successful operation of the charter school. As a team member my previous experience will be used in the financial area.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My 35 years of experience with the Sarasota County School provides the experience necessary to be a team member on this charter board. My role with the Sarasota County School Board was one of working closely with various Superintendent's, district staff, board members, the media, the public, to insure that everyone had the necessary information to make appropriate financial management decisions.

- 
8. Describe the specific knowledge and experience that you would bring to the board.

When the Legislature authorized charter schools in 1996 I was on the school district charter review committee and served until 2016. This allowed me to have a broad over view of charter schools. I was involved with the monthly charter school district Principal meetings, which gave me additional information in the operation of charter schools. Charter school principals and various charter school board members, during my tenure at the Sarasota County School Board would contact me on a wide range of financial issues. In summary I believe I will be an asset to the charter school.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

Dreamers Academy mission is to give limited English Proficiency students the services necessary to be successful when entering secondary education. Their guiding belief is with the curriculum and working closely with families the school will be an asset to the Sarasota County Schools offering a school that will emphasize services especially designed for non English speaking students and students wanting to learn a second language.

- 
2. What is your understanding of the school's proposed educational program?

The school will be using a Two Way Immersion model that has been used for over 50 years.

- 
3. What do you believe to be the characteristics of a successful school?

A successful school is one that has high student and staff morale. The academic achievement of students needs to be high. Discipline problems should be at a minimum. Staff turnover should be very low. In summary the school should be a community in which students, staff, and parents feel that all have selected the best school possible to meet the needs of their children.

- 
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

As a board member to monitor the academic performance I will review the student test, achievement levels, and have a team member relationship with the school leadership. In the area of financial and operational goals and objectives I will monitor the actual results of financial operations as compared to the budget. It is the responsibility of the board to insure the school is financially sustainable.

- 
5. What do you see as your role regarding the school leaders?

The school leaders are responsible for the day to day operation of the school. They should have a good relationship with the parents, staff, and students. The Board members are to be policy makers insuring the school is operating properly and in compliance with applicable laws.



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## Governance

1. Describe the role that the board will play in the school's operation.

The board is responsible for reviewing school leadership reports and information. When state test data is available the Board should review the test data as compared to what school leadership has indicated the school is performing. In summary the school leadership is responsible for the day to day operation of the school.

- 
2. How will you know if the school is successful at the end of the first year of operation?

There are several areas that need to be reviewed. The number of students that choose to remain at the school after the year has ended. The results of operations as compared to the budget. The number of staff that choose to remain at the school. The test data of students. The number of students being retained. In summary all of the above data will need review to ascertain the school success..

- 
3. How will you know at the end of four years if the school is successful?

At the end of four years any start up problems should have been resolved. Each year progress should happen to increase the school's financial reserve for unexpected financial problems. The morale of staff, students and parents should be high. The continued growth of the student population will indicate the community likes the school educational program. The state test score of the school at the end of four years should have increased, hopefully to an A rating by the fourth year, if not before. All of the above will indicate the success of the school

- 
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to work closely with the school leadership in a team effort. Each board member has a specific expertise that will help the school leadership team to be successful.

- 
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Many times a misunderstanding can occur due to a lack of communication. I would bring the matter up as a board item or in a workshop session to address the situation.

- 
6. If your school intends to contract with a third-party ESP:
    - a. Summarize your involvement in the selection process;
    - b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
    - c. Indicate whether you have been involved in the review/negotiation of the management agreement.

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## Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.  
 Yes  No

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If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

### Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

#### **Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)**

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

#### **Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)**

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
- “Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
  - “Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

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### **Certification**

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Alpheus S. Weidner III

12/26/2017

  
Signature

Date



Alpheus S. Weidner III  
920 Crosby Court Columbia TN. 38401  
Telephone 941-545-7697 (Email crosbycourt940@hotmail.com)

## Resume

Graduated from the College of New Jersey with a Bachelor of Administration degree with a emphasis in Accounting.

After graduating from college in 1973 began with the firm James Russo CPA doing audit and tax preparation.

In 1977 moved to Florida and was a tax return preparer for Buchman & Bilby in Tampa Florida.

In 1978 moved to Sarasota and was employed by Lovelace Roby & Company CPA doing audit and tax return preparation.

In 1980 became the controller for OBS Company in Sarasota. The company was a drywall and painting corporation.

In 1982 began with the Sarasota County School Board as Assistant Finance Director. Retired in 2017 after 35 years of service to the Sarasota County School Board. Retired in 2017 in the position of Deputy Chief Finance Officer. When I began with the Sarasota County School Board in 1982 my major responsibilities were in the accounting and budget area providing management information to the school district leadership team and School Board members. As the school system grew the finance area was divided into the departments of accounting, budgeting, payroll, and Risk Management. When the departments were formed my major responsibility was in the budget area.

Currently providing accounting services for corporate and individuals in the Bradenton / Sarasota Counties in Florida.



*Attachment L – Board Member Information Sheet, Resume and Statement of Assurances*

**Background and Contact Information**

1. Name of charter school on whose Board of Directors you intend to serve Dreamers Academy
2. Full name Geri Chaffee
- Home Address 800 Ben Franklin Drive, Unit 108, Sarasota, FL 34236
- Business Name and Address \_\_\_\_\_
- Phone Number 312-498-1493
- E-mail address geri.chaffee@dreamersacademy.org

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (specify). \_\_\_\_\_

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
- Yes  No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
- Yes  No

5. Why do you wish to serve on the board of the proposed charter school?  
I wish to serve because I believe in the mission and vision of the school, and can guide its success in attaining both.

6. What is your understanding of the appropriate role of a public charter school board member?  
Board members help plan for the school's success, monitor its goals and objectives, evaluate management efficiency and program effectiveness, organize community stakeholders to assist, motivate staff and volunteers, fundraise, promote the school and all its events, provide fiduciary oversight, support the school's staff and services, advocate for issues that affect the school, advise the Executive staff and provide leadership to move the school forward.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I was President of Chicago-based public relations agency that represented various associations, and have helped with policy development and procedures for many commercial accounts over my career. My gift is bringing people together of various backgrounds and interests to work towards a common goal. I am expert at fundraising and community organizing activities. I have long-served on everything from Home Association Boards, Professional Association Boards and have been a member of Pine View's School Advisory Committee and the PLTW Guiding Committee.

8. Describe the specific knowledge and experience that you would bring to the board.  
I bring to the Board extensive experience in marketing and communications having run a public relations company representing a wide variety of commercial clients. I also bring management experience in turning around low-performing multi-housing properties in urban markets. Finally, I am currently pursuing a Masters Degree in Education Leadership from University of South Florida, and I am a part of the College of Education community, not only learning the most current best practices but also developing a vast network of resources in the regional education community.

### **School Mission and Program**

1. **What is your understanding of the school's mission and guiding beliefs?** Dreamers Academy seeks to make a big impact in academic outcomes of traditionally underperforming student populations. The Academy will offer a dual language educational model to develop bilingual, biliterate and culturally competent students who will excel across all academic content areas.

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2. **What is your understanding of the school's proposed educational program?** Dreamers Academy educational model has been highly successful in the school districts in which it has been implemented. Students enrolled in TWI schools have been reported to be more motivated and engaged in their education, and up to nine months ahead of their monolingual peers by 8<sup>th</sup> grade.

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3. **What do you believe to be the characteristics of a successful school?** A successful school is led by an inspiring and competent leader, has an enthusiastic and well-supported staff, holds true to its mission, has a highly engaged parental community, superior communication with all stakeholders, sufficient and continuously developing funding sources, and the resources to deliver an outstanding educational program for all its students.

---
4. **As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?** We intend to have monthly Board meetings in which we will review academic performance and all financial and operational processes. I also intend to volunteer at the school and provide support to admin and staff as needed.

---
5. **What do you see as your role regarding the school leaders?**  
I see my role as supportive to the school leaders. I intend to ensure that the leaders have all the resources they need to accomplish the mission and vision of the school. Ideally, my role would be to help with any concerns or requirements; assist with research new programs and/or activities leaders may want to bring to the school; and coordinate community and family engagement.

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### **Governance**

1. **Describe the role that the board will play in the school's operation.**  
The board will be responsible for the financial and managerial oversight of the school, policymaking, and compliance with all applicable laws.

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2. **How will you know if the school is successful at the end of the first year of operation?**  
We will consider the school a success at the end of the first year when all our students have gained a full year of instruction and are performing at or above grade level; if our parent and teacher surveys are positive; if we have attained maximum parental involvement; and if we have expanded our sponsors and donors.

---
3. **How will you know at the end of four years of the school is successful?**  
At the end of four years we should have a fully enrolled school, great community support, and demand will be so great that the District will decide to operate TWI classrooms within existing schools in many different languages.

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4. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?** The charter school board will need to be actively involved in holding administration accountable and ensuring school leaders have all the resources and support they need to excel. The board should create and advisory board, as well as a parent-teacher organization and a foundation to manage fundraising, sponsorships and donors.

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*Attachment L – Board Member Information Sheet, Resume and Statement of Assurances*

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**5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?**

I believe communication and transparency is always advisable. If I believe a member of the school board is acting unethically or not in the best interest of the school, I would address this directly with the school board member first and in private, and if there is disagreement, then I would involve additional board members.

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**6. If your school intends to contract with a third-party ESP: n/a**

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

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**Disclosure**

**1. Indicate whether you or your spouse is an employee of a charter management organization.**

Yes  No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

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**Attestation**

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

**Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)**

*(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*

*(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*

*(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

**Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)**

*(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

*1. “Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*

*2. “Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*

*Attachment L – Board Member Information Sheet, Resume and Statement of Assurances*

*(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

*(c) The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

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**Certification**

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: ***Geri Chaffee***



***1-22-18***

*Date*

# Geri Chaffee

800 Ben Franklin Drive, Unit 108  
Sarasota, FL 34236  
(941) 888-4000  
geri.chaffee@dreamersacademy.org

## Education

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University Of South Florida • Sarasota Manatee <i>Master of Education Leadership Candidate</i>	2017 - present
University Of Illinois • Chicago, IL <i>Certificate of Business Management</i>	1989
Washington University in St. Louis • St. Louis, MO <i>BA with a major in foreign language development/French concentration and a minor in Biology</i>	1986
Université de Caen • Normandie, France <i>Year abroad study program</i>	1985

## Experience & Leadership

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Soleus Investments • Affordable Housing Community Manager Create safe, healthy and prosperous affordable housing communities for low income families • build and lead sales and maintenance teams • develop and implement strategic marketing campaigns • contract and supervise capital improvement projects • serve as primary liaison to all government services • reduced crime by 1,200% • established full occupancy, low turnover and high tenant satisfaction	2012 – current
Chaffee Homeschool • Teacher Taught all subjects to our two children through 9 <sup>th</sup> grade alongside intense academic remediation (reading, writing, math) for a severely abused, homeless teenage girl culminating in UF Law degree in 2017	2006 – 2013
Northwest Christian Academy • Spanish Teacher Taught Spanish to children from K – 8	2003 – 2006
Chaffee Group • Co-Founder & President Founded and managed operations of multi-million-dollar communications firm, specializing in strategic marketing programs including public relations, media outreach, events, promotional campaigns, and branding	1995 – 2003
Joyce Brukoff Public Relations • VP & General Manager Started as an intern and rose to General Manager in six years	1988 – 1995

## Community Service

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Arts & Cultural Alliance Task Force Focused on integrating arts into K12 education	2016 – 2018
Pine View School Recording Secretary for both the School Advisory Committee (SAC) and Project Lead The Way (PLTW)	2016 – 2017
Tutoring & Mentoring Program Developed study group, tutoring and food program for underprivileged kids in the Newtown area of Sarasota	2011 - 2013

## Personal Interests

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Tri-lingual, fluent In Spanish, French and English • Advanced Scuba Diver, Nitrox + multiple specialties • Dedicated Foodie • Outdoor Sports Enthusiast • Serious History Buff • After school tutoring and mentoring



*Attachment L – Board Member Information Sheet, Resume, Attestation*

**Dreamers Academy**

**Board Member Information Form**

**Background and Contact Information**

1. Name of charter school on whose Board of Directors you intend to serve Dreamers Academy
2. Full name Daniel Kennedy
- Home Address 2352 Burton Lane, Sarasota, FL 34239
- Business Name and Address N/A
- Phone Number \_\_\_\_\_
- E-mail address chessie@comcast.net

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (specify). \_\_\_\_\_

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes  No

Board Chair, Sarasota Academy of the Arts; Board Member, Sarasota Police; Board Member, International Midway Memorial Foundation; Board Chair, Sarasota Patriotic Observance Board

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes  No

Assistant Principal, Scott County High School, Georgetown, KY; Assistant Principal, Riverview High School and Sarasota High School; Principal, Sarasota High School (SHS); CEO/Founder/Headmaster, Sarasota Military Academy (SMA). SHS and SMA were "A" schools while I was in a leadership position.

5. Why do you wish to serve on the board of the proposed charter school?  
I serve as a board member of Dreamers Academy because the identified concept will benefit families, students, and the district. This concept will open multiple opportunities for EL students.

6. What is your understanding of the appropriate role of a public charter school board member?  
Charter school board members should assume a fiduciary responsible role, monitor academic progress, make policy decisions, while remaining out of day to day operations.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
Please see number three above.

8. Describe the specific knowledge and experience that you would bring to the board.  
Please see number three above.



## Dan Kennedy

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

I have reviewed the proposed school's mission and vision and find them consistent with the overall paradigm regarding developing an instructional program dedicated to enriching education opportunities and future opportunities for ELL students.

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2. What is your understanding of the school's proposed educational program?

The school's proposed educational program is deeply researched and the data indicate significant gains for ELL students.

---

3. What do you believe to be the characteristics of a successful school?

A successful school demonstrates engaged and rewarded teachers, students, and parents while demonstrating increased community support and enrollment requests. Increased teacher applications also indicate success.

---

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

The board will review annual test scores, climate surveys, financial data (monthly), and reflect on staff and parent comments during board meetings.

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5. What do you see as your role regarding the school leaders?

The school principal will be selected by the board. He/she will hire assistants and staff/faculty while managing overall day to day operation of the school.

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### Governance

1. Describe the role that the board will play in the school's operation.

The board will not be involved with the day to day operation of the school. The school administration will manage general school operations. The board will remain available for advice and assistance while being informed of situations out of the ordinary.

---

2. How will you know if the school is successful at the end of the first year of operation?

The board will review financial data, academic progress, and overview climate surveys combined with community interest in the school along with other variables.

---

3. How will you know at the end of four years of the school is successful?

In four years the school should have expanded enrollment and have a successful record of state test results. Staff turnover should be minimal and climate surveys should be positive.

---

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board should be a positive influence on the dynamics of the school by monitoring the performance of the leadership team and making corrections if required. Careful monitoring of school finances is critical. Selecting the appropriate school leader will be an important role for the board.

---

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If the board determines that a board member is acting unethically or not in the best interests of the school, the board chair should advise the district and then discuss the situation during an open board meeting. Board members may not discuss items that may come before the board privately.

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6. If your school intends to contract with a third-party ESP: NOT APPLICABLE

- a. Summarize your involvement in the selection process;

- b. Explain your understanding of the legal relationship between yourself as a board member and the

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ESP; and

- c. Indicate whether you have been involved in the review/negotiation of the management agreement.
- 

**Disclosure**

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes  No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

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### Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

#### **Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)**

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

#### **Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)**

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. *"Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
2. *"Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*

(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

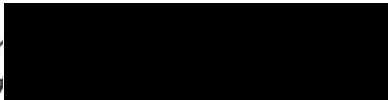
(c) *The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.*

---

### **Certification**

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: \_\_\_\_\_



Dan Kennedy  
Signature

1-18-18

Date



# Daniel Kennedy

2352 Burton Lane

Sarasota, FL 34239

(941) 812-5406 [chessie@comcast.net](mailto:chessie@comcast.net)

With 46 years of experience in the education field, I have held many leadership positions in education and community organizations, and have been a mentor and advocate for educational opportunities for people young and old.

Founded Sarasota Military Academy in 2002, the first military model-based charter in the country; founded Sarasota Military Prep Middle School in 2012.

Additional education experience and leadership positions include:

- \* 1968 Accounting Teacher, Lexington, KY.
- \* 1972 Associate Professor, University of Kentucky
- \* 1976 Assistant Principal, Georgetown, KY
- \* 1977 Business Teacher/Computer Programming Teacher, Sarasota, FL
- \* 1980 Dean, Sarasota High School
- \* 1993 Assistant Principal, Riverview High School
- \* 1994 Principal, Sarasota High School
- \* 2002 Founded, Sarasota Military Academy, Headmaster until retirement
- \* 2012 Established Sarasota Military Academy Prep
- \* 2013 Retired
- \* 2013 Chairman of the Board, Sarasota Academy of the Arts – an A school
- \* 2013 Board of Management, Sons of the American Revolution
- \* 2013 City of Sarasota Police Board
- \* 2014 Established Daniel Kennedy Consulting
- \* 2017 Board Member, Dreamers Academy

#### IV. Board Member Information Form

##### Dreamers Academy

##### Board Member Information Form

##### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Dreamers Academy
2. Full name Rubylinda Zickafoose, Ph. D.  
Home Address 6815 13<sup>th</sup> Avenue East, Bradenton, Florida 34208  
Business Name and Address Adjunct Professor, USF Sarasota Manatee, Sarasota, Fl.  
Phone Number 941-812-0488  
E-mail address rubyzick@aol.com  
 Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (specify). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.  
 Yes  No
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).  
 Yes  No  
See Administrator Roles and Responsibilities on attached resume.
5. Why do you wish to serve on the board of the proposed charter school?  
*My commitment to ELL students is evident throughout all of my twenty-eight (28) years in education. Dreamers Academy is an expression of that said commitment.*
6. What is your understanding of the appropriate role of a public charter school board member?  
*As a board member of Dreamers Academy, my role will be one of researcher and consultant.*
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
*My experience as an ELL student myself brings great insight along with my work with ELL primary students adds to my role as a board member of Dreamers Academy. I have also served as a paraprofessional, elementary educator, reading coach, instructional coach, district curriculum specialist, assistant principal and principal at the elementary school level. This experience can serve to provide critical insight to the development and oversight of a school with a high ELL population.*
8. Describe the specific knowledge and experience that you would bring to the board.  
*As a current public school leader insight into the day-to-day running of a public school and the oversight required to meet internal (school) and external (district/ state) expectations of student achievement.*

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

*The mission of Dreamers Academy is to support the educating of a historically underperforming ELL student population while implementing a Two-Way Immersion model.*

---

2. What is your understanding of the school's proposed educational program?

*Dreamers Academy will provide a two-way immersion, dual-language model, which is the first of its kind in Sarasota County Schools. Students will be bilingual, bi-literate and bicultural by the end of their K-5 school career.*

---

3. What do you believe to be the characteristics of a successful school?

- *Solid Direction through vision and leadership*
  - *Safe and secure facilities*
  - *High Expectations for learning, which includes character development.*
  - *Learning organization for all. Teachers, Students and parents.*
- 

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

*On-going monthly board meetings will focus on school progress via reports on academics, finances and operational needs. Also, on-site walk-throughs will be conducted.*

---

5. What do you see as your role regarding the school leaders?

*My role is to support and oversee the leadership of Dreamers Academy. I will pay close attention to the implementation of the two-way immersion, dual language program and overall educational plans in regards to student achievement. We will also provide guidance in areas of governance.*

---

## Governance

1. Describe the role that the board will play in the school's operation.

*The role of a board member is to oversee school leadership and hold them accountable to the school's mission and overall school's goals.*

---

2. How will you know if the school is successful at the end of the first year of operation?

The success of Dreamers Academy after its first year will include:

- *Academic achievement surpasses current data for ELL students.*
  - *Success in the Two-way immersion, dual language program is fully implemented in K and ready to implement in grade 1.*
  - *Enrollment numbers are on point according to our enrollment projections.*
  - *Steps toward a brick-and-mortar facility have progressed.*
  - *Budget is secured for next school year along with securing of business partners to support school mission.*
- 

3. How will you know at the end of four years of the school is successful?

*After the fourth year, K-3 student's at Dreamers Academy will be fully bilingual in both English and Spanish. FSA data scores for our ELL students will have surpassed their counter parts in similar schools. Fully functional facility that houses our 500 students.*

---

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

*Dreamers Academy board will need to ensure that marketing for enrollment, financial support for teacher retention and state of the art facility will meet the needs of ELL parents and students.*

---

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

*As with all issues, bring the issues to board in an objective manner for all board members to consider and rule on via board rules and regulations.*

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6. If your school intends to contract with a third-party ESP:
- a. Summarize your involvement in the selection process;
  - b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
  - c. Indicate whether you have been involved in the review/negotiation of the management agreement.

*N/A*

---

**Disclosure**

1. Indicate whether you or your spouse is an employee of a charter management organization.
- Yes  No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

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**Attestation**

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  - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

---

**Certification**

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Rebbylinda Zickatase



U

Signature

1/14/17

Date

**RUBYLINDA HERNANDEZ ZICKAFOOSE**  
6815 13<sup>TH</sup> AVENUE EAST  
BRADENTON, FLORIDA 34208

CELL PHONE (941) 812-0488

**OBJECTIVE** *To equip students, teachers, and administrators with the tools to change lives.*

**EDUCATION**

- 2003-2009 *Ph.D. in Curriculum and Instruction with emphasis in Reading/Language Arts*  
*Dissertation: "Oye Mi Voz!" (Hear My Voice!): The Perceptions of Hispanic Boys Regarding their Literacy Experiences*  
University of South Florida – Tampa, Florida  
GPA in Major 3.9/4.0
- 1998-2001 *Master of Arts Degree; Reading*  
University of South Florida – Sarasota, Florida  
GPA in Major 3.9/4.0
- 1989-1991 *Bachelor of Arts Degree; Early Childhood/Elementary Education*  
University of South Florida – Tampa, Florida  
GPA in Major 3.8/4.0

**EDUCATIONAL EXPERIENCE**

- 2016 – PRESENT Daughtrey Elementary School • *Principal/Instructional Leader*
- 2015 – 2016 James Tillman Elementary School • *Assistant Principal/Instructional Leader*
- 2013 – 2015 Orange Ridge Bullock Elementary School • *Assistant Principal/Instructional Leader*
- 2011- 2013 Wakeland Elementary School • *Assistant Principal/Instructional Leader*
- 2009 – 2011 Blackburn Elementary School • *Reading/Instructional Coach*
- 2006-2009 District Curriculum Department • *Elementary Curriculum Specialist*
- 2004-2006 Bashaw Elementary School • *K-5 Reading Coach*
- 2002-2004 Blackburn Elementary School • *K-5 Reading Coach & Elementary Teacher*
- 1991-2002 Palmetto Elementary School • *K-3 Elementary Teacher & Literacy Leader*

**CURRENT & PREVIOUS RESPONSIBILITIES**

ADMINISTRATOR

- Restructure, organize and train around the Multiple Tiered System of Support (MTSS) with the implementation of an intervention process in reading using the Leveled Literacy Intervention (LLI) program ***Gain of 26 points in 11-12 in bottom quartile learning gains (Wakeland)***
- Organize and facilitate DA school turn-around plan along with district and state instructional teams ***Gain of almost two letter grades in 13-14- 3 points away from a C (ORB)***
- Implement Manatee County Teacher Evaluation System (Danielson Model)
- Provide leadership to the School Leadership Team in the implementation of school and district initiatives
- Review and analyze school-wide data on a quarterly basis with Instructional Leadership Team (ILT)
- Coordinate and facilitate professional development of school-based PD sessions
- All other duties aligned with managing and leading an elementary school

READING/INSTRUCTIONAL COACH

- Provide leadership to the School Leadership Team in the implementation of school and district initiatives
- Coordinate and facilitate the professional development committee to design weekly school-based PD sessions

- Support teachers in the development and implementation of the Manatee Core Curriculum (MCC), specifically in writing
- Demonstrate research-based reading and writing mini-lessons for teachers with embedded reflection
- Support teachers in the development and implementation of the *Title 1 Learning Focused* instructional strategies.
- Assist the school Problem Solving Team (PST) with the implementation of the RtI process in reading and writing
- Develop and organize curriculum for focused small group instruction for school-based interventionists
- Train interventionists in focused small group instruction
- Organize and coordinate the extension of the K-5 leveled bookroom
- Organize and oversee the development of lesson plans for the school media center

#### ELEMENTARY CURRICULUM SPECIALIST

- Assist curriculum committees in the development of curriculum aligned to content standards
- Provide leadership to curriculum committees in the development, implementation, and evaluation of grade level assessments aligned to the state standards and benchmarks
- Provide professional development to support district balanced literacy initiative
- Assist in the implementation and maintenance of district comprehensive intervention programs
- Support students, teachers, and other school staff in implementing the district's reading coach initiative
- Provide leadership for reading coaches (10) to coordinate and implement district literacy initiatives
- Collaborate with building level teachers, teams, and principals in the development, implementation, and evaluation of school improvement goals related to student achievement in literacy

#### ADJUNCT PROFESSOR – UNIVERSITY OF SOUTH FLORIDA, SARASOTA CAMPUS

- **EDE 4223:** Creative Experiences – Summer 2013
- **EDE 4301:** Elementary Methods – Fall 2001; Fall 2002
- **EDF 2005:** Introduction to Education – Summer 2014
- **EEC 4706:** Early Language and Emergent Literacy – Spring 2004
- **LAE 4314:** Elementary Writing – Fall 2003, 2009, 2010, 2011; Summer 2003, 2004; Spring 2005, 2011
- **LAE 4414:** Children's Literature in Elementary Ed. – Spring 2006, 2009, 2011; Summer 2009, 2010 & 2011
- **RED 4310:** Teaching Elementary Reading – Fall 2009, 2012, 2013, 2014, 2015, 2017; Spring 2010, 2012, 2013, 2014, 2015, 2016; Summer 2013, 2014, 2015, 2016; 2017; **Upcoming Spring 2018**
- **RED 6540:** Assessment in Literacy – Fall 2009, **Upcoming Spring 2018**

#### **PERSONAL PROFESSIONAL DEVELOPMENT**

- School & District *Seven Habits for Highly Effective People* facilitator (Spring 2016)
- *Solution Tree* Professional Learning Community Conference (Summer 2013)
- State Rangefinders Committee for FCAT Writes, (2009, 2011)
- State Standards Writing Committee - *New Generation Standards* (2009)
- *Advanced Kagan Cooperative Learning* (Summer 2010)
- Teachers College, Columbia University *Reading & Writing Project* (2001, 2002, 2003, 2005, 2007, 2008, 2009, 2010, 2013, 2015)
- Teachers College, Columbia University *Coaching Institute* (2008, 2013)
- Teachers College, Columbia University *Reading & Writing Home Grown Institute* – Orange Ridge-Bullock Elementary (Summer 2008); Rogers Garden (Summer 2010)
- Teachers College, Columbia University *Saturday Reunion* (2003, 2005, 2006, 2007, 2008, 2013, 2014)
- *PEBC Coaching Institute* (2006)
- *PEBC Thinking Institute* (2007)
- Manatee County *Classroom Walk-Through Training* (2007)
- *Making and Managing Promises Train the Trainer* (2005)
- Florida's *Classroom Walk-Through Training* (2005)
- District *Facilitating Adult Learning* Training (2002, 2005, 2008)
- National Teacher of the Year Conference, Washington D.C. (2000)
- *Summer Institute for Excellence* (1997)
- *National Council for Staff Development Conference* (1999-2001)
- *Florida Educational Technology Conference* – FETC (1995-1998)
- Eric Jensen's *Brain-Compatible Teaching* (1998)

- *Kagan Cooperative Learning* (1997, 1998, Summer 2017)
- *Wong's Effective Teaching* (1997)

### PROFESSIONAL DEVELOPMENT PRESENTATIONS

- Developed and facilitated ASCD National Conference Spring 2017 & Spring 2018
- Developed and facilitated FCAT Writing for Fourth Grade Teachers
- Developed and facilitated new teacher workshops for Suncoast Area Teacher Training (SCATT)
- Developed and facilitated *Wong's Effective Teaching*
- District co-facilitator for Beginning Teacher Program (TIPS)
- District and school facilitator *Kagan Cooperative Learning*
- Developed and facilitated *Brain-Compatible Learning*
- Developed and facilitated *Problem-Based Learning*
- Developed, coordinated, and facilitated *Summer Institute for Excellence* (1998-2001)
- Developed and facilitated literacy sessions: *Guided Reading, Running Records, Word Work, Write Traits, Confering with Writers, Reading/Writing Workshop, Strategies for Struggling Readers, Reading Strategies* (based on *Mosaic of Thought* by Keene & Zimmerman)
- Developed and facilitated various other literacy-based workshops based on staff needs

### AWARDS & RECOGNITIONS

- Featured Teacher on Harry Wong Website: teachers.net (September, 2009)
- Migrant High School Banquet Keynote Address (1998, 2009)
- Successful Latina/o Scholar Award, USF (2008)
- Florida League of Teachers (1999 - 2006)
- Featured in book *American Dream* by Dan Rather (2001)
- Christa McAuliffe Fellowship Recipient (2001)
- National Board Certification: Early Childhood Generalist (1999)
- Florida Migrant Success Story of the Year (1999)
- USF Distinguished Alumni (1999)
- Milken National Educator Conference Guest Speaker (1999)
- Milken National Educator Award Recipient (1998)
- USF Commencement Speaker (Fall, 1998)
- Manatee County District Teacher of the Year (1998)
- Palmetto Elementary School Teacher of the Year (1998)
- Sallie Mae Beginning Teacher of the Year (1992)

### PUBLICATIONS

- Zickafoose, R. & Zickafoose, S. (2015). *Steppin' Into My Teacher Shoes – A Teacher Induction Resource (2<sup>nd</sup> Edition)*. Byond, Z, Inc.
- Zickafoose, R. & Zickafoose, S. (2005). *Steppin' Up With My Reading Roadmap – A Teacher Induction Resource*. Byond, Z, Inc.
- Rushton, S. Eitelgeorge, J. & Zickafoose, R. (2003). Connecting Cambourne's Conditions of Learning to Brain/Mind Principles: Application for the Early Childhood Educators. *Early Childhood Education Journal*, 31(1), 11-21.

