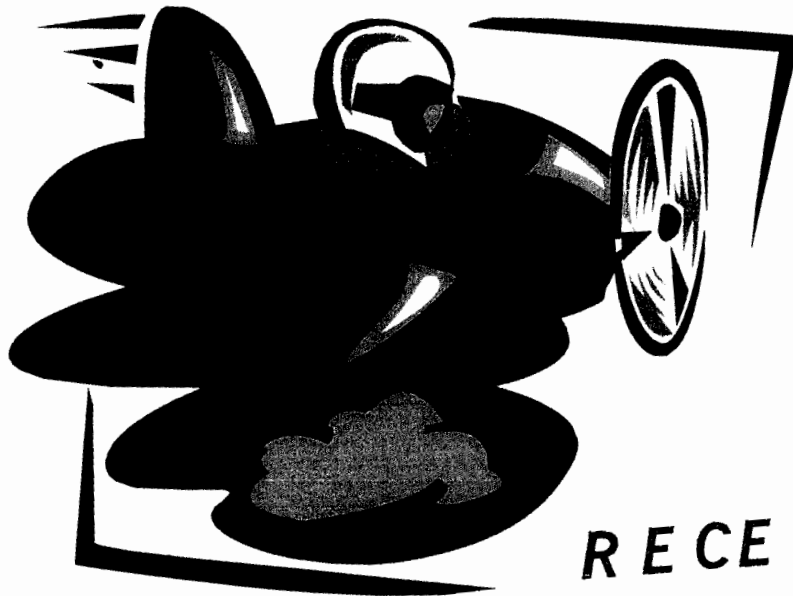


Central Florida Speech & Hearing Center

A.C.E. CHARTER SCHOOL

Academic & Communication Excellence

Charter Renewal Document October 2009



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Office of Magnet, Choice & Charter Schools

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**Central Florida Speech & Hearing Center
A.C.E. CHARTER SCHOOL
ACADEMIC & COMMUNICATION EXCELLENCE CHARTER SCHOOL**

ACADEMIC PROGRAM

1. Is the academic program a success? YES

1A. Has the school made reasonable progress in meeting internally established educational goals during the term of its charter? YES

The ACADEMIC & COMMUNICATION EXCELLENCE CHARTER SCHOOL hereafter referred to as A.C.E. Charter School or A.C.E., has been academically successful and has met all of the internal and external goals that were established during the initial five-year charter.

A.C.E. Charter School was initially chartered in 2000 to provide a preschool program for students ages three through their 5th birthday, with speech and language disorders, and who met the criteria for Exceptional Student Education (ESE). A.C.E. offered a preschool program with a strong language-based curriculum where students would be able to improve their communication skills both inside and outside the classroom.

During the first five years of the initial charter, ACE Charter School students experienced significant gains in their overall communication skills. Speech-Language Pathologists conducted both pre- and post- evaluations of the student's language skills, using standardized tests that evaluated both their receptive and expressive language abilities.

Figure 1 shows the average communication gains the students achieved during the first five years of the charter. (receptive language and expressive language).

2000-2001	64% achieved more than a 1 year gain
2001-2002	59% achieved more than a 1 year gain
2002-2003	29% achieved more than a 1 year gain
2003-2004	84% achieved more than a 1 year gain
2004-2005	80% achieved more than a 1 year gain

These gains reaffirm that by providing students with a preschool program that has a strong language-based curriculum, they will improve their communication skills. With consistent intervention in their communication skills, gains can be seen to exceed the normal pattern of development. Over the five-year period, students had an average gain of 18 to 20 months in overall language skills within a nine-month period. This successful outcome reinforces our model that students with a diagnosis of speech and/or language impairment can significantly benefit from a strong language-based curriculum.

In 2005, A.C.E. Charter School applied for a charter renewal. We applied for another five-year charter so that we could continue to: (1) provide a preschool program with a strong language-based curriculum, (2) accept students with speech and language disorders who meet the criteria for Exceptional Student Education (ESE), and (3) were ages three through six years of age.

Along with the charter renewal document, we drafted our first **Accountability Plan** in November 2005. We collaborated with the Office of Magnet, Choice and Charter Schools and revised the plan. The Accountability Progress Report contains the same goals that were included in the Accountability Plan. The Final Plan consisted of eight (8) goals, 20 objectives and 40 measurable strategies. The full text of all the goals, objectives and strategies are included in Appendix 1.

GOALS IN THE 2005 TO 2010 ACCOUNTABILITY PLAN

1. Students enrolled in the A.C.E. Charter School who have a label of speech impaired will improve overall intelligibility.
2. Students enrolled in the A.C.E. Charter School who have a label of language impaired will improve communication skills.
3. Students enrolled in the A.C.E. Charter School with a label of developmental delay will improve their overall pre-academic skills.
4. Family members will participate in the development and carry-over of their child's plan for improvement of their communication skills and/or pre-academic skills.
5. Secure national accreditation for the A.C.E. Charter School.
6. The Board of Directors will monitor the A.C.E. Charter School's fiscal viability.
7. The Board of Directors will oversee the staff policies of the A.C.E. Charter School.
8. The A.C.E. Charter School will maintain staff for students.

The Polk County School Board gave final approval to the plan in February 2006. This plan supported the Vision, Mission and Core Purpose of the A.C.E. Charter School:

Vision: "To provide a premier academic and communication environment that will result in providing each student with the skills necessary to succeed in life;"

Mission: "To give every student the opportunity to reach their fullest potential through a quality, child-focused and language rich environment"

Core Purpose: "A.C.E. Charter School – Where learning lasts a lifetime!"

The Accountability Plan established goals for preschool students that would be identified with significant speech and/or language impairments as determined by Florida DOE guidelines. In addition to a diagnosis of speech and/or language impairment, some students were also identified as being Developmentally Delayed or identified as being on the Autism Spectrum. The A.C.E. Charter School developed goals that would address the disorders or delays exhibited by our students.

Several research studies indicate a child must progress through a hierarchy of learning in order to have a strong basis for developing language and literacy skills.

- ◆ A child must be able to **hear a word** before he can **say it** because if he cannot hear the word then he cannot say it (expressive language).
- ◆ A child must be able to **say a word** before he can **read it** because if he cannot say the word then he cannot read the word (receptive language and reading skills), and
- ◆ A child must be able to **read a word** before he can **write it** because if he cannot read the word then he cannot write the word (writing skills).

We incorporate this philosophy into every activity and every goal in the A.C.E. Charter School classroom. We use a multisensory approach that integrates or includes listening, articulation, language enrichment, memory, receptive communication, expressive communication, attention, reasoning and pre-academic skills.

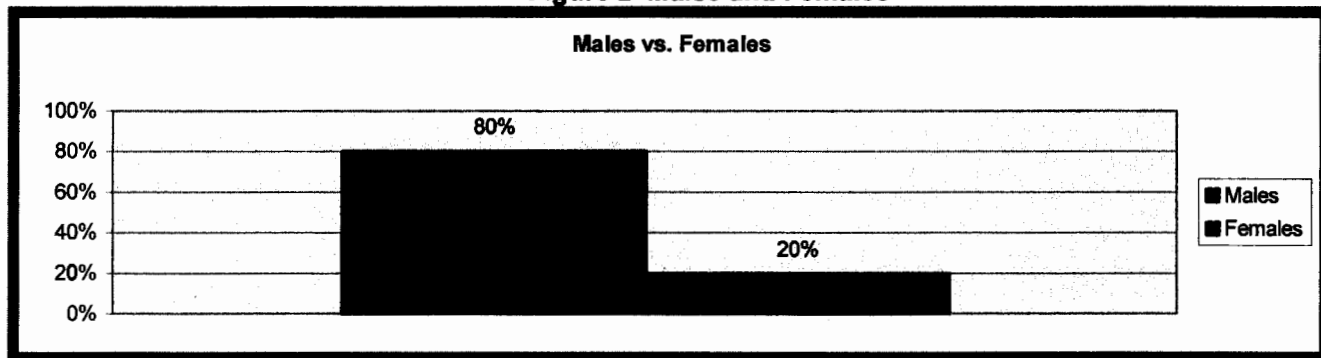
During the past four school years (2005 to 2009), a total of 61 students have been enrolled in the A.C.E. Charter School preschool program. The following data shows enrollment.

