



Discovery Academy of Lake Alfred

2001 Charter Application



Lake Alfred Middle School

Conversion Charter Application

“Home of the Voyagers”

Serving Students in Grades 6-8

Office of Magnet, Choice
& Charter Schools

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Introductory Statement

Lake Alfred Middle Conversion School will be a school that emphasizes excellence in academics, technology, and communication skills. The cornerstone of Lake Alfred Middle Conversion School will be Kagan's "New Cooperative Learning."

Kagan and Kagan Structures for Learning were founded by Dr. Spencer Kagan, who is the leader in multiple intelligences and cooperative learning. Lake Alfred will be the only middle school in Florida to fully implement these high yield strategies. This unique and powerful element of our school will ensure more time is devoted to learning and will yield proportionally higher achievement.

Kagan charts a new course which abandons complex cooperative learning lessons and avoids ineffective group work. This new approach is based on proven, simple cooperative learning structures which become a part of every lesson. The strategies are easy for teachers to learn and implement, fun for students, and produce dramatic results immediately. Kagan structures are used successfully by teachers at every grade level, in all academic areas, and with every type of student. It is an integrated approach which is incorporated into existing lessons.

By implementing the Kagan structures, classrooms become learning centers where students work together, solve problems, create projects, construct knowledge, and demonstrate to each other their new learnings.

While using Kagan structures, teachers:

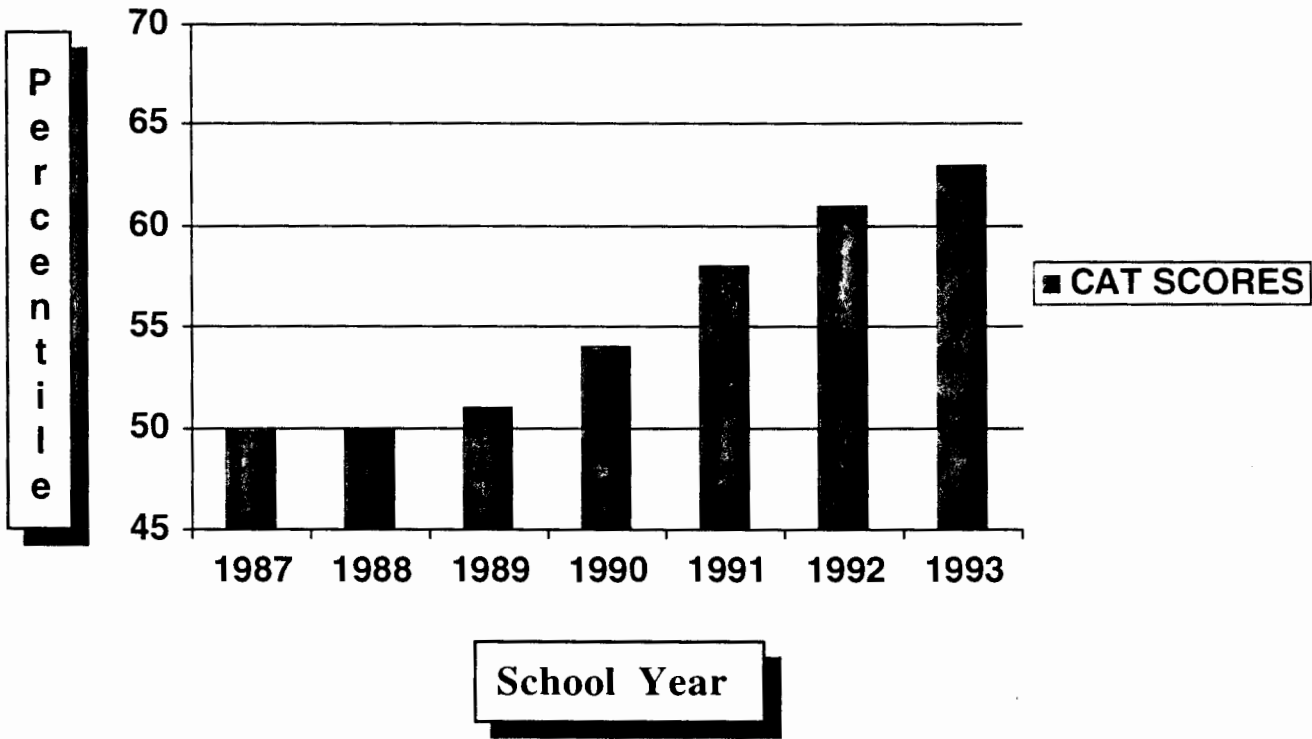
- Hold every student individually accountable
- Dramatically increase active participation
- Dramatically accelerate student learning
- Spend less time on classroom management
- Engage students with all patterns of multiple intelligences