### STATE AND NATIONAL PRESENTATIONS

- Rushton, S. & Zickafoose, R. (2001, July 23). *Integrating brain-based research into early childhood settings*. Paper presented at Annual Meeting of the Learning Brain Expo 2001: San Antonio, TX.
- Grandstaff, K. & Zickafoose, R. (1997). *Brain Strategies in the Classroom*. Session presented at IRA National Conference.
- First Grade Team. (1997). *Beyond the Pendulum: Effective Reading Strategies*. Session presented at IRA State Conference.

### REFERENCES

References available upon request



## IV. Board Member Information Form

### Dreamers Academy

#### Board Member Information Form

#### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Dreamers Academy
2. Full name Steven Craig Zickafoose  
Home Address 6815 13<sup>th</sup> Avenue East, Bradenton, Florida 34208  
Business Name and Address Byond Z, inc. (address – same as above)  
Phone Number 941-812-0487  
E-mail address szickafoose@aol.com

- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (specify). attached

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.  
 Yes  No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).  
 Yes  No

*See resume*

5. Why do you wish to serve on the board of the proposed charter school?  
*Dreamers Academy's mission is to improve the lives of ELL students whose education has been historically marginalized. My commitment to ELL students has been a consistent theme throughout my career and Dreamers Academy aligns with my personal mission.*

6. What is your understanding of the appropriate role of a public charter school board member?  
*My role as a board member will be to oversee school leadership and hold the school leadership accountable to meet the school goals.*

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
*As an educator and business owner, I have had relevant experience in organizing learning within an organization while managing human and fiscal resources.*

8. Describe the specific knowledge and experience that you would bring to the board.

*As a current public school leader, I have insight in the day to day running of a public school and the oversight required to meet internal (school) and external (district/ state) expectations of student achievement.*



## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

*Dreamers Academy believes what the data affirms, that traditional education has left students whose first language is not English behind. Through Dreamers Academy students, whose home language is Spanish, will use this background knowledge to become bi-literate in English and Spanish while increasing student achievement.*

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2. What is your understanding of the school's proposed educational program?

*Dreamers Academy will use a Two-Way Immersion model to develop students who are proficient in reading, writing and speaking in both Spanish and English.*

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3. What do you believe to be the characteristics of a successful school?

*A successful school has engaged and active learners, productive and supportive faculty and inspirational and efficient leadership.*

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4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

*Quarterly reports and bi-quarterly board meetings will provide monitoring data regarding finances and student achievement for the school. Additionally, on-site meetings to periodically oversee the daily work of the students, faculty and administration will be conducted.*

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5. What do you see as your role regarding the school leaders?

*The board's role is to support and provide oversight to the school's leadership. My role will be to fully understand the goals of the school and the data milestones to ensure student progress.*

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## Governance

1. Describe the role that the board will play in the school's operation.

*The Dreamers Academy Board will oversee school leadership to implement the school goals and fiscal plan. Accountability measures will also be a part of our role.*

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2. How will you know if the school is successful at the end of the first year of operation?

*Success at the end of the first year will be based on the number of enrolled students, the implementation of the Two-Way Immersion model, and the engagement of the school community into the mission of the school.*

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3. How will you know at the end of four years of the school is successful?

*After the fourth year, students who entered the school in Kindergarten would have experienced several years of the dual-language model and should have a foundation in both English and Spanish literacy. The third grade FSA reading scores should surpass other students from comparative schools whose home-language is Spanish.*

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

- *Communicate regularly with the principal and the school staff.*
  - *Identify actions to support student achievement.*
  - *Monitor financial decisions to ensure effective fiscal stewardship.*
- 

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

*Bring all members to the meeting including the persons with whom there is an issue. Discuss the issue and develop a solution that all members can agree. Ensure that all members realize that whatever decision is made, it should always be in the best interest of the students and the school.*

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6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

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**Disclosure**

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes  No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

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**Attestation**

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

**Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)**

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

**Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)**

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
  - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
  - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

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**Certification**

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: \_\_\_\_\_

Steve Zickelrose

\_\_\_\_\_  
Signature

1/14/18  
\_\_\_\_\_  
Date

**STEVEN C. ZICKAFOOSE, ED. S.**  
6815 13<sup>TH</sup> AVENUE EAST  
BRADENTON, FLORIDA 34208  
HOME PHONE (941) 750-0360 • CELL (941) 812-0487  
WWW.TEACHINGMOVES.COM

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**OBJECTIVE**

*To make a difference in the lives of students, teachers, and educational leaders*

**HIGHLIGHTS**

- Moved King Middle School from a school grade of C to a B (2017)
- Increased promoted 8<sup>th</sup> graders from 80% to 99% over two years (2017)
- Developed and implemented a highly effective *Positive Behavior Intervention System* (PBIS) decreasing In-of-School Suspensions by 65% and Out-School-Suspensions by 42% (2017)
- Increased Middle School Acceleration score by 28 points at Nolan Middle School (2015)
- Co-Authored *Steppin' Into My Teacher Shoes – A Teacher Induction Resource* (2015)
- Increase Reading Scores by 48 points at Palmetto High School (2012)
- Increased Math Score by 42 points at Bashaw Elementary School (2011)
- National consultant working in South Chicago and Washington, D.C. – Teachscape, Inc. (2011)
- ‘Staff developer who has gone beyond mentoring’ – *New Teacher Induction* by Harry K. Wong (2003)
- *National New Staff Developer of the Year Award* – National Staff Development Council (2001)
- Manatee County’s *Social Studies Teacher of the Year* (1998)

**EDUCATION**

- 2008-2010      Argosy University – Sarasota, Florida  
Ed. S. - Educational Specialist in Educational Leadership  
GPA in Major 3.8/4.0
- 1995-1997      St. Leo College – St. Leo, Florida  
*MBA - Master in Business Administration*  
GPA in Major 3.8/4.0
- 1989-1991      University of South Florida – Tampa, Florida  
*B.S. - Bachelor of Science Degree; Social Science Education*  
GPA in Major 3.7/4.0
- 1987-1989      Manatee Community College – Bradenton, Florida  
*A.A. - Associate of Arts Degree*  
GPA in Major 3.67/4.0

**WORK EXPERIENCE**

- 2015-present      King Middle School • Assistant Principal / Instructional Leader
- 2012-2015      Nolan Middle School • Assistant Principal / Instructional Leader
- 2011-2012      Palmetto High School • Reading-Instructional Coach
- 2006-2011      Bashaw Elementary • On-site Staff Developer / Reading-Instructional Coach
- 2009-2011      Teachscape, Inc. • Consultant / Staff Developer / Reading-Instructional Coach
- 2006-2006      Nolan Middle School • Teacher / On-site Staff Developer
- 2002-2005      Lakewood Ranch High School • Teacher / On-site Staff Developer
- 1998-2002      Manatee County School Board • Coordinator of Instructional Personnel
- 1997-1998      Palmetto High School • Social Studies Teacher / Staff Development Site Liaison

- 1996-1997 Bayshore High School • *Social Studies Teacher*
- 1995-1996 Hartlee Middle School • *Drop Out Prevention Teacher*
- 1991-1995 Bayshore High School • *Social Studies Teacher*

## **CURRENT & PREVIOUS RESPONSIBILITIES**

### ASSISTANT PRINCIPAL/INSTRUCTIONAL LEADER

- Collaborate and develop Master Schedule
- Develop, implement and monitor Positive Behavior Intervention System (PBIS)
- Recruitment, hiring, supervising and evaluation of faculty and support staff
- Implement Manatee County Teacher Evaluation System
- Review and analyze school-wide MTSS data to prioritize School Improvement Goals
- Facilitate and communicate SIP via Instructional Literacy Leadership Team
- Coordinate and facilitate professional development of school-based PD sessions
- Develop, coordinate, and facilitate 'Guerilla PLC's' (School Data Teams)
- Integrate struggling student identification and monitoring within FOCUS System
- Coordinate all other duties aligned with managing and leading a middle school
- Develop, implement and monitor intervention systems focused on Bottom Quartile Reading/Math

### READING-INSTRUCTIONAL COACH / ON-SITE STAFF DEVELOPER

- Professionally coach administrative, teaching, and support staff
- Develop, implement, and coordinate site-based Response to Intervention model K-5
- Coordinate, maintain and accomplish all state-required FAIR Assessments
- Provide model lessons for developing and veteran teachers
- Co-teach remedial reading and math with multiple staff members
- Coordinate and communicate site staff development activities
- Co-facilitate and communicate SIP process and plan
- Coordinate site-based learning teams and site-induction process, including mentors
- Develop and implement site-based teacher-to-teacher observations
- Developed, implemented, and coordinated a summer reading camp focused on struggling readers

### EDUCATIONAL CONSULTANT

- Collaborate and coordinate with school/district leadership to develop effective school-wide Professional Development training and follow-up support
- Provide professional development around RtI and Effective Instruction
- Gather, aggregate, analyze and coach around student data
- Conduct standard Classroom Walk Throughs (CWT) and RTI-Classroom Walk Throughs (RtI-CWT) in K-5 and high school setting
- Conduct SWOT Analysis focused on school viability
- Train, support, and coach beginning and veteran teachers around RtI and effective instruction

### COORDINATOR OF INSTRUCTIONAL PERSONNEL

- Train, support, and coach beginning and veteran teachers
- Train, support, and coach school and district administrators
- Counsel and support teachers and administrators in areas of *initial certification, recertification, teacher evaluation, professional development planning, and other district initiatives*
- Coordinate and collaborate with district departments on district initiatives
- Coordinate and collaborate with district charter school teacher and administration
- Coordinate and collaborate with state departments for compliance with legislative mandates
- Coordinate and collaborate with local colleges /state universities on regional and state initiatives
- Coordinate and facilitate district *Teacher Induction Program for Success (TIPS)*
- Develop, coordinate, and implement district *Alternative Certification for Teachers* program (ACT)
- Conduct annual assessment of programs within Staff Development Department
- Supervise Professional Development personnel
- Document, cross-reference, and record trainings with Master In-service Plan

### VICE-PRESIDENT OF PUBLISHING BUSINESS

- Maintain relationships with clients throughout state and nation
- Research and develop materials for students, beginning/mentor teachers and administrators
- Forecast and manage business financial needs within budget
- Market and facilitate sales and delivery



## SECONDARY TEACHER

- Prepare and implement curriculum, instruction and assessment for all curriculum areas including World Geography, US & World History, Reading, English, Math, and Character Development
- Maintain professional responsibilities including staff development, committee work, etc.

## **AWARDS & RECOGNITIONS**

- Staff Developers who have “gone beyond mentoring” – New Teacher Induction: How to Train, Support, and Retain New Teachers. Breaux A. & Wong H. (2003)
- *National New Staff Developer* award – National Association of Staff Development-NSDC (2001)
- Florida’s *Mentor Teacher Grant Award* Recipient – \$200,000 (2001)
- Manatee County *Social Studies Teacher of the Year* (1998)
- Highest Four Year GPA in Social Studies Education (1991)

## **PROFESSIONAL DEVELOPMENT PRESENTATIONS**

### NATION / STATE

- *National Association Alternative Certification* Conference presenter (2000)
- *Florida Association of School Personnel Administrators* (FASPA) conference presenter (2000)
- *Florida Taskforce for Alternative Certification* presenter (2000)

### ADMINISTRATORS

- Facilitator for District *Ramping up FOCUS*
- Co-facilitated District’s *Instructional Performance Appraisal System* training
- Facilitator for *Florida Performance Measurement System* training
- Facilitator for various other administrator workshops based on professional needs

### TEACHERS

- Facilitator *Wong’s Effective Teaching*
- Facilitator *Kagan Cooperative Learning*
- Developed/facilitated *Brain-Compatible Learning*
- Developed and facilitated *Reading with the Brain in Mind* workshop
- Developed/facilitated *Peer Teacher Training*
- Developed/facilitated/coordinated *Summer Institute for Excellence*
- Facilitator for various other teacher workshops based on staff needs

### SUPPORT STAFF

- Developed and facilitated *Working with the Brain in Mind* training
- Developed and facilitated *How to Communicate with Children* training
- Facilitator for various other support staff workshops based on support staff needs

### STUDENTS

- Developed/facilitated elementary student assembly *The Brain Thing* (Testing and the Brain)
- Developed/facilitated secondary student seminar *The Brain Thing* (Testing and the Brain)
- Developed and implemented elementary literacy play *King Author and the Keys to the Kingdom*
- Developed and implemented elementary literacy play *Camp Read-A-Book*

## **OTHER PROFESSIONAL EXPERIENCE**

- Co-facilitated *Instructional Performance Appraisal Taskforce* (IPAT)
- Chair and member of Manatee County’s *Teacher Induction Committee*
- Member of *Manatee Council for Professional Development* (MCPD)
- Member of state evaluation taskforce for *Instructional Personnel Evaluation Systems* (1999)
- Member of Manatee County’s *Staff Development Coordination Council*

## **PERSONAL PROFESSIONAL DEVELOPMENT**

- Teachers College, Columbia University *Saturday Reunion* (2012, 2013, 2016)
- *Florida’s Reading Endorsement Add-on Certification* (June, 2011)
- *Aggression Control Techniques* – ACT (2011)
- *Response to Intervention* – Train the Trainer (2010)
- Florida’s *Classroom Walk-Through Training* (2005)
- *Florida Association of Staff Development* Conference – FASD (1998-2003)
- District *Facilitating Adult Learning* training (2002)
- *Summer Institute for Excellence* instructor (1997-2002)
- District *Gallop Teacher Perceiver Interview* training (2001)
- *National Council for Staff Development Conference* (1999-2001)
- *Florida Educational Technology Conference* – FETC (1995-1998)



- Eric Jensen's *Brain-Compatible Teaching* (1998)
- *Kagan Cooperative Learning* (1997, 1998)
- *Wong's Effective Teaching* (1997)
- *Sun coast Area Teacher Training* – SCATT (1991)

## CURRICULUM

- Developed My High School Step – A Guide to State Assessment in Florida (July, 2006)
- Developed Steppin' Into the Standards – Where the Reader Meets the Writer (2004)
- Developed online teaching modules. YES! TEACH- <http://www.advancedlearningenvironment.org> (2002)
- SPECTRUM Curriculum Pilot teacher (1997)
- SPECTRUM Curriculum Writing Team (1996)

## PUBLICATIONS

- Co-authored Steppin' Into My Teacher Shoes – A Teacher Induction Resource (2015)
- Authored My High School Steps – A Guide to State Assessment in Florida (July, 2006)
- Co-authored Steppin' Up With My Reading Roadmap – A Teacher Induction Resource (2005)
- Co-authored Steppin' Across the Math Mountain – A Teacher Induction Resource (2005)
- Developed Steppin' Into the Standards – Where the Reader Meets the Writer (2004)

## REFERENCES

- |   |                |
|---|----------------|
| Michele Romeo<br>Principal; King Middle School              | (941) 518-1957 |
| Scot Boice<br>Principal; Nolan Middle School                | (941) 737-0694 |
| Willie Clark<br>Former Principal; Palmetto High School      | (941) 720-2468 |
| Dr. Ron Hirst<br>Former Principal; Bashaw Elementary School | (941) 812-0982 |

## **Thomas Chaffee**

*Partner, Silvermine Capital, Inc.*

*Chief Executive Officer, ePublishing, Inc.*

Thomas Chaffee is an entrepreneur with a knack for identifying and developing leading-edge technology and utilizing it to build revenues, reduce operating costs and create shareholder value. With a 30-year career spanning marketing, technology and business performance initiatives, Chaffee currently heads ePublishing, a Software-as-a-Service provider of cloud-based products and services powering media companies.

He is also a partner at Silvermine Capital – a venture firm dedicated to acquiring, and driving shareholder value for companies in transition. He and his firms currently have investments across SaaS Software, healthcare, media, real estate and energy verticals.

He formed Chaffee Interactive in 1994, to build complete end-to-end Internet solutions, providing strategic analysis, consultation, design and Web application development for Global 1000 companies, including Sprint, Motorola, Kraft, Stewart and Fidelity.

In late 2008, Chaffee Interactive launched an Enterprise Publishing System (EPS) platform delivering Content Management, eCommerce, Workflow, CRM, Mobile, SEO, Video, Advertising and more. The company fully re-branded to ePublishing in 2012 and shifted focus from services and development to product delivery as the ePublishing EPS took shape. The ePublishing platform has evolved from this effort into the most flexible, integrated and feature-rich software for media companies to deliver and monetize print, online and mobile content.

Chaffee became Chairman and CEO of Realigent Inc., (Nasdaq: HMSK) a publicly traded technology firm targeting the data and publishing-intensive real estate, banking and mortgage industries where he drove a major corporate restructuring, integrated over 28 acquisitions and redefined the company's product suite. He ultimately sold the company to two Fortune 500 acquirers.

In 2008, Mr. Chaffee began working with Infinia Corporation, an innovative alternative energy provider focusing on solar power. Serving as its President, he restructured the strategy, re-focused its workforce and drove marketing, finance and sales on behalf of the investors.

Previously, Chaffee worked in the family business, a multi-title publisher, and in account management for several Chicago-based advertising agencies. His primary area of specialization was in the emerging disciplines of Internet lead generation for clients including McDonald's, BP, Quaker and Sprint. During this time, he attended Northwestern University's Kellogg Graduate School of Management where he concentrated in Marketing and subsequently seminary classes at Trinity Evangelical Divinity School in Deerfield, IL.

Mr. Chaffee previously served as Chairman of American Business Media's technology and digital committees, and notably as a founding partner in AT&T/Bell Labs' Strategic Alliance (a program assembling the nation's top developers, futurists and technology minds).

Corporate Board of Director responsibilities include: Homeseekers, Inc. (NASDAQ: HMSK), Enterprise Informatics, Inc. (Nasdaq: EPRS), Infinia Energy, Sunshine Media, TACH Media, Physicians Total Care (PTC), DispensePoint, Inc., Soleus, LLC., Synchronex, Inc., Silvermine Capital, and Northwest Christian Academy. A seasoned speaker, Chaffee is regularly asked to share his entrepreneurial, growth experiences and technology vision with industry leaders.

Chaffee is an accomplished musician; playing guitar, keyboards and singing with a wide variety of world-renowned artists as a young man. He has played on hundreds of jingles for clients such as McDonalds, Allstate, Coke, United Airlines, Kellogg, GM, Hallmark, Gatorade and Nike. His last major music engagement was as guitarist and musical director for Brian Wilson (The Beach Boys) on his seminal studio album "Imagination". Chaffee's musical activities are now exclusively focused on Sunday mornings. He is happily married with two children.

## IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Dreamers Academy
2. Full name Thomas Chaffee  
Home Address 800 Ben Franklin Drive, Unit 108, Sarasota, FL 34236  
Business Name and Address \_\_\_\_\_  
Phone Number 312-498-4959  
E-mail address thomas.chaffee@dreamersacademy.org

- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (specify). \_\_\_\_\_

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.  
 Yes  No

Northwest Christian Academy, Lake Zurich, IL

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).  
 Yes  No

5. Why do you wish to serve on the board of the proposed charter school?

I believe that a level playing field is necessary for all children to receive the promise of a public education. Dreamers Academy provides that level playing field for those children for whom language represents a barrier to learning, and a chance for kids to succeed academically who would fall further behind without the opportunity. I have chosen to serve on the Board to ensure that the school will have the resources, oversight and support necessary to deliver on this promise.

6. What is your understanding of the appropriate role of a public charter school board member?

Board members are ultimately responsible to provide for student success. As a practical matter the board enters into a contract with the District and is responsible for the overall success of the school. Board members are responsible for the responsible deployment of resources, fulfilling the mission and vision, managing the executive staff and the financial, management and student performance oversight, and compliance with all applicable laws.

- 
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have held significant positions, invested in, managed and served on numerous corporate boards, including several publicly-traded companies:

Realigent, Inc. (NASDAQ: HMSK)  
Enterprise Informatics, Inc. (NASDAQ: EPRS)  
Silvermine Capital, Inc.  
Infinia Corporation  
ePublishing, Inc.  
DispensePoint, Inc.  
Soleus, LLC.  
Synchronex, Inc.  
Beacon Live, Inc.  
EllingtonCMS, Inc.

- 
8. Describe the specific knowledge and experience that you would bring to the board.

I have served as CEO of multiple public and private companies, have acting as interim President & CEO in a turnaround capacity of 2 public and 3 private companies, and have extensive business operations management experience.

### **School Mission and Program**

1. **What is your understanding of the school's mission and guiding beliefs?**

Dreamers Academy will implement data-driven best practices to develop bilingual, biliterate, and cross-cultural leaders of character, served in a caring environment that encourages family engagement and celebrates American diversity. The school will inspire scholars to enter High School a grade level ahead and prepared for success on a global scale – with rich academic content served by a bilingual staff who knows each student by name and need.

- 
2. **What is your understanding of the school's proposed educational program?**

The Dual Language Immersion educational model is the only program known to have closed and surpass the achievement gap for not only English Language Learners but for other traditionally underperforming subgroups of the student population.

**3. What do you believe to be the characteristics of a successful school?**

A successful school is one in which students are engaged, joyful and learning; where teachers are also learning and collaborating; where parents feel welcome, included and involved in their children's education and where school leaders are viewed as caring and devoted to the mission and vision of the school.

---

**4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?**

I will constantly monitor all financial reports as well as academic performance reports and other metrics for student performance and family engagement. We will establish our own set of metrics on student progression and performance for which we will compensate teachers and leadership.

---

**5. What do you see as your role regarding the school leaders?**

I see my role as strategic, supportive and advisory, but also as an evaluator of management efficiency and program effectiveness.

### **Governance**

**1. Describe the role that the board will play in the school's operation.**

The Board creates policy, monitors school finances and operations, resolves disputes or problems, ensures the school has resources to function, and maintains forward momentum.

---

**2. How will you know if the school is successful at the end of the first year of operation?**

The school will be successful if the students are performing at or above grade level by the end of the first year; and we have a waiting list for students, teachers and staff that want to work with us.

---

**3. How will you know at the end of four years of the school is successful?**

At the end of four years we will consider ourselves successful if have held true to our mission and vision, become a strong part of the community and have happy, fulfilled, performing students, teachers with engaged families.

---

**4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

Charter school board members must develop critical relationships with community stakeholders in support of the school, have revised policy to address issues arising from growth or law changes, created the infrastructure to ensure family engagement and fundraising avenues, and developed a seamless working relationship with the school leadership.

---

**5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**

Our board will address any such situations swiftly and directly. I personally will address it directly with the person involved, and take any necessary measures as the situation demands. Ethics are the cornerstone of leadership.

6. If your school intends to contract with a third-party ESP: n/a
  - a. Summarize your involvement in the selection process;
  - b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
  - c. Indicate whether you have been involved in the review/negotiation of the management agreement.

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### **Disclosure**

1. Indicate whether you or your spouse is an employee of a charter management organization.  
 Yes  No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

---

### **Attestation**

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

#### **Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)**

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. [112.313](#)(2), (3), (7), and (12) and [112.3143](#)(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. [112.3145](#), which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

#### **Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)**

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
  1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
  2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

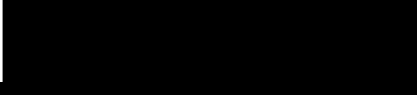


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**Certification**

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Thomas Chaffee

A large black rectangular redaction box covers the signature area. A blue pen nib is visible at the bottom center of the redaction.

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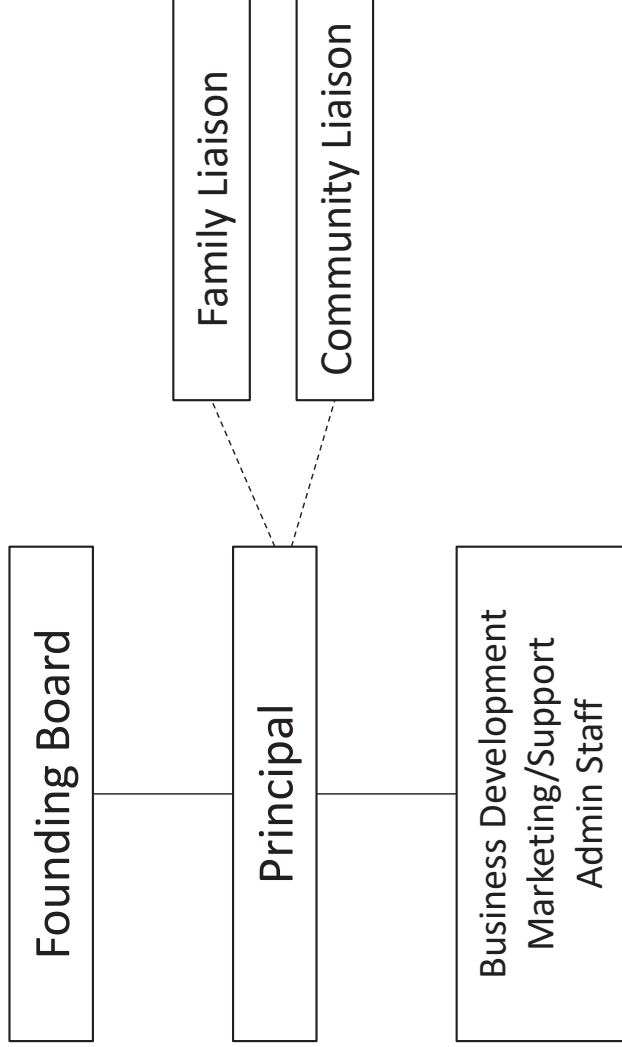
1/20/18

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*Date*

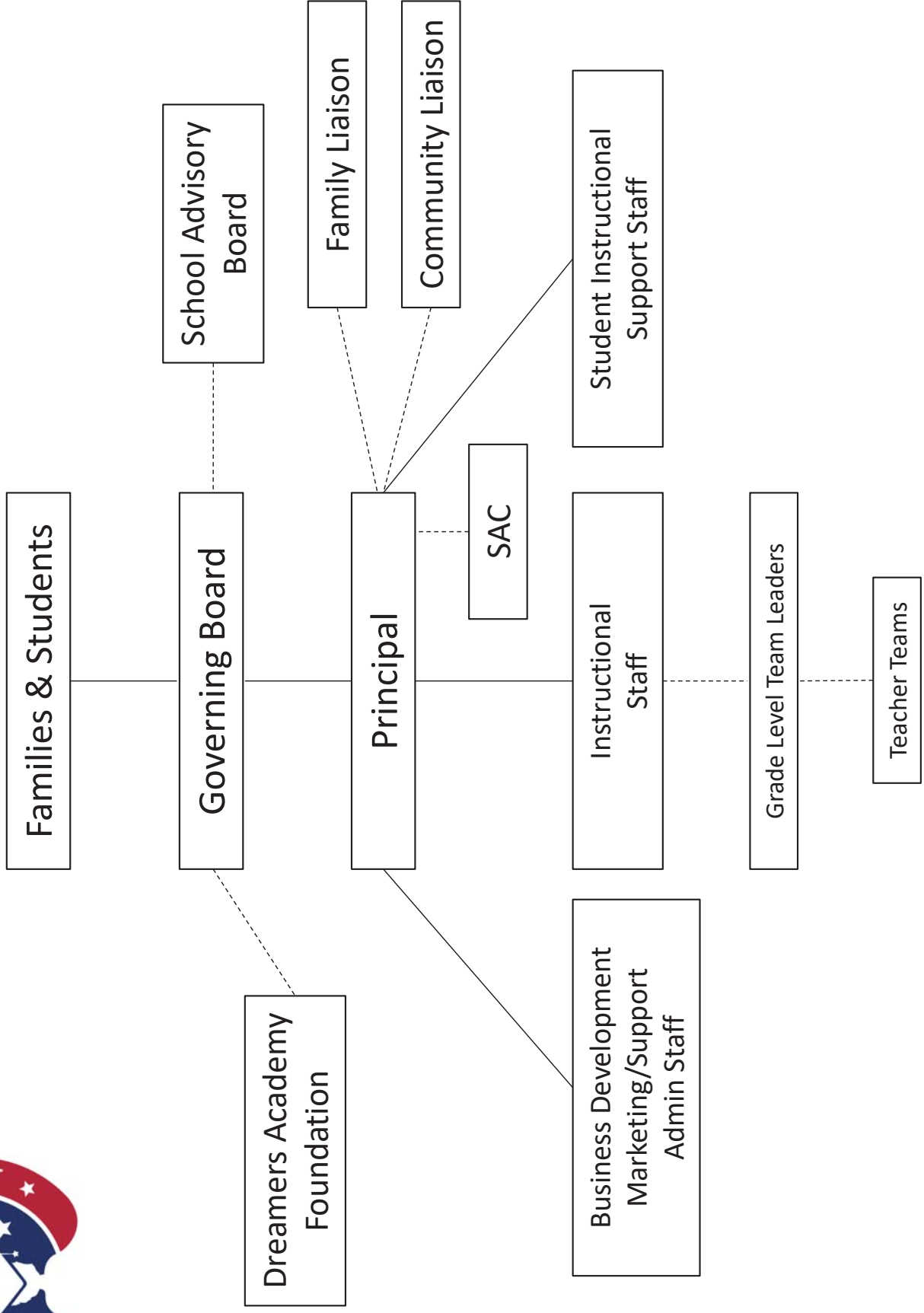


# Attachment M1 – Pre-Operational Year



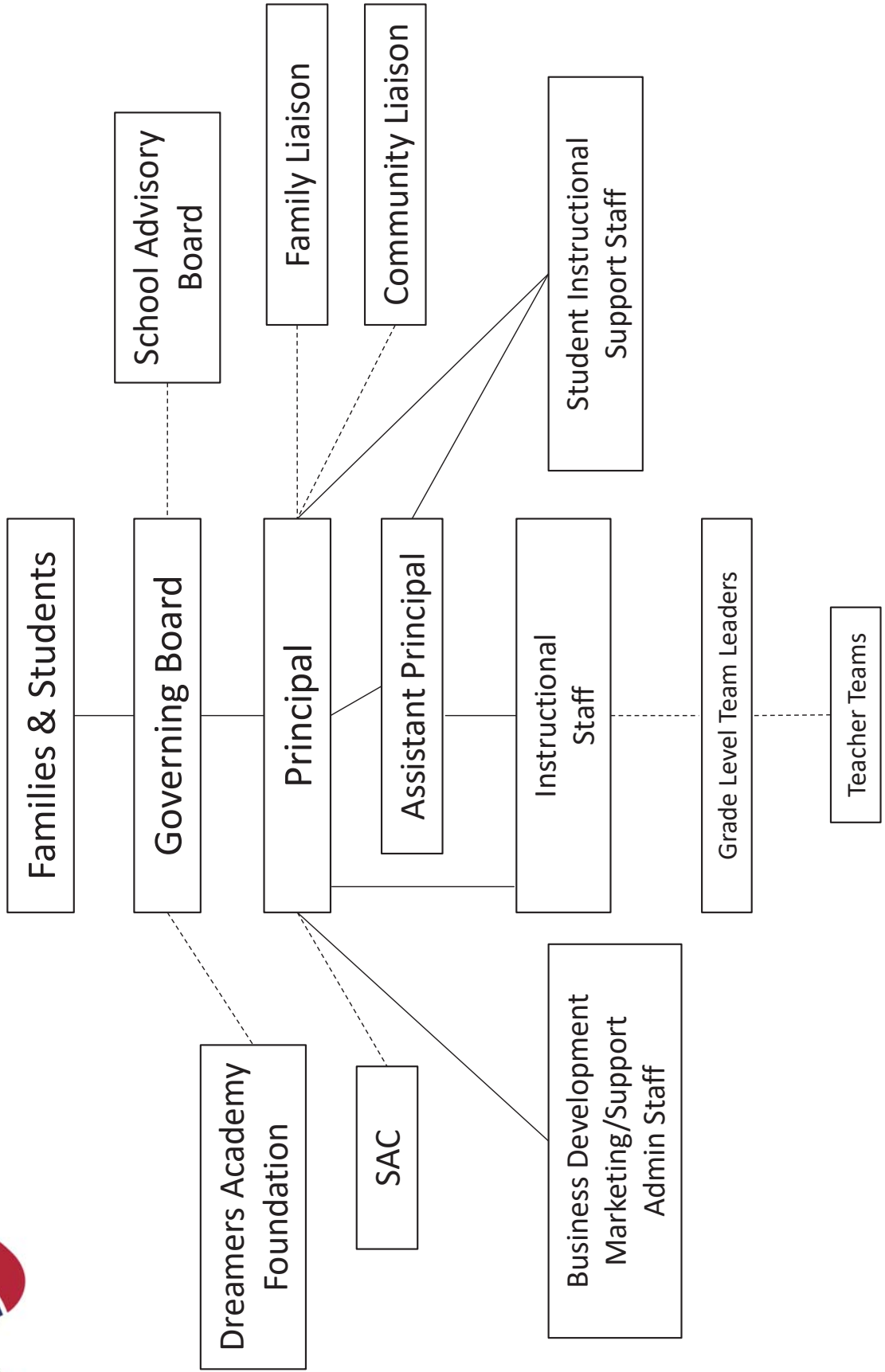


# Attachment M2 – First Year Of Operations





Attachment M3 & M4 – End Of Charter Term/Full Capacity





## **Dreamers Academy JOB DESCRIPTION**

### **PRINCIPAL**

#### **JOB GOAL**

To inspire and guide instruction, inclusion, character, and language development while creating a safe, caring and enriching environment. To know each student by name and need.