- ◆ 40 students were enrolled for 12 months or less. Thirteen (13) of these students were in the classroom for three months or less.
- ◆ 20 students were enrolled for 24 months or two years
- ◆ 1 student was enrolled for 36 months or three years

Additional demographics over the past four years are as follows: **Figure 2**

- ◆ Of the 61 students, 49 were males and 20% were females.
- ◆ Of the preschool children seen at the Central Florida Speech & Hearing Center, approximately 75% are male and 25% are female.
- ◆ Nationally the percentages are approximately 70% male and 30% female

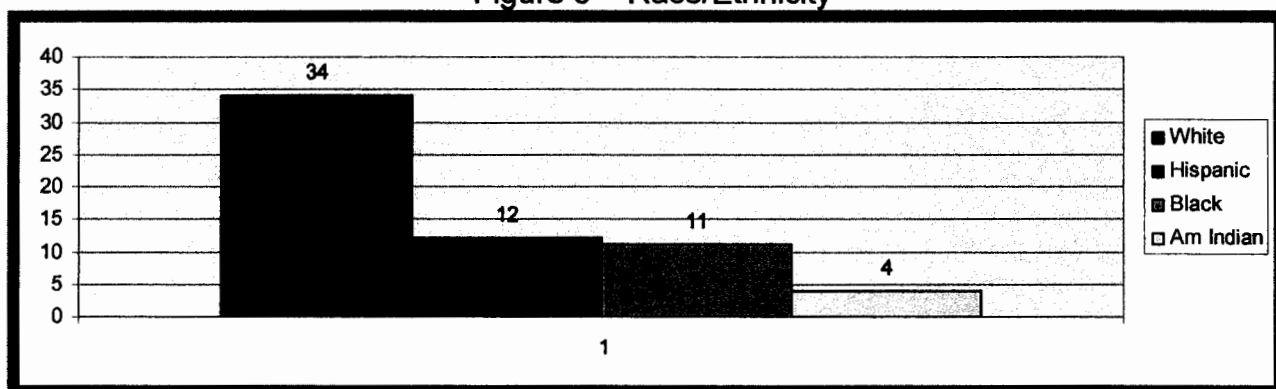
Figure 2 Males and Females



Race/Ethnicity Figure 3

- ◆ Over 50% or 34 of the students were white
- ◆ 15 students were Hispanic and 11 students were Black
- ◆ A.C.E. Charter School is an Exceptional Student Education (ESE) preschool and there is always a waiting list of children whose parents want their child to be in this program. A.C.E. has a policy of "first on the waiting list, first served." The next child on the list is invited to come to our preschool, regardless of their race or ethnicity.

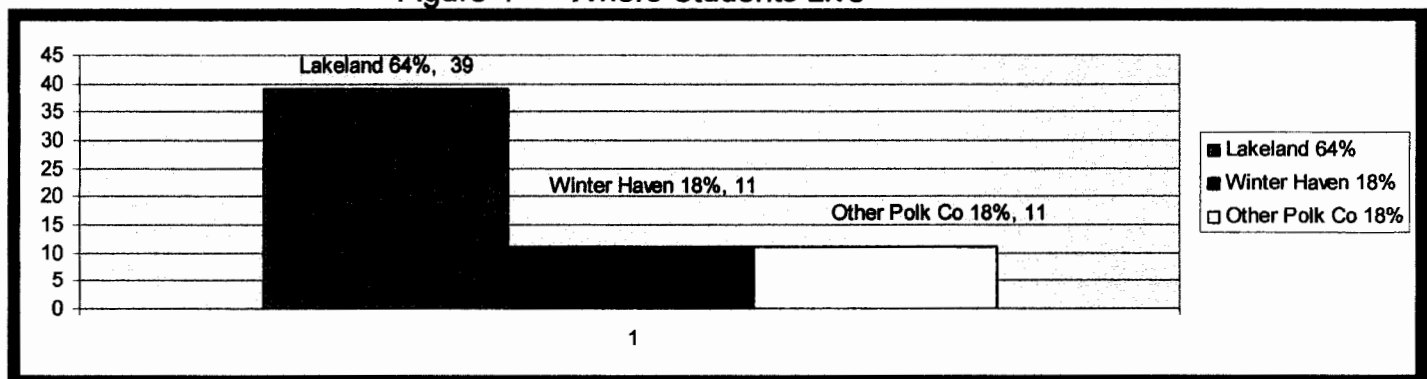
Figure 3 Race/Ethnicity



Where Students Live – Figure 4

Students attend A.C.E. Charter School from all over Polk County. Since we began the preschool almost 10 years ago, parents have willingly transported their children both to and from A.C.E. Charter School because they believe in the program. In addition, even though transportation is available for the majority of students through the Polk County School Board, parents are hesitant to have their preschool child ride a bus for one to two hours.

Figure 4 Where Students Live



In addition to language and/or speech delay, more than 50% of the students have a secondary classification of "Developmentally Delayed;" Also, approximately 25-40% of our students have some degree of delay in the development of their motor skills. Having an Occupational Therapist in the classroom is very important as they work individually with students in small and large groups. The staff continues to see more students with a diagnosis of autism or who are suspected of being on the Autism spectrum. Depending on the severity of the delay, these children may require additional one-on-one support from the classroom staff.

Progress in Meeting Internally Established Goals

Since the approval of our Accountability Plan in 2006, A.C.E. Charter School has met almost all of our goals and, in several instances, exceeded goals. The following information addresses each of the goals and objectives and our success in meeting or exceeding them.

I. [REDACTED] Students enrolled in the A.C.E. Charter School who have a label of speech impaired will improve overall intelligibility of speech. [REDACTED]

- A. 100% of students with a label of "speech impaired" will increase correct production of age appropriate sounds, in combination with vowels, 70% of the time.
1. These skills will be monitored **utilizing tally sheets (scoring sheets)** and observations by the Speech-Language Pathologist on a weekly basis. Scoring sheets will measure correct responses to stimuli presented to students with a rate of 3/5 trials of positive responses. Observations will be reported to administration on a quarterly basis.
 2. Progress will be reported to family members quarterly: 9-week progress reports
 3. Skills will be measured annually by a licensed Speech-Language Pathologist. Standardized articulation test(s) may include, but not be limited to the following: GFTA-2, PAT or SPAT. See Appendix #2 for complete list of tests that were used and a description of each test.

B. 80% of students with a label of “speech impaired” will increase correct production of age-appropriate sounds in words by 65%.

1. These skills will be monitored utilizing scoring sheets by the Speech-Language Pathologist and observations by the Speech-Language Pathologist and staff. Scoring sheets will measure correct responses to stimuli presented to students with a rate of 3/5 trials of positive responses. Observations will be reported to administration on a quarterly basis.
2. Progress will be reported to family members quarterly: 9-week progress report.
3. Skills will be assessed annually by a licensed Speech-Language Pathologist. Standardized articulation test(s) may include, but not be limited to the following: GFTA-2, PAT or SPAT.

II. GOAL: Students enrolled in the A.C.E. Charter School who have a label of language impaired will improve communication skills. **GOAL MET**

Objectives & Strategies:

A. 80% of language impaired students will increase their receptive vocabulary skills by 70%

1. Acquisition of receptive vocabulary skills will be monitored utilizing scoring sheets and observations by staff and the Speech-Language Pathologist. Tallies will measure correct responses to stimuli presented to students with a rate of 3/5 trials of positive responses. Observations will be reported to administration on a quarterly basis.
2. Progress will be reported to family members quarterly: 9- week progress report.
3. Skills will be assessed annually by a licensed Speech-Language Pathologist. Standardized test(s) may include, but not be limited to ROWPVT, OWLS, PLS-3 and the PLS-4.

B. 80% of students with a label of language impaired will improve their comprehension of “wh-question forms” by 60%.

1. Acquisition of “wh-question forms” will be monitored by the Speech-Language Pathologist with scoring sheets and observations by staff on a weekly basis. Scoring sheets will measure correct responses to stimuli presented to students with a rate of 3/5 trials of positive responses. Observations will be reported to administration on a quarterly basis.
2. Progress will be reported to family members quarterly: 9- week quarterly report
3. Skills will be assessed annually by a licensed Speech-Language Pathologist. Standardized language test(s) may include, but not be limited to OWLS, PLS-3, 3rd edition and the PLS4.

C. 80% of students with a label of language impaired will improve their overall comprehension of spatial concepts by 65%.

1. Acquisition of spatial concepts will be monitored by the Speech-Language Pathologist with scoring sheets. Scoring sheets will measure correct responses to stimuli presented to students with a rate of 3/5 trials of positive responses. In addition, these skills will be observed by staff on a weekly basis and reported to administration quarterly.
2. Progress will be reported to family members quarterly: 9- week progress report
3. Skills will be assessed annually by a licensed Speech- Language Pathologist with standardized language test(s), which may include, but not be limited to OWLS, PLS-3, PLS-4, the Bracken Basic Concept Scale, and the Boehm Test of Basic Concepts.

D. 80% of the student’s labeled language impaired will improve their overall expressive vocabulary skills by 70%.

1. A student’s increased vocabulary will be monitored by the Speech-Language Pathologist utilizing scoring sheets and through observations by the staff on a weekly basis. Scoring sheets will measure correct responses to stimuli presented to students with a rate of 3/5 trials of positive responses. In addition, these skills will be observed weekly by staff.
2. Progress will be reported to family members quarterly via 9-week progress reports.

3. Skills will be assessed annually by a licensed Speech-Language Pathologist. Standardized test(s) may include, but not be limited to EOWPVT, OWLS, PLS-3 and the PLS-4.
- E. 80% of students with a label of language impaired will increase their MLU (mean length of utterance) by 70%.**
1. MLU will be monitored by both staff and Speech-Language Pathologist through scoring sheets and weekly observations. Scoring sheets will measure correct responses to stimuli presented to students with a rate of 3/5 trials of positive responses. These skills will be observed by staff on a weekly basis and reported to administration quarterly.
 2. Progress will be reported to family members quarterly via a 9-week progress reports.
 3. Skills will be assessed annually by a licensed Speech-Language Pathologist. Standardized test(s) may include but not be limited to the following: OWLS, PLS-3, and the PLS-4.

III. GOAL: Students enrolled in the A.C.E. Charter school with a label of developmental delay will improve their overall pre-academic skills. **GOAL MET**

Objectives & Strategies:

- A. 100% of students labeled developmentally delayed will improve fine motor skills by 70%.**
1. Cutting skills will be taught to students and monitored via observations and/or scoring sheets on a weekly basis by the staff. Scoring sheets will measure correct responses to stimuli presented to students with a rate of 3/5 trials of positive responses. Observations will be reported to administration on a quarterly basis.
 2. Pencil grip skills will be monitored via observations and/or scoring sheets on a weekly basis by staff. Scoring sheets will be used to measure correct responses to stimuli presented to students with a rate of 3/5 trials of positive responses. Observations will be reported to administration on a quarterly basis.
 3. Progress will be reported to family members' quarterly basis via 9-week progress report.
 4. Skills will be assessed annually by staff with a standardized test(s) for developmental skills. These skills will be measured using the Brigance Diagnostic Inventory of Early Development and/or other standardized tests that may become available.
- B. 80% of students with a label of developmental delay will improve their pre-academic skills 65% by focusing on reading readiness and math readiness.**
1. Matching skills will be taught to students and progress monitored weekly via observations and scoring sheets. Scoring sheets will measure correct responses to stimuli presented to students with a rate of 3/5 trials of positive responses. Observations will be reported to administration on a quarterly basis.
 2. One-to-one relationships will be taught to students and progress monitored weekly via observations and/or scoring sheets. Scoring sheets will measure correct responses to stimuli presented to students with a rate of 3/5 trials of positive responses. Observations will be reported to administration on a quarterly basis.
 3. Rote counting will be taught to students up to 10 and progress monitored weekly via observations and tally sheets. Scoring sheets will measure correct responses to stimuli presented to students with a rate of 3/5 trials of positive responses. Observations will be reported to administration on a quarterly basis.
 4. Progress will be reported to family members quarterly via 9-week progress report.
 5. Skills will be assessed annually by staff with a standardized test(s) for developmental skills. These skills will be measured using the Brigance Diagnostic Inventory of Early Development.

IV. GOAL: Family members will participate in the development and carry-over of their child's plan for improvement of their communication skills and/or pre-academic skills. **MAJORITY OF GOAL MET**

Objectives & Strategies:

A. 90% of student's will have a family member attend their annual IEP (Individual Education Plan) review.

1. 100% of family members will be asked to participate in the initial development and each subsequent annual review of their students IEP. This will be documented through IEP forms, which require signatures from family member for acceptance of IEP developed.
2. Participation will be documented by family member signatures on each IEP developed.

B. Progress notes will be sent home to family members quarterly regarding their child's progress

in order for family members to be aware of progress being made toward the IEP goals.

1. Quarterly progress notes will be kept on file in each student's cumulative folder.
2. An additional copy will be kept on file in the administrative office.

C. An annual evaluation will be performed with each student to assess his or her communication skills and their pre-academic skills.

1. 100% of students will be assessed by staff annually using standardized tests. Depending on the students disability, the following tests may be given: GFTA-2, GFTA-2, PAT, SPAT, ROWPVT, OWLS, PLS-3, PLS-4, Bracken Basic Concept Scale, Boehm Test of Basic Concepts, EOWPVT, Brigance Diagnostic Inventory of Early Development and/or other standardized tests that may become available.
2. A report will be generated and shared with each family member as well as a copy placed in the student's cumulative folder.

D. Family members will be kept informed of the curriculum objectives each month.

1. During the academic year, on a monthly basis, 100% of family members will receive a copy of the curriculum-focused book.
2. Distribution of this book will assist parents in providing carry-over of acquired skills into the home setting. Documentation will be maintained by staff tracking each book issued, date issued and method of each delivery. Skills that are taught will be measured based on standardized test/s administered annually by staff.

V. GOAL: Secure national accreditation for the A.C.E. Charter School. **GOAL MET**

Objectives & Strategies:

A. By the end of the 2006-2007 academic school year, the A.C.E. Charter School will have completed the application process for national accreditation, as determined by acceptance into the national accreditation arena.

1. Administration will complete the application process and submit it to the national accreditation group by January 2006.
2. Completion of the application and issuance of national accreditation will be complete by July 2007.

VI. GOAL: The Board of Directors will ensure that the A.C.E. Charter school remains fiscally sound.

GOAL MET

Objectives & Strategies:

A. The Board of Directors will meet 10 times during each academic school year. This will be documented by minutes of each board meeting.

VII. GOAL: The Board of Directors will oversee the approval of staff policies of the A.C.E. Charter school. **GOAL MET**

Objectives & Strategies:

A. The Board of Directors will approve all policies involving the A.C.E. Charter School prior to implementation.

B. This will be documented through the Board of Director monthly meeting minutes.

VIII. GOAL: The A.C.E. Charter school will maintain staff for all students. **GOAL MET**

Objectives & Strategies:

A. A.C.E. Charter School will maintain staff of 3.5 staff members for the classroom operation. This will be documented by staff employment and attendance records.

B. A Speech-Language Pathologist will provide services to students enrolled in the A.C.E. Charter School for a minimum of 15 hours per week. This will be documented by staff attendance records.

4B Has student performance significantly improved and/or been persistently strong on internal and external academic assessments? YES

FIGURE 5

WHERE ARE THEY NOW?

	A	B	C	D	E
	2000-2005	2006-2009	TOTAL	% All	% +6 mo
GRADUATED:	3	3	6	9.84%	14.63%
1. Met all their goals					
2. Went to regular preschool program					
GRADUATED:	9	4	13	21.31%	31.71%
1. Met all their goals					
2. Went to regular kindergarten					
3. No support services needed					
GRADUATED:	12	2	14	22.95%	34.15%
1. Met all of their goals					
2. Went to regular kindergarten					
3. With additional speech support					
TRANSITIONED:	7	1	8	13.11%	19.51%
1. Developmental Primary	2	0			
2. ESE classroom	3	0			
3. Autistic classroom	2	1			
STILL ATTENDING A.C.E.	2	5	7	11.48%	
	33	15	48	78.69%	100.00%
LESS THAN SIX MONTHS IN A.C.E.					
1. Moved in county or out of state		7	7		
2. Unknown		1	1		
3. Transportation issues		3	3		
4. Medical issues-not consistent		1	1		
5. Custody issues		1	1		
		13	13	21.31%	
Grand Total	33	28	61	100.00%	

In the past nine years, 61 students have been enrolled in A.C.E. Charter School. Of these 61 students, 33 students were in the preschool program from 2000 to 2005 and 28 students were in the preschool program from 2005 to 2009. If the students who did not complete at least six months of school and the seven students who continue in A.C.E. are subtracted from the total, there were 41 students who enrolled in A.C.E., completed more than six months in the classroom and left A.C.E. to go to another school.

- ◆ 6 students met all their goals and graduated to a regular preschool – 14.63%
- ◆ 13 students met all their goals and graduated to a regular kindergarten – 31.71%
- ◆ 14 students met all their goals, graduated to a regular kindergarten and needed additional speech support services – 34.15%
- ◆ **Of the 41 students who graduated from A.C.E. within the last nine years, 33 students or 80% of them graduated to a regular preschool or kindergarten!**
- ◆ **All 33 students made significant progress as they were all diagnosed as moderate to severely impaired in their communication skills when they entered A.C.E.**
- ◆ Of the remaining eight students:
 1. Two students transitioned to a Developmental Primary classroom but are now in a regular classroom.
 2. Three students transitioned to an ESE classroom and are still in ESE
 3. Three students transitioned to an Autistic classroom. Two students are still in this classroom and one student has moved out of state.

Overall, the students that have graduated from the A.C.E. Charter School have made great strides in their speech, language and developmental skills.

2. Is the school a viable organization?

YES, A.C.E. CHARTER SCHOOL IS A VERY VIABLE ORGANIZATION

The Central Florida Speech & Hearing Center was established in 1960 and has been a vital part of the community for almost 50 years, continually striving to address community needs in the areas of communication. The Center has always recognized the need for preschool speech and language services and has provided some type of preschool program since the early 1970's. From 1986 to 1999, the Center contracted with the Polk County School Board to provide an Exceptional Student Education preschool program. Following this collaborative program, the Central Florida Speech & Hearing Center Board of Directors unanimously agreed to apply for charter school status. The goal was to continue to develop the existing preschool program with a focus on the development of language, literacy and communications skills, and incorporating these skills into pre-academic skills. Our vision was that students would be able to approach their formal educational experience with improved tools for academic success.

The A.C.E. Charter School has a tremendous support system in its association with the Central Florida Speech & Hearing Center. The Center is a well-established facility that can provide additional support to A.C.E., both professionally and financially. The Center's professional staff is nationally recognized as a "Center of Excellence" in the areas of providing speech, language and hearing services to patients of all ages (National Association of Speech & Hearing Centers). In addition, the administrative staff and Board of Directors are committed to insuring that the A.C.E. Charter School is a successful preschool program for all of our students.

2A. Is the school financially solvent and stable? YES

YES, A.C.E. IS FINANCIALLY SOLVENT AND VERY STABLE.

A.C.E. Charter School has maintained a healthy financial system throughout the entire nine years of our charter. We have been able to maintain a facility that was specifically designed for a preschool population. In addition, A.C.E. Charter School is able to benefit from the support, resources and expertise of the Center. The Center employs a Director of Accounting who coordinates all of the financial reporting to the A.C.E. Charter School Board, the Center Board and the Polk County School Board. This positive collaboration has provided A.C.E. with a continually strong organizational base.