To be a servant leader who inspires the development and implementation of a comprehensive program of instructional and support services, which optimize professional capital and financial resources in order to provide a culturally responsive school experience in an inclusive, safe school environment.

To know every student by name and need.

#### **QUALIFICATIONS:**

- (1) Master's Degree from an accredited educational institution.
- (2) Minimum of five (5) years experience in education.
- (3) Minimum of three (3) years experience as a school administrator.
- (4) Certification in Educational Leadership, School Principal, Professional School Principal or Administration and Supervision.
- (5) Bilingual in English and Spanish (preferred).

#### **KNOWLEDGE, SKILLS AND ABILITIES:**

The principal will effectively perform the following knowledge, skills and abilities:

Provide instructional leadership to all instructional personnel; prepare and manage the school's budget and allocate resources accordingly; read, interpret and enforce State Board of Education rules, Code of Ethics, School Board policies and appropriate state and other state and federal statutes; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; utilize effective skills in personnel management and supervision. Knowledge of current educational trends and research; have the ability to use public speaking skills, group dynamics and problem-solving skills when necessary; communicate effectively, both orally and in written format, and through use of technology, analyze and use both leading and lagging and leading data.

#### **REPORTS TO:**

Governing Board, Dreamers Academy

#### **SUPERVISES:**

Administrative, Instructional and Service Personnel, and Volunteers

#### **PERFORMANCE RESPONSIBILITIES:**

1. Establish a positive role model conducive to hard work, caring and consistency for the entire staff.
2. Develop, implement and assess the academic program leading to student success.
3. Develop a positive teaching / learning environment leading to teacher and student success.
4. Promote a positive school image through appropriate communication and community involvement.
5. Develop high expectations for teachers and students and promote this vision to the community.
6. Develop and implement an annual School Improvement Plan.
7. Coordinate program planning with Governing Board.
8. Interview and select qualified employees to be recommended for employment.
9. Monitor and conduct personnel evaluations and take appropriate action, when necessary.

10. Develop an annual assessment for professional development needs leading to faculty improvement.
11. Provide leadership and vision to the School Improvement Process and changes leading to improvement.
12. Develop and implement a safe and orderly school plan.
13. Develop and implement a successful discipline plan promoting a safe teaching/learning environment.
14. Develop and maintain the school budget by involving appropriate stakeholders and by meeting local and state guidelines.
15. Utilize managerial skills to design and organize activities to achieve school goals.
16. Oversee the development of extracurricular activities program and maintain an up-to-date activities calendar.
17. Facilitate the resolution of problems and tasks through problem-solving techniques.
18. Utilize critical thinking skills in analyzing data and reach impactful conclusions.
19. Direct the development of the master schedule.
20. Manage and assign the administration of all school testing program(s).
21. Establish job assignments for administrators, teachers and support staff personnel.
22. Assist in developing short- and long-range facility needs.
23. Coordinate the completion of plant safety and facility inspections.
24. Coordinate the school transportation services, as required.
25. Establish procedures for student accounting and attendance.
26. Establish procedures for property inventory records.
27. Establish a program leading to the secure closure of the school and proper school opening each day.
28. Supervise the preparation of accurate and timely reports and records.
29. Assume responsibility for all official correspondence and news releases.
30. Manage the ordering of textbooks, materials and equipment.
31. Maintain visibility and accessibility on the school campus.
32. Assume responsibility for all student suspensions and expulsions in accordance with Governing Board policies and state law.
33. Perform other incidental tasks consistent with the goals and objectives of this position.
34. Ensure students are high school ready.
35. Develop/maintain relationship with appropriate district leadership, which may include Executive Director of Elementary Schools and Assistant Superintendent of Curriculum and Instruction.
36. Maintain communication of district educational initiatives that may impact the school.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the Governing Board's approved compensation plan.

Length of the work year and hours of employment shall be those established by the Governing Board.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

**Job Description Supplement No. 10**

\*Essential Performance Responsibilities



**RUBYLINDA HERNANDEZ ZICKAFOOSE**  
6815 13<sup>TH</sup> AVENUE EAST  
BRADENTON, FLORIDA 34208

CELL PHONE (941) 812-0488

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**OBJECTIVE** *To equip students, teachers, and administrators with the tools to change lives.*

**EDUCATION**

- 2003-2009 *Ph.D. in Curriculum and Instruction with emphasis in Reading/Language Arts  
Dissertation: "Oye Mi Voz!" (Hear My Voice!): The Perceptions of Hispanic Boys Regarding  
their Literacy Experiences  
University of South Florida – Tampa, Florida  
GPA in Major 3.9/4.0*
- 1998-2001 *Master of Arts Degree; Reading  
University of South Florida – Sarasota, Florida  
GPA in Major 3.9/4.0*
- 1989-1991 *Bachelor of Arts Degree; Early Childhood/Elementary Education  
University of South Florida – Tampa, Florida  
GPA in Major 3.8/4.0*

**EDUCATIONAL EXPERIENCE**

- 2016 – PRESENT Daughtrey Elementary School • *Principal/Instructional Leader*
- 2015 – 2016 James Tillman Elementary School • *Assistant Principal/Instructional Leader*
- 2013 – 2015 Orange Ridge Bullock Elementary School • *Assistant Principal/Instructional Leader*
- 2011- 2013 Wakeland Elementary School • *Assistant Principal/Instructional Leader*
- 2009 – 2011 Blackburn Elementary School • *Reading/Instructional Coach*
- 2006-2009 District Curriculum Department • *Elementary Curriculum Specialist*
- 2004-2006 Bashaw Elementary School • *K-5 Reading Coach*
- 2002-2004 Blackburn Elementary School • *K-5 Reading Coach & Elementary Teacher*
- 1991-2002 Palmetto Elementary School • *K-3 Elementary Teacher & Literacy Leader*

**CURRENT & PREVIOUS RESPONSIBILITIES**

ADMINISTRATOR

- Restructure, organize and train around the Multiple Tiered System of Support (MTSS) with the implementation of an intervention process in reading using the Leveled Literacy Intervention (LLI) program ***Gain of 26 points in 11-12 in bottom quartile learning gains (Wakeland)***
- Organize and facilitate DA school turn-around plan along with district and state instructional teams ***Gain of almost two letter grades in 13-14- 3 points away from a C (ORB)***
- Implement Manatee County Teacher Evaluation System (Danielson Model)
- Provide leadership to the School Leadership Team in the implementation of school and district initiatives
- Review and analyze school-wide data on a quarterly basis with Instructional Leadership Team (ILT)
- Coordinate and facilitate professional development of school-based PD sessions
- All other duties aligned with managing and leading an elementary school

READING/INSTRUCTIONAL COACH

- Provide leadership to the School Leadership Team in the implementation of school and district initiatives
- Coordinate and facilitate the professional development committee to design weekly school-based PD sessions

- Support teachers in the development and implementation of the Manatee Core Curriculum (MCC), specifically in writing
- Demonstrate research-based reading and writing mini-lessons for teachers with embedded reflection
- Support teachers in the development and implementation of the *Title 1 Learning Focused* instructional strategies.
- Assist the school Problem Solving Team (PST) with the implementation of the RtI process in reading and writing
- Develop and organize curriculum for focused small group instruction for school-based interventionists
- Train interventionists in focused small group instruction
- Organize and coordinate the extension of the K-5 leveled bookroom
- Organize and oversee the development of lesson plans for the school media center

#### ELEMENTARY CURRICULUM SPECIALIST

- Assist curriculum committees in the development of curriculum aligned to content standards
- Provide leadership to curriculum committees in the development, implementation, and evaluation of grade level assessments aligned to the state standards and benchmarks
- Provide professional development to support district balanced literacy initiative
- Assist in the implementation and maintenance of district comprehensive intervention programs
- Support students, teachers, and other school staff in implementing the district's reading coach initiative
- Provide leadership for reading coaches (10) to coordinate and implement district literacy initiatives
- Collaborate with building level teachers, teams, and principals in the development, implementation, and evaluation of school improvement goals related to student achievement in literacy

#### ADJUNCT PROFESSOR – UNIVERSITY OF SOUTH FLORIDA, SARASOTA CAMPUS

- **EDE 4223:** Creative Experiences – Summer 2013
- **EDE 4301:** Elementary Methods – Fall 2001; Fall 2002
- **EDF 2005:** Introduction to Education – Summer 2014
- **EEC 4706:** Early Language and Emergent Literacy – Spring 2004
- **LAE 4314:** Elementary Writing – Fall 2003, 2009, 2010, 2011; Summer 2003, 2004; Spring 2005, 2011
- **LAE 4414:** Children's Literature in Elementary Ed. – Spring 2006, 2009, 2011; Summer 2009, 2010 & 2011
- **RED 4310:** Teaching Elementary Reading – Fall 2009, 2012, 2013, 2014, 2015, 2017; Spring 2010, 2012, 2013, 2014, 2015, 2016; Summer 2013, 2014, 2015, 2016; 2017; **Upcoming Spring 2018**
- **RED 6540:** Assessment in Literacy – Fall 2009, **Upcoming Spring 2018**

#### **PERSONAL PROFESSIONAL DEVELOPMENT**

- School & District *Seven Habits for Highly Effective People* facilitator (Spring 2016)
- *Solution Tree* Professional Learning Community Conference (Summer 2013)
- State Rangefinders Committee for FCAT Writes, (2009, 2011)
- State Standards Writing Committee - *New Generation Standards* (2009)
- *Advanced Kagan Cooperative Learning* (Summer 2010)
- Teachers College, Columbia University *Reading & Writing Project* (2001, 2002, 2003, 2005, 2007, 2008, 2009, 2010, 2013, 2015)
- Teachers College, Columbia University *Coaching Institute* (2008, 2013)
- Teachers College, Columbia University *Reading & Writing Home Grown Institute* – Orange Ridge-Bullock Elementary (Summer 2008); Rogers Garden (Summer 2010)
- Teachers College, Columbia University *Saturday Reunion* (2003, 2005, 2006, 2007, 2008, 2013, 2014)
- PEBC *Coaching Institute* (2006)
- PEBC *Thinking Institute* (2007)
- Manatee County *Classroom Walk-Through Training* (2007)
- *Making and Managing Promises Train the Trainer* (2005)
- Florida's *Classroom Walk-Through Training* (2005)
- District *Facilitating Adult Learning* Training (2002, 2005, 2008)
- National Teacher of the Year Conference, Washington D.C. (2000)
- *Summer Institute for Excellence* (1997)
- *National Council for Staff Development Conference* (1999-2001)
- *Florida Educational Technology Conference* – FETC (1995-1998)
- Eric Jensen's *Brain-Compatible Teaching* (1998)

- *Kagan Cooperative Learning* (1997, 1998, Summer 2017)
- *Wong's Effective Teaching* (1997)

### PROFESSIONAL DEVELOPMENT PRESENTATIONS

- Developed and facilitated ASCD National Conference Spring 2017 & **Spring 2018**
- Developed and facilitated FCAT Writing for Fourth Grade Teachers
- Developed and facilitated new teacher workshops for Suncoast Area Teacher Training (SCATT)
- Developed and facilitated *Wong's Effective Teaching*
- District co-facilitator for Beginning Teacher Program (TIPS)
- District and school facilitator *Kagan Cooperative Learning*
- Developed and facilitated *Brain-Compatible Learning*
- Developed and facilitated *Problem-Based Learning*
- Developed, coordinated, and facilitated *Summer Institute for Excellence* (1998-2001)
- Developed and facilitated literacy sessions: *Guided Reading, Running Records, Word Work, Write Traits, Conferencing with Writers, Reading/Writing Workshop, Strategies for Struggling Readers, Reading Strategies (based on Mosaic of Thought by Keene & Zimmerman)*
- Developed and facilitated various other literacy-based workshops based on staff needs

### AWARDS & RECOGNITIONS

- Featured Teacher on Harry Wong Website: teachers.net (September, 2009)
- Migrant High School Banquet Keynote Address (1998, 2009)
- Successful Latina/o Scholar Award, USF (2008)
- Florida League of Teachers (1999 - 2006)
- Featured in book *American Dream* by Dan Rather (2001)
- Christa McAuliffe Fellowship Recipient (2001)
- National Board Certification: Early Childhood Generalist (1999)
- Florida Migrant Success Story of the Year (1999)
- USF Distinguished Alumni (1999)
- Milken National Educator Conference Guest Speaker (1999)
- Milken National Educator Award Recipient (1998)
- USF Commencement Speaker (Fall, 1998)
- Manatee County District Teacher of the Year (1998)
- Palmetto Elementary School Teacher of the Year (1998)
- Sallie Mae Beginning Teacher of the Year (1992)

### PUBLICATIONS

- Zickafoose, R. & Zickafoose, S. (2015). *Steppin' Into My Teacher Shoes – A Teacher Induction Resource (2<sup>nd</sup> Edition)*. Byond, Z, Inc.
- Zickafoose, R. & Zickafoose, S. (2005). *Steppin' Up With My Reading Roadmap – A Teacher Induction Resource*. Byond, Z, Inc.
- Rushton, S. Eitelgeorge, J. & Zickafoose, R. (2003). Connecting Cambourne's Conditions of Learning to Brain/Mind Principles: Application for the Early Childhood Educators. *Early Childhood Education Journal*, 31(1), 11-21.

### STATE AND NATIONAL PRESENTATIONS

- Rushton, S. & Zickafoose, R. (2001, July 23). *Integrating brain-based research into early childhood settings*. Paper presented at Annual Meeting of the Learning Brain Expo 2001: San Antonio, TX.
- Grandstaff, K. & Zickafoose, R. (1997). *Brain Strategies in the Classroom*. Session presented at IRA National Conference.
- First Grade Team. (1997). *Beyond the Pendulum: Effective Reading Strategies*. Session presented at IRA State Conference.

### REFERENCES

References available upon request



## **Dreamers Academy JOB DESCRIPTION**

### **ASSISTANT PRINCIPAL**

#### **JOB GOAL**

To assist the Principal with administrative, instructional and community development functions to meet the educational needs of students and carry out the mission and goals of the school.

To be a servant leader who supports the development and implementation of a comprehensive program of instructional and support services, which optimize professional capital and financial resources in order to provide a culturally responsive school experience in an inclusive, safe school environment.

To know every student by name and need.

#### **QUALIFICATIONS:**

- (1) Master's Degree from an accredited educational institution.
- (2) Minimum of three (3) years successful classroom teaching experience.
- (3) Certification in Educational Leadership, School Principal, Professional School Principal or Administration and Supervision.
- (4) Bilingual in English and Spanish (preferred).

#### **KNOWLEDGE, SKILLS AND ABILITIES:**

The principal will effectively perform the following knowledge, skills and abilities:

Provide instructional leadership to all instructional personnel; prepare and manage the school's budget and allocate resources accordingly; read, interpret and enforce State Board of Education rules, Code of Ethics, School Board policies and appropriate state and other state and federal statutes; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; utilize effective skills in personnel management and supervision. Knowledge of current educational trends and research; have the ability to use public speaking skills, group dynamics and problem-solving skills when necessary; communicate effectively, both orally and in written format, and through use of technology, analyze and use both leading and lagging and leading data.

#### **REPORTS TO:**

School Principal

#### **SUPERVISES:**

Instructional, Support and Service Personnel as assigned by the School Principal

#### **PERFORMANCE RESPONSIBILITIES:**

1. Assist in the development, implementation and evaluation of the instructional program, including the use of technology.
2. Supervise curricular and extracurricular activities as assigned.
3. Provide recommendations to the Principal regarding curriculum improvement.
4. Supervise textbook and equipment selection, acquisition and inventory.
5. Assist the Principal in the administration of the summer school program.
6. Assist with coordinating student field trips.
7. Assist in developing the master schedule and assignment of students and staff.
8. Assist in the administration of the testing program.

9. Assist in gathering, analyzing and interpreting data related to student performance.
10. Assist in coordinating the School Accreditation Program and School Improvement Program.
11. Assist with the supervision of personnel, including orientation of new employees as assigned.
12. Assist the Principal in developing personnel assignments and duty rosters.
13. Assist in implementing and administering negotiated employee contracts.
14. Assist in the coordination of the school's professional development program.
15. Assist teachers in developing professional development plans and activities.
16. Assist in monitoring and assisting substitute teachers.
17. Assist the Principal with the daily operation of the school.
18. Assist in supervising and monitoring the accurate and timely completion of data collection and reporting requirements.
19. Assist in the supervision of the maintenance and care of the physical plant.
20. Assist in developing and monitoring the school budget.
21. Assist in maintaining property inventories.
22. Assist in supervising school transportation services.
23. Assist in identifying maintenance or facility needs.
24. Assist in monitoring student attendance.
25. Assist in ensuring that the school's discipline policy is consistently and fairly administered.
26. Assist with student supervision and discipline.
27. Assist in interpreting and implementing the Pupil Progression Plan.
28. Assist in developing, implementing and evaluating the school's guidance program.
29. Confer with students, parents and teachers to resolve problems and facilitate learning.
30. Assist in coordinating schedules for extracurricular activities.
31. Seek to improve skills and knowledge through participation in in-service and other professional development activities.
32. Model and maintain high standards of professional conduct.
33. Demonstrate initiative in identifying needs or potential for improvement and take appropriate action.
34. Promote and support professional development for self and others.
35. Maintain visibility and accessibility.
36. Keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement.
37. Provide leadership in developing and implementing mission, goals and priorities of the school.
38. Assume duties and responsibilities of the Principal in his / her absence.
39. Assist in planning and implementing the school's public relations program and website.
40. Conduct faculty meetings when requested by the Principal.
41. Serve on advisory committees as requested by the Principal.
42. Support and attend community functions.
43. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
44. Perform other incidental tasks consistent with the goals and objectives of this position.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the Governing Board's approved compensation plan. Length of the work year and hours of employment shall be those established by the Governing Board.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Governing Board's policy on evaluation of personnel.

**Job Description Supplement No. 10**

\*Essential Performance Responsibilities



## **Dreamers Academy JOB DESCRIPTION**

### **TEACHER**

#### **JOB GOAL**

To inspire and guide students' intellectual and psychological growth through an engaging, rigorous and culturally relevant academic program, while creating a safe, welcoming and enriching environment for students and their families. To know every student by name and need.

#### **QUALIFICATIONS:**

- (1) Bachelor's Degree from an accredited educational institution.
- (2) Certification in Primary/Elementary Education and/or Content Area related to job being sought
- (3) Bilingual in English and Spanish, preferred

#### **KNOWLEDGE, SKILLS AND ABILITIES:**

Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.

#### **REPORTS TO:**

Principal or designee

#### **SUPERVISES:**

N/A

#### **PERFORMANCE RESPONSIBILITIES:**

1. Establish a positive role model conducive to hard work, caring and consistency for the entire staff.
2. Establish short and long-range goals based on data, student needs and state curriculum requirements.
3. Plan and prepare lessons and strategies which support the School Improvement Plan.
4. Plan and prepare lessons which are meaningful and engaging.
5. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in relevant learning experiences.
6. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
7. Assist in assessing changing curricular needs and plans for improvement.
8. Maintain a positive, organized and safe learning environment.
9. Manage time, materials and equipment effectively.
10. Instruct and supervise the work of volunteers and paraprofessionals when assigned.
11. Establish and maintain effective and efficient record keeping procedures.
12. Use effective student behavior management techniques.
13. Assist in enforcement of school rules, administrative regulations and Governing Board policies.



14. Participate in the development and implementation of IEP's, EP's & 504 Plans for exceptional education students, as appropriate.
15. Develop effective assessment strategies to assist the continuous development of students.
16. Interpret data for diagnosis, instructional planning and program evaluation.
17. Establish appropriate testing environment and test security.
18. Demonstrate knowledge and understanding of subject matter content.
19. Apply principles of learning and effective teaching in instructional delivery.
20. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
21. Use appropriate strategies and techniques to enhance critical thinking skills in students.
22. Apply appropriate instructional modification for students with special needs.
23. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
24. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
25. Provide instruction on safety procedures and proper handling of materials and equipment.
26. Use appropriate materials, technology and resources to help meet learning needs of all students.
27. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
28. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.
29. Collaborate with other professionals and parents after recognizing student distress or abuse.
30. Collaborate with peers to enhance the instructional environment.
31. Assist others in acquiring skills and knowledge in specific areas of responsibility.
32. Engage in a continuing quest for personal growth through in-service, classes and study.
33. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
34. Model professional and ethical conduct when dealing with students, peers, parents and the community.
35. Perform and fulfill all professional responsibilities.
36. Prepare all required reports and maintain all appropriate records.
37. Support school improvement initiatives by active participation in school activities, services and programs.
38. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
39. Perform other incidental tasks consistent with the goals and objectives of this position.

**PHYSICAL REQUIREMENTS:**

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the Governing Board's approved compensation plan. Length of the work year and hours of employment shall be those established by the Governing Board.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Governing Board's policy on evaluation of personnel.

**Job Description Supplement No. 03**

\*Essential Performance Responsibilities

## Dreamers Academy New Student Enrollment Form\*

### I. Student Information

Last Name: \_\_\_\_\_ First: \_\_\_\_\_ Middle: \_\_\_\_\_

Age: \_\_\_\_\_ Date of Birth (MM/DD/YY): \_\_\_\_\_ Gender: \_\_\_\_\_

Parent(s)/ Guardian(s)

Mother: \_\_\_\_\_ Father: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

E-Mail Address: Mother: \_\_\_\_\_ Father: \_\_\_\_\_

Home #: \_\_\_\_\_ Cell #: \_\_\_\_\_ Work #: \_\_\_\_\_

(Optional) What language/s does your child use to speak with family members at home?

English \_\_\_\_\_ Spanish \_\_\_\_\_ Other \_\_\_\_\_

Was your child in a preK program? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, name of PreK Program: \_\_\_\_\_

### II. Family Information

Siblings: Does your child have siblings currently enrolled at Dreamers Academy?

Yes \_\_\_\_\_ No \_\_\_\_\_

### III. Enrollment & Participation Commitment

I understand that the enrollment of my child is conditional upon space availability. If applications exceed capacity, a random selection process (lottery) will be conducted on (date). Please refer to the enrollment policy manual or Dreamers Academy website ([www.dreamersacademy.org](http://www.dreamersacademy.org)) for details. Enrollment is conditional on my understanding of and commitment to the following:

1. Children enrolled at Dreamers Academy will remain together in Kindergarten through fifth grade. The success in this dual language immersion program requires consistent instruction over time, and I intend to support my child in the program from now through fifth grade.
2. I understand that content instruction in math, language arts, social studies, and/or science will be in Spanish (K-2).
3. I will support the program by encouraging my child's biliteracy and bilingualism.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*\*Dreamers Academy is available to all students without regard to race, ethnicity, national origin, gender, disability, or socioeconomic status.*



## Dreamers Academy – Solicitud de Ingreso

### I. Información de Estudiante

Apellido(s): \_\_\_\_\_ Nombre: \_\_\_\_\_  
Edad: \_\_\_\_\_ Fecha de Nacimiento (Mes/Día/Año): \_\_\_\_\_ F: \_\_\_\_ M: \_\_\_\_\_

Padres (o Encargados)

Nombre(s): Madre \_\_\_\_\_ Padre \_\_\_\_\_

Dirección: \_\_\_\_\_

Ciudad: \_\_\_\_\_ Estado: \_\_\_\_\_ Zip Code: \_\_\_\_\_

E-Mail Madre: \_\_\_\_\_ E-Mail Padre: \_\_\_\_\_

Teléfono Casa #: \_\_\_\_\_ Celular # Madre: \_\_\_\_\_

Trabajo #: \_\_\_\_\_ Celular # Padre: \_\_\_\_\_

Idioma(s) que se hablan en la casa \_\_\_\_\_ (Opcional)

Participó el estudiante en algún program pre-escolar como PreK o jardín o cuido? Si \_\_\_\_ No \_\_\_\_

Si si, cual programa – Nombre: \_\_\_\_\_

### II. Información Familiar

Hermanos (as) – Tiene el estudiante hermanos o hermanas en Dreamers Academy? Si \_\_\_\_ No \_\_\_\_

### III. Ingreso y Participación

Si el número de solicitudes excede las plazas en cada grado, los padres serán avisados de el proceso de lotería para admisión a Dreamers Academy. La lotería se llevará a cabo el (fecha).

*Entiendo que la inscripción de mi alumno es condicional y depende del cupo disponible, y me comprometo a comprender y seguir las siguientes pautas:*

1. Alumnos inscritos en Dreamers Academy permanecerán juntos desde Kindergarten hasta 5to grado. El éxito del programa bilingüe require instrucción continua y apoyaremos a nuestro alumno desde Kinder hasta 5to grado.
2. Comprendo que el contenido de instrucción en matemáticas, literatura, estudios sociales y ciencia será enseñado en español los primeros 3 años (K-2).
3. Apoyo el programa alentando a mi alumno a la meta de desarrollar el bilingüismo.

Firma de Padre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma de Madre: \_\_\_\_\_ Fecha: \_\_\_\_\_

*Dreamers Academy acepta a todos los alumnos de cualquier raza, nacionalidad, idioma, nivel socioeconómico, estatus migratorio, orientación sexual o sexo.*



January 24, 2018

Sarasota County School Board  
1960 Landings Blvd.  
Sarasota, FL 34231

To whom it may concern:

I am writing to support bringing bilingual education to Sarasota – an educational model grounded in solid research that appears to have yielded superior academic outcomes for both English learners and English speakers in the many school districts it has been implemented across the country.

I support the Dreamers Academy concept because it is a local school project, brought to us by renowned Sarasota community and education leaders, who identified a need, and came together to lend their time, experience, expertise and resources to address a very focused achievement gap in our school system.

In fact, expansion of effective educational models that can bring linguistically segregated, ethnic minorities and socio-economically disadvantaged children to grade level by the end of elementary school would certainly increase their chances of success as they enter the challenging middle school years. It will also greatly contribute to improving graduation rates among these at-risk student populations, and the long-term quality of life in our community.

This model brings additional equity and international thinking to our city schools by also encouraging native English speakers to learn a second language (in this case Spanish) alongside Spanish speakers who are learning English. All will strive to achieve at or above grade level, together, in a culturally immersive environment. At the same time, the Dreamers Academy celebrates American diversity while facilitating greater family and community engagement.

As City Manager, I have a vested interest in anything that will contribute to retaining our School District's A grade in the state. I can personally attest to the economic and social benefits that embracing diversity and managing a superior school system fueled by local passion for quality education brings to our community.