The A.C.E. Charter School annually employs an independent auditing firm to review all aspects of the school's financial status. The firm of Baylis & Company, specifically Edith Yates, CPA, has conducted the audits during the second contract year. Two of Ms. Yates areas of specialization are nonprofits and charter schools. Every year the auditors have stated that their report is "issued without qualifications or exceptions." The following chart provides financial documentation, from the annual audit, for the past four years.

Financial Audits	2005-06	2006-07	2007-08	2008-09
Total Support & Revenue	\$207,253	\$248,161	\$221,861	\$213,335
Total Costs	\$183,687	\$173,036	\$234,271	\$229,607
Excess/(Deficit)	\$23,566	\$75,125	(\$12,410)	(\$16,272)
Unrestricted Reserves	\$116,793	\$192,283	\$179,873	\$163,601

During the first five years of A.C.E. Charter School, we had a small deficit in 2003-2004, which we were able to fund from our reserves. The A.C.E. Board reviews all financial statement on a monthly basis. In addition, the Finance Committee and the Board of Directors of the Central Florida Speech & Hearing Center review the financial statements monthly. The last two years have had a deficit and there are several reasons for this:

1. In 2007-2008, one of our students was placed in foster care right before the FTE count. We were unaware of this action and were not able to contact anyone regarding the child's whereabouts. With an enrollment of only 18 students, if one student is absent during FTE, it will negatively affect the bottom line.
2. In 2008-2009, we continued to receive less FTE funding as the Department of Education cut funding to Polk County School Board, thus reducing our funding.

All revenues generated by A.C.E. are segregated into a separate bank account. All items purchased by public funds are appropriately labeled and inventoried. An accounting system is maintained that reflects only the income and expense generated by A.C.E. Charter School. A statement of activity and a balance sheet is generated monthly reflecting the financial status of A.C.E. All board members receive a monthly copy of the schools financial reports and review them at their regular monthly meetings.

Fortunately, the A.C.E. Board of Directors established a small reserve fund. This fund was created to provide funding for A.C.E. in case expenses exceeded revenue. In order to insure that expenses do not exceed revenue, A.C.E. will:

1. Add one additional student beginning in 2009-2010. We will still be able to keep our student ratio low – 4 to 5 students per staff.
2. Participating in fund raising activities with the Central Florida Speech & Hearing Center.
3. Apply for educational grants

The A.C.E. Charter School has undergone an external audit of finances every year conducted by Baylis and Company, a CPA firm that specializes in charter schools and charter law. Every year we have had a clean audit with one area of concern and it is the same concern indicated by the auditor for the last nine years. Both A.C.E. and the Center do not have a staff large enough to segregate all financial duties. We do have separate individuals who open the mail, receipt the money, make up the bank deposit and deposit the funds. The bank statements are reviewed monthly by the Treasurer of the Center and two signatures are required for all checks. According to the auditor, we would need to have two more individuals in our accounting department in order to segregate the accounting duties.

2B. Is enrollment stable and near capacity? YES

Yes, our enrollment has been stable and near capacity every year

Parents continue to request placement for their pre-kindergarten child who has been identified as having a speech and/or language deficit. This is documented by the **continual receipt of applications** that we receive. Most all of our referrals are from parents, physicians, Speech-Language Pathologists and other professionals in the community. We do very little advertising.

Even though the Polk County Fire Department states that we have the capacity for 27 children, we consistently have 17 to 18 students in our classroom with four FT and one PT adults. That is a maximum of five (5) children for each adult. In an ESE classroom, one adult for every five to six children is ideal, as many times during the day, one child will need a teacher on a one-on-one basis. A.C.E. Charter School has had **an average of 17.5 students for the past four years.**

Our **waiting list averages 19-20 students** at any point during the school year. Unfortunately this number could be higher. Staff always inform parents of the number of children on the waiting list and the number of classroom openings we have available. Parents then understand that their child will not be able to enroll in A.C.E. and they do not request that their child's name be placed on the list. We anticipate that A.C.E. will continue to meet capacity every school year without any challenges.

Turnover within the A.C.E. Charter School has been minimal, for children leaving prior to placement into the formal academic setting. Our charter permits a student to stay in our program until they reach their 6th birthday. In the past four years, we have had 13 students who left our preschool program during the year because of:

- ◆ Transportation issues..... 3
- ◆ Family/Custody issues..... 1
- ◆ Moved out of area/county/state..... 7
- ◆ Medical/could not return..... 1
- ◆ Unknown..... 1

All of the students who attend A.C.E. Charter School are identified as an ESE (Exceptional Student Education) student, and, as such, A.C.E. is not required to meet the minimum numbers for minority population. However, our student enrollment consistently meets and/or exceeds the ratio needed each year.

Free or Reduced Lunch: Over the past four years approximately 50% of our students qualified for a free or reduced lunch. During 2008-2009, 48% or seven students qualified.

Transportation: The number of students who ride the bus has varied significantly from year to year. However, we have seen an increase in the requests for bus transportation. In the past nine years:

1. No students rode the bus for three years.
2. One student rode the bus for one year.
3. Two students rode the bus for three years.
4. Four students rode the bus for two years.
5. This year seven students are riding the buss.

2C. Is the school governance sound and professional in performing the governance duties of the school? YES

The A.C.E. Board of Directors is active, professional and cares about our students.

A minimum of seven (7) volunteers compose the A.C.E. Charter School governing board. The school received its charter in 2000 under the 501(c) 3 status of the Central Florida Speech & Hearing Center. The A.C.E. board functions independently from the Board of Directors of Central Florida Speech and Hearing Center and is responsible for all matters related to A.C.E. policies, programming, budget and personnel. All board members have, as their primary objective, the success of every single ACE student.

Five of the A.C.E. board members also serve as members of the Center's Board of Directors. This relationship has proven to be beneficial for A.C.E., especially in our first years of operation. We have board members who are familiar with the operations of a board of directors and who have been through governance training. This enhances our ability to provide the students with the best leadership available in the community.

The board strives for diversity and to be representative of our students and our community. All board members receive training on the Sunshine State statutes as well as an orientation to the statutes and board procedures. All board members and staff participate in strategic planning functions. In December 2008, the Board of Directors, the Principal and the Director of A.C.E. completed governance training as required by the state of Florida.

The governing board complies with section 286.011 of the Florida Statues. All meetings are always open to the public and each meeting is publicly noticed. Currently the A.C.E. Board meets from 4:00pm to 5:00pm the third Monday of every month. All parents receive a copy of the dates of every meeting and the meeting schedule is posted in the classroom. Every agenda includes an opportunity for input from the audience. Minutes are taken at each meeting. All minutes and accompanying documentation are kept in the office of the Principal and is always available for review.

The board has also engaged in several sessions of Long Range Strategic Planning for a new facility. Board members have taken an active role in planning the A.C.E. Charter School section of the new

Central Florida Speech & Hearing Center such as visiting other preschools to see what kind of facilities are currently in use, discussed other curriculum, meet with the staff and the architect to discuss wants and needs for a classroom of the future,

We have had no formal complaints from our staff or our parents during the past nine years.

2D. Are the professional staff of the charter school competent and resourceful? YES

Since A.C.E. opened its doors nine years ago, we have had a very resourceful, competent, experience and professional staff. The current staff has been with A.C.E. during the entire second contract renewal and our staff has really been stable for nine years.

L. Gay Ratcliff has a Bachelor of Science Degree in Speech-Language Pathology and a Master Degree in Audiology, holds the Certificate of Clinical Competence (CCC) from the American Speech-Language Hearing Association and holds state certification in both the fields of Speech-Language Pathology and Audiology. She has served a dual role as Principal of A.C.E. Charter School for eight out of nine years and President of Central Florida Speech & Hearing Center for 34 years. She has 40 years of experience in the field of speech and language and has been directly involved with A.C.E. since its inception.

Erin Morrison is the Classroom Teacher and is certified by the Department of Education as a teacher for Pre-K through third grade. In addition, she holds a Master's Degree in Mental Health Counseling. This is Erin's fourth year with A.C.E. She loves each of the children and works hard to help each child succeed. Along with her classroom duties, she provides individual and small group speech and language learning activities.

Deborah Taylor holds a Master's degree in Speech-Language Pathology She also holds the Certificate of Clinical Competence from the American Speech-Language Hearing Association. Debbie worked in Miami, Florida in a private school for the hearing impaired for nine years. She then worked for the Center for two years and has been a full-time Speech-Language Pathologist in A.C.E. Charter School for the past six years. She also provides small group and individual speech and language therapy that is directly related to our accountability plan.

A.C.E. has two excellent Paraprofessionals. One is **Ayesha Rogers** who currently holds her CDA (Child Development Advocate) certificate. She has been with A.C.E. on a part-time basis since 2006-2007 and in 2009-2010 she has joined the staff as a full-time Paraprofessional. The second one is **Terry Pitts** who is currently seeking her CDA certificate. Terri has been on the A.C.E. staff since 2005-2006. They are exceptional assistants in the classroom and have excellent rapport with the children.

Katie Sparkman holds a Bachelors Degree in Psychology and a Masters Degree in Occupational Therapy. She holds a Florida state license within the Department of Health. She has ten years experience in Occupational Therapy and has specialized in pediatrics.

Susan Snover, EdD, was the Director of the Program for A.C.E. She was also involved with A.C.E. from its inception. She resigned form the Center and A.C.E. at the end of March 2009, as she wanted to work fewer hours and pursue other challenges in her professional career.

Every two years, Ms Ratcliff, Ms. Taylor and Ms. Sparkman obtain 30 hours of clinically related continuing education credits, predominately in the area of pediatric services. A.C.E. and the Center have provided several workshops for all members of the A.C.E. staff in the areas of autism, special needs children, language development through a HANEN Workshop, literacy and language and classroom behavioral management. All of the workshops were directly related to our accountability plan, GOALS I through V, that address speech and language impairments, special needs children, and development of communication skills, vocabulary, motor skills and pre-academic skills.

The entire staff meets weekly and reviews the progress of the students and continuing classroom activities. All staff receives an annual performance evaluation. During these evaluations, mutual goals are established that are related to classroom performance, professional education and the accountability plan. The Principal reviewed the evaluation with each staff member, discussed their individual goals and provided the resources necessary to help them reach their goals. An example of this is that one staff member wanted assistance to improve classroom behavior. On two occasions, a Behavioral Specialist observed the class, talked with the teachers and provided them with numerous ideas and suggestions to improve classroom behavior.

In the next renewal period, we plan to schedule teacher training four times throughout the school year. This training will encompass any new training required by the Polk County School system, training that the teachers would like to receive as well as continual training on continuing our language-based curriculum.

Teacher retention has been excellent and it is something we want to continue. We hired the part-time Paraprofessional to full-time status so that we would have another FT staff member in the classroom. The staff appreciates the balanced school calendar. We begin our school year the middle of July and school ends the first of June. The balanced calendar is a continuous nine weeks in school, three weeks out of school and six weeks off in the summer (see Appendix 3). The additional staff benefits are paid time off, 100% payment of health insurance, a competitive salary structure, paid tuition to a conference or workshop for continuing education purposes and having the expertise of individuals working in the Central Florida Speech & Hearing Center that are always available to assist them in the classroom.

Students benefit more from the short breaks during the year than a two to three month summer break. These students have very short attention spans and keeping them focused for nine weeks is a challenge. They have a short break (three weeks), and parents are encouraged to continue to reinforce the language, and pre-academic skills their child has worked on during the past nine weeks. This schedule is not always convenient for parents, especially working parents. The three-week break may be difficult due to having to arrange for childcare during that time. Currently we are working closely with Hands & Hearts Preschool so that the students who need care during the three week break, will have a place to go. Once we are in our new building, we are going to evaluate the possibility of having our own after school program as well as continue to collaborate with area preschools.

3. Is the school faithful to the terms of its charter? YES**3A. Have the school's program and operation been consistent with the terms of its charter? YES**

The original charter concept was to provide a strong language-based curriculum and a qualified staff that could adapt activities and learning experiences into a rich language environment. A.C.E. Charter Schools program and operations continue to be faithful to its original charter. The overall curriculum continues to be a language-based theme. **The core curriculum is High-Scope with enhancements from Teaching Activities for Language Knowledge and the Storybook-Based Curriculum.** All of these curricula focus on the enrichment of speech and language skills utilizing a variety of materials that are either preschool-focused or adaptable to this population.

The original objectives of the A.C.E. Charter School were to provide:

1. Children with a language enriched environment with an academic base
2. Children with pre-academics through language enhancement
3. An environment that will address the individual needs of each child
4. Staff members that are able to address the specific needs of students.
5. A pre-academic setting that allows students to choose activities where they will be successful
6. A safe environment where children can master those skills where they have challenges
7. A classroom where children can discover new avenues for learning and transfer these into their family and community settings

A.C.E. Charter School has met and continues to meet these objectives by:

1. Using the High-Scope Curriculum and the Storybook-Based Curriculum thematic approach
2. Applying language focused activities
3. Providing large group, small group and one-on-one individual instruction
4. Providing a full-time staff of a preschool teacher, a speech-language pathologist, two paraprofessionals and a part-time occupational therapist.
5. Hands-on, experimental learning activities both in the classroom and on the playground
6. Creating a preschool classroom that is safe, well-lighted, air-conditioned and clean
7. Providing training for parents so they are able to help their children carry over their speech and language skills.

All students receive an individual assessment of their communication skills using a variety of speech and language tests. All of the students are identified as needing Exceptional Student Education, with a focus on improving speech and language skills. Each student has an Individual Education Plan (IEP) that includes individual goals and objectives based on test data.

The second charter renewal, which began in 2005, has continued these same basic objectives for students. A.C.E. is first and foremost a preschool for children with communication disorders who qualify for ESE services through the Polk County School System. As such, we continue to provide a strong language-based, pre-academic curriculum for preschool children. For the 2005 charter renewal, we also provided an Accountability Plan and an Accountability Progress Report where the progress of our students was measured (see Appendix 1).

3B. Is the school within the bounds of applicable statutory and regulatory requirements? YES

3B. SPECIAL EDUCATION

A.C.E. Charter School only serves students that are eligible for an Exceptional Student Education, as defined by the Polk County School Board. A.C.E. was first charter school in Florida to specialize and serve a speech and language impaired preschool population. A.C.E. was fortunate to have the expertise of the Office of Magnet, Choice and Charter Schools along with Staffing Specialists and many other professionals in the Polk County School system to insure that A.C.E. Charter School is within the statutory and regulatory requirements.

One goal in the Accountability Plan, GOAL 4-C states that A.C.E. will provide “an annual evaluation with each student to assess their communication skills and pre-academic skills.” As previously stated, all students receive an individual assessment of their communication skills using a variety of speech and language tests, based on the abilities of the child we are evaluating (see Appendix 2). All of our students must be identified as needing Exceptional Student Education services, with a focus on improving speech and language skills.

Each student has an Individual Education Plan (IEP) that includes individual goals and objectives based on their original test data. All of the A.C.E. staff work to help each child achieve the goals on their IEP while infusing every learning activity with a rich language-based curriculum. At the end of the school year, each child is evaluated to determine the progress they have made and to set goals for the following year and/or provide information for their transition into a formal academic environment.

Page 12 details the number of students that have left the A.C.E. Charter School (13) and the reasons that they left. A.C.E. has not received a state audit.

3B. STAFFING

All of the staff has degrees relating to a specialty area where they are providing services (see pages 14 and 15 for a detailed description of staff and their degrees). In addition, staff attend workshops both in and out of county as well as out of state, that focus on preschool pre-academics, language and speech development, preschool classrooms, etc.

3B. LIMITED ENGLISH PROFICIENCY

Central Florida Speech & Hearing Center has the staff to test students in both languages. If the parents respond that Spanish is primarily spoken in the home and they have very limited English, the child is evaluated in Spanish. If the parents have some English skills and report that Spanish and English are spoken in the home, the child is initially screened in both languages to determine where the child is most fluent and the evaluated in that language. If the parents have good English skills and report that the child speaks primarily English in the home, the child is evaluated in English. We offer the child the opportunity to learn English in our preschool.

The 2008-2009 school year was the first year that a child from a bilingual home enrolled in A.C.E. The student's specific needs have been addressed in the IEP. The Center has five staff members who are bilingual and are available for families during parent/teacher meetings, progress report meetings, IEP meetings, telephone calls, etc. For information that is sent home, one of the Center staff translates the information into Spanish.

3B. STATE TESTING REQUIREMENTS

There are currently no mandatory state tests for preschool students. However, students are pre- and post-tested using the Brigance or the Battelle and at least one other speech and language test to measure the student's progress, to establish future classroom goals, or to assist in the transition of the student to a formal academic environment.

Speech and language evaluations are conducted by licensed Speech-Language Pathologists. Each child is seen individually in the therapist's office. The student has a hearing screening administered by a licensed Audiologist. If the child fails the screening, they are scheduled to return for a complete hearing evaluation. Depending on the severity of the hearing loss, the speech and language evaluation may be rescheduled. A vision screening is also completed prior to the speech and language evaluation.

The parent(s) or family member(s) accompany the child to the Central Florida Speech & Hearing Center. They complete a case history form about the child and provide additional information when this information is reviewed by the therapist. Following the evaluation, the test results are explained to the family member(s) and the therapist answers any questions. A complete report is generated and a copy of this report is placed in the child's Center folder. A copy of the report is sent to the family and anyone else that the family requests, such as the child's pediatrician.

The therapist determines if the child would benefit from enrollment in the A.C.E. Charter School. Not every child that is evaluated in the Center is a candidate for our preschool. If A.C.E. is recommended, the parents have the option of filling out an application and being placed on a waiting list until their name reaches the top of the list and there is an opening. All options are discussed with family members.

We also receive transfers from other Polk County schools. Prior to the child being enrolled or simultaneously with enrollment, the student receives the same battery of tests that a non-transferred student would receive,

3B. STUDENT DISCIPLINE

A.C.E. Charter School uses the Polk County District Code of Conduct book that is given to parents at the beginning of each school year. During orientation, the staff review highlights of the code and answer any questions.

A.C.E. Charter School has never suspended any student. We understand that these students have special needs and their inability to communicate those needs can be very difficult. When behavior issues arise that cannot be managed in the classroom, the teacher, Speech-Language Pathologist, Paraprofessionals, Principal and parents or family members meet, discuss why the student may be displaying inappropriate behavior and decide together, how we will help the student.