Sarasota City Manager's Office  
1565 First Street, Sarasota, FL 34236  
Telephone: 941-954-4102 Fax: 941-954-4129

Dr. Todd Bowden, our new school superintendent, has publicly announced the School District's three key objectives:

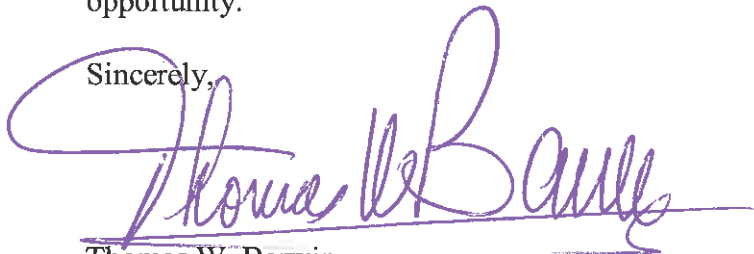
- 1 – Maintaining our tradition of excellence;
- 2 – Extending excellence to all students;
- 3 – Committing that all students will be college and career ready.

Dreamers Academy has aligned its mission with these three principles, and is focused on bringing a proven education model so that ALL students can succeed. Closing the achievement gap of our most vulnerable and at-risk students, many of which currently reach middle school one or two grade levels behind, is Dreamers Academy greatest priority. The Dual Language Immersion Two-Way model they seek to implement produces bilingual and biliterate students that are above grade level by 8<sup>th</sup> grade.

As our county and city demographics continue to evolve, with over 13% of county households speaking a language other than English at home, the majority of these Spanish, I support proven educational models that offer all our residents an opportunity for more inclusion, engagement and participation in their schools, civics and our community at large.

Thank you for your ongoing public service and consideration of this innovative educational opportunity.

Sincerely,



Thomas W. Barwin  
City Manager



# SARASOTA COUNTY SHERIFF'S OFFICE

FAIRNESS • INTEGRITY • RESPECT • SERVICE

## SHERIFF TOM KNIGHT

COLONEL KURT A. HOFFMAN, CHIEF DEPUTY

January 24, 2018

Dr. Todd Bowden  
Superintendent of Schools  
1960 Landings Boulevard  
Sarasota, Florida 34231

Dear Superintendent *Todd* Bowden:

I am writing in support of the Dreamers Academy and its founding Board in opening the first bilingual school focused on a disadvantaged student population in Sarasota County.

This is a local initiative developed by community and education leaders who recognized a gap in our school system. Our school district holds an essential role in our county and adding the dual language immersion instructional model would provide yet another excellent educational option for our children.

As a Sheriff's Office, we take pride in our youth programs and relationship with the community. Our county is becoming increasingly diverse, and we support this new venture which will offer additional opportunities to our community.

Many of our Sarasota schools serve families whose primary language is not English, now accounting for approximately 13% of households countywide. Reinforcing bilingualism and biliteracy for these Sarasota students, as well as providing the same opportunity to native English-speaking students, would positively influence the academic future of all children.

The popularity of bilingual schools has been well documented across the country, and we are excited to see this educational model coming to Sarasota County. As our county continues to grow, it is important that our students learn to communicate in more than one language and are exposed different cultures and social contexts.

I support this educational model because it is grounded on extensive research and best practices, and has been proven to successfully close and often surpass the achievement gap within some of our most at-risk student populations. This in turn will help more students succeed as they advance to high school and should improve graduation rates among our diverse students, and develop skills to excel in college.

Sincerely,

*Tom*

Tom Knight, Sheriff  
Sarasota County, Florida



6010 CATTLERIDGE BLVD. • SARASOTA, FL 34232 • WWW.SARASOTASHERIFF.ORG • 941.861.5800

ACCREDITED FULL SERVICE LAW ENFORCEMENT AGENCY

EQUAL OPPORTUNITY EMPLOYER





Shannon H. Staub  
2064 Oakridge Circle  
Venice FL 34293-3822  
[shannonstaub@gmail.com](mailto:shannonstaub@gmail.com)  
941-497-6643

January 12, 2018

To Whom It May Concern:

As a strong supporter of our public education system, I realize that the system cannot do everything that our children/youth/students need. Therefore, when I am made aware of a need that can help our students become more literate and successful in life, but that our public education system cannot meet, I am open to other means to reach the goal.

In the case of our Hispanic student population, it reached 19% of the enrollment in 2015 and is continuing to grow. However, their dual language literacy is not growing. I have been advised that Dual Language instruction, for which the Center of Applied Linguistic has established specific guidelines, does increase bilingualism, biliteracy (ability to read and write in two languages) and more culturally-adjusted and successful students.

Because public funds for education are strained beyond the ability to add more and more programs, I offer my support for Dreamers Academy. Their proposal to provide a Dual Language Immersion, Two-Way model program has been proven to increase student success. The beauty of this program is that those children with Spanish as a primary language will learn English which children with English as a primary language will learn Spanish. Not only will they learn the idioms of languages but the overall enhancements of biliteracy and cross-cultural competency. This is a win for all these children.

Putting into place a program like this will, as shown in many research studies, provide a foundation for better grade level academic achievement in both English and Spanish. These students will function better in the academic and social environments.

Please give thorough review of the proposal of Dreamers Academy. Hopefully, you will see the benefits of the private funds for this program, to reap public and private benefits for our kids.

Warm regards,

Shannon Staub



January 25, 2018

Sarasota County School Board  
1960 Landings Blvd.  
Sarasota, FL 34231

Dear School Board members;

I am writing to lend my support to Dreamers Academy, a school promising to deliver a dual language education program to the Sarasota Community.

Our School District has been recognized as one of the best in Florida, so it is fitting that it should host the best educational model for ethnic minorities and socio-economically disadvantaged children. TWI schools have been turning out students that outperform kids in traditional schools all over the country, and they are doing it in two languages.

Despite the immense success of Sarasota County Schools, achievement gaps in Sarasota mean that some kids fall behind and do not reach their academic potential. There are many reasons for this, and the Robert L. Taylor Community Complex serve children from all backgrounds, providing a nurturing and enriching environment for education, exercise, sports and various recreational activities. Over the years we have experienced greater diversity in our community, including families for whom English is a second language.

Increasing diversity is a hallmark in our educational system as well, and introducing bilingual instruction, where all children can learn a second language, is a very valuable skill that will serve them well throughout their personal and professional lives.

While the Sarasota County School District is a leader in education for the State of Florida, I believe that a bilingual program such as Dreamers Academy would support the constant growth of Sarasota County Schools and diversity in our communities.

Sincerely,

**Arthur Larkins**  
**R. L. Taylor Community Complex, Manager**

[rtaylor.com](http://rtaylor.com) | [facebook.com/RLTCC](https://www.facebook.com/RLTCC)

1845 John Rivers St.

Sarasota, Florida 34234

Office (941)-954-4182 ext. 3323

Fax: (941)-358-4446





January 10, 2018

Sarasota County School Board  
1960 Landings Blvd.  
Sarasota, FL 34231

This letter is in support of the Dreamer's Academy charter school application to bring a solid researched based, effective model for bilingual education to Sarasota County Schools.

In my work in early education in Sarasota County, we have seen a surge in enrolled children for whom English is a second language. Multiple studies are highlighting the importance of reinforcing literacy in a child's home language, as this creates the solid foundation necessary for literacy in a second language. This is true for both native English speakers and English Language Learners. Literacy in two languages also expands the bilingual brain to higher cognitive achievement - which accounts for the astounding academic outcomes witnessed in dual language programs, such as the one proposed by the Dreamers Academy..

While our school district certainly attempts to address the needs of bilingual families, there are unfortunately still large gaps in achievement. The Dual Language Immersion Two-Way model, proposed by the Dreamers Academy, has proven effective in closing the achievement gap of some of our most at-risk students. In school districts across the country where these bilingual educational models have been operating for many years, students are emerging up to nine months ahead academically by 8th grade.

In several North Carolina Districts with two-way bilingual language instruction, for instance, students score statistically significantly higher in reading in 4th grade than their non-dual language peers, a pattern that continues through 8th grade according to Thomas and Collier, researchers from George Mason University. I understand that many states are now creating incentives and funding mechanisms to help Districts bring this proven model to their communities, as an alternative to the challenges of continuing to focus on remedial tactics to try and bring students to grade level throughout their elementary years.

Bringing this educational choice to Sarasota would be a great benefit to our community, and greatly complement the outstanding school system we are all working so hard to maintain. It is so critical that our non-English speaking families feel comfortable enough to completely engage with their children's schools, participate in their educational journey, and learn with them in a Two-Gen model along with other enhancement programs that Dreamers Academy promises to establish. We fully support families having this option as an additional choice in our community.

Sincerely,

  
Janet Kahn  
Executive Director

---

1750 17<sup>th</sup> Street, Building L  
Sarasota, FL 34234  
Phone 941.954.4830 ~ Fax 941.954.4831  
[www.earlylearningcoalitionsarasota.org](http://www.earlylearningcoalitionsarasota.org)



January 25, 2018

Sarasota County School Board  
1960 Landings Blvd  
Sarasota, FL 34231

Dear School Board members,

I am writing to express support for Dreamers Academy, which will bring dual language education to Sarasota County. Our school district is one of the best in the state, and the bilingual program that Dreamers Academy is proposing would offer parents another excellent and proven educational choice for their children.

Sarasota County has a long history of nurturing area youth through high quality schools, libraries, sports, and non-profit led programs. Yet economic realities have forced our families and communities to make difficult choices, often preventing youth who need help the most from getting the support they need. With everything we do to support our children and youth, barriers and challenges prevent best efforts from reaching all youth.

At SCOPE we aim to connect and inspire citizens to create a better community. We do this by collecting and analyzing data, working with non-profit organizations on research projects and engaging the community through study groups and workshops. Through our recent collaboration with the Positive Youth Development Council, we are finalizing work on the Sarasota County community plan for children and youth.

Our work continues to reveal many opportunities for additional engagement and outreach to some of our most vulnerable populations, and we are encouraged to see that local community and education leaders are addressing the academic achievement gap with a dual language immersion model that is inclusive and promises bilingualism, biliteracy, and cross-cultural competence to students of all backgrounds and ethnicities.

Our student population is becoming increasingly diverse, with 52% of K-12 Sarasota students receiving free and reduced lunch, a metric used to determine socio-economic challenges. Additionally, 13% of Sarasota County households speak a home language other than English, which can create challenges when engaging with school staff, especially teachers, and participating in the education of their children.

We hope to work with Dreamers Academy as they grow and offer a rigorous educational program not only for its students, but a parent resource center with wraparound services and adult education to help these families to participate more fully in our communities.

Sincerely,

A handwritten signature in blue ink that reads "Lance Arney". The signature is fluid and cursive, with a long horizontal stroke at the bottom.

Lance Arney, Ph.D.  
Executive Director



Herbert Wertheim College of Engineering  
Florida Engineering Experiment Station (FLEXStation)

311 Weil Hall  
PO Box 116550  
Gainesville, FL 32611-6550  
352-392-7047

To Whom It May Concern:

The University of Florida Innovation Station, Sarasota County respectfully provides this letter of support for Sarasota County School District initiatives that promote academic achievement of underserved minorities. Our mandate for Sarasota is to affect regional economic development through establishment and growth of a quality pipeline of engineering talent in support of high-tech industry and manufacturing. This can only be accomplished by fostering programs that bring out the potential in all students.

The dual-language immersion model has been shown to improve academic achievement overall as well as to quickly (by middle school) bring native Spanish-speakers up to par with English-speaking students. The results are more students graduating, more going to college, and more qualifying for academically rigorous programs like UF Engineering. This dovetails with our efforts, beginning at the elementary level, to introduce students to engineering and technology in order to start them down the STEM career path, and to prepare them academically to follow that path.

This is an exciting proposal that will address a critical need in Sarasota's educational system in a very real and innovative way. The Innovation Station, Sarasota County staff are dedicated to helping programs like this and the students it will serve become a successful part of our community.

  
Patricia Harris

*Workforce Development Coordinator*

UF Innovation Station Sarasota County  
Florida Engineering Experiment Station (FLEXStation)  
University of Florida  
941-217-5308 | [pattijcw@eng.ufl.edu](mailto:pattijcw@eng.ufl.edu)



January 8, 2018

To whom it May Concern:

I am writing in strong support of the Dreamers Academy School being proposed by Geri Chaffee in Sarasota, Florida. My expertise is in international and comparative education, social foundations of education, and human rights; and my research is with the resettlement of refugee students. Through my work, I have come to believe that the best model of education is through a truly bilingual program in which students of both English and another language receive education in both languages, with the result that all students complete their education becoming bilingual.

Americans have the tendency to believe that others will come to speak English and that they do not need to learn another language. Interestingly, more people speak Spanish than English, with 399 million speakers of Spanish and 335 million speakers of English. Far more speak Mandarin, at 848 million.

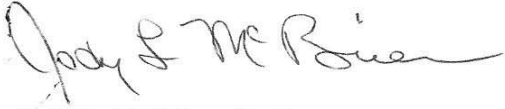
Much educational rhetoric speaks of preparing students to be competent in a globalized world. And yet, unlike many countries, most US public schools do not begin to teach children a second language in elementary school, although research indicates that it is easier to learn a second language as a young child. Unfortunately, most US public schools offer a second language in high school, and most US students do not become bilingual. Once students reach the job market, graduates from other countries are privileged over US students, as most other countries, especially in Europe, require language studies beginning with primary school.

The majority of research indicates that children of other languages who move to an English-speaking country have more success if they can maintain their native language while they learn English. Studies seem to focus on English language learners. Although this is not my expertise, I have noted that far fewer studies target the equally important goal of encouraging English-speaking students to become fully fluent in a second language. The 2010 PBS documentary, *Speaking in Tongues*, profiled two fully immersive bilingual schools in San Francisco: one Spanish-English, and the other Mandarin-English. It indicates the myriad of reasons that such an education is preferable to a monolingual education.



As a US educator, I believe my country is amiss in not providing an education in which all students will be bilingual by graduation. This skill would serve them well when they enter the job market. Until such a provision is recognized for its importance, I strongly support fully bilingual charter schools such as the Dreamers Academy.

Sincerely,

A handwritten signature in cursive script that reads "Jody L. McBrien". The signature is written in black ink and is positioned above the typed name.

Jody L. McBrien, Professor  
2017 Visiting Professor, Soka University, Japan  
University of South Florida, Sarasota-Manatee



LEAGUE of UNITED LATIN  
AMERICAN CITIZENS

January 17, 2018

Sarasota County School Board  
1960 Landings Blvd.  
Sarasota, FL 34231

Dear School Board members,

I am writing to support Dreamers Academy, the first dual language immersion school in Sarasota County. As an educator and President of the League of United Latin American Citizens (LULAC) Hispanic Educators Miami Council, I can attest to the superior success this model delivers to all students, but especially to those for whom English is a second language.

The beauty of this model is that it provides equity for all students – English speakers and Spanish speakers learn their second language together, and all students and their families get an opportunity to celebrate their cultures, ethnicities and heritage among a supportive, inclusive and bilingual staff. TWI schools have grown rapidly across the country, and we are thrilled to see that Sarasota is introducing this highly effective instructional model to its community.

It is by now well known that Two-Way immersion dual language schools close and often surpass the achievement gap currently plaguing English Language Learners, of which Spanish-speaking kids are a majority. However what is less known is that in TWI schools these superior outcomes are also shared by native English speaking kids from socio-economically distressed families, who tend to be ahead of their peers across all academic subjects by the fifth grade!

LULAC has a long history of advocacy for minority language students, having led numerous civil rights organizations to bring about the Consent Decree in 1990, the framework for which ESOL education is delivered in Florida. For generations, LULAC members have proudly served the Hispanic community since being founded in 1929. We have increased educational opportunities for thousands of deserving young Hispanic students throughout the country. We operate one of the largest Hispanic scholarship programs in the nation and provide academic enrichment programs to elementary, middle, and high school students.

This year, we not only welcome Sarasota as our newest LULAC Council, but also applaud the County's role in bringing Dual Language Education to its increasingly diverse student population.

Respectfully,

*Mari Corugedo*

[www.lulacflorida.org](http://www.lulacflorida.org)

Hispanic Educators LULAC Florida 7233  
LULAC Florida State Director

January 8, 2018

Sarasota County School Board  
1960 Landings Blvd.  
Sarasota, FL 34231

I am writing to support Dreamers Academy, the first bilingual school in Sarasota County, and hoping that they bring this concept to Manatee and other communities where the need is so great.

As the largest owner and manager of affordable housing in Sarasota and with developments in many communities across the country, I have first-hand knowledge of the educational struggles of the children and the communities I serve. My tenants are responsible people whose primary concern is that their children attain a good education and are the beneficiaries of all their sacrifices and hard work.

Unfortunately, in the current educational model, I see how children from good two-parent families, are full of life when they enter Kindergarten, completely bilingual, enthusiastic and full of energy, and by 4<sup>th</sup> and 5<sup>th</sup> grade they are demoralized and defeated.

Not only do the schools manage to squash any literacy they may have acquired in their home language, these children often end up not mastering English sufficiently to learn all the other subjects, which are taught in English. They are expected to learn English while learning science, math and history in English!

This is particularly disturbing when there exist educational models that are proven to serve the needs of all students, particularly those who enter school already with the advantage of bilingualism and a very supportive family.

I love this model – the Dual Language Immersion Two-Way Model – because it is backed by extensive research and practical experience, and it works. When implemented with fidelity, and run by smart, entrepreneurial and leaders bold enough to quickly adapt to the changing needs of the students they serve, it produces middle school scholars who are fully bilingual and biliterate, and totally prepared to take on high school and beyond.

I also love the fact that it is an inclusive program – it works as well for native English kids who are learning a second language, right there in the same classroom as the Spanish speakers who are learning English.

Most of all I love the fact that families who are also learning English can now be fully invested in their kids' school life, help with homework, talk to the teachers and staff, contribute, and share their culture with our own. It creates a welcoming environment for everyone – everyone works together collaboratively, for the benefit of all our children.

There is no question Sarasota needs to support this educational model. Then maybe they can get around to allowing us to build affordable homes for all these families who are living and working hard here among us.

Sincerely,



Harvey Vengroff  
941 586 4946

January 8, 2018

School Board of Sarasota County  
1960 Landings Blvd.  
Sarasota, FL 34231

I am writing to express my support for Dreamers Academy, and its establishment of the first dual language immersion school in Sarasota County. I have been leading literacy, arts integration and enrichment programs in Sarasota schools for the past ten years, and I also am actively involved in the Suncoast Grade Level Reading Campaign.

I have spent many years working directly in our Title 1 schools to help students achieve grade level reading proficiency. Dreamers Academy is using an instructional model supported by 40 years of research that puts it at the forefront of overcoming the high achievement gaps of English Language Learners and other socio-economically disadvantaged groups in our school system.

The research is clear: when children's home language is reinforced and developed, it paves the way for literacy in English! It sounds counterintuitive but many longitudinal studies have demonstrated that all students benefit from dual language immersion programs.

The opportunity to bring such an outstanding educational option to Sarasota is very exciting! It creates equity where all students are learning a second language; and all are able to access content in two languages. It creates an ability to create a bridge for different cultures, and an opportunity for increased family and community engagement.

My deepest interest is in achieving grade level reading proficiency, and the dual language immersion two-way model has exceeded all expectations in this regard. By fifth grade, native English speaking students of all socio-economic classes and ethnicities are performing one grade level ahead of their monolingual peers in traditional schools in all subjects - and they are doing it in two languages.

Literacy in a second language paves the way for them to become masters in their primary language. Content acquired in one language is easily transferred to a second language. These core language skills are vital to achieving grade level proficiency in reading.

Studies are proving that interrupting home language development before the age of 12 is having an adverse effect on the natural cognitive development of children - especially on their ability to read at grade level. Instead, let's reinforce the home language while developing mastery of the second language, all the while mastering all core content.

The result is bilingual, biliterate scholars ready to take on high school, career and college and become the much needed leaders we need in our world today.

I urge you to bring this first bilingual school to Sarasota County - Dreamers Academy, Geri and Tom Chaffee have my full support to let it be the first of many innovative educational concepts that ensures our District leads in Florida and beyond.

Sincerely,

Shelly Dorfman

January 3, 2018

Sarasota County School Board  
1960 Landing Blvd  
Sarasota FL 34231

**To Whom It May Concern:**

I would like to express my wholehearted support for the proposed bilingual school. As a former Florida middle school teacher, I have witnessed the daily battles faced by English Language Learners and their parents. Now that I myself am a parent of school-aged children, my appreciation and empathy for their struggles has only multiplied. And as I engage with community members in my role as an outreach specialist, my drive and dedication to do what's best for Sarasota County grows.

I was raised in a family that had high expectations for educational attainment. Though my parents were successful in imprinting those expectations, and a desire to meet them, on both my older sister and me – perhaps they became too lax in their involvement when it came to my younger brother. His behavior was typical of many young people: school was not his priority, nor was it his passion. It required an effort that he would rather invest in video games or social adventures. I remember well the raised voices during evening hours, when he was expected to complete his assignments. Yet even if he asked for help from my parents, how could they assist if he was unable to explain the objective or context of the assignment? My parents were at the end of their rope with their teenage son, and finally – the threat became a reality: they began communicating with *each of his teachers, every day*.

Once the communication began, two things happened: 1) my brother was more likely to pay attention during class and be forthcoming with information at home, and 2) my parents gained an awareness of his subjects and assignments so that they could truly help, and developed productive relationships with his teachers. The problem had never been his intelligence or capabilities. And no solution would have succeeded without parental involvement and communication.

I'm sure you can relate this story to one of your own family members, friends, or even yourself. It's not uncommon.

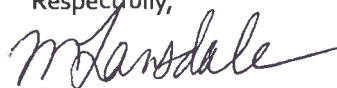
Fast forward to my years as a middle-school teacher. Were the students any different than my brother? Not particularly... but for the significant percentage of English Language Learners, the solution wasn't as simple as an email to mom or dad and an attitude adjustment. Imagine the student trying to explain the content to his parents, when he doesn't even understand the language in which it's been taught. Imagine the parents trying to communicate with the teacher, when they don't understand the language themselves. Imagine the teacher's despair at not being able to connect with her students and their support systems.

I can't recall how many parent-teacher conferences I participated in during my time in the classroom. What I can tell you is that, when the conferences required a translator, the end results were less successful. Without an easy way to follow-up with the parents and engage in meaningful two-way dialogue, much went unsaid and the bulk of the communication was left to the overworked ELL Coordinator, who could not reasonably be expected to maintain a knowledge of the content taught in every class throughout the school. And the students continued to fall behind.

Now that I have a daughter in school, I cannot fathom a world in which I couldn't communicate with her teacher. How would I share updates on my daughter's hearing and speech after she visits the ENT? How would I confirm my own understanding of open and closed syllables to ensure I'm not contradicting the teacher at home? And my daughter's only in first grade! It's just the tip of the iceberg!

I now work for the local government in a position focused on empowering Sarasota County residents to improve our community. As a former teacher, a parent, and a community advocate, I'm unaware of any other measure proposed that will have the magnitude of transformational impact as that presented by a bilingual school. Please remove the language barrier that holds back so many of our children, and allow families to engage in and celebrate learning with one another. Please support a bilingual school in Sarasota County.

Respectfully,



Miranda Lansdale

January 18, 2018

Sarasota County  
School Board  
1960 Landings Blvd.  
Sarasota, FL 34231

Ref: Dreamers Academy

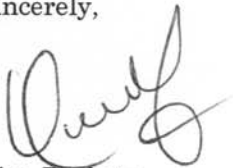
When I learned that a project like Dreamers Academy, a school that will offer a bilingual education in the Sarasota County was a possibility, I couldn't believe it! Finally, an education system that will benefit those students that face the hardships of the language barrier.

As a substitute teacher in Sarasota School District I have seen first-hand the difficulties children whose families don't speak English experience trying to catch up. Furthermore, learning all content in English while they are also learning the language of instruction results in having many students fall one or more grade levels behind, a deficit from which they rarely recover. That is why in Sarasota, the achievement gap of these kids (ELLs) is wider than the state's in every category tested (math, science, social studies and English Language Arts) and also their graduation rate is lower than the state average.

Giving the students the opportunity of a bilingual education opens the doors to many possibilities, not only in the education field but also in their future professional career. Knowing two languages allows them to benefit from a new culture. In fact, there is ample research to show that bilingualism gives children social, linguistic and cognitive advantages over their peers. Bilingual children out-perform their monolingual peers in study after study. Research has also shown that the advantages last well into old age – elderly bilinguals perform as well as younger monolinguals. In other words, bilingualism is a kind of brain insurance, keeping your mind sharp well into old age.

Although I am a very proud mother of three bilingual students of Pine View School, one of the best school in the state, I would have loved to have an option such as Dreamers Academy for my children's education.

Sincerely,



Olga Brokate  
Substitute Teacher  
Sarasota County  
941-726-3340





San Jose State University  
Child and Adolescent Development  
College of Education  
One Washington Square, San José, CA 95192-0075  
408-242-9542 KLindholmLeary@mac.com

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January 6, 2018

Sarasota County School Board  
1960 Landing Blvd  
Sarasota, FL 34231

To Whom It May Concern:

I am writing to urge you to support the dual language program proposed for the Dreamers Academy public charter school.

I have worked with and conducted research in the area of Dual Language (DL) programs over the past 32 years and am considered an expert in this field. I have also consulted with various state departments of education, the US Department of Education, and have worked with a number of schools across the country, including programs in Florida. I have written many books, chapters, journal articles, and given over 125 presentations about effective DL programs and the kinds of outcomes we see in students of different backgrounds, from preschool through high school. My research and writings include a focus on linguistically diverse students (English Learners) but also other culturally and socio-economically diverse students, including native English speakers. Thus, my comments are grounded in a strong research base in this field.

First, there is considerable research over the past 30 years demonstrating that DL programs are effective. Despite wide variations in communities, schools, and students forming the research base, results are quite consistent in showing that both native English-speaking and English Learner (EL) **students who participate in DL programs achieve at levels that are at least comparable to, and often superior to, their peers enrolled in English-only instruction on standardized tests of achievement and language proficiency in English;** but, DL students have the additional benefit in that the students are also bilingual and biliterate, which their English-only instructed peers are typically not. Furthermore, native English-speaking and EL students who attain the highest levels of bilingualism tend to score at higher levels of achievement on standardized tests of reading and math compared to English-speaking students enrolled in English monolingual classrooms. However, research clearly demonstrates that these successful results are not always apparent until grade 4 or 5, especially for children who are educationally at risk, because it takes time for children to fully develop the two languages and thus to close the achievement gap and score at high levels on achievement tests that require considerable proficiency in two languages.

Second, federally supported syntheses of research and recent studies have carefully examined the research on the relationships between literate proficiency in an EL student's primary language (L1) and in English. It should be noted that most of this research is focused on Spanish speaking ELs. One major finding of this body of research is that oral English proficiency is important to, but not sufficient for, English literacy and this is especially true for reading comprehension. A second

major finding is that there is strong evidence that Spanish literacy promotes English L2 literacy development. According to the National Literacy Panel and U.S. Department of Education syntheses, Spanish literacy is at least as significant a predictor of English literacy as English oral language development. As Riches and Genesee (2006) note: “L1 literacy does not detract from L2 literacy development but rather contributes to and supports its development. In effect, ELLs with successful L1 literacy experience progress more quickly and successfully in their L2 literacy development than ELLs with no prior L1 literacy.” (p. 81)

Third, the Guiding Principles for Dual Language Programs is a research-based document that clearly details the major dimensions of effective DL programs, including program structure. As the document indicates, an effective program structure has a shared vision and set of goals that provide commitment to and an instructional focus on bilingualism and biliteracy. As a part of this shared vision and goals, all students are to receive additive bilingualism. Additive bilingualism refers to an instructional program structure in which all students are provided instruction and support to fully develop their first language and to fully develop a second language as well; thus, the second language is added to the first language to provide bilingualism. Researchers have consistently reported the loss of the primary language among potentially bilingual children who are instructed only or largely through English, especially young children who have not had the time to fully develop their first language. Furthermore, some researchers have even reported that some students who began as dominant or monolingual Spanish speakers suffered so much language loss that they were considered not proficient in Spanish.

Finally, several studies have shown that ELs who develop high levels of proficiency in both English and the home language are more successful at closing the achievement gap in reading with the norming group than ELs with low levels of bilingual proficiency. Likewise, bilingual Hispanic students have higher achievement scores, GPAs, and educational expectations than their monolingual English-speaking Hispanic peers. Thus, the highest EL achievers are those who maintained and continued to develop their Spanish, while relatively low achieving ELs tended to have poor Spanish language skills. These results are consistent with research showing positive relationships between level of bilingualism and cognitive development.

In addition, the research shows that low-income students are the new majority in schools and these students, whether EL or native English speakers, are also more likely to experience lower test scores and higher drop-out and lower college-going rates plus a widening income achievement gap (Reardon, 2013). Yet, the results show that the dual language program is meeting the needs of the elementary, middle, and high school students, many of whom are low income.

I would strongly urge you to support the Dreamers Academy as this would provide students, especially EL students, an opportunity to close the achievement gap and would provide the support they need to develop their skills for college and careers.

Sincerely,



Kathryn Lindholm-Leary, Ph.D.  
Professor Emerita

January 3, 2018

Dear Sarasota County School Board,

Our family is in complete support of Dreamers Academy. My husband and I are prospective new parents, currently living in Sarasota County and pregnant with our first child. We recognize that Sarasota has a multitude of wonderful educational opportunities that have provided countless families and children with an outstanding education. Unfortunately, none of the current options offer the type of education that our family is seeking –a personalized, hands-on, experience-based education that is 100% bilingual. Dreamers Academy, would absolutely be our school of choice, and we pray that it becomes a reality.

I was born and raised in Maine with English as my first language. Growing up in a small town, there were few choices regarding school systems. Fortunately, the elementary school that I attended offered a second language starting in first grade. In my town, there was only English-speaking families, and there was not a need for a bilingual education, but the gift of knowing a second language has been instrumental in my development into adulthood. Here in Sarasota, the reality is that a huge percentage of children grow up in homes in which Spanish is the only language spoken, yet attend schools where English is the only language spoken. The toll that this takes on students and families is heartbreaking, and often causes confusion for both the children as well as their parents.

My husband was born in Cuba and moved to the United States when he was twelve years old. He did not know any English, and spent the majority of his youth trying to learn English while simultaneously learning the other subjects. It was a struggle that I cannot begin to understand. He graduated from Sarasota High School, but never felt as though he was able to excel in any of the subjects. As a result, he chose not to continue with a higher education.

It is extremely important to us that our future children have the best opportunities and are able to communicate fluently with my English-speaking family as well as my husband's Spanish-speaking family. We are going to teach our son both languages from a very early age, and it is imperative to us that the school system that he is a part of is bilingual so as to compliment this decision.

Currently, there are not any truly bilingual educational options for children in Sarasota County in which every class, every teacher, and all of the support staff speak both English and Spanish fluently. As a result, there is a huge educational gap between those that speak English as a first language and those that do not. Imagine a child who is trying to learn English while sitting through a math class. Unable to truly articulate their questions, they are often left behind. For my husband and his siblings, this is not something that they have to imagine, because it was their reality.

The ability to send our children to a school that is bilingual and encourages family engagement while also celebrating American diversity would be a dream come true. We are hopeful that by the time our child enters the Sarasota school system, that he will be able to attend Dreamers Academy, a school that promises to offer a rich academic content and personalized education. We are confident, that with the backing of Tom and Geri Chaffee, Dreamers Academy would be a huge success. We have never met two more passionate and dedicated people.

Dreamers Academy is essential for the future of the children of Sarasota County, and we hope that you will allow it to become a reality.

Kind regards,



Kortnee Gonzalez



January 18, 2018

To Whom It May Concern:

As a current professor of bilingual education and TESOL at Florida International University and a former professor at Miami Dade College, I have regularly heard versions the following story: "My parents came to the United States because of the promise of opportunity, more so for me than for them. All members of my family spoke Spanish, so when I was born here, I also learned Spanish and thought nothing of it. When I entered Kindergarten, I was told that I had to learn English, which was both exciting and scary. I attended ESOL classes, during which I was taken to another classroom and taught English. Sometimes I was made fun of for the way I said certain words and phrases, as well as the fact that I more easily made friends with other Spanish speakers. I knew that I wanted to be part of a group that did not see me as different, so I dedicated myself to learning English as quickly and as proficiently as possible. I outdid myself. I learned English so well and used it for so many things and with so many people that my Spanish declined. In fact, I began to struggle speaking in Spanish with my parents, and I found it almost impossible to interact with my grandparents who spoke exclusively Spanish, even after 10 years of living in this country. I have since tried to regain my Spanish, but it has been difficult since I use English with my friends and with my siblings. I wish I had been able to maintain my Spanish so that I could still have the close relationship with my parents and grandparents that I used to."

This should never be the case. In Florida, we desire the best for our students and their families. This includes providing an appropriate education to all students, regardless of the language strengths they bring with them to school. As stated below, transformation is possible.

I write to express my excitement at the idea of the creation of the first dual language school in Sarasota. It is my understanding that the school will strategically align itself with sound bilingual education theory, be implemented with appropriate and adequate resources, and be evaluated regularly in a meaningful way, three requirements of the Florida LULAC Consent Decree of 1990. I choose to support a school that intentionally designs and runs itself using the principles of dual language education, a proven approach to educating *not only* English learners, *but also* those who identify English as a home language. In other words, this program is for everyone, and it values bilingualism, biliteracy, and cross-cultural understanding (Baker, 2006; de Jong, 2011; Lindholm-Leary, 2001; Wright, 2010). To that end, dual language programs have boasted high academic achievement for all populations (Collier & Thomas, 2004; Thomas & Collier, 2002, 2012).

Dreamers Academy—with the leadership of Geri Chaffee—has the potential to transform the lives of students and families in Sarasota. I urge you to engage them in the process of educating students in a way that meaningfully reflects how language is used in everyday life.

Sincerely,

A handwritten signature in blue ink, appearing to read "Ryan Pontier". The signature is fluid and cursive, with the first name "Ryan" and last name "Pontier" clearly distinguishable.

Ryan W. Pontier, Ph.D.

Visiting Assistant Professor, Florida International University  
President, Miami-Dade TESOL/Bilingual Education Association  
Co-Moderator, Sunshine State TESOL Advocacy Group  
Chair, LULAC Florida Early Childhood Bilingual Education Council

# DREAMERS ACADEMY

January 5, 2018

TO : Sarasota School Board  
FROM : Manuel R Chepote  
RE : Dreamers Academy

As a resident and a business owner in Sarasota for the past 27 years, I have seen an explosion of the Hispanic population.

Geri Chaffee is presenting a request to the School Board of Sarasota for the approval of the Dreamers Academy, school that will devote efforts to properly develop programs with bilingual and biliteracy education for our youth.

The growth of the Hispanic Population in the State of Florida is unstoppable, we are expecting around 500,000 new Spanish speaking arrivals from Puerto Rico to the mainland, after Hurricane Maria destroyed the Island. The tremendous opportunity for the Dreamers Academy is here NOW and will be a tremendous asset for Sarasota County to become a leader in the area for this type of school, where bilingual and biliteracy education is implemented, at the same time addressing a very substantial need in our community.

I hope the School Board of Sarasota assesses the tremendous value of this project and untimely gives the approval for the benefit of the youth of our County.

Truly yours,

Manuel R Chepote (941) 544-4610 1300 Mai St. Sarasota, Fl. 34236





January 10, 2018

Board of Directors  
Dreamers Academy

Dear Board of Directors:

I am writing this letter in support of the Dreamers Academy. As someone whose parent was raised in a Spanish speaking household, I realize the difficulties of making a transition to an English language education. Also, I am familiar with your board of directors which gives me great confidence with your ability to make this academy a reality and finally as a Certified Public Accountant who audits charter schools regularly, I feel this organization would be an excellent addition to Sarasota County offerings for charter schools.

My mother arrived in New York from Puerto Rico at the age of four with a brother and a sister. All three spoke only Spanish, and yet were forced to go into an educational system that taught only in English. My mother would tell us stories about the difficulties she and her siblings would have in not only learning the language and getting an education but also in making the transition to the culture because of these language barriers. When I mentioned the Dreamers Academy to her she was very excited and commented that if she had had an organization like this available to her and her siblings, the transition into the American culture and language would have been much easier.

With regard to your board of directors, I have known Dan Kennedy for 35 years. Dan was one of my high-school teachers and I was his assistant for the first computer class offered by Sarasota County at Sarasota High School in 1983. I can honestly say without Mr. Kennedy's influence I would not be where I am today. Professionally I have worked with Dan for approximately 15 to 20 years. I have also audited charter schools where he has been head master and on the board of directors. I find him to be a great asset to any charter school with which he is involved. Not only is he a giving person, but also a wonderful educator.

Finally, I have been in Sarasota County for 45 years. I have been a business owner for 26 of those years. Our firm has been auditing charter schools since the late 90's. I have seen a wide variety of charter schools focusing on discipline, or the arts, or sciences but have never seen one focus on blending language and culture. I found that even though I had four years of Spanish in high school, if I didn't have the support of my mother at home, I would not be able to speak Spanish even remedially. I believe with the growing Hispanic population of Sarasota and Manatee counties, this type of school is not only desirable but necessary to integrate those families as fully as possible.

I wish the board well in getting this organization off the ground and I look forward to seeing the Dreamers Academy as a very successful charter school continuing in the community for many years into the future.

Sincerely,

A handwritten signature in black ink, appearing to read "T. Pellegrino, Jr.", with a long, sweeping horizontal line extending to the right.

Thomas V. Pellegrino, Jr., C.P.A.

January 18, 2018

Dear Sarasota School Board members,

I am writing to express my support for Dreamers Academy's bilingual education model in Sarasota County. Developing bilingualism and biliteracy in our Sarasota students will give them an incredible advantage in their personal and professional lives. As a bilingual myself, I would love to have this option for my children and my patients' children.

Sarasota's population is becoming increasingly diverse, and we need educational options such as this "dual language immersion" model which has proven so successful in many other communities across the country. This would create greater equity and better prepare our youth for all careers in our increasingly shrinking global community.

Thank you,



Delia Cotera, DDS

Dr. Delia Cotera

To: Sarasota County School Board

From: Dr. Rosa Castro-Feinberg

Mrs. Geri Chaffee from the Dreamers Academy asked for my opinion on the efficacy of the Two-Way Immersion model. My training and experience as well as the findings from the extensive relevant research literature lead me to the following conclusions.

1. An adequately resourced and parent supported Dual Language Immersion model offers English language learners and language minority students the unrivaled opportunity to become proficient in English and with cultural norms of the United States, maintain and expand home language skills, and achieve at or above grade level in the content areas.

2. An adequately resourced and parent supported Dual Language Immersion model offers English language origin students unique and extensive opportunities for becoming bilingual, bicultural, and biliterate.

These are significant outcomes offering promise of life long advantages for Dual Language Immersion students.

As Dr. Bill Rivers, Executive Director, Joint National Committee for Languages, has stated, there are "indisputable cognitive, educational, and employment benefits of biliteracy." His statement coincides with the three main areas of benefits from bilingualism cited by the American Council on the Teaching of Foreign Languages: high academic achievement, cognitive benefits, and positive attitudes and beliefs toward other cultures.

Knowledge of the value of bilingualism to students and society is no longer limited to language educators. The increasing demand for opportunities for all students to become bilingual, bicultural, and biliterate can be gauged by the large and still growing number of states that offer a State Seal of Biliteracy to be affixed to the high school diploma of qualifying students. Florida is one of 30 States that have a Biliteracy Seal program.

My observations are based on my experience in the following roles over the course of several decades. I have been a teacher, an administrator, the Director of the University of Miami National Origin Desegregation Assistance Center providing training and technical assistance in a 14 state area to school districts and state education agencies; a faculty member engaged in teacher and administrator preparation at the University of Miami and at Florida International University; and a member of the School Board for the Dade County Public Schools, the fourth largest school district in the nation and the home of Coral Way Elementary School. This is the school that revived the Dual Language Immersion model during the 60s, now implemented at hundreds of schools across the nation.

Rosa Castro Feinberg, Ph. D.

[rcastro@fiu.edu](mailto:rcastro@fiu.edu)

Jan. 23, 2018

22 de enero de 2018

Sarasota School Board  
1960 Landings Blvd.  
Sarasota, FL 34231

Queridos miembros del School Board,

Por medio de esta doy una fuerte recomendación a la nueva escuela elemental propuesta para apertura en 2019 – Dreamers Academy.

Soy originalmente de Guatemala y tengo dos hijos varones nacidos aquí y en las escuelas del condado de Sarasota. Ni yo ni mi marido hablamos bien el inglés pero estamos aprendiendo.

Hubiese deseado haber podido tener esta oportunidad de poder educar a mis hijos en una escuela bilingüe ya que ambos han perdido bastante el español y nos hablan casi exclusivamente en inglés.

En Guatemala tenemos muchas escuelas bilingües – es lo más común aprender en inglés y en español. También en otros estados de los Estados Unidos hay varias escuelas donde los niños aprenden dos y hasta tres idiomas.

Es muy importante para nosotros el que nuestros hijos tengan todas las oportunidades de poder aprender y salir adelante, pero nosotros no podemos ayudarles con las tareas pues no entendemos el idioma.

Recientemente mi hijo tuvo unas calificaciones bajas en el examen federal de la Florida y así me enteré que ya no estaba en el programa ESOL – que ya lo habían dado de baja. Es difícil para nosotros mantenernos al día con los procesos e infraestructura de la escuela pues además trabajamos bastante y varias horas.

El poder levantar el teléfono y llamar a cualquier persona de la escuela que pueda ayudarnos si el niño está enfermo o si tenemos alguna pregunta de tareas o alguna otra cosa sería una ventaja.

De ser posible traer este modelo educativo que existe en tantos otros países del mundo, y mismo otros estados de este país, sería maravilloso. Especialmente el que nuestros hijos puedan contribuir en ambos idiomas – que aprendan bien el inglés sin tener que perder el español.

Muchísimas gracias por la oportunidad de dar nuestra humilde opinión.

Ana Salguero  
Ana Salguero





Graduate School of Education & Information Studies  
P.O. Box 951521  
Los Angeles, CA 90095-1521

January 3, 2018

To Whom it May Concern:

This is a letter of support for the Dreamers Academy model proposed to be implemented in Sarasota schools. I have studied bilingual and dual language education from an education policy perspective for approximately 40 years and have written extensively on this topic in both widely cited books and in peer reviewed research journals. My expertise lies in what I have come to know about the effects of well-implemented bilingual and dual language education models for students from immigrant language backgrounds.

The first and very successful bilingual program was actually born in South Florida in the early 1960s at Coral Way school. Nonetheless, there has been heated debate over the last several decades about the effectiveness of bilingual programs. Often the arbiters of these debates would simply conclude that the jury was out and there was evidence on both sides of the issue. In reality, ideology has driven language education policy in the U.S. rather than science.

Today, it is fundamentally irrefutable that strong dual language programs, of the kind advocated by the Center for Applied Linguistics, yield superior results for both English learners (ELs) and English speakers. Several studies have been published in the last several years in the most prestigious and academically rigorous journals in the U.S. that all conclude that EL students who participate over a period of years in strong dual language programs **out-perform their peers who are in English only programs by middle school across all measures of English—both in English proficiency as well as in English Language Arts.** This has been shown definitively by Ilana Umansky & Sean Reardon (2014, *American Educational Research Journal*) and Rachel Valentino & Sean Reardon (2015, *Educational Evaluation and Policy Analysis*). All of these researchers are from Stanford and used a longitudinal data set that allowed them to track students in different programs from kindergarten to high school. Another recent study out of RAND (a very prestigious think tank) and conducted in Portland Schools, used random assignment to dual language and non-dual language programs and found that the EL students similarly outperformed their peers who were not assigned to dual language in measures of English Language

Arts (Steele et al, 2017, *American Educational Research Journal*). Studies have also long shown that non-EL students perform as well in these programs as in others, but additionally gain a second language.

Of course, test scores are not the only things that matter. **Two-Way Dual language programs**, if carefully implemented to include similar percentages of EL and non-EL students from different economic strata, also provide the opportunity to desegregate schools and prepare students for the diverse world that they will enter after finishing school. In a study by Genessee & Gándara (1998), we found that students in these programs tended to have more positive inter-ethnic relations, hold other cultures in higher regard, and have more positive views of diversity.

Parents are also often pleased at the prospect that their dual language speaking children will simply have more opportunities in the workplace. In a recent study we published in our book, *The Bilingual Advantage, Language, Literacy and the U.S. Labor Market* (2014), we found that two-thirds of employers across ALL fields of employment preferred to hire bilinguals over monolingual English speakers. Moreover, those students from immigrant backgrounds who were educated bilingually graduated both high school and college at higher rates, and earned more when they entered the labor market.

Well implemented dual language programs are truly a win-win for all concerned. They provide skills that are appreciated by employers—both language and cultural skills—as well as by admissions officers when students apply to college. They are the most effective intervention we have seen for EL students to narrow the achievement gap between themselves and their native English peers, and they provide a more well rounded 21<sup>st</sup> Century education for all students. Across the country we are seeing an explosion in these programs, largely supported by educated parents who are aware of the research findings. In California, we are preparing to expand these programs massively as the pent up demand is enormous.

I wish you luck in your endeavors and hope one day to visit the Dreamers Academy – and its various offspring that will surely result once the community has the opportunity to see such a program in action.

Sincerely,

A handwritten signature in black ink, appearing to read 'Pg', is enclosed in a light blue rectangular box.

Patricia Gándara, Ph.D.

Research Professor & Co-Director Civil Rights Project

Education Week Webinar: Reaching English Language Learners to Ensure Equity For All  
January 25, 2018

Dr. Abram Jimenez  
Vice President of Education, Illuminate Education, Inc.  
Former Chief of Schools, San Francisco Unified School District  
Director of School Transformation, Partnership for Los Angeles Schools  
Administrator, San Diego Schools

What is your opinion on dual language immersion programs?

Phenomenal question. I have three children – all three of my children since they were in Kindergarten have been in a dual language immersion program. And for both my wife and I, we felt that our children understanding two languages and being proficient in two languages is such an added value for their education.

From so many different perspectives, to learn a world where language is vast and it's everywhere and with our communication being through technology, just to have English we felt that we were limiting our children, and again we are blessed to have a school system, a public school system that we had this opportunity. And while it was very difficult for my kids at the beginning, now they are flourishing.

In fact my daughter is a 9<sup>th</sup> grade student and already taking an Advanced Placement course in Spanish. And this would never have been available or even her being able to do that in that absence. The opportunity that it brings for her, the way that she can think in different ways, and being exposed to culture not just around language but context with books and magazines and informational text and thinking about different disciplines like science in a language that is not in English stretches her to think in ways that she hasn't.

And I'm just so grateful and highly, highly recommend for any school leader, any governing board that is really thinking of this – you know I would ask you to really do some research and look at some phenomenal school systems across the country; ask for what those best practices are and then incubate those within your school system, so that students regardless of where they live have the opportunity to really stretch and become much more productive citizens of the United States.

And that's what makes our country phenomenal – it's the diversity; it's the great thinking; it's the cultures all coming together into one place.

Again great question and I think what a great opportunity.



20 de enero de 2018

Sarasota School Board  
1960 Landings Blvd.  
Sarasota, FL 34231

Estimados miembros de la Junta Escolar,

Escribo para dar mi apoyo a la idea de una escuela bilingüe en Sarasota, donde mis hijos puedan aprender ingles sin tener que sacrificar su lengua natal. Sería una ventaja tan grande poder participar llenamente en la escuela y poder ayudar a nuestros hijos mientras estamos trabajando duro para aprender el idioma y las reglas de este nuestro pais adoptivo.

Mi nombre es Julia Nuñez y tengo un hijo de 8 años y un hijo de 1 añito. Llegamos de México a Sarasota en Septiembre del 2016 cuando mi hijo entró a primer grado. Por suerte le tocó una maestra puertorriqueña que le ayudó mucho pues podía comunicarse con el y con nosotros fácilmente. Mi hijo llego a hablar bastante bien el ingles el año pasado aunque le cuesta todavía escribirlo y leerlo. Estaba en el programa ESOL pero en realidad no iban muy a fondo en lo academico. Es difícil para nosotros poderle ayudar pues no hablamos ni leemos ingles.

Ese año la maestra de Segundo grado es Americana y no habla nada de español. El niño tiene ayuda dos veces en semana después de la escuela y los demás días va a Boys and Girls Club donde le ayudan con tutorias personas hispanoparlantes. El niño esta un poquito atrasado en lectura y escritura.

Sería para nosotros una gran ventaja poder ayudarle con last areas, y poder reenforzar lo que va aprendiendo en la escuela. También sería una ventaja tener maestros bilingües como la maestra de primer grado que tanto nos ayudó ese primer año.

De hecho estamos muy agradecidos de poder estar en este pais, y anelamos poder contribuir y participar de lleno.

Sinceramente,



Julia Nuñez

January 5, 2018



Sarasota County School Board  
Sarasota County Schools  
1960 Landings Blvd.  
Sarasota, FL 34231

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Dear Sarasota County School Board,

I am writing in support of the Dreamers Academy of Sarasota, which my wife and I view as a necessary component to help complete Sarasota County's tapestry of outstanding educational opportunities.

I am aware of the growing challenges that people face as they enter a multi-lingual world of commerce. As a new business owner with a young child in Sarasota County, I am re-learning Spanish in my spare time in order to supplement my capacity for an upcoming architectural project opportunity. I grew up in New England and learned some elementary Latin, Spanish, and Italian in school. While I am very grateful, I did not develop my language education beyond that. In retrospect, I wish that I had.

The Dreamer's Academy promises to improve the quality of life for the dual-language population based on research. Options are critical to serving the growing diverse educational needs of Sarasota. While our household is not yet dual-language, we recognize the urgency and important value of enhancing the educational experience for every household in each community.

Thank you for your time and consideration.

Respectfully yours,

A handwritten signature in blue ink, appearing to read 'A. Etter'.

Andrew & Alexis Etter



**From:** Neil Goodrich ngoodr@gmail.com  
**Subject:** Fwd: Evanston TWI Program  
**Date:** January 11, 2018 at 3:23 PM  
**To:** geri.chaffee@dreamersacademy.org

NG

Good morning Geri,

I am writing on behalf of my wife and I who wanted to share our experience with a two-way immersion program. Our daughter, now in 3rd grade, has been in the local TWI program since she started in the public school system in Kindergarten.

We were thrilled to win one of the lottery placements to get her into the program and I have to say, we have not been disappointed. There are two major benefits we continue to talk about and share when we talk to other parents about the program.

First is the language capability itself. For a house with single-language parents, it would have been extremely difficult for us to grant these skills to our children. The presence of a second language not only creates new opportunities (throughout her entire future life) that would otherwise be closed, but also lowers barriers for her to learn additional languages. Being able to connect to other human beings fundamentally changes your life experiences - as an example, our daughter rides horses and many of the grooms and barn staff are native Spanish speakers. The TWI program has allowed her to connect and share amazing experiences with those folks because they are able to communicate. Because those men and woman are able to communicate with our daughter, she has learned all kinds of informal lessons in the barn - lessons that English only speakers do not have access to. I cannot overemphasize this point - it opens doors to new experiences, opportunities, and friendships by allowing her to connect with more people.

That leads me to the second major benefit - maybe the one that we talk about the most. Neighborhoods and communities are often filled with people that are similar to one another - regardless of what that profile is. For me, growing up, "normal" meant a stand alone house with a nuclear family. My friends and the people to whom I was exposed all followed that same model, thereby reinforcing that standard. The magic of the TWI program is that our daughter is exposed to all kinds of "normals" - families that live with extended relatives in a house, or many people in an apartment, families that travel back to their parents' countries every Summer and many other models. Being immersed in a room full of such differences at such an early age, means that our daughter is being taught that there is never one single way - she is exposed to stories and experiences that others don't have. The diversity, not in race, but in lifestyles and family culture has been an amazing boon!

In short, we have been thrilled with the experiences and skills that our daughter is undergoing now - but also that will be available throughout the entirety of her life. Her perspective of different family cultures will instill a unique perspective, curiosity and open-mindedness. Her ability to speak additional languages will open doors that we could never have effectively opened ourselves. We hope our thoughts have been helpful.

Thank you,  
Neil & Amy Goodrich





January 17, 2018

Sarasota County School Board  
1960 Landings Blvd  
Sarasota, FL, 34231

**RE: Dreamers Academy**

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

We have researched the background of the board and team of Dreamers Academy and Building Hope is committed to support **Dreamers Academy** in securing a long-range plan for the opening of the above-referenced charter school. In order to ensure that the charter school is able to secure working capital for opening, Building Hope can offer a number of different services including facility and working capital financing. Building Hope may provide such financial assistance to the charter school by:

- Lending funds to for facilities acquisitions and/or improvements at below-market rates.
- Guaranteeing, insuring, and reinsuring debt used to assist charter schools to acquire, renovate, or construct school facilities.
- Guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of the charter schools.
- Facilitating financing by potential lenders.
- Facilitating the issuance of bonds by charter schools or other public entities for the benefit of charter schools.
- Credit Enhancement Program

In addition, if the charter school is unable to secure a start-up grant, Building Hope may secure a line of credit for the school up to \$500,000 to help with the startup costs. The proposed terms have a five-year term with a 1% commitment fee and a 6% annual interest rate, subject to approval of the charter contract and the board of Building Hope.

Sincerely,



Richard Moreno  
Vice-President  
Southern Region

# silvermine

April 20, 2018

Sarasota County School Board  
1960 Landings Blvd.  
Sarasota, FL 34231

Re: Dreamers Academy startup costs

Ladies and Gentlemen:

Silvermine Capital Resources, LLC is a specialty investment partnership based in Connecticut that has sourced, structured and arranged nearly \$200 million in funding for our portfolio companies. We have invested in, and secured funding for, a wide array of businesses from startup to expansion phase across our more than 17-year firm history. Our principals typically take an active role in the projects where we invest, and we have served in Board of Director and C-Level management capacities for numerous publicly-traded and private companies.

Dreamers Academy has informed Silvermine Capital Resources, LLC (“Silvermine”) that it intends to develop a charter school in the Sarasota County, FL school district (the “District”). Dreamers Academy has advised us that it intends to fund the development of the charter school through a combination of personal funds, private grants and other financial support from organizations together with privately placed debt or equity investment capital. We further understand that the aggregate financing (the “Financing”) required for startup costs and initial development expenses will be between \$500,000 and \$1,000,000.

Based on the information provided to us to date, including the data included in the Dreamers Academy charter application, our existing business relationship with the principals of Dreamers Academy, and our analysis of the current market for loans and other securities issued by similarly situated charter schools, we are highly confident that the Financing will be secured by Silvermine for Dreamers Academy promptly upon receipt of charter approval.

Obtaining any funding, including the Financing, is inherently subject to uncertainties and contingencies beyond Silvermine’s control, and any commitment to provide Financing would be subject to our review and satisfaction with the terms of the charter issued by the District, the satisfactory completion of due diligence and execution of satisfactory legal documentation for the Financing on customary market terms.

Please note that Silvermine does not provide, and nothing herein should be construed to provide, tax, accounting or legal advice.

Very truly yours,



Richard Shorten  
Managing Director



## Revenue Estimate Worksheet for \_\_\_\_\_ Charter School

Based on the 2018-19 FEFP Second Calculation

School District: Sarasota

**1. 2019-20 FEFP State and Local Funding (Note using 2018-2019 Second Calculation with no increase for 2019-2020)**

Base Student Allocation \$4,204.42 District Cost Differential: 1.0058

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2018-19 Base Funding	
				(WFTE x BSA x DCD)	
(1)	(2)	(3)	(4)	(5)	
101 Basic K-3	43.00	1.108	47.6440	\$	201,477
111 Basic K-3 with ESE Services	22.00	1.108	24.3760	\$	103,081
102 Basic 4-8	15.00	1.000	15.0000	\$	63,432
112 Basic 4-8 with ESE Services	7.00	1.000	7.0000	\$	29,602
103 Basic 9-12		1.000	0.0000	\$	-
113 Basic 9-12 with ESE Services		1.000	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.642	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.642	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.642	0.0000	\$	-
130 ESOL (Grade Level PK-3)	151.00	1.185	178.9350	\$	756,681
130 ESOL (Grade Level 4-8)	50.00	1.185	59.2500	\$	250,557
130 ESOL (Grade Level 9-12)		1.185	0.0000	\$	-
300 Career Education (Grades 9-12)		1.000	0.0000	\$	-
<b>Totals</b>	<b>288.00</b>		<b>332.2050</b>	<b>\$</b>	<b>1,404,830</b>

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2018-19 Base Funding	
		(WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
<b>Total Additional FTE</b>	<b>0.0000</b>	<b>Additional Base Funds</b>	<b>\$ -</b>
<b>Total Funded Weighted FTE</b>	<b>332.2050</b>	<b>Total Base Funding</b>	<b>\$ 1,404,830</b>

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	22.00	PK-3	251	\$ 1,028	\$ 22,616
Additional Funding from the ESE		PK-3	252	\$ 3,318	\$ -
Guaranteed Allocation. Enter the FTE		PK-3	253	\$ 6,771	\$ -
from 111,112 and 113 by grade and	7.00	4-8	251	\$ 1,152	\$ 8,064
matrix level. Students who do not have a		4-8	252	\$ 3,442	\$ -
matrix level should be considered 251.		4-8	253	\$ 6,895	\$ -
This total should equal all FTE from		9-12	251	\$ 820	\$ -
programs 111, 112 and 113 above.		9-12	252	\$ 3,110	\$ -
		9-12	253	\$ 6,563	\$ -
<b>Total FTE with ESE Services</b>	<b>29.00</b>			<b>Total ESE Guarantee</b>	<b>\$ 30,680</b>

**3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share.**  
Charter School UFTE: 288.00 ÷ District's Total UFTE: 43,094.34  
= 0.6683%

**3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share.**  
Charter School WFTE: 332.21 ÷ District's Total WFTE: 47,762.77  
= 0.6955%



4. Supplemental Academic Instruction (UFTE share)	(b)	<u>8,800,924</u>	x	0.6683%	\$	<u>58,817</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>0</u>	x	0.6683%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>1,038,261</u>	x	0.6683%	\$	<u>6,939</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>2,399,310</u>	x	0.6683%	\$	<u>16,035</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>3,325,143</u>	x	0.6683%	\$	<u>22,222</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Mental Health Assistance Allocation (UFTE share)	(b)	<u>1,048,815</u>	x	0.6683%	\$	<u>7,009</u>
10. Total Funds Compression Allocation (UFTE share)	(b)	<u>0</u>	x	0.6683%	\$	<u>-</u>
11. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.6955%	\$	<u>-</u>
12. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.6955%	\$	<u>-</u>
13. Reading Allocation (WFTE share)	(c)	<u>1,997,123</u>	x	0.6955%	\$	<u>13,890</u>
14. Discretionary Local Effort (WFTE share)	(c)	<u>45,114,572</u>	x	0.6955%	\$	<u>313,772</u>
15. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.6955%	\$	<u>-</u>
16. Discretionary Lottery (WFTE share)	(c)	<u>78,906</u>	x	0.6955%	\$	<u>549</u>

17. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	250.9550		1.0058		1,321.39	=	<u>333,533</u>
4-8	81.2500		1.0058		901.32	=	<u>73,657</u>
9-12	0.0000		1.0058		903.50	=	<u>0</u>
Total *	<u>332.2050</u>				<b>Total Class Size Reduction Funds</b>		<b>\$ <u>407,190</u></b>

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

18. Student Transportation (f)

<b>Enter All Adjusted Fundable Riders</b>	<u>202</u>	x	393	\$	<u>79,386</u>
<b>Enter All Adjusted ESE Riders</b>	<u>20</u>	x	1,386	\$	<u>27,720</u>

19. Federally Connected Student Supplement (g)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
<b>Total</b>				<b>\$ -</b>

20. Florida Teachers Classroom Supply Assistance Program (h)

21. Food Service Allocation (i)

				<b>Total</b>	<b>\$ <u>2,389,039</u></b>
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**Dreamers Academy**  
**Five Year Budget (Detailed Worksheet)**  
**Attachment X**