If the behavior continues, we will contact a Behavior Specialist and have them write a behavior plan to be implemented at school, and if appropriate, in the home. We have only had one incident in nine years. It involved a child misbehaving and using inappropriate language on the bus. We were able to talk with the parents, the bus drivers and the child to resolve the situation.

3B. HEALTH and SAFETY

Copies of all of our health inspections are on file with the Office of Magnet, Choice and Charter Schools. In the past nine years, we have not been sited for any health or safety violations.

A.C.E. completes monthly fire drills and the staff is able to evacuate the classroom in 40 to 50 seconds. All classroom staff receive annual training of CPR and First Aide. The Central Florida Speech & Hearing Center has a Safety Committee that reports any health or safety issues to the Principal/President on a monthly basis. This also includes A.C.E. All Center staff and A.C.E. staff have received training on blood borne pathogens, and contagious diseases. Terry Pitts functions as the A.C.E. Health Contact person. We are located less than one mile from Lakeland Regional Medical Center. We do not give medication to any student, as we do not have a nurse on staff.

We have not had any disciplinary actions regarding use of tobacco products on campus, acts of violence, students bringing weapons to school, illegal drugs or complaints regarding harassment or discrimination.

3B. LEGAL

In the past nine years, the A.C.E. Charter School has not had nor are we aware of any potential legal actions or threatened legal actions against the school.

3B. MISCELLANEOUS

When A.C.E. Charter School opened its doors nine year ago, we had three computers in the classroom for use by the students. We wrote a grant two to the Community Foundation of Greater Lakeland and received funding in 2007 to purchase three new computers with touch screens and some language software. We have used our technology funds to upgrade the computers of the classroom teacher and the Speech-Language Pathologist. The classroom and the staff office are networked to a DSL line and staff can access the internet. The Principal, the classroom teacher and the Speech-Language Pathologist have a VPN connection to the Polk County School system. A.C.E. and the Center have a copyright policy on materials and software licenses.

A.C.E. and the Center adhere to HIPPA guidelines (Health Information Protection and Portability Act). Parents are given this form to read and sign before any evaluations are completed. In addition, there is a policy on release of information and a release for photographs and video taping that we also request parents sign. Student files are kept in two locations. Since students are tested by Center staff, materials related to Center services are kept in Center files in a locked file room. The second location the A.C.E. Office. Copies of Center reports and tests as well as all documents related to the individual student are kept in separate files in this locked office.

A.C.E. Charter School follows the Polk County code of conduct

A.C.E. Charter School and the Center have always maintained an atmosphere free from discrimination for both students and staff. There is a policy on non-discrimination that all staff must sign prior to their employment. In addition, signs are posted in the waiting room and a non-discrimination clause is printed on applications and other printed materials. Children are enrolled based on the date of their application. Should two applications be received in the mail on the same date or two parents should present their applications in person at the exact same time, a coin would be flipped to determine which application would be processed first. In nine years we have done this on one occasion and that was in the 2008-2009 school year. Fortunately, both children were able to enroll in A.C.E.

FUTURE PLANS

4. *If the school's charter is renewed, what are its plans for the five years of the next charter?*

The A.C.E. Charter School is actually completing its second charter contract term. Both charter contracts have been a win-win-win opportunity for the students, the Polk County School system and the Central Florida Speech & Hearing Center. Charter school status provided a way for the Center to continue to serve speech and language impaired preschool children regardless of their families' ability to pay for these services. The Center wanted to further develop the existing preschool program, concentrate the focus on the development of language, literacy and communications skills and incorporating these skills into the development of pre-academic skills. Sixty-one students have been able to participate in a preschool classroom from all parts of Polk County. Our program has continued to improve during the second charter renewal. A.C.E. Charter School has been successful in offering a language rich preschool program for students with speech and language disorders, in a small classroom with additional therapy services, along with involvement of families.

During the past nine years of our charter, A.C.E. and the Center have learned many things about both the rewards and challenges of providing a charter school. Highlights of some of the things learned along the way are:

1. There is a population of children with moderate to severe speech and language delays who cannot attend a regular preschool because their staff do not have the necessary skills to work with a communicatively impaired child. Therefore, we want to be able to provide additional classrooms for children with communication disorders.
2. Children learn best in a small classroom with a low teacher-to-student ratio where they can develop speech and language skills at their own level. Therefore, we need to be able to keep this ratio at a low level to insure that the classroom staff is able to provide the speech and language skills these students need.

3. Most of the students who have delays in their speech and language development also have delays in many other areas of their development and need the additional services of other professionals such as Occupational Therapists. Therefore, we need to be able to fund additional staff to provide these services by increasing our fund raising activities.
4. A Board of Directors who is committed to the vision, mission, core purpose and values of a charter school will bring leadership and direction to insure that all students have the environment they need to be successful. Therefore, we need to provide more opportunities for board members to become involved in A.C.E. Charter School and to evaluate expanding the number of board members.
5. Parents appreciate a preschool where they can bring their child, knowing it is a safe and nurturing environment. Research indicates that parents are their child's first teacher. Therefore, we need to provide additional opportunities for parents to become more involved in A.C.E. Charter School and ways to help their child succeed in developing their communication skills.
6. A balanced calendar is the most ideal calendar for our students. However, this calendar is difficult for working parents to obtain child care during the three week breaks. Therefore, A.C.E. needs to continue to work with parents regarding child care.
7. Having a staff with the skills, dedication, enthusiasm and commitment are the true keys to the success of our charter school. Therefore, we need to continue to evaluate the salary structure and benefits we provide to our preschool and insure that we are doing everything possible to retain and help our staff grow.
8. The public schools must complete a tremendous amount of paperwork at the local, state and national level. The learning curve for the numerous forms is steep. However, the Polk County School system staff have been very helpful at all levels.

The A.C.E. Charter School and Central Florida Speech & Hearing Center board and staff have learned a great deal about the happiness as well as the challenges of providing a charter preschool program. We continue to learn and develop new and better strategies to insure that all of our students achieve success in A.C.E.

4B. Please attach an accountability plan that defines the school's student and school performance objectives for its next charter term. Describe how these objectives are aligned with the current state curriculum frameworks.

The new A.C.E. Charter School Accountability Plan is attached (Appendix 4) and includes goals and objectives for the years 2010 to 2015. In terms of alignment with the current state curriculum frameworks, there is no state curriculum for preschool students. However, should the state develop such curriculum, A.C.E. will comply with those standards. A.C.E. will continue to administer pre- and post-testing to evaluate the progress of students. We will continue to evaluate each child's IEP goals and the progress they have made in achieving these goals. The gains achieved by students, comparing pre and post test scores, can vary considerably depending on the severity of the disorder and any additional area(s) of disability. Some students meet and far exceed the goals set for them. Students with additional challenges may show limited gains between pre- and post-testing, yet their performance in the classroom, their achievement of IEP goals and their increased speech and language skills in their home environment has greatly improved.

A. C.E. will continue to utilize the same tests that have been used during the past nine years to evaluate students. Staff will continue to evaluate new additions or revisions of current tests as well as newly developed tests to insure that the most appropriate test instruments are utilized. In addition, since the Polk County School system is using the Battelle, the staff will administer the Battelle to each student prior to their entering and before they leave A.C.E. The Battelle does not provide an in depth evaluation of a child's speech and language skills so the staff will continue to administer speech and language evaluations annually and set student goals based on these and other tests results.

4C. How will the school evaluate and disseminate effective elements of the school's structure or program?

The A.C.E. Charter School will share all results with:

1. The Polk County School Board
2. The Office of Magnet, Choice and Charter Schools
3. The Board of Directors of the A.C.E. Charter School
4. The Board of Directors of the Central Florida Speech & Hearing Center
5. The Florida Charter School Resource Center
6. Parents of students in the program
7. Parents of potential students
8. Staff members of both the A.C.E. Charter School and the Center
9. Interested community members
10. Fund raising groups and foundations

4D. What facility or facilities do you plan to use during the terms of the next charter? Please submit written documentation that the school remains in compliance with all building, health, safety and insurance requirements as described in Florida Statutes, and that all related inspections and approvals are current.

BUILDING A NEW FACILITY

Year after year, A.C.E. continues to see an increase in the number of children with speech and language impairments that need a preschool program that will help them develop their communication skills. Parents continue to request that their child be enrolled in A.C.E. In 2007, the Central Florida Speech & Hearing Center began evaluating space needs of the entire Center, including A.C.E. Charter School. The board quickly discovered that all programs had outgrown the current facility and all program waiting lists were continuing to grow, including children who could benefit from a speech and language focused preschool. Throughout the next year, the board evaluated space that could be renovated, rented/leased or possible space that might become available within the next couple of years. The board ultimately decided that building a new facility, specifically designed to serve the needs of the speech, language and hearing impaired population, especially A.C.E. students, was the best course of action.