	<u>Year 1</u> <u>288 Students</u>	<u>Year 2</u> <u>360 Students</u>	<u>Year 3</u> <u>432 Students</u>	<u>Year 4</u> <u>504 Students</u>	<u>Year 5</u> <u>576 Students</u>
Revenue					
FTE	\$ 1,404,830	\$ 1,766,138	\$ 2,131,755	\$ 2,500,887	\$ 2,864,092
ESE Allocation	30,680	38,255	45,748	53,313	61,840
Supplemental Academic Instruction	58,817	74,258	89,553	104,985	120,574
Digital Classrooms Allocation	6,939	8,760	10,565	12,385	14,224
Safe Schools Allocation and Mental Health	23,044	29,093	35,087	41,132	47,240
Instructional Materials Allocation	22,222	28,056	33,834	39,665	45,555
Reading Allocation	13,890	17,565	21,201	24,873	28,483
Discretionary Local Effort (WFTE share)	313,772	396,786	478,931	561,866	643,417
Discretionary Lottery (WFTE share)	549	687	825	963	1,098
Class Size Reduction	407,190	518,436	639,023	755,537	834,911
Student Transportation Income	107,106	120,085	140,624	161,760	182,695
Total FEFP State and Local Funding	2,389,039	2,998,119	3,627,146	4,257,366	4,844,129
Community Donations	-	-	-	-	-
Estimated Startup Reserve/Contingency Funds	<u>325,200</u>	<u>221,604</u>	<u>313,059</u>	<u>376,007</u>	<u>628,362</u>
Total Net Revenue	2,714,239	3,219,723	3,940,205	4,633,373	5,472,491
Estimated Expenses					
Administrator	98,095	101,529	105,082	108,760	112,567
Assistant Principal	-	-	89,718	92,858	96,108
Classroom Teacher	714,000	912,870	1,124,786	1,350,418	1,590,467
Signing Bonus/Performance Bonus	18,000	14,500	17,000	19,500	22,000
Other Certified	231,000	260,820	359,932	372,529	385,568
Substitutes	23,040	28,800	34,560	40,320	46,080
Other Support Personnel	162,238	207,838	244,443	267,254	276,608
Facilities Staff	51,238	53,031	80,393	109,605	113,441
Retirement Benefits	107,183	131,247	170,846	196,219	219,620
SS & Medicare	99,267	120,823	157,277	180,635	202,177
Group Insurance	67,086	81,654	106,291	122,076	136,635
Workers' Compensation	5,500	5,500	5,500	5,500	5,500
Unemployment Insurance	6,993	8,316	9,450	9,450	9,450
Professional & Technical Services	42,000	42,000	44,000	44,000	46,000
Property & Liability Insurance	24,000	24,000	24,000	24,000	24,000
Lease Costs	251,000	275,000	299,000	323,000	347,000
Repairs & Maintenance	7,000	7,000	7,000	7,000	7,000
Communications (Postage & Phone)	9,080	9,080	9,080	9,080	9,080
Water & Sewer	12,000	12,000	12,000	12,000	12,000
Garbage Collection	8,000	8,000	8,000	8,000	8,000
Other Purchased Services	19,000	19,000	19,000	19,000	19,000
Electricity	16,000	16,000	16,000	16,000	16,000
Supplies	25,000	25,000	25,000	25,000	25,000
Textbooks	39,000	39,000	45,000	45,000	50,000
Periodicals	1,500	1,500	1,500	1,500	1,500
Food	10,368	12,960	15,552	18,144	20,736
Other Materials & Supplies	8,400	8,400	8,400	8,400	8,400

**Dreamers Academy**  
**Five Year Budget (Detailed Worksheet)**  
**Attachment X**

	<u>Year 1</u> <u>288 Students</u>	<u>Year 2</u> <u>360 Students</u>	<u>Year 3</u> <u>432 Students</u>	<u>Year 4</u> <u>504 Students</u>	<u>Year 5</u> <u>576 Students</u>
Taxes, Dues & Fees	3,000	3,000	3,000	3,000	3,000
Sports & Recreation	12,000	12,000	12,000	12,000	12,000
Miscellaneous Expense	2,000	2,000	2,000	2,000	2,000
Non Capitalized Furniture & Equipment	15,000	15,000	15,000	15,000	15,000
Pupil Transportation	174,959	218,698	262,438	306,177	349,917
District Admin. Fee	103,691	104,101	104,952	105,589	105,124
Library Books	2,000	2,000	2,000	2,000	2,000
Audio/Visual Materials	3,000	3,000	3,000	3,000	3,000
Furniture, Fixtures, Equipment	3,500	3,500	3,500	3,500	3,500
Computer Software	1,500	1,500	1,500	1,500	1,500
Line of Credit Interest	27,595	22,143	16,354	10,208	3,684
Line of Credit Principal	88,402	93,854	99,643	105,789	112,313
Total Estimated Expenses	<u>2,492,635</u>	<u>2,906,664</u>	<u>3,564,197</u>	<u>4,005,011</u>	<u>4,422,975</u>
Net	<u>\$ 221,604</u>	<u>\$ 313,059</u>	<u>\$ 376,007</u>	<u>\$ 628,362</u>	<u>\$ 1,049,516</u>



**Dreamers Academy**  
**Five year budget**  
**Attachment X**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>288 Students</b>	<b>360 Students</b>	<b>432 Students</b>	<b>504 Students</b>	<b>576 Students</b>
Revenue					
FTE	\$ 1,404,830	\$ 1,766,138	\$ 2,131,755	\$ 2,500,887	\$ 2,864,092
ESE Allocation	30,680	38,255	45,748	53,313	61,840
Supplemental Academic Instruction	58,817	74,258	89,553	104,985	120,574
Digital Classrooms Allocation	6,939	8,760	10,565	12,385	14,224
Safe Schools Allocation	23,044	29,093	35,087	41,132	47,240
Instructional Materials Allocation	22,222	28,056	33,834	39,665	45,555
Reading Allocation	13,890	17,565	21,201	24,873	28,483
Discretionary Local Effort (WFTE share)	313,772	396,786	478,931	561,866	643,417
Discretionary Lottery (WFTE share)	549	687	825	963	1,098
Class Size Reduction	407,190	518,436	639,023	755,537	834,911
Student Transportation Income	107,106	120,085	140,624	161,760	182,695
Total FEFP State and Local Funding	2,389,039	2,998,119	3,627,146	4,257,366	4,844,129
Community Donations	-	-	-	-	-
Estimated Startup Reserve/contingency funds/Prior year fund balance	325,200	221,604	313,059	376,007	628,362
Total Revenue	2,714,239	3,219,723	3,940,205	4,633,373	5,472,491
Estimated Expenses					
Instruction	755,040	956,170	1,176,346	1,410,238	1,658,547
Support Personnel	162,238	207,838	244,443	267,254	276,608
Other Certified	231,000	260,820	359,932	372,529	385,568
School Administration	98,095	101,529	194,800	201,618	208,675
Professional Development	2,000	2,750	2,750	2,800	2,800
Board (Training)	1,000	250	250	200	200
Employee Benefits	286,029	347,540	449,364	513,880	573,382
Fiscal Services	42,000	42,000	44,000	44,000	46,000
Food Services	10,368	12,960	15,552	18,144	20,736
Classroom Materials	65,500	65,500	71,500	71,500	76,500
Pupil Transportation Services	174,959	218,698	262,438	306,177	349,917
Operation of Plant	300,000	324,000	348,000	372,000	396,000
Maintenance of Plant	68,238	70,031	97,393	126,605	130,441
Other Purchased Services	26,480	26,480	26,480	26,480	26,480
Other Expenditures	143,691	144,101	144,952	145,589	145,124
Capital Outlay	125,997	125,997	125,997	125,997	125,997
Total Estimated Expenses	2,492,635	2,906,664	3,564,197	4,005,011	4,422,975
Excess of Revenues Over Expenditures	\$ 221,604	\$ 313,059	\$ 376,007	\$ 628,362	\$ 1,049,516

**Dreamers Academy**  
**Five year budget**  
**Estimated FTE calculation**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>288 Students</b>	<b>360 Students</b>	<b>432 Students</b>	<b>504 Students</b>	<b>576 Students</b>
<b>Grade</b>					
K	108	108	108	108	108
1	36	108	108	108	108
2	36	36	108	108	108
3	36	36	36	108	108
4	36	36	36	36	108
5	36	36	36	36	36
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	288	360	432	504	576
<b>Detailed</b>					
<b>K - 3</b>					
Basic	43	57	72	87	87
ESE	22	29	36	43	43
ELL	151	202	252	302	302
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	216	288	360	432	432
<b>4 - 5</b>					
Basic	15	15	15	15	29
ESE	7	7	7	7	14
ELL	50	50	50	50	101
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	72	72	72	72	144
<b>Total</b>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
	288	360	432	504	576

Basic	20%
ESE	10%
ELL	70%

**Projected Operating Budget for Year One  
Dreamers Academy  
Based on 288 Students - WFTE 332.2050**

Revenue		
FTE	\$ 1,404,830	
ESE Allocation	30,680	
Supplemental Academic Instruction	58,817	
Digital Classrooms Allocation	6,939	
Safe Schools Allocation and Mental Health	23,044	
Instructional Materials Allocation	22,222	
Reading Allocation	13,890	
Discretionary Local Effort (WFTE share)	313,772	
Discretionary Lottery (WFTE share)	549	
Class Size Reduction	407,190	
Student Transportation Income	107,106	
<b>Total Revenue</b>	<b>2,389,039</b>	
Estimated Expenses		
Instruction	755,040	
Support Personnel	162,238	
Other Certified	231,000	
School Administration	98,095	
Professional Development	2,000	
Board (Training)	1,000	
Employee Benefits	286,029	
Fiscal Services	42,000	CPA, Audit
Food Services	10,368	
Classroom Materials	65,500	
Pupil Transportation Services	174,959	70% of Students
Operation of Plant	300,000	Bldg. Lease, Utilities, Ins.
Maintenance of Plant	68,238	Pest, Jan. Supp., Repairs, Grounds
Other Purchased Services	26,480	Comm., Printing, Marketing
Other Expenditures	143,691	5% District Admin Fee, Equip. Rent
Capital Outlay	125,997	
<b>Total Estimated Expenses</b>	<b>2,492,635</b>	
Excess of Revenues Over Expenditures	\$ (103,596)	
Other Financing Sources (Uses)		
Fundraising	-	
Grants	-	
Community Donations	-	
Estimated Startup Reserve/Contingency Funds	325,200	
<b>Fund Balances, Current Year</b>	<b>\$ 221,604</b>	

Dreamers Academy  
Preliminary Staffing Allocation

8/14/2018

Basic Academic Allocation:			
	K-3		12.0
	4-5		4.0
1:18	K	6.00	6.0
1:18	1st	2.00	2.0
1:18	2nd	2.00	2.0
1:18	3rd	2.00	2.0
1:18	4th	2.00	2.0
1:18	5th	2.00	2.0
	K-5 Floating Resource		1.0
	<b>SubTotal:</b>		<b>17.0</b>
Fine Arts Enrichment:			
	Art		1.0
	Music		1.0
	Physical Education		1.0
	Technology Asst.		0.5
	Media		0.5
	<b>SubTotal:</b>	<b>4.0</b>	<b>4.0</b>
Student Support:			
	Counselor (SAI)		1.0
	Student Support Specialist (SAI)		0.5
	ESE Liaison		0.5
	<b>SubTotal:</b>	<b>2.0</b>	<b>2.0</b>
Administration:			
	Principal		1.0
	Asst Principal		0.0
	<b>SubTotal:</b>	<b>1.0</b>	<b>1.0</b>

Student Enrollment:	Projected	Current
<b>Pre-K B:</b>	<b>0</b>	<b>0</b>
K	108	0
1	36	0
2	36	0
3	36	0
<b>K-3 SubTotal:</b>	<b>216</b>	<b>0</b>
4	36	0
5	36	0
<b>4-5 SubTotal:</b>	<b>72</b>	<b>0</b>
<b>Total:</b>	<b>288</b>	<b>0</b>
Support Personnel		
K-1 Inst Para		2.0
2nd-5th Gr Inst Para (ELL)		2.0
ESOL Paraprof		0.0
Guidance Clerk		0.5
Registrar		0.5
Receptionist		0.5
Secretary	Bookeeper	1.0
Lab Manager		1.0
Clinic/Nurse		1.0
<b>SubTotal:</b>		<b>8.5</b>
Facilities Manager		
Head Custodian		1.0
Custodian		0.0
<b>SubTotal:</b>		<b>1.0</b>

Instructional Staff      23.0  
Administrative              1.0





Dreamers Academy  
Statement of Cash Flow  
July 1, 2019 - June 30, 2020

	Total	Jul. 2019	Aug. 2019	Sep. 2019	Oct. 2019	Nov. 2019	Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	Jun. 2020
Supplies	25,000	2,083	2,083	2,084	2,083	2,083	2,084	2,083	2,083	2,084	2,083	2,083	2,084
Textbooks	39,000	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250
Periodicals	1,500	125	125	125	125	125	125	125	125	125	125	125	125
Food	10,368	864	864	864	864	864	864	864	864	864	864	864	864
Other Materials & Supplies	8,400	700	700	700	700	700	700	700	700	700	700	700	700
<b>Total Materials &amp; Supplies</b>	<b>84,268</b>	<b>7,022</b>	<b>7,022</b>	<b>7,023</b>	<b>7,022</b>	<b>7,022</b>	<b>7,023</b>	<b>7,022</b>	<b>7,022</b>	<b>7,023</b>	<b>7,022</b>	<b>7,022</b>	<b>7,023</b>
<b>Other Expenses</b>													
Taxes, Dues & Fees	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Sports & Recreation	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Miscellaneous Expense	2,000	166	167	167	166	167	167	166	167	167	166	167	167
Non Capitalized Furniture & Equip	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Pupil Transportation	174,959	14,580	14,580	14,580	14,580	14,579	14,580	14,580	14,580	14,580	14,580	14,580	14,580
District Admin. Fee	103,691	8,641	8,640	8,641	8,641	8,641	8,640	8,641	8,641	8,641	8,640	8,641	8,641
<b>Total Other Expenses</b>	<b>310,650</b>	<b>25,887</b>	<b>25,887</b>	<b>25,888</b>	<b>25,887</b>	<b>25,887</b>	<b>25,887</b>	<b>25,887</b>	<b>25,888</b>	<b>25,888</b>	<b>25,886</b>	<b>25,888</b>	<b>25,888</b>
<b>Capital Outlay</b>													
Library Books	2,000	2,000	-	-	-	-	-	-	-	-	-	-	-
Audio/Visual Materials	3,000	3,000	-	-	-	-	-	-	-	-	-	-	-
Furniture, Fixtures, Equipment	3,500	2,400	100	100	100	100	100	100	100	100	100	100	100
Computer Software	1,500	950	50	50	50	50	50	50	50	50	50	50	50
Line of Credit Interest	27,595	2,500	2,464	2,428	2,392	2,356	2,319	2,282	2,245	2,208	2,171	2,134	2,096
Line of Credit Principal	88,402	7,167	7,202	7,238	7,275	7,311	7,347	7,384	7,421	7,458	7,495	7,533	7,571
<b>Total Capital Outlay</b>	<b>125,997</b>	<b>18,017</b>	<b>9,816</b>	<b>9,816</b>	<b>9,817</b>	<b>9,817</b>	<b>9,816</b>	<b>9,816</b>	<b>9,816</b>	<b>9,816</b>	<b>9,816</b>	<b>9,817</b>	<b>9,817</b>
<b>Total Expenses and Capital Outlay</b>	<b>\$ 2,492,635</b>	<b>\$ 215,237</b>	<b>\$ 207,036</b>	<b>\$ 207,038</b>	<b>\$ 207,037</b>	<b>\$ 207,037</b>	<b>\$ 207,036</b>	<b>\$ 207,037</b>	<b>\$ 207,035</b>	<b>\$ 207,040</b>	<b>\$ 207,034</b>	<b>\$ 207,039</b>	<b>\$ 207,037</b>

**Dreamers Academy**  
**Projected Expenses & Capital Outlay Year One**  
**Appendix I - Budget Worksheet**

Description		Amount	Additional Information
<b>Salaries</b>			
	Administrator	\$ 98,095	Principal
	Assistant Principal	-	
	Classroom Teacher	714,000	17 FT
	Signing Bonus/Performance Bonus	18,000	
	Other Certified	231,000	Counselor (.5), Student Support Spec. (.5), ESE liason (.5), Art (1), Music (1), Phys. Ed. (1), Tech. Asst (.5). Media (.5)
	Substitutes	23,040	
	Other Support Personnel	162,238	Paraprofessional (2), 2nd - 5th Instr. Para (ELL) (2), Guidance (.5), Registrar (.5), Receptionist (.5), Secretary/Bookkeeper (1), Lab Manager (1), Clinic/ Nurse (1)
	Facilities Staff	51,238	Head Custodian (1), Custodian (1)
<b>Total Salaries</b>		1,297,611	
<b>Employee Benefits</b>			
	Retirement Benefits	107,183	Based upon FRS rate 8.26%
	SS & Medicare	99,267	7.65%
	Group Insurance	67,086	Based on 1/2 Full-Time Staff
	Workers' Compensation	5,500	
	Unemployment Insurance	6,993	2.7% of 1st \$7,000 per Employee
<b>Total Benefits</b>		286,029	
<b>Purchased Services</b>			
	Professional & Technical Services	42,000	CPA, Audit
	Property & Liability Insurance	24,000	
	Lease Costs		
	Land & Buildings	240,000	\$20,000 per Month
	Equipment	11,000	Copier, Water Coolers, Internet
	Repairs & Maintenance	7,000	
	Communications (Postage & Phone)		
	Telephone	3,400	
	Cell Phones	2,880	Administration
	Postage	2,800	
	Water & Sewer	12,000	
	Garbage Collection	8,000	
	Other Purchased Services		
	Pest Control	1,600	
	Printing	5,400	

**Dreamers Academy**  
**Projected Expenses & Capital Outlay Year One**  
**Appendix I - Budget Worksheet**

Description		Amount	Additional Information
	Marketing	12,000	
<b>Total Purchased Services</b>		372,080	
<b>Energy Services</b>			
	Electricity	16,000	
<b>Total Energy Services</b>		16,000	
<b>Materials &amp; Supplies</b>			
	Supplies	25,000	
	Textbooks	39,000	
	Periodicals	1,500	
	Food	10,368	
	Other Materials & Supplies	8,400	Custodial Supplies
<b>Total Materials &amp; Supplies</b>		84,268	
<b>Other Expenses</b>			
	Taxes, Dues & Fees	3,000	Professional Development & Board Training
	Sports & Recreation	12,000	
	Miscellaneous Expense	2,000	
	Non Capitalized Furniture & Equipment	15,000	
	Pupil Transportation	174,959	70% of Students
	District Admin. Fee	103,691	
<b>Total Other Expenses</b>		310,650	
<b>Capital Outlay</b>			
	Library Books	2,000	
	Audio/Visual Materials	3,000	
	Furniture, Fixtures, Equipment	3,500	
	Computer Software	1,500	
	Line of Credit Interest	27,595	
	Line of Credit Principal	88,402	
<b>Total Capital Outlay</b>		125,997	
<b>Total Expenses and Capital Outlay</b>		\$ 2,492,635	

**Projected Operating Budget for Year Two  
 Dreamers Academy  
 Based on 360 Students - WFTE 415.9080**

Revenue			
FTE	\$	1,766,138	
ESE Allocation		38,255	
Supplemental Academic Instruction		74,258	
Digital Classrooms Allocation		8,760	
Safe Schools Allocation and Mental Health		29,093	
Instructional Materials Allocation		28,056	
Reading Allocation		17,565	
Discretionary Local Effort (WFTE share)		396,786	
Discretionary Lottery (WFTE share)		687	
Class Size Reduction		518,436	
Student Transportation Income		120,085	
Total Revenue		2,998,119	
Estimated Expenses			
Instruction		956,170	
Support Personnel		207,838	
Other Certified		260,820	
School Administration		101,529	
Professional Development		2,750	
Board (Training)		250	
Employee Benefits		347,540	
Fiscal Services		42,000	CPA Audit,
Food Services		12,960	
Classroom Materials		65,500	
Pupil Transportation Services		218,698	70% of Students
Operation of Plant		324,000	Bldg. Lease, Utilities, Ins.
Maintenance of Plant		70,031	Pest, Jan. Supp., Repairs, Grounds
Other Purchased Services		26,480	Comm., Printing, Marketing
Other Expenditures		144,101	5% District Admin Fee, Equip. Rent
Capital Outlay		125,997	
Total Estimated Expenses		2,906,664	
Excess of Revenues Over Expenditures	\$	91,455	
Other Financing Sources (Uses)			
Fundraising		-	
Grants		-	
Community Donations		-	
Fund Balances, Prior Year		221,604	
Fund Balances, Current Year	\$	313,059	

**Dreamers Academy**  
**Projected Expenses & Capital Outlay Year Two**  
**Appendix I - Budget Worksheet**

Description		Amount	Additional Information
<b>Salaries</b>			
	Administrator	\$ 101,529	Principal
	Assistant Principal	-	
	Classroom Teacher	912,870	21 FT
	Signing Bonus/Performance Bonus	14,500	
	Other Certified	260,820	Counselor (1), Student Support Spec. (.5), ESE liason (.5), Art (1), Music (1), Phys. Ed. (1), Tech. Asst (.5). Media (.5)
	Substitutes	28,800	
	Other Support Personnel	207,838	Paraprofessional (2), 2nd - 5th Instr. Para (ELL) (4), ESOL Paraprof (1), Guidance (.5), Registrar (.5), Receptionist (.5), Secretary/Bookkeeper (1), Lab Manager (1), Clinic/ Nurse (1)
	Facilities Staff	53,031	Head Custodian (1), Custodian (1)
<b>Total Salaries</b>		1,579,388	
<b>Employee Benefits</b>			
	Retirement Benefits	131,247	Based on FRS rate increase of .05%
	SS & Medicare	120,823	7.65%
	Group Insurance	81,654	Based on 1/2 Full-Time Staff
	Workers' Compensation	5,500	
	Unemployment Insurance	8,316	2.7% of 1st \$7,000 per Employee
<b>Total Benefits</b>		347,540	
<b>Purchased Services</b>			
	Professional & Technical Services	42,000	CPA; Audit
	Property & Liability Insurance	24,000	
	Lease Costs		
	Land & Buildings	264,000	\$22,000 per Month
	Equipment	11,000	Copier, Water Coolers, Internet
	Repairs & Maintenance	7,000	
	Communications (Postage & Phone)		
	Telephone	3,400	
	Cell Phones	2,880	Administration
	Postage	2,800	
	Water & Sewer	12,000	
	Garbage Collection	8,000	
	Other Purchased Services		
	Pest Control	1,600	
	Printing	5,400	



**Dreamers Academy**  
**Projected Expenses & Capital Outlay Year Two**  
**Appendix I - Budget Worksheet**

Description		Amount	Additional Information
	Marketing	12,000	
<b>Total Purchased Services</b>		396,080	
<b>Energy Services</b>			
	Electricity	16,000	
<b>Total Energy Services</b>		16,000	
<b>Materials &amp; Supplies</b>			
	Supplies	25,000	
	Textbooks	39,000	
	Periodicals	1,500	
	Food	12,960	
	Other Materials & Supplies	8,400	Custodial Supplies
<b>Total Materials &amp; Supplies</b>		86,860	
<b>Other Expenses</b>			
	Taxes, Dues & Fees	3,000	Professional Development & Board Training
	Sports & Recreation	12,000	
	Miscellaneous Expense	2,000	
	Non Capitalized Furniture & Equipment	15,000	
	Pupil Transportation	218,698	70% of Students
	District Admin. Fee	104,101	
<b>Total Other Expenses</b>		354,799	
<b>Capital Outlay</b>			
	Library Books	2,000	
	Audio/Visual Materials	3,000	
	Furniture, Fixtures, Equipment	3,500	
	Computer Software	1,500	
	Line of Credit Interest	22,143	
	Line of Credit Principal	93,854	
<b>Total Capital Outlay</b>		125,997	
<b>Total Expenses and Capital Outlay</b>		\$ 2,906,664	

**Projected Operating Budget for Year Three**  
**Dreamers Academy**  
**Based on 432 Students - WFTE 499.534**

Revenue			
FTE	\$	2,131,755	
ESE Allocation		45,748	
Supplemental Academic Instruction		89,553	
Digital Classrooms Allocation		10,565	
Safe Schools Allocation and Mental Health		35,087	
Instructional Materials Allocation		33,834	
Reading Allocation		21,201	
Discretionary Local Effort (WFTE share)		478,931	
Discretionary Lottery (WFTE share)		825	
Class Size Reduction		639,023	
Student Transportation Income		140,624	
Total Revenue		3,627,146	
Estimated Expenses			
Instruction		1,176,346	
Support Personnel		244,443	
Other Certified		359,932	
School Administration		194,800	
Professional Development		2,750	
Board (Training)		250	
Employee Benefits		449,364	
Fiscal Services		44,000	CPA, Audit
Food Services		15,552	
Classroom Materials		71,500	
Pupil Transportation Services		262,438	70% of Students
Operation of Plant		348,000	Bldg. Lease, Utilities, Ins.
Maintenance of Plant		97,393	Pest, Jan. Supp., Repairs, Grounds
Other Purchased Services		26,480	Comm., Printing, Marketing
Other Expenditures		144,952	5% District Admin Fee, Equip. Rent
Capital Outlay		125,997	
Total Estimated Expenses		3,564,197	
Excess of Revenues Over Expenditures	\$	62,949	
Other Financing Sources (Uses)			
Fundraising		-	
Grants		-	
Community Donations		-	
Fund Balances, Prior Year		313,059	
Fund Balances, Current Year	\$	376,008	

**Dreamers Academy**  
**Projected Expenses & Capital Outlay Year Three**  
**Appendix I - Budget Worksheet**

Description		Amount	Additional Information
<b>Salaries</b>			
	Administrator	\$ 105,082	Principal
	Assistant Principal	89,718	
	Classroom Teacher	1,124,786	25 FT
	Signing Bonus/Performance Bonus	17,000	
	Other Certified	359,932	Counselor (1), Student Support Spec. (1), ESE liason (1), Art (1), Music (1), Phys. Ed. (1), Tech. Asst (1). Media (1)
	Substitutes	34,560	
	Other Support Personnel	244,443	Paraprofessional (2), 2nd - 5th Instr. Para (ELL) (4), ESOL Paraprof (1), Guidance (1), Registrar (1), Receptionist (1), Secretary/Bookkeeper (1), Lab Manager (1), Clinic/ Nurse (1)
	Facilities Staff	80,393	Head Custodian (1), Custodian (2)
<b>Total Salaries</b>		2,055,914	
<b>Employee Benefits</b>			
	Retirement Benefits	170,846	Based upon FRS rate of 8.31%
	SS & Medicare	157,277	7.65%
	Group Insurance	106,291	Based on 1/2 Full-Time Staff
	Workers' Compensation	5,500	
	Unemployment Insurance	9,450	2.7% of 1st \$7,000 per Employee
<b>Total Benefits</b>		449,364	
<b>Purchased Services</b>			
	Professional & Technical Services	44,000	CPA, Audit
	Property & Liability Insurance	24,000	
	Lease Costs		
	Land & Buildings	288,000	\$24,000 per Month
	Equipment	11,000	Copier, Water Coolers, Internet
	Repairs & Maintenance	7,000	
	Communications (Postage & Phone)		
	Telephone	3,400	
	Cell Phones	2,880	Administration
	Postage	2,800	
	Water & Sewer	12,000	
	Garbage Collection	8,000	
	Other Purchased Services		
	Pest Control	1,600	
	Printing	5,400	

**Dreamers Academy**  
**Projected Expenses & Capital Outlay Year Three**  
**Appendix I - Budget Worksheet**

Description		Amount	Additional Information
	Marketing	12,000	
<b>Total Purchased Services</b>		422,080	
<b>Energy Services</b>			
	Electricity	16,000	
<b>Total Energy Services</b>		16,000	
<b>Materials &amp; Supplies</b>			
	Supplies	25,000	
	Textbooks	45,000	
	Periodicals	1,500	
	Food	15,552	
	Other Materials & Supplies	8,400	Custodial Supplies
<b>Total Materials &amp; Supplies</b>		95,452	
<b>Other Expenses</b>			
	Taxes, Dues & Fees	3,000	Professional Development & Board Training
	Sports & Recreation	12,000	
	Miscellaneous Expense	2,000	
	Non Capitalized Furniture & Equipment	15,000	
	Pupil Transportation	262,438	70% of Students
	District Admin. Fee	104,952	
<b>Total Other Expenses</b>		399,390	
<b>Capital Outlay</b>			
	Library Books	2,000	
	Audio/Visual Materials	3,000	
	Furniture, Fixtures, Equipment	3,500	
	Computer Software	1,500	
	Line of Credit Interest	16,354	
	Line of Credit Principal	99,643	
<b>Total Capital Outlay</b>		125,997	
<b>Total Expenses and Capital Outlay</b>		<b>\$ 3,564,197</b>	

**Projected Operating Budget for Year Four**  
**Dreamers Academy**  
**Based on 504 Students - WFTE 583.1600**

Revenue			
	FTE	\$ 2,500,887	
	ESE Allocation	53,313	
	Supplemental Academic Instruction	104,985	
	Digital Classrooms Allocation	12,385	
	Safe Schools Allocation and Mental Health	41,132	
	Instructional Materials Allocation	39,665	
	Reading Allocation	24,873	
	Discretionary Local Effort (WFTE share)	561,866	
	Discretionary Lottery (WFTE share)	963	
	Class Size Reduction	755,537	
	Student Transportation Income	161,760	
	<b>Total Revenue</b>	<b>4,257,366</b>	
	<b>Estimated Expenses</b>		
	Instruction	1,410,238	
	Support Personnel	267,254	
	Other Certified	372,529	
	School Administration	201,618	
	Professional Development	2,800	
	Board (Training)	200	
	Employee Benefits	513,880	
	Fiscal Services	44,000	CPA, Audit
	Food Services	18,144	
	Classroom Materials	71,500	
	Pupil Transportation Services	306,177	70% of Students
	Operation of Plant	372,000	Bldg. Lease, Utilities, Ins.
	Maintenance of Plant	126,605	Pest, Jan. Supp., Repairs, Grounds
	Other Purchased Services	26,480	Comm., Printing, Marketing
	Other Expenditures	145,589	5% District Admin Fee, Equip. Rent
	Capital Outlay	125,997	
	<b>Total Estimated Expenses</b>	<b>4,005,011</b>	
	Excess of Revenues Over Expenditures	\$ 252,355	
	<b>Other Financing Sources (Uses)</b>		
	Fundraising	-	
	Grants	-	
	Community Donations	-	
	Fund Balances, Prior Year	376,008	
	<b>Fund Balances, Current Year</b>	<b>\$ 628,362</b>	