In 2008, the Center bought a piece of land on U.S. 98 South, in the Parkway University Center, near Polk State College. The Center and A.C.E. have worked with an architect, completed plans to build the new building and selected Folsom Construction to build the new facility. In the fall of 2008 we kicked off our Capital Campaign. Unfortunately, the economy was in crisis and, as the economists have revealed, in retrospect, the nation has been in a recession. The Board decided to briefly suspend active campaigning in November 2008 and are planning to begin again in the fall of 2010. The campaign total is \$8 million dollars and almost \$2 million dollars has been raised to date. The board has committed to raising at least 75% of the goal (\$6,000,000.00) before breaking ground. Folsom has stated that they will need approximately 18 months to build and finish out the building. **Considering the economy, the commitment to raising another \$4 million dollars and at least 18 months to complete the project, plus staffing and equipping the facility, our request is for a five (5) year charter renewal continuing with a single classroom to serve the needs of speech and language impaired students.**

4E. Please attach a projected budget for the requested length of term requested by the renewal. If requesting a long term contract, please attach a comprehensive Business Plan that demonstrates support for the request.

A budget for the next five years, 2010 through 2015, is attached (see Appendix 5). This budget is based on one classroom serving an average of 19 students with a staff of five adults.

5. Please attach the results of any independent review of the school (studies, surveys, SACS accreditation documentation or other evaluations) that may shed light on the school's performance during the term of its charter.

Attached please find the SACS/CASI accreditation documentation (Appendix 6).

A.C.E. CHARTER SCHOOL

The following are descriptions of tests that may be administered to students, on an annual basis, to evaluate their progress and future needs:

Battelle Developmental Inventory, 2nd edition

Measures five primary domains – Adaptive, Personal-Social, Communication, Motor and Cognitive – along with 13 sub domains associated with the main domains. This test is being used by the Polk County School system to assess a student's readiness to enter Kindergarten. As of July 2009, we are routinely using this test with all of our students.

Bracken Basic Concepts Scale

Assesses a child's receptive knowledge of basic concepts and the results can be used for IEP development and remediation. A Spanish edition is also available.

Brigance Diagnostic Inventory of Early Development

Evaluates the development of children up to age seven and is often used to identify children with developmental delays. It aids in designing individualized educational programs for them, and monitor progress over a period of time. Questions are answered by either oral or written response or by pointing to pictures. Two other components of the test are direct observation of the child by the examiner and an interview with the parents to gather additional information about the child's skills. The test evaluates the following skills, in the order in which they are developed: preambulatory, **gross motor**, **fine motor**, prespeech, speech and language, general knowledge, readiness, basic **reading**, manuscript writing, and basic math skills. Test results are expressed as developmental ages.

EOWPVT (Expressive One-Word Picture Vocabulary Test)

Assesses a child's ability to use words, identify objects and functions in their environment, as well as to assess if a child is having difficulty with word-retrieval abilities (ability to label an item without numerous descriptors).

GFTA-2 (Goldman Fristoe Test of Articulation 2nd Edition)

Assesses a child's ability to pronounce phonemes used in the English language. This test is used worldwide as a staple exam for determining a child's ability to produce sounds correctly at the one-word utterance level.

OWLS (Oral and Written Language Scale)

Evaluates receptive and expressive language skills and is widely used with children suspected of having a language delay/disorder. It provides a standard score; a percentile rank and an age-equivalency score for receptive language, expressive language and an overall oral composite score (total language score).

PAT (Photo Articulation Test)

Meets the nationally recognized need for a standardized way to document the presence of articulation errors using 72 color photographs. The first 69 photos test consonants and all but one vowel and one diphthong. The remaining 3 pictures test connected speech and the remaining vowel and diphthong. The remaining 3 pictures test connected speech and the remaining vowel and diphthong

PLS-3 Preschool Language Scale 3rd Edition or PLS-4 Preschool Language Scale 4th Edition (used interchangeably)

A test that is widely used to assess a preschool child's receptive language skills (what a child understands that is presented to him/her verbally), as well as expressive language skills (how a child uses language in formulating phrases and sentences in communicating) and to determine if the child has a language disorder/delay. It provides a standard score, as well as an age-equivalency for auditory comprehension (receptive language), expressive communication (expressive language skills) and a total language score.

REEL-2 (Receptive-Expressive Emergent Language)

Designed to help identify infants and toddlers who have language impairments or who have other disabilities that affect language development. It is especially useful as an assessment and planning instrument in Early Childhood Intervention programs. It has two core subtests, Receptive Language and Expressive Language, and a new supplementary subtest, Inventory of Vocabulary Words. Results are obtained from a caregiver interview.

ROWP VT (Receptive One-Word Picture Vocabulary Test)

Assesses a child's ability to identify pictures once a verbal stimuli is presented to them. It provides an understanding of how well a child understands vocabulary that is presented to him/her. This test provides a standard score, a percentile score, and an age-equivalency.

SPAT (Structured Photo Articulation Test)

Includes 48 full color photographs, which are used to assess 59 consonant singletons and 10 consonant blends as well as 7 phonological processes. It provides a systematic assessment of children's speech skills. The full color photographs portray Dudsberry interacting with objects, which contain the target phonemes. Sounds are easily elicited through this motivating context. For optional assessment, 8 photographs depicting the story of "Dudsberry's 1st Birthday" are included in the album to elicit phoneme production in connected speech. Tables for dialectical variations are presented and discussed. Standard scores, confidence intervals, percentile ranks, percentile bands and test-age equivalents are provided for both females and males ages 3 through 9.

**A.C.E CHARTER SCHOOL
2009-2010 School Calendar
(Approved 3/23/2009)**

July 13, 2009	Teacher work day
July 14, 2009	Teacher work day
July 15, 2009	STUDENT'S FIRST DAY
Sept. 7, 2009	HOLIDAY-Student/Staff
Sept. 16, 2009	Last day before break
Sept. 17, 2009	Teacher work day
Sept. 18, 2009	Teacher work day
Sept17-Oct. 2, 2009	First break
Oct. 5, 2009	Students return
Oct. 12-Oct. 16, 2009	FTE WEEK
Nov. 23 thru Nov. 27, 2009	Thanksgiving holiday
December, 11, 2009	Last day before break
Dec. 14 thru Jan. 4	Second break
January 4, 2010	Teacher Work day
January 5, 2010	Students return
January 18, 2010	Holiday Student/Staff
Feb. 8 – Feb. 12, 2010	FTE WEEK
March 12, 2010	Last day for students
March 15, 2010	Teacher work day
Mar. 15 thru April 2, 2010	Third break
April 5, 2010	Students return
May 31, 2010	Holiday Students/Staff
June 2, 2010	GRADUATION/LAST DAY
June 3, 2010	Teacher work day
June 4, 2010	Teacher work day

July 2010 - June 2015 Proposed Budgets

Account #	Account Description	2010-11	2011-12	2012-13	2013-14	2014-15
Revenues						
4010-001	Contributions-Personal Charter	\$1,050	\$1,500	\$2,500	\$3,000	\$3,500
4160-001	Contb-Fdtns-Charter School	\$5,000	\$5,000	\$6,000	\$6,000	\$7,500
4210-001	Special Events - Fundraiser	\$5,000	\$5,700	\$6,000	\$10,000	\$13,000
5031-001	Revenue-Charter Schools	\$1,200	\$2,000	\$2,500	\$3,000	\$4,000
9726-001	Revenue-CapitalOutlay-ChrtrSch	\$9,250	\$10,000	\$10,000	\$10,000	\$10,000
9727-001	Revenue-F.T.E.-Charter School	\$190,500	\$193,500	\$195,000	\$197,500	\$200,000
9728-001	Revenue-I.D.E.A	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
9733-001	Interest - Investment Account	\$1,500	\$2,000	\$2,500	\$3,000	\$3,000
	Total Revenues	\$223,500	\$229,700	\$234,500	\$242,500	\$251,000
				\$5,150	\$2,500	
Expenses						
7006-001	ACE Reimbursement for Staff	\$14,400	\$15,000	\$16,000	\$18,000	\$19,000
7007-001	Salaries-Charter School	\$105,450	\$106,500	\$108,000	\$109,000	\$111,500
7103-001	HealthInsurance-CharterSchool	\$13,500	\$14,000	\$15,000	\$17,000	\$20,000
7104-001	Workers'CompIns-CharterSchool	\$720	\$850	\$900	\$1,000	\$1,100
7105-001	Retirement Fund-Charter	\$1,440	\$1,500	\$1,700	\$1,850	\$1,900
7106-001	PayrollPrccsng.-Paychex-ChrtrS	\$3,600	\$3,700	\$3,700	\$3,800	\$3,800
7107-001	ACE Reimb for Benefits & Taxes	\$3,760	\$4,400	\$4,500	\$4,500	\$5,500
7200-001	Payroll Taxes-FICA-CharterSchl	\$9,157	\$9,500	\$9,900	\$10,400	\$11,200
7201-001	Payroll Taxes-U/C-Charter Schl	\$1,080	\$1,100	\$1,200	\$1,300	\$1,400
7301-001	Payroll Taxes-FUTA-CharterSchl	\$300	\$400	\$450	\$500	\$500
8005-001	PublicRelations-CharterSchool	\$400	\$500	\$500	\$500	\$500
8006-001	Profess Fees-B&Co Audit-Chrtr	\$6,000	\$6,250	\$6,000	\$6,600	\$6,700
8010-001	Professional Fees-Temp Charter	\$7,800	\$7,800	\$7,000	\$7,000	\$6,000
8011-001	ContractFiscalSrvcs-CharterSch	\$3,300	\$3,500	\$3,500	\$3,500	\$3,700
8016-001	Staff Development-Charter	\$500	\$600	\$700	\$700	\$800
8125-001	Supplies-Charter School	\$4,800	\$5,000	\$5,000	\$5,500	\$5,700
8126-001	Supplies-Computer Charter	\$0	\$100	\$100	\$100	\$100
8200-001	Telephone-Charter School	\$720	\$700	\$700	\$700	\$700
8201-001	Telephone-Maintenance-CharterS	\$50	\$50	\$50	\$50	\$50
8301-001	Postage-Charter School	\$50	\$50	\$50	\$50	\$50
8401-001	Rent - A.C.E. Charter School	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
8403-001	Insurance-Bldg&Grnds-CharterSc	\$1,620	\$1,700	\$1,750	\$1,800	\$1,850
8405-001	Utilities-Charter School	\$2,520	\$2,600	\$2,700	\$2,800	\$2,850
8409-001	Maint&Serv.Contract-CharterSch	\$500	\$500	\$600	\$600	\$700
8413-001	Occupancy-Supplies-CharterSchl	\$1,200	\$1,200	\$1,300	\$1,300	\$1,350
8414-001	Occupancy-Misc.-Charter School	\$100	\$100	\$100	\$100	\$100
8415-001	Occupancy-Maint/Clean-CharterS	\$5,040	\$5,100	\$5,200	\$5,300	\$5,500
8502-001	Equipment-R/M-Charter School	\$0	\$50	\$50	\$75	\$75
8519-001	NetworkComputerSupport-Charter	\$150	\$175	\$200	\$225	\$250
8609-001	Printing-Charter School	\$150	\$150	\$150	\$175	\$175
8805-001	Conferences/Meetings-CharterSc	\$1,200	\$1,300	\$1,400	\$1,500	\$1,500
9001-001	Dues & Fees - Charter School	\$1,275	\$1,300	\$1,350	\$1,400	\$1,500
9401-001	Insurance-Professional-Charter	\$3,600	\$3,650	\$3,700	\$3,900	\$4,000
9402-001	Insurance-Drctrs&Offcrs-ChrtrS	\$1,200	\$1,200	\$1,200	\$1,300	\$1,300
9500-001	Management Fee-School Board-Ch	\$8,400	\$9,600	\$9,750	\$9,900	\$10,000
9501-001	Transportation for Students	\$1,500	\$1,500	\$1,500	\$1,600	\$1,600
	Total Expenses before Depreciat	\$223,482	\$229,825	\$233,900	\$242,025	\$250,950
	Surplus (Deficit)	\$18	\$75	\$600	\$475	\$50