**Dreamers Academy**  
**Projected Expenses & Capital Outlay Year Four**  
**Appendix I - Budget Worksheet**

Description		Amount	Additional Information
<b>Salaries</b>			
	Administrator	\$ 108,760	Principal
	Assistant Principal	92,858	
	Classroom Teacher	1,350,418	29 FT
	Signing Bonus/Performance Bonus	19,500	
	Other Certified	372,529	Counselor (1), Student Support Spec. (1), ESE liason (1), Art (1), Music (1), Phys. Ed. (1), Tech. Asst (1). Media (1)
	Substitutes	40,320	
	Other Support Personnel	267,254	Paraprofessional (2), 2nd - 5th Instr. Para (ELL) (5), ESOL Paraprof (1), Guidance (1), Registrar (1), Receptionist (1), Secretary/Bookkeeper (1), Lab Manager (1), Clinic/ Nurse (1)
	Facilities Staff	109,605	Head Custodian (1), Custodian (3)
<b>Total Salaries</b>		2,361,244	
<b>Employee Benefits</b>			
	Retirement Benefits	196,219	Based upon FRS rate of 8.31%
	SS & Medicare	180,635	7.65%
	Group Insurance	122,076	Based on 1/2 Full-Time Staff
	Workers' Compensation	5,500	
	Unemployment Insurance	9,450	2.7% of 1st \$7,000 per Employee
<b>Total Benefits</b>		513,880	
<b>Purchased Services</b>			
	Professional & Technical Services	44,000	CPA, Audit
	Property & Liability Insurance	24,000	
	Lease Costs		
	Land & Buildings	312,000	\$26,000 per Month
	Equipment	11,000	Copier, Water Coolers, Internet
	Repairs & Maintenance	7,000	
	Communications (Postage & Phone)		
	Telephone	3,400	
	Cell Phones	2,880	Administration
	Postage	2,800	
	Water & Sewer	12,000	
	Garbage Collection	8,000	
	Other Purchased Services		
	Pest Control	1,600	
	Printing	5,400	



**Dreamers Academy**  
**Projected Expenses & Capital Outlay Year Four**  
**Appendix I - Budget Worksheet**

Description		Amount	Additional Information
	Marketing	12,000	
<b>Total Purchased Services</b>		446,080	
<b>Energy Services</b>			
	Electricity	16,000	
<b>Total Energy Services</b>		16,000	
<b>Materials &amp; Supplies</b>			
	Supplies	25,000	
	Textbooks	45,000	
	Periodicals	1,500	
	Food	18,144	
	Other Materials & Supplies	8,400	Custodial Supplies
<b>Total Materials &amp; Supplies</b>		98,044	
<b>Other Expenses</b>			
	Taxes, Dues & Fees	3,000	Professional Development & Board Training
	Sports & Recreation	12,000	
	Miscellaneous Expense	2,000	
	Non Capitalized Furniture & Equipment	15,000	
	Pupil Transportation	306,177	70% of Students
	District Admin. Fee	105,589	
<b>Total Other Expenses</b>		443,766	
<b>Capital Outlay</b>			
	Library Books	2,000	
	Audio/Visual Materials	3,000	
	Furniture, Fixtures, Equipment	3,500	
	Computer Software	1,500	
	Line of Credit Interest	10,208	
	Line of Credit Principal	105,789	
<b>Total Capital Outlay</b>		125,997	
<b>Total Expenses and Capital Outlay</b>		\$ 4,005,011	

**Projected Operating Budget for Year Five  
Dreamers Academy  
Based on 576 Students - WFTE 675.3460**

Revenue		
FTE	\$ 2,864,092	
ESE Allocation	61,840	
Supplemental Academic Instruction	120,574	
Digital Classrooms Allocation	14,224	
Safe Schools Allocation And Mental Health	47,240	
Instructional Materials Allocation	45,555	
Reading Allocation	28,483	
Discretionary Local Effort (WFTE share)	643,417	
Discretionary Lottery (WFTE share)	1,098	
Class Size Reduction	834,911	
Student Transportation Income	182,695	
<b>Total Revenue</b>	<b>4,844,129</b>	
Estimated Expenses		
Instruction	1,658,547	
Support Personnel	276,608	
Other Certified	385,568	
School Administration	208,675	
Professional Development	2,800	
Board (Training)	200	
Employee Benefits	573,382	
Fiscal Services	46,000	CPA, Audit
Food Services	20,736	
Classroom Materials	76,500	
Pupil Transportation Services	349,917	70% of Students
Operation of Plant	396,000	Bldg. Lease, Utilities, Ins.
Maintenance of Plant	130,441	Pest, Jan. Supp., Repairs, Grounds
Other Purchased Services	26,480	Comm., Printing, Marketing
Other Expenditures	145,124	5% District Admin Fee, Equip. Rent
Capital Outlay	125,997	
<b>Total Estimated Expenses</b>	<b>4,422,975</b>	
Excess of Revenues Over Expenditures	\$ 421,154	
Other Financing Sources (Uses)		
Fundraising	-	
Grants	-	
Community Donations	-	
Fund Balances, Prior Year	628,362	
<b>Fund Balances, Current Year</b>	<b>\$ 1,049,516</b>	

**Dreamers Academy**  
**Projected Expenses & Capital Outlay Year Five**  
**Appendix I - Budget Worksheet**

Description		Amount	Additional Information
<b>Salaries</b>			
	Administrator	\$ 112,567	Principal
	Assistant Principal	96,108	
	Classroom Teacher	1,590,467	33 FT
	Signing Bonus/Performance Bonus	22,000	
	Other Certified	385,568	Counselor (1), Student Support Spec. (1), ESE liason (1), Art (1), Music (1), Phys. Ed. (1), Tech. Asst (1). Media (1)
	Substitutes	46,080	
	Other Support Personnel	276,608	Paraprofessional (2), 2nd - 5th Instr. Para (ELL) (5), ESOL Paraprof (1), Guidance (1), Registrar (1), Receptionist (1), Secretary/Bookkeeper (1), Lab Manager (1), Clinic/ Nurse (1)
	Facilities Staff	113,441	Head Custodian (1), Custodian (3)
<b>Total Salaries</b>		2,642,839	
<b>Employee Benefits</b>			
	Retirement Benefits	219,620	Based upon FRS rate of 8.31%
	SS & Medicare	202,177	7.65%
	Group Insurance	136,635	Based on 1/2 Full-Time Staff
	Workers' Compensation	5,500	
	Unemployment Insurance	9,450	2.7% of 1st \$7,000 per Employee
<b>Total Benefits</b>		573,382	
<b>Purchased Services</b>			
	Professional & Technical Services	46,000	CPA; Audit
	Property & Liability Insurance	24,000	
	Lease Costs		
	Land & Buildings	336,000	\$28,000 per Month
	Equipment	11,000	Copier, Water Coolers, Internet
	Repairs & Maintenance	7,000	
	Communications (Postage & Phone)		
	Telephone	3,400	
	Cell Phones	2,880	Administration
	Postage	2,800	
	Water & Sewer	12,000	
	Garbage Collection	8,000	
	Other Purchased Services		
	Pest Control	1,600	
	Printing	5,400	

**Dreamers Academy**  
**Projected Expenses & Capital Outlay Year Five**  
**Appendix I - Budget Worksheet**

Description		Amount	Additional Information
	Marketing	12,000	
<b>Total Purchased Services</b>		472,080	
<b>Energy Services</b>			
	Electricity	16,000	
<b>Total Energy Services</b>		16,000	
<b>Materials &amp; Supplies</b>			
	Supplies	25,000	
	Textbooks	50,000	
	Periodicals	1,500	
	Food	20,736	
	Other Materials & Supplies	8,400	Custodial Supplies
<b>Total Materials &amp; Supplies</b>		105,636	
<b>Other Expenses</b>			
	Taxes, Dues & Fees	3,000	Professional Development & Board Training
	Sports & Recreation	12,000	
	Miscellaneous Expense	2,000	
	Non Capitalized Furniture & Equipment	15,000	
	Pupil Transportation	349,917	70% of Students
	District Admin. Fee	105,124	
<b>Total Other Expenses</b>		487,041	
<b>Capital Outlay</b>			
	Library Books	2,000	
	Audio/Visual Materials	3,000	
	Furniture, Fixtures, Equipment	3,500	
	Computer Software	1,500	
	Line of Credit Interest	3,684	
	Line of Credit Principal	112,313	
<b>Total Capital Outlay</b>		125,997	
<b>Total Expenses and Capital Outlay</b>		\$ 4,422,975	

Dreamers Academy  
Five Year Staffing Plan

8/12/18

Personnel		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Administrative Staff:</b>						
Principal		1	1	1	1	1
Asst Principal		0	0	1	1	1
<b>Total Administrative Staff:</b>		1	1	2	2	2
<b>Instructional Staff:</b>						
Kindergarten		6	6	6	6	6
First Grade		2	6	6	6	6
Second Grade		2	2	6	6	6
Third Grade		2	2	2	6	6
Fourth Grade		2	2	2	2	6
Fifth Grade		2	2	2	2	2
K-5 Floater		1	1	1	1	1
Sixth Grade		0	0	0	0	0
Seventh Grade		0	0	0	0	0
Eighth Grade		0	0	0	0	0
<b>Total Instructional Staff:</b>		17	21	25	29	33
<b>Student Support:</b>						
Counselor (SAI)		0.5	1	1	1	1
Student Support Specialist (SAI)		0.5	0.5	1	1	1
ESE Liaison		0.5	0.5	1	1	1
<b>Total Student Support:</b>		1.5	2	3	3	3
<b>Fine Arts Enrichment:</b>						
Art		1	1	1	1	1
Music		1	1	1	1	1
Physical Education		1	1	1	1	1
Technology Asst.		0.5	0.5	1	1	1
Media		0.5	0.5	1	1	1
<b>Total Fine Arts Enrichment:</b>		4	4	5	5	5
<b>Support Personnel:</b>						
Paraprofessionals		2	2	2	2	2
2nd-5th Gr Inst Para (ELL)		2	4	4	5	5
ESOL Paraprof		0	1	1	1	1
Guidance Clerk		0.5	0.5	1	1	1
Registrar		0.5	0.5	1	1	1
Receptionist		0.5	0.5	1	1	1
Secretary/Bookkeeper		1	1	1	1	1
Lab Manager		1	1	1	1	1
Clinic/Nurse		1	1	1	1	1
<b>Total Support Personnel:</b>		8.5	11.5	13	14	14
<b>Facilities Manager</b>						
Head Custodian		1	1	1	1	1
Custodian		1	1	2	3	3
<b>Total Facilities Manager</b>		2	2	3	4	4

Dreamers Academy

Projected enrollment for duration of the proposed application

**Section 2: Target Population and Student Body**

Projected enrollment for duration of the proposed application is as follows:

<b>Years of Charter</b>	<b>Grades Served</b>	<b>Total # Enrolled</b>	<b># Students per Grade</b>	<b># Students in Each Class</b>
Year 1 (2019-20)	Kindergarten - 5th Grade	Up to 288 Students	K - 108 1 - 36 2 - 36 3 - 36 4 - 36 5 - 36	K - 4th grade up to 18 students
Year 2 (2020-21)	Kindergarten - 5th Grade	Up to 306 Students	K - 108 1 - 108 2 - 36 3 - 36 4 - 36 5 - 36	K - 4th grade up to 18 students
Year 3 (2021-22)	Kindergarten - 5th Grade	Up to 432 Students	K - 108 1 - 108 2 - 108 3 - 36 4 - 36 5 - 36	K - 4th grade up to 18 students
Year 4 (2022-23)	Kindergarten - 5th Grade	Up to 504 Students	K - 108 1 - 108 2 - 108 3 - 108 4 - 36 5 - 36	K - 4th grade up to 18 students
Year 5 (2023-24)	Kindergarten - 5th Grade	Up to 576 Students	K - 108 1 - 108 2 - 108 3 - 108 4 - 108 5 - 36	K - 4th grade up to 18 students



**Dreamers Academy**  
**Start-up Budget**  
**June 2018 thru June 2019**  
**Attachment Y**

<b>Expenses</b>		
Advertising, Promotion, Events, Printing, Postage	\$ 35,000	Food, etc.
Application Costs	6,500	Writing, Research, Packaging
Consultants	15,000	Accounting, Legal, Educational
Corporate Costs	1,200	
Employee Recruitment	12,000	
Fountas & Pinnell Bench Assessment	3,000	
Initial Curriculum and Instructional Materials	50,000	Books, Initial Curriculum
iReady Training	3,000	
IT Infrastructure & Software	1,500	Email, Training, Applications, etc.
Move-In Expenses	85,000	Building & Classroom Readiness, Contractors, Setup
Non-Capitalized Furniture & Classroom Expense	150,000	
Office Equipment	20,000	Laptops, etc.
Office Space	24,000	One Year Office
Office Supplies & Postage	1,800	
Payroll	225,000	Principal, Teacher Leader, Registrar, Bookkeeper
Staff and Board Training	15,000	Teacher, Administrator, Board Training
Student Recruitment	15,000	\$50/Student: School Shirt, Promotional Materials, etc., Backpacks etc.
Telephone & Internet	1,800	
Travel & Transportation	2,500	
Website	7,500	
<b>Total Estimated Pre-opening Expenses</b>	<b>674,800</b>	
<b>Revenues</b>		
Total Estimated Income (CSP Grant, Fundraising, Donations, Credit Line)	1,000,000	
<b>Estimated Reserve/Contingency Funds:</b>	<b>\$ 325,200</b>	

<b>Start-up Balance Sheet</b>	
<b>Assets</b>	<b>Amount</b>
Cash on Hand	\$ 675,200
<b>Liabilities</b>	
Accounts Payable	200,000
<b>Fund Balance</b>	<b>475,200</b>
Total Liabilities and Fund Balance	\$ 675,200

Dreamers Academy  
 Start-up Budget  
 June 2018 thru June 2019  
 Attachment Y

Start-up Activity Prior to July 2019 FTE	Total	Jun. 2018	Jul. 2018	Aug. 2018	Sep. 2018	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	Jun. 2019
<b>Expenses</b>														
Advertising, Promotion, Events, Printing, Postage	\$ 35,000	\$ 2,692	\$ 2,692	\$ 2,693	\$ 2,692	\$ 2,692	\$ 2,693	\$ 2,692	\$ 2,692	\$ 2,693	\$ 2,692	\$ 2,692	\$ 2,693	\$ 2,692
Application Costs	6,500	6,500												
Consultants	15,000	5,000	5,000	5,000										
Corporate Costs	1,200	1,200												
Employee Recruitment	12,000										6,000	6,000		
Fountas & Pinnell Bench Assessment	3,000								3,000					
Initial Curriculum and Instructional Materials	50,000												25,000	25,000
iReady Training	3,000										1,500	1,500		
IT Infrastructure & Software	1,500												1,500	
Move-In Expenses	85,000												60,000	25,000
Non-Capitalized Furniture & Classroom Expense	150,000													150,000
Office Equipment	20,000				5,000								15,000	
Office Space	24,000		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Office Supplies & Postage	1,800	150	150	150	150	150	150	150	150	150	150	150	150	150
Payroll	225,000	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750
Staff and Board Training	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Student Recruitment	15,000										7,500	7,500		
Telephone & Internet	1,800	150	150	150	150	150	150	150	150	150	150	150	150	150
Travel & Transportation	2,500	209	208	208	208	208	208	208	209	208	208	209	208	208
Website	7,500						7,500							
<b>Total Estimated Pre-opening Expenses</b>	<b>674,800</b>	<b>15,392</b>	<b>30,201</b>	<b>30,201</b>	<b>30,200</b>	<b>25,201</b>	<b>32,701</b>	<b>25,200</b>	<b>28,201</b>	<b>25,201</b>	<b>40,200</b>	<b>40,201</b>	<b>126,701</b>	<b>225,200</b>
<b>Revenue</b>														
Total Estimated Income (CSP Grant, Fundraising, Donations, Credit Line)	1,000,000	100,000	40,909	40,909	450,000	40,909	40,909	40,909	40,909	40,909	40,909	40,909	40,909	40,910
<b>Estimated Reserve/Contingency Funds:</b>	<b>\$ 325,200</b>	<b>\$ 84,608</b>	<b>\$ 95,316</b>	<b>\$ 106,024</b>	<b>\$ 525,824</b>	<b>\$ 541,532</b>	<b>\$ 549,740</b>	<b>\$ 565,449</b>	<b>\$ 578,157</b>	<b>\$ 593,865</b>	<b>\$ 594,574</b>	<b>\$ 595,282</b>	<b>\$ 509,490</b>	<b>\$ 325,200</b>



		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Instructional Units</b>						
Teachers		\$ 672,000	\$ 869,400	\$ 1,079,795	\$ 1,303,852	\$ 1,542,271
Counselor (SAI)		21,000	43,470	44,991	46,566	48,196
Student Support Specialist (SAI)		21,000	21,735	44,991	46,566	48,196
ESE Liaison		21,000	21,735	44,991	46,566	48,196
Art		42,000	43,470	44,991	46,566	48,196
Music		42,000	43,470	44,991	46,566	48,196
Physical Education		42,000	43,470	44,991	46,566	48,196
Technology Asst.		21,000	21,735	44,991	46,566	48,196
Media		21,000	21,735	44,991	46,566	48,196
	<b>SubTotal:</b>	903,000	1,130,220	1,439,726	1,676,381	1,927,839
<b>Support Personnel</b>						
Paraprofessionals		25,714	26,614	27,546	28,510	29,508
2nd-5th Gr Inst Para (ELL)		25,714	53,229	55,092	71,275	73,769
ESOL Paraprof		-	13,307	13,773	14,255	14,754
Guidance Clerk		6,429	6,654	13,773	14,255	14,754
Registrar		13,571	14,046	29,076	30,094	31,147
Receptionist		7,381	7,639	15,813	16,367	16,940
Secretary/Bookkeeper		27,143	28,093	29,076	30,094	31,147
Lab Manager		12,857	13,307	13,773	14,255	14,754
Clinic/Nurse		43,429	44,949	46,522	48,150	49,835
	<b>SubTotal:</b>	162,238	207,838	244,443	267,254	276,608
<b>Facilities Manager</b>						
Head Custodian		27,429	28,389	29,382	30,411	31,475
Custodian		23,810	24,643	51,011	79,194	81,966
	<b>SubTotal:</b>	51,238	53,031	80,393	109,605	113,441
<b>Administration:</b>						
Principal		98,095	101,529	105,082	108,760	112,567
Asst Principal		-	-	89,718	92,858	96,108
	<b>SubTotal:</b>	98,095	101,529	194,800	201,618	208,674
		\$ 1,214,571	\$ 1,492,618	\$ 1,959,362	\$ 2,254,858	\$ 2,526,561

**MATRIX OF FLORIDA'S PROGRAMS AND INSTRUCTIONAL MODELS FOR ELLs**

Program <sup>1</sup>	Instructional Focus	Grade Level
<b>REQUIRED</b>		
English for Speakers of Other Languages (ESOL)	Use of ESOL instructional strategies to make instruction comprehensible.	Kindergarten – 12 <sup>th</sup> Grade
<b>OPTIONAL (In addition to ESOL)</b>		
Home Language/Bilingual Education	Use of home/native language instructional strategies to make instruction comprehensible	Kindergarten – 12 <sup>th</sup> Grade
Newcomer <i>(Specific equal access provisions are Required with this program)</i>	Use of either ESOL or home/native language instruction to make instruction comprehensible	Primarily in Grades 6 <sup>th</sup> to 12 <sup>th</sup> <i>(May be implemented in Grades 1 – 5 based on student needs)</i>

Instructional Model/Approach <sup>2</sup>	MODEL		Academic Content	Language of Instruction	Student Composition
	MODEL	Program			
1. Sheltered – English	E	E or N	English/Language Arts: Listening, Speaking, Reading & Writing <sup>3</sup>	English	Only students classified as English language learners
2. Sheltered – Core/Basic Subject Areas	S	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Only students classified as English language learners
3. Mainstream/Inclusion – English	I	E or N	English/Language Arts: Listening, Speaking, Reading & Writing <sup>3</sup>	English	Students classified as English language learners and fluent English-speakers <sup>5</sup>
4. Mainstream/Inclusion - Core/Basic Subject Areas	C	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Students classified as English language learners and fluent English-speakers <sup>5</sup>
5. Maintenance and/or Developmental Bilingual Education	O	E, H, L, or N	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language [Native language of ELLs enrolled in program]	Only students classified as English language learners
6. Dual Language (Two-way Developmental Bilingual Education)	T	E, H, L, or N	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language <sup>4</sup>	Students classified as English language learners and fluent English-speakers <sup>5</sup>

<sup>1</sup> Denotes program approved by FDOE, regardless of instructional model/approach: ESOL is required; other programs may also be delivered, based on student need.

<sup>2</sup> More than one model/approach may be implemented at any given school.

<sup>3</sup> Instruction must be aligned to areas of knowledge, standards, and benchmarks of the revised Reading and Language Arts Sunshine State Standards. Areas of knowledge are Reading Process, Literary Analysis, Writing Process, Writing Applications, Communication & Information and Media Literacy.

<sup>4</sup> Language of instruction may or may not be the native language of ELLs.

<sup>5</sup> Fluent English-speakers includes former ELLs and native English speakers

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Graduate School of Education &amp; Information Studies

P.O. Box 951521

Los Angeles, CA 90095-1521

January 3, 2018

To Whom it May Concern:

This is a letter of support for the Dreamers Academy model proposed to be implemented in Sarasota schools. I have studied bilingual and dual language education from an education policy perspective for approximately 40 years and have written extensively on this topic in both widely cited books and in peer reviewed research journals. My expertise lies in what I have come to know about the effects of well-implemented bilingual and dual language education models for students from immigrant language backgrounds.

The first and very successful bilingual program was actually born in South Florida in the early 1960s at Coral Way school. Nonetheless, there has been heated debate over the last several decades about the effectiveness of bilingual programs. Often the arbiters of these debates would simply conclude that the jury was out and there was evidence on both sides of the issue. In reality, ideology has driven language education policy in the U.S. rather than science.

Today, it is fundamentally irrefutable that strong dual language programs, of the kind advocated by the Center for Applied Linguistics, yield superior results for both English learners (ELs) and English speakers. Several studies have been published in the last several years in the most prestigious and academically rigorous journals in the U.S. that all conclude that EL students who participate over a period of years in strong dual language programs **out-perform their peers who are in English only programs by middle school across all measures of English—both in English proficiency as well as in English Language Arts.** This has been shown definitively by Ilana Umansky & Sean Reardon (2014, *American Educational Research Journal*) and Rachel Valentino & Sean Reardon (2015, *Educational Evaluation and Policy Analysis*). All of these researchers are from Stanford and used a longitudinal data set that allowed them to track students in different programs from kindergarten to high school. Another recent study out of RAND (a very prestigious think tank) and conducted in Portland Schools, used random assignment to dual language and non-dual language programs and found that the EL students similarly outperformed their peers who were not assigned to dual language in measures of English Language



Arts (Steele et al, 2017, *American Educational Research Journal*). Studies have also long shown that non-EL students perform as well in these programs as in others, but additionally gain a second language.

Of course, test scores are not the only things that matter. **Two-Way Dual language programs**, if carefully implemented to include similar percentages of EL and non-EL students from different economic strata, also provide the opportunity to desegregate schools and prepare students for the diverse world that they will enter after finishing school. In a study by Genessee & Gándara (1998), we found that students in these programs tended to have more positive inter-ethnic relations, hold other cultures in higher regard, and have more positive views of diversity.

Parents are also often pleased at the prospect that their dual language speaking children will simply have more opportunities in the workplace. In a recent study we published in our book, *The Bilingual Advantage, Language, Literacy and the U.S. Labor Market* (2014), we found that two-thirds of employers across ALL fields of employment preferred to hire bilinguals over monolingual English speakers. Moreover, those students from immigrant backgrounds who were educated bilingually graduated both high school and college at higher rates, and earned more when they entered the labor market.

Well implemented dual language programs are truly a win-win for all concerned. They provide skills that are appreciated by employers—both language and cultural skills—as well as by admissions officers when students apply to college. They are the most effective intervention we have seen for EL students to narrow the achievement gap between themselves and their native English peers, and they provide a more well rounded 21<sup>st</sup> Century education for all students. Across the country we are seeing an explosion in these programs, largely supported by educated parents who are aware of the research findings. In California, we are preparing to expand these programs massively as the pent up demand is enormous.

I wish you luck in your endeavors and hope one day to visit the Dreamers Academy – and its various offspring that will surely result once the community has the opportunity to see such a program in action.

Sincerely,

A handwritten signature in black ink, appearing to read 'Pg', is enclosed in a light blue rectangular box.

Patricia Gándara, Ph.D.

Research Professor & Co-Director Civil Rights Project

**Dreamers Academy**  
**Grades K-5 Identification/Intervention Decision Tree**

STAR Early Literacy will be administered to all kindergarten students within the first 30 days of school of student entry.

Grade Level	Benchmark Assessment	If	Then
Kindergarten	STAR Early Literacy Florida Kindergarten Readiness Screener	Student scale score: 497-529	Continue with enhanced instruction that follows a developmental reading continuum including instruction with high level comprehension, vocabulary, word study, and fluency at the word and/or connected text level.
		438-496	Utilize the i-Ready diagnostic report to identify focus skills and provide an academic profile. Use differentiated instruction in focused small group settings based on the Instructional Grouping Profile Report and the Individual Student Profile Report and monitor progress with frequency (2-3 weeks). <b>Tier 2 Intervention may be considered for these students.</b>
		437 and below	Utilize the i-Ready student diagnostic report to identify focus skills and provide an academic profile. Use differentiated instruction in small group settings based on the Instructional Grouping Profile Report and Individual Student Profile Report and monitor progress more frequently. Intervention will be increased with intensity and frequency based on students' individual needs (2 weeks). <b>Tier 3 That Intervention may be considered for these students.</b>

**Dreamers Academy, If-Then Chart: K-5** The i-Ready diagnostic will be administered three times per year to monitor student progress toward end of the year mastery (Standards View Report) of the Language Arts Florida Standards and to provide further instructional information so that students will succeed. Students are identified by profile groups and will receive instruction based on the MTSS process. The *Instruction/ Intervention Design for Implementation* document reflects the setting and support for the child as well as the tools and strategies the teacher will use to address the reading deficiencies. This document will be shared with the child's parents as described in State Statute 1008.25. Revisions may be made as needed.