CENTRAL FLORIDA SPEECH AND HEARING CENTER, INC.A.C.E. CHARTER SCHOOLSTATEMENT OF FINANCIAL POSITION

JUNE 30, 2008

ASSETS**CURRENT ASSETS**

Cash and cash equivalents	\$174,046
Accounts receivable, Note B	816
Prepaid expenses	2,447
Total current assets	177,309

PROPERTY AND EQUIPMENT, net, Notes A and C

23,206

TOTAL ASSETS\$200,515LIABILITIES AND NET ASSETS**CURRENT LIABILITIES**

Accounts payable and accrued expenses	\$ 6,118
Due to related party - parent division	4,494
Total current liabilities	10,612

NET ASSETS

Unrestricted, Note A:	
Undesignated	166,697
Net investment in property and equipment	13,176
Total unrestricted net assets	179,873
Temporarily restricted, Notes A and H	10,030
Permanently restricted, Note A	-
Total restricted net assets	10,030
Total net assets	189,903
TOTAL LIABILITIES AND NET ASSETS	<u>\$200,515</u>

The accompanying notes are an integral part of these financial statements.

STATE OF FLORIDA DEPARTMENT OF HEALTH COUNTY HEALTH DEPARTMENT PUBLIC/PRIVATE SCHOOL INSPECTION REPORT



PURPOSE:

- ROUTINE, REINSPECTION, CONSTRUCT, CHANGE OF OWNER, COMPLAINT, CONSULTATION, QA SURVEY, EPIDEMIOLOGY, PREOPENING, OTHER

TYPE:

- Private School, Public School, Charter School, Vocational School, College/University, Other

SCHOOL: A.C.E. Charter School, ADDRESS: 140 E. Della Street, CITY: Lakeland, FL, INSPECTOR: L. GAY RATCLIFF

Vertical scale with numbers 20, 7, 13

Legend: Satisfactory, Incomplete, Unsatisfactory, Correct Violations by Next Inspection, 8:00 AM on, OUT OF BUSINESS

Table with 12 rows and 2 columns of checkboxes

Table with 14 rows and 2 columns of checkboxes, numbers 4, 3, 9

Table with 14 rows and 2 columns of checkboxes, numbers 3, 3, 4

Table with 14 rows and 2 columns of checkboxes, numbers 5, 3, 1, 0, 0, 5

Table with 14 rows and 2 columns of checkboxes, numbers 05, 06, 07, 08, 09, 10, 11, 12, 13, 14

- SCHOOL SANITATION, BUILDINGS, SANITARY FACILITIES, WATER SUPPLY, LIQUID/SOLID WASTE, VECTOR/VERMIN CONTROL, SAFETY, FOOD, OTHER

Table with columns: ITEM NUMBERS, COMMENTS AND INSTRUCTIONS. Includes handwritten notes: 'Clean the Microwave Oven in Kitchen', 'Clean the Vent in Bathroom in the Classroom', '5/22/09 The microwave & the bathroom vent were both cleaned.'

HEALTH DEPARTMENT INSPECTOR: Mazen Omari, PHONE: (889) 519-8336, COPY OF REPORT RECEIVED BY: MKC 4/23/09, DATE: 4-23-09

Inspection Report

Name of Business:	A C E CHARTER SCHOOL	Inspection Date	06/03/2009
Business Address	710 BELLA VISTA ST E	Re-Inspection Date	06/02/2010
Inspection Type	Annual Permitted	Occupancy Load	29
		Occupancy Permit	983F668BFD1B

VIOLATIONS REQUIRING CORRECTIVE ACTION ARE MARKED BELOW

Failure to correct the listed violation(s) may result in the issuing of a Municipal Ordinance Violation(s) that carries a daily penalty for each outstanding violation.

To avoid penalty, please take the necessary corrective actions before the scheduled re-inspection date.

<u>Description</u>	<u>Location</u>	<u>Comments</u>
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NO VIOLATIONS NOTED AT THIS TIME

BUSINESS CONTACT:

INSPECTOR: Parrish, Anthony

A.C.E.

ATTACHMENT 9

C.O. # 01019552

CERTIFICATE OF OCCUPANCY
CITY OF LAKE LAND
DIVISION OF BUILDING INSPECTION

This certificate issued pursuant to the requirements of the City Of Lakeland Building Code certifying that, at the time of issuance, this structure was in compliance with the various ordinances of this jurisdiction regulating building construction or use. This certificate is for the following:

Contractor #: 3018

Contractor State Cert. #: CG C052034

Contractor Name: HOWARD D BAYLESS
Company Name: MARCOBAY CONSTRUCTION INC
116 S KENTUCKY AV
LAKE LAND, FL 33801 -0

File Trust

Building Permit #: 270-2-1

Group: C

Type Construction: Remodeling, Nonresidential And Nonhousekeeping

Building Owner: CITY OF LAKE LAND
Address: 1815 GILMORE AV
For: COMM-INTERIOR REMODEL #710

LANNY R WALKER
Building Official

By: *W. Leibh* Date: *6/19/01*

*A/13/02 - No structural changes to building since
6/19/01 Susan J. Inoué*

*8/5/03 - No structural changes to building since
6/19/01 Susan J. Inoué*

ACORD™ CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
10/13/2008

PRODUCER
NEGLEY ASSOCIATES
PO BOX 206
Bedar Grove, NJ 07009
(973)239-9107

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

INSURERS AFFORDING COVERAGE

INSURED Central Florida Speech & Hearing Center, Inc.
710 East Bella Vista Street
Lakeland, FL 33805

INSURER A: Scottsdale Insurance Company
INSURER B:
INSURER C:
INSURER D:
INSURER E:

COVERAGES

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR	OPS0051005	10/11/08	10/11/09	EACH OCCURRENCE \$2,000,000
					FIRE DAMAGE (Any one fire) \$ 300,000
					MED EXP (Any one person) \$ 5,000
					PERSONAL & ADV INJURY \$2,000,000
					GENERAL AGGREGATE \$4,000,000
					PRODUCTS - COMP/OP AGG \$4,000,000
					GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS				COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	GARAGE LIABILITY <input type="checkbox"/> ANY AUTO				AUTO ONLY - EA ACCIDENT \$ OTHER THAN EA ACC \$ AUTO ONLY: AGG \$
	EXCESS LIABILITY <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE DEDUCTIBLE RETENTION \$				EACH OCCURRENCE \$ AGGREGATE \$ \$ \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY				WC STATU-TORY LIMITS <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	OTHER Professional Liability	OPS0051005	10/11/08	10/11/09	\$2,000,000 Ea. Claim \$4,000,000 Aggregate

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/EXCLUSIONS ADDED BY ENDORSEMENT/SPECIAL PROVISIONS
Certificate Holder is added as Additional Insured, but only with respects to operations of the Named Insured.

CERTIFICATE HOLDER	ADDITIONAL INSURED; INSURER LETTER:	CANCELLATION
		SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.
		AUTHORIZED REPRESENTATIVE 