<p><b>If:</b> I-Ready scale scores <u>on or above level</u> (See attached Reading Placement <b>Chart-green</b> cells for the grade level) or FSA Levels 3-5</p> <p><b>Then:</b></p> <ul style="list-style-type: none"> <li>Continue grade level instruction (Tier 1 instruction) and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies</li> <li>Provide differentiated small group instruction using appropriate leveled text.</li> <li>Provide a variety of opportunities to strengthen content reading and research</li> </ul> <p><b>Programs and Possible Materials:</b></p> <ul style="list-style-type: none"> <li>Reading Wonders (CCRP)</li> <li>iReady Close reading lessons</li> <li>Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies</li> <li>Delivery during the 90 minute reading block</li> <li>FCRR Literacy Center Follow-up</li> <li>CPALMS activities</li> <li>Literacy Circles/ Literature Circles/Book Clubs</li> <li>Paired and independent reading</li> </ul>	<p><b>If:</b> I-Ready scale score <u>up to one year below grade level</u> (See attached Reading Placement <b>Chart-yellow</b> cells for the grade level) or FSA Level 2</p> <p><b>Then:</b></p> <ul style="list-style-type: none"> <li>Tier 1 and 2 Instruction</li> <li>Compare to other assessment data to develop an academic profile for greatest area of need (GAN) (Reading Wonders i.e. unit tests, performance tasks from IFG)</li> <li>Use Listening or Reading Comprehension supplemental support,</li> <li>Use Reading Wonders' vocabulary procedure (tier 2 words) and reading comprehension. Strategies should include but are limited to: questioning, retelling, summarizing, and metacognitive (think aloud) strategies.</li> <li>Provide additional strategies for text reading efficiency (comprehension and fluency).</li> <li>Promote automaticity by providing practice readings with diversity, at the phrase, sentence and paragraph level.</li> <li>Provide differentiated small group instruction to determine and focus on level of instruction.</li> <li>Determine P.A./Phonics level</li> <li>Students scoring in this range may need additional intervention (more time and smaller</li> </ul>	<p><b>If:</b> I-Ready scale scores <u>one year or more below grade level</u> (See attached Reading Placement <b>Chart-red</b> cells for the grade level) or FSA Level 1</p> <p><b>Then:</b></p> <ul style="list-style-type: none"> <li>Tiers 1, 2, 3 Instruction</li> <li>Compare to other assessment data to develop an academic profile for greatest area of need (GAN) (Reading Wonders i.e. unit tests, performance tasks from IFG)</li> <li>Diagnostic to determine P.A./Phonics level</li> <li>Students scoring in this range will need additional intervention (more time and smaller group size in addition to or an extension of to the 90 minute reading block).</li> <li>Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials in order to accelerate reading success.</li> </ul> <p><b>Programs and Possible Materials:</b></p> <ul style="list-style-type: none"> <li>Reading Wonders (CCRP)</li> <li>Leveled Literacy Instruction (LLI – grades 2-5)</li> <li>Wonderworks (Intervention program) as needed</li> <li>Focused targeted small group with</li> </ul>
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<p>across various genre study</p> <ul style="list-style-type: none"> <li>● Instructional Focus Guides on SCSEB Blackboard site (IFG)</li> <li>● Personalized Learning Path on i-Ready</li> <li>● Differentiated tools from i-Ready Teacher Toolbox</li> <li>● Arts integration to enhance understanding</li> <li>● Extension of activities through technology/STEAM</li> </ul>	<p>group size ) in addition to or an extension of the 90 minute reading block.</p> <p><b>Programs and Possible Materials:</b></p> <ul style="list-style-type: none"> <li>● ABC Club – Foundational Skills (Grade K)</li> <li>● Reading Recovery (grade 1)</li> <li>● Leveled Literacy Instruction (LLI – grades 2-5)</li> <li>● Wonderworks (Intervention program) as needed</li> <li>● LAFS iReady resource book (reading)</li> <li>● Targeted small group with appropriate leveled text for differentiated instruction focusing on before, during and after reading strategies</li> <li>● Delivery during the 90 minute reading block + Tier 2-3-4</li> <li>● FCRR Literacy Center Follow-up</li> <li>● CPALMS activities</li> <li>● Instructional Focus Guides on District Blackboard site (IFG)</li> <li>● Personalized Learning Path on i-Ready</li> <li>● Differentiated tools from i-Ready Teacher Toolbox</li> <li>● Extension of activities through technology</li> <li>● Arts integration to enhance understanding</li> </ul>	<p>appropriate leveled text for differentiated instruction focusing on before, during and after reading strategies (during the 90 minute reading block)</p> <ul style="list-style-type: none"> <li>● Delivery during the 90 minute reading block + Tier 3, 20-30 minutes</li> <li>● FCRR Literacy Center Follow-up</li> <li>● CPALMS activities</li> <li>● Instructional Focus Guides on District Blackboard site (IFG)</li> <li>● Personalized Learning Path on i-Ready</li> <li>● Differentiated tools from i-Ready Teacher Toolbox</li> <li>● Extensions of Activities through technology</li> <li>● Arts integration to enhance understanding</li> </ul>
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Both i-Ready scale score and classroom assessments may influence flexibility of placement in the MTSS process, considering intensity of time, frequency of small group or one on one setting, or more targeted to reading element as shown in Chart D1. **All Programs and Possible Materials are subject to change according to availability.**

**See Instructional Language Guide for Language Support in all reading blocks for both Spanish and English (FF5).**

## Reading Placements for Grades K-5

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Emerging K	0 - 361	0 - 346	NA	NA	NA	NA
Level K	362 - 479	347 - 433	0 - 418	0 - 418	0 - 418	0 - 418
Level 1	480 - 536	434 - 536	419 - 488	419 - 473	419 - 473	419 - 473
Level 2	537 - 560	537 - 560	489 - 560	474 - 510	474 - 495	474 - 495
Level 3	561 - 800	561 - 602	561 - 602	511 - 602	496 - 556	496 - 541
Level 4	NA	603 - 800	603 - 629	603 - 629	557 - 629	542 - 580
Level 5	NA	NA	630 - 800	630 - 640	630 - 640	581 - 640
Level 6	NA	NA	NA	641 - 800	641 - 653	641 - 653
Level 7	NA	NA	NA	NA	654 - 800	654 - 669
Level 8	NA	NA	NA	NA	NA	670 - 800
Level 9	NA	NA	NA	NA	NA	NA
Level 10	NA	NA	NA	NA	NA	NA
Level 11	NA	NA	NA	NA	NA	NA
Level 12	NA	NA	NA	NA	NA	NA

Key:  
 Red indicates one year or more below grade level  
 Yellow indicates up to one year below grade level  
 Green indicates on or above grade level



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January 6, 2018

Sarasota County School Board  
1960 Landing Blvd  
Sarasota, FL 34231

To Whom It May Concern:

I am writing to urge you to support the dual language program proposed for the Dreamers Academy public charter school.

I have worked with and conducted research in the area of Dual Language (DL) programs over the past 32 years and am considered an expert in this field. I have also consulted with various state departments of education, the US Department of Education, and have worked with a number of schools across the country, including programs in Florida. I have written many books, chapters, journal articles, and given over 125 presentations about effective DL programs and the kinds of outcomes we see in students of different backgrounds, from preschool through high school. My research and writings include a focus on linguistically diverse students (English Learners) but also other culturally and socio-economically diverse students, including native English speakers. Thus, my comments are grounded in a strong research base in this field.

First, there is considerable research over the past 30 years demonstrating that DL programs are effective. Despite wide variations in communities, schools, and students forming the research base, results are quite consistent in showing that both native English-speaking and English Learner (EL) **students who participate in DL programs achieve at levels that are at least comparable to, and often superior to, their peers enrolled in English-only instruction on standardized tests of achievement and language proficiency in English;** but, DL students have the additional benefit in that the students are also bilingual and biliterate, which their English-only instructed peers are typically not. Furthermore, native English-speaking and EL students who attain the highest levels of bilingualism tend to score at higher levels of achievement on standardized tests of reading and math compared to English-speaking students enrolled in English monolingual classrooms. However, research clearly demonstrates that these successful results are not always apparent until grade 4 or 5, especially for children who are educationally at risk, because it takes time for children to fully develop the two languages and thus to close the achievement gap and score at high levels on achievement tests that require considerable proficiency in two languages.

Second, federally supported syntheses of research and recent studies have carefully examined the research on the relationships between literate proficiency in an EL student's primary language (L1) and in English. It should be noted that most of this research is focused on Spanish speaking ELs. One major finding of this body of research is that oral English proficiency is important to, but not sufficient for, English literacy and this is especially true for reading comprehension. A second



major finding is that there is strong evidence that Spanish literacy promotes English L2 literacy development. According to the National Literacy Panel and U.S. Department of Education syntheses, Spanish literacy is at least as significant a predictor of English literacy as English oral language development. As Riches and Genesee (2006) note: “L1 literacy does not detract from L2 literacy development but rather contributes to and supports its development. In effect, ELLs with successful L1 literacy experience progress more quickly and successfully in their L2 literacy development than ELLs with no prior L1 literacy.” (p. 81)

Third, the Guiding Principles for Dual Language Programs is a research-based document that clearly details the major dimensions of effective DL programs, including program structure. As the document indicates, an effective program structure has a shared vision and set of goals that provide commitment to and an instructional focus on bilingualism and biliteracy. As a part of this shared vision and goals, all students are to receive additive bilingualism. Additive bilingualism refers to an instructional program structure in which all students are provided instruction and support to fully develop their first language and to fully develop a second language as well; thus, the second language is added to the first language to provide bilingualism. Researchers have consistently reported the loss of the primary language among potentially bilingual children who are instructed only or largely through English, especially young children who have not had the time to fully develop their first language. Furthermore, some researchers have even reported that some students who began as dominant or monolingual Spanish speakers suffered so much language loss that they were considered not proficient in Spanish.

Finally, several studies have shown that ELs who develop high levels of proficiency in both English and the home language are more successful at closing the achievement gap in reading with the norming group than ELs with low levels of bilingual proficiency. Likewise, bilingual Hispanic students have higher achievement scores, GPAs, and educational expectations than their monolingual English-speaking Hispanic peers. Thus, the highest EL achievers are those who maintained and continued to develop their Spanish, while relatively low achieving ELs tended to have poor Spanish language skills. These results are consistent with research showing positive relationships between level of bilingualism and cognitive development.

In addition, the research shows that low-income students are the new majority in schools and these students, whether EL or native English speakers, are also more likely to experience lower test scores and higher drop-out and lower college-going rates plus a widening income achievement gap (Reardon, 2013). Yet, the results show that the dual language program is meeting the needs of the elementary, middle, and high school students, many of whom are low income.

I would strongly urge you to support the Dreamers Academy as this would provide students, especially EL students, an opportunity to close the achievement gap and would provide the support they need to develop their skills for college and careers.

Sincerely,

A handwritten signature in cursive script that reads "Kathryn Lindholm-Leary". The signature is written in black ink and is positioned below the word "Sincerely,".

Kathryn Lindholm-Leary, Ph.D.  
Professor Emerita



# Language Instructional Guide

Self-contained	<b>Kindergarten</b> Status of English Reading range 90% - 10%	Reading Block I	I-Ready during Reading Block I	Intervention & Enrichment	Reading Block II	Special Fine Arts Rotation
	Proficient English Dominant	Spanish	English	Enrichment (Spanish)	Spanish	Spanish
	Proficient Spanish Dominant	Spanish	English	Enrichment (Spanish)	Spanish	Spanish
	Struggling English Dominant	Spanish	English	Intervention (English)	Spanish	Spanish
	Struggling Spanish Dominant	English w/ Flexible Support	English	Intervention (English)	Spanish	Spanish
Self-contained	<b>First Grade</b> Status of English Reading range 60% - 40%	Reading Block I	I-Ready during Reading Block I	Intervention & Enrichment	Reading Block II	Special Fine Arts Rotation
	Proficient English Dominant	English	English	Enrichment (Spanish)	Spanish	Spanish
	Proficient Spanish Dominant	English	English	Enrichment (Spanish)	Spanish	Spanish
	Struggling English Dominant	English	English	Intervention (English)	Spanish	Spanish
	Struggling Spanish Dominant	English w/ Flexible Support	English	Intervention (English w/ Flexible Support)	Spanish	Spanish
Walk to Learn	<b>Second - Fifth</b> Status of English Reading range 50% - 50%	Reading Block I	I-Ready during Reading Block I	Intervention & Enrichment	Reading Block II	Special Fine Arts Rotation
	Proficient English Dominant	English	English	Enrichment (Spanish)	Spanish	Spanish
	Proficient Spanish Dominant	English	English	Enrichment (Spanish)	Spanish	Spanish
	Struggling English Dominant	English	English	Intervention (English)	Spanish	Spanish
	Struggling Spanish Dominant	English w/ Flexible Support	English	Intervention (English w/ Flexible Support)	Spanish	Spanish

Progression of Language Instruction



Dreamers Academy  
2019-2020 Projected SIP Goals



We anticipate our students to reflect incoming baseline test scores comparable to area schools with similar demographics to our targeted population. The baseline scores selected for incoming students were derived from Sarasota School District's Dashboard 2017-18 average scores from Tuttle, Gocio and Emma E. Booker elementary schools. They are as follows:

Sarasota Grade Level	2017-18 Reading – i-Ready AP1	2017-18 Reading – i-Ready AP3	2017-18 Reading – FSA	2017-18 Math – i-Ready AP1	2017-18 Math – i-Ready AP3	2017-18 Math – FSA
Kindergarten	16%	88%		12%	82%	
First Grade	12%	61%		6%	56%	
Second Grade	24%	64%		11%	68%	
Third Grade	38%	66%		21%	63%	
Fourth Grade			40.5			47.5
Fifth Grade			41.1			51.7

Therefore, our 2019-2020 Projected SIP Goals:

#### **ELA**

- By May of Year 1, a minimum of 60% of students in grades K-3 will be on or above grade level in **ELA** as evidenced by AP3 on **i-Ready Diagnostic**.
- By May of Year 1, 45% of students in grades 3-5 will demonstrate proficiency at a level 3 and above as evidenced by **FSA Reading Assessment**.

#### **Math**

- By May of Year 1, a minimum of 65% of students in grades K-3 will be on or above grade level in **Math** as evidenced by AP3 on **i-Ready Diagnostic**.
- By May of Year 1, 50% of students in grades 3-5 will demonstrate proficiency at a level 3 and above as evidenced by **FSA Math Assessment**.

#### **Science**

- By May of Year 1, 50% of all fifth students will score a level 3 or higher on the **FCAT Science assessment**.

#### **Parent Involvement**

- By May of Year 1, 90% of all families will meet the Parent Compact family involvement criteria of 10 hours of volunteer time per child at Dreamers Academy.

#### **ELL Subgroup Goal (see growth chart below):**

- By May of Year 4, 50% of all DL-TWI 3rd grade students who receive services for being English Language Learners will be proficient as indicated by FSA Reading. (This compares to 2017 Sarasota 3rd Grade ELL Reading proficiency of 40%)

#### **Spanish Language Arts (SLA) Assessment**

- By May of Year 4, 60% of all DL-TWI 3rd grade students will be considered proficient in Spanish Language Arts (SLA) as evidenced by the Fountas & Pinnell Sistema de Evaluación de la Lectura (SEL)

Projected growth goals for original DL-TWI cohort through Year 4:

DL-TWI Initial Cohort	Year 1 – Kindergarten	Year 2 – First Grade	Year 3 – Second Grade	Year 4 – Third Grade*	Year 5 – Fourth Grade	Year 6 – Fifth Grade
	<b>i-Ready</b>			<b>FSA</b>		
Reading	60%	65%	70%	55%	60%	65%
Math	68%	73%	76%	60%	65%	70%

\* Leadership of Dreamers Academy recognizes that i-Ready proficiency data tends to be higher than actual FSA Reading and Math results.



January 10, 2018

Sarasota County School Board  
1960 Landings Blvd.  
Sarasota, FL 34231

This letter is in support of the Dreamer's Academy charter school application to bring a solid researched based, effective model for bilingual education to Sarasota County Schools.

In my work in early education in Sarasota County, we have seen a surge in enrolled children for whom English is a second language. Multiple studies are highlighting the importance of reinforcing literacy in a child's home language, as this creates the solid foundation necessary for literacy in a second language. This is true for both native English speakers and English Language Learners. Literacy in two languages also expands the bilingual brain to higher cognitive achievement - which accounts for the astounding academic outcomes witnessed in dual language programs, such as the one proposed by the Dreamers Academy..

While our school district certainly attempts to address the needs of bilingual families, there are unfortunately still large gaps in achievement. The Dual Language Immersion Two-Way model, proposed by the Dreamers Academy, has proven effective in closing the achievement gap of some of our most at-risk students. In school districts across the country where these bilingual educational models have been operating for many years, students are emerging up to nine months ahead academically by 8th grade.

In several North Carolina Districts with two-way bilingual language instruction, for instance, students score statistically significantly higher in reading in 4th grade than their non-dual language peers, a pattern that continues through 8th grade according to Thomas and Collier, researchers from George Mason University. I understand that many states are now creating incentives and funding mechanisms to help Districts bring this proven model to their communities, as an alternative to the challenges of continuing to focus on remedial tactics to try and bring students to grade level throughout their elementary years.

Bringing this educational choice to Sarasota would be a great benefit to our community, and greatly complement the outstanding school system we are all working so hard to maintain. It is so critical that our non-English speaking families feel comfortable enough to completely engage with their children's schools, participate in their educational journey, and learn with them in a Two-Gen model along with other enhancement programs that Dreamers Academy promises to establish. We fully support families having this option as an additional choice in our community.

Sincerely,

  
Janet Kahn  
Executive Director

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# Reading Level Correlation Chart

Grade Level	Fountas & Pinnell	A To Z Readers	DRA2 Level	Lexile Levels
Kindergarten	A	aa	A	
		A	1	
	B	B	2	
	C	C	3	
	D	D	4	
Grade 1	E	E	6-8	
	F	F	10	
	G	G	12	
	H	H	14	
	I	I	16	
	J	J	18	
Grade 2	J	K	18	450-600
	K	L	20	
	L	M	24	
	M	N	28	
		O		
P				
Grade 3	N	Q, R	30	580-790
	O	S	34	
	P	T	38	
Grade 4	Q	U, V	40	770-875
	R	W		
	S	X		
Grade 5	T	Y	50	855-980
	U	Z		
	V			
Grade 6	W		60	955-1000
	X			
	Y			



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# Can Do Descriptors

## KEY USES EDITION

**Grades 2-3**



## The WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The WIDA Can Do Descriptors provide examples of what language learners **can do** at various stages of English language development in listening, speaking, reading and writing. The *WIDA Can Do Descriptors, Key Uses Edition* is one component of the WIDA Standards Framework (shown at right). The framework, as a whole, supports the implementation of the WIDA English Language Development Standards in the instruction and assessment of language learners. We encourage educators to use the *WIDA Can Do Descriptors, Key Uses Edition* in conjunction with the other components of the framework, along with the previous edition of the Can Do Descriptors. For more information on the WIDA Standards Framework, visit [www.wida.us](http://www.wida.us).

The *WIDA Can Do Descriptors, Key Uses Edition* provides examples of academic language use for four specific communicative purposes. These purposes, referred to as **Key Uses**, were identified based on reviews of literature and a language analysis of college and career readiness standards:

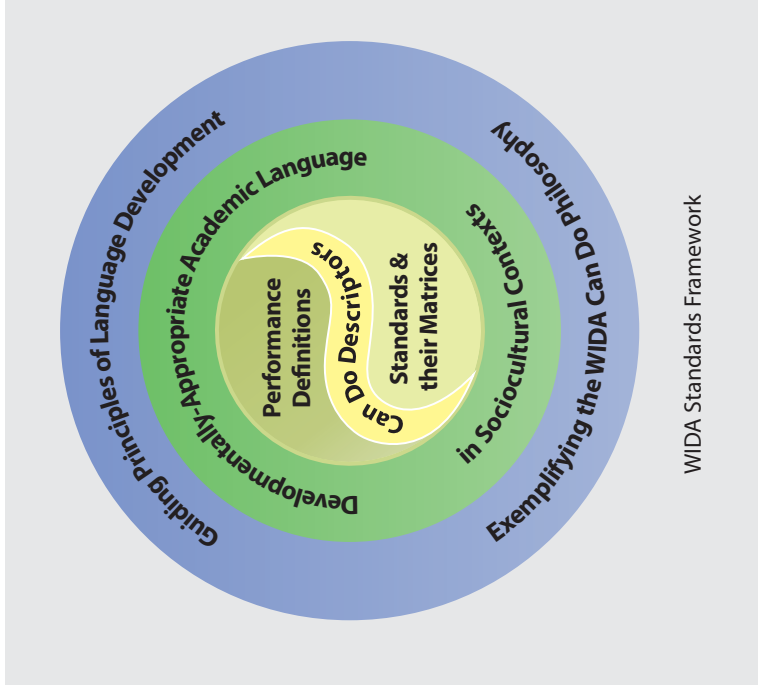
**Recount:** To display knowledge or narrate experiences or events. Example tasks for the Key Use of **Recount** include telling or summarizing stories, producing information reports, and sharing past experiences.

**Explain:** To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the Key Use of **Explain** include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.

**Argue:** To persuade by making claims supported by evidence. Example tasks for the Key Use of **Argue** include stating preferences or opinions and constructing arguments with evidence.

**Discuss:** To interact with others to build meaning and share knowledge. Example tasks for the Key Use of **Discuss** include participating in small or large group activities and projects.

The *WIDA Can Do Descriptors, Key Uses Edition* and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.



## Organization of the WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The *WIDA Can Do Descriptors, Key Uses Edition* is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6).

The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1–5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6.

For three of the Key Uses (**Recount**, **Explain**, and **Argue**) you’ll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use **Discuss** are only shown for oral language. The Key Use **Discuss** highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

### Potential Uses for the WIDA Can Do Descriptors, Key Uses Edition

Audiences	The WIDA Can Do Descriptors, Key Uses Edition can help....
<b>Educators</b> who work with language learners, including coaches, teachers ( <i>e.g., general education, gifted and talented, special education, Title I</i> ), language specialists, and support staff.	<ul style="list-style-type: none"> <li>• Differentiate curriculum, instruction, and assessments designed in English based on language learners’ levels of English language proficiency</li> <li>• Collaborate and engage in instructional conversations about the academic success of language learners in English environments</li> <li>• Advocate for equitable access to content for language learners based on their level of language proficiency</li> </ul>
<b>Administrators</b> and school leaders	<ul style="list-style-type: none"> <li>• Communicate with other educators about students’ English language development</li> <li>• Support the WIDA Can Do Philosophy throughout schools and districts</li> <li>• Advocate for equitable access to content for language learners based on their level of language proficiency</li> </ul>

Stakeholders are encouraged to use the Can Do Descriptors beyond the audiences and purposes identified above to advocate on behalf of language learners.

By the end of each of the given levels of English language proficiency\* English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
<b>LISTENING</b>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Showing what happens next based on familiar oral stories (e.g., <i>by pointing or drawing</i>)</li> <li>• Drawing or providing other visual displays of people, animals, or objects in response to oral prompts</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Identifying the “who,” “where” and “when” of illustrated statements</li> <li>• Identifying main materials or resources from oral descriptions</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Identifying linking words or phrases related to passage of time in speech (e.g., “on Monday” “the next day”)</li> <li>• Illustrating events in response to audio recordings of stories or poems</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Re-enacting content-related situations or events from oral descriptions</li> <li>• Identifying content-related ideas from oral discourse using multi-media (e.g., <i>retracing steps of a process</i>)</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Identifying details of content-related topics from oral discourse</li> <li>• Making designs or models following oral directions and specifications (e.g., <i>maps, origami</i>)</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Identifying key ideas or details from texts read aloud or information presented orally</li> <li>• Determining the main ideas and supporting details of texts read aloud or information in diverse media and formats</li> </ul>
<b>SPEAKING</b>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Responding to questions related to stories or experiences (e.g., “Who came to the door?”)</li> <li>• Acting out and naming events or experiences throughout the school day</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Reproducing facts or statements in context</li> <li>• Participating in multi-media presentations based on research</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Retelling simple stories from picture cues</li> <li>• Stating information from personal or school-related experiences</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Sequencing events in stories with temporal transitions (e.g., “After the sun set...”)</li> <li>• Describing situations and events from school and the community</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Describing main ideas of content-related information</li> <li>• Asking and answering questions about information from speakers</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Providing descriptive details of content-related information or activities</li> <li>• Naming the steps for producing multi-media presentations with some detail</li> </ul>

\*Except for Level 6, for which there is no ceiling.

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
<b>READING</b>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying key words and phrases in illustrated text</li> <li>Signaling language associated with content-related information (e.g., <i>during preview, view, &amp; review</i>)</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying time-related language in context (e.g., <i>in biographies</i>)</li> <li>Illustrating experiences of characters in illustrated statements</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Creating timelines or graphic organizers from illustrated related statements or paragraphs</li> <li>Identifying temporal-related words that signal order of events (e.g., <i>"In the beginning..."</i>)</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Ordering a series of events based on familiar texts</li> <li>Identifying main ideas and details in illustrated texts</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Paraphrasing narratives or informational text with support (e.g., <i>arranging paragraph strips</i>)</li> <li>Highlighting relevant information in grade-level texts to produce summaries</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying setting and character details from grade-level text</li> <li>Determining the central messages, lessons, or morals of fables and folktales from diverse cultures</li> </ul>
<b>WRITING</b>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Labeling images that illustrate the steps for different processes (e.g., <i>writing workshop</i>)</li> <li>Creating visual representations of ideas or stories</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Listing ideas using graphic organizers</li> <li>Describing visual information</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Retelling past experiences</li> <li>Expressing ideas in various genres (e.g., <i>poetry, interactive journals</i>)</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Describing a series of events or procedures</li> <li>Creating stories with details about characters and events</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Describing the sequence of content-related ideas</li> <li>Providing details and examples about narratives</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Signaling order of events using temporal words and phrases</li> <li>Relating real or imagined experiences or events</li> </ul>

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By the end of each of the given levels of English language proficiency\* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Pointing to visual characteristics of models or real-life objects from oral clues</li> <li>Pairing objects, pictures, or equations as directed by a partner</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Matching oral descriptions to photos, pictures, or icons</li> <li>Following simple sequences presented orally to create patterns or sequences</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Carrying out steps described orally to solve problems</li> <li>Completing graphic organizers or representations from oral comparisons</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying connectors in speech or text read aloud</li> <li>Identifying content-related ideas and details in oral discourse</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying the purpose of language/the message in each content area</li> <li>Following a series of short oral directions to create models of content-area phenomena or processes</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Distinguishing shades of meaning among closely related words in oral discourse (<i>e.g., jumpleap, huge/enormous</i>)</li> <li>Comparing strategies from extended oral discourse</li> </ul>
<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Describing the outcomes of experiments or stories with guidance and visual support</li> <li>Naming or answering Wh- questions related to classroom routines (<i>e.g., "What do we do now?"</i>)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Naming steps in processes or procedures</li> <li>Describing familiar phenomena in words or phrases</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Describe relationships between objects or uses for tools</li> <li>Expressing cause and effect of behaviors or events</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Stating details of processes or procedures</li> <li>Describing consequences of behaviors or occurrences</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Connecting ideas in content-related presentations</li> <li>Elaborating on the cause of various phenomena (<i>e.g., shooting stars, sunsets</i>)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Elaborating on ideas in light of conversations among students</li> <li>Synthesizing main ideas from supporting details of text read aloud or information obtained from diverse media</li> </ul>

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
<b>READING</b>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying words and phrases in titles and highlighted texts</li> <li>Matching pictures with graphic information from illustrated texts</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Interpreting images, illustrations, and graphics</li> <li>Identifying elements of expository texts (<i>e.g., graphs, captions</i>) in illustrated texts</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Sequencing sentences descriptive of processes or procedures in informational texts</li> <li>Locating details in content area texts or media</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Illustrating cause/effect relationships in content area texts</li> <li>Classifying main ideas and details in informational or explanatory texts</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying relevant information from texts on the same content area topic (<i>e.g., in open sorts</i>)</li> <li>Identifying the main purpose of texts</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Describing the connection between a series of historical events, scientific ideas, or steps in technical procedures in texts</li> <li>Connecting ideas with details in extended content area texts</li> </ul>
<b>WRITING</b>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Listing and illustrating ideas</li> <li>Stating facts associated with images or illustrations</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Describing elements of processes or procedures</li> <li>Stating how something happens using illustrational and sequential language (<i>e.g., eruption of volcanoes</i>)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Comparing causes of different phenomena</li> <li>Stating ideas about content-related topics</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Relating details and illustrating stages of different cycles (<i>e.g., frogs, plants</i>)</li> <li>Describing strategies to solve problems</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Describing details of processes, procedures, and events</li> <li>Producing “how to” manuals based on personal experiences or scientific experiments</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Elaborating topics with facts, definitions, and details</li> <li>Comparing different strategies related to procedures or problem-solving</li> </ul>

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## KEY USE OF ARGUE

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
<b>LISTENING</b>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Indicating personal points of view in response to oral phrases or short sentences (e.g., <i>by thumbs up/thumbs down; agree/disagree cards</i>)</li> <li>• Identifying preferences from short oral statements</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Distinguishing opinions from facts from peers' oral presentations</li> <li>• Categorizing content-based pictures or objects from oral descriptions (e.g., "<i>animals that form groups to help members survive</i>")</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Identifying similarities and differences from oral content-related materials or equipment</li> <li>• Identifying different points of view in short oral dialogues</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Interpreting oral information from different sides</li> <li>• Identifying opposing sides of arguments in dialogues</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Comparing oral arguments with representations and models</li> <li>• Identifying claims in oral presentations</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Identifying evidence to support claims/opinions from multimedia</li> <li>• Following agreed-upon rules for discussions around differing opinions</li> </ul>
<b>SPEAKING</b>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Stating a claim or position from models or examples</li> <li>• Sharing facts as evidence using sentence starters or sentence frames</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Telling what comes next and showing why</li> <li>• Sharing reasons for opinions or claims (e.g., <i>science experiments</i>)</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Describing organizing categories for content-related information (e.g., <i>fish/birds, forests/deserts</i>)</li> <li>• Asking and answering questions in collaborative groups</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Defend claims or opinions to content-related topics</li> <li>• Posing different solutions to content-related issues or problems</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Expressing and supporting different ideas with examples</li> <li>• Providing evidence to defend own ideas</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Connecting personal comments to the remarks of others to build a case for ideas or opinions</li> <li>• Summarizing ideas or opinions from two sides</li> </ul>

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ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Identifying facts in illustrated informational text read orally</li> <li>Identifying language related to likes, needs, and wants in labeled illustrations</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Distinguishing fact from fiction (<i>e.g., using sentence strips or highlighting texts</i>)</li> <li>Identifying claims or opinions in illustrated texts</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Identifying different ideas or opinions in written texts</li> <li>Identifying general academic and content-related words and phrases in text relevant to the genre/key use (<i>e.g., “once upon a time” indicates a fairy tale</i>)</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Sorting content-related information according to specific criteria (<i>e.g., pros and cons</i>)</li> <li>Identifying reasons to strengthen arguments</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Identifying data from written sources to support positions</li> <li>Matching opinions to reasons in informational texts and literature</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Identifying authors’ point of view in texts</li> <li>Evaluating characters, settings, and events from a variety of media</li> </ul>
<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Indicating decisions or preferences through labeled pictures, words, or phrases</li> <li>Providing evidence of natural phenomena or opinions through labeled drawings</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Participating in shared opinion writing experiences</li> <li>Connecting preferences, choices, or opinions to reasons</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Communicating different content-related ideas or opinions</li> <li>Describing pros and cons related to social issues or familiar topics</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Supporting main ideas or opinions with evidence from texts</li> <li>Providing evidence to support or refute peers’ ideas</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Producing persuasive pieces supported by multiple reasons or details</li> <li>Stating reasoning for content-related choices</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Elaborating on opinions and reasons</li> <li>Comparing and contrasting important points and details presented in two texts on the same topic</li> </ul>
<b>READING</b>	<b>WRITING</b>				

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By the end of each of the given levels of English language proficiency\* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Expressing own ideas through drawings, gestures, words and phrases</li> <li>Expressing agreement/disagreement nonverbally (e.g., <i>thumbs up or down</i>)</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Asking yes or no questions to request clarification</li> <li>Recognizing how different intonation conveys different meanings</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Negotiating agreement in small groups</li> <li>Expressing own ideas consistent with the topic discussed</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Expressing own ideas and supporting ideas of others</li> <li>Proposing new solutions to resolve conflict in small groups</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Initiating and maintaining conversations</li> <li>Challenging ideas respectfully</li> <li>Listening to, building, and extending ideas</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Sharing topic-related information</li> <li>Building on remarks of others by linking comments</li> <li>Maintaining audience engagement through specific language and body movement</li> </ul>

**ORAL LANGUAGE**

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