Students profit from these highly structured methods in many ways: academically, socially and in their self-esteem. The Kagan structures prepare students for life in the 21st Century which will be marked by diversity and teamwork. Both Dr. Spencer and Laurie Kagan have agreed to be honorary founding board members to enhance and support our endeavor.

Another primary focus of Lake Alfred Middle Conversion School will be the use of technology. Students will demonstrate their learning by developing an electronic portfolio. Seven labs (2 multi-media labs, business computer lab, graphic arts lab, Jostens Prescriptive lab, the media center lab served by a CD tower and the Internet, and a Zap-Me Internet lab) will be used to help students become proficient in the use of technology both as a learning tool and as an avenue for research. In addition, each team has a wealth of multi-media access as noted throughout the charter application. Technology is immersed within the curriculum design.

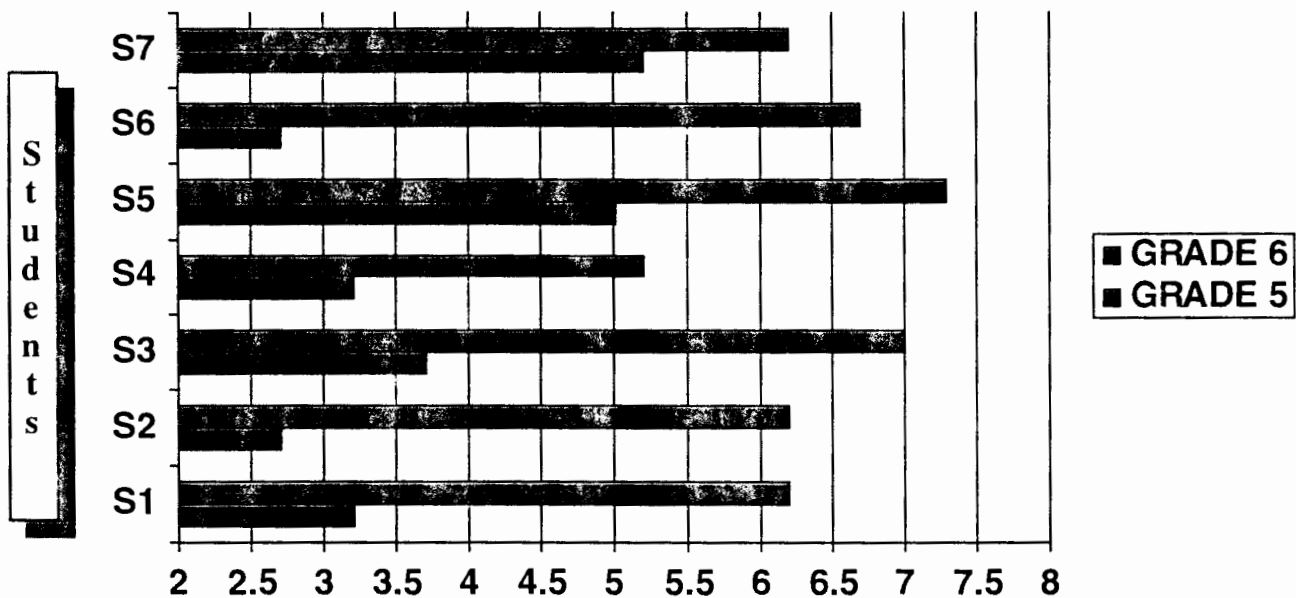
Major North Carolina School District

Grades 3-8 CAT Scores, 1987-1992
California Achievement Test



The above graph shows the percentile CAT scores of students grade 3-8 in a Major North Carolina School District for the years of 1987-1993. In the year 1988, Kagan and Kagan Structures were put into place in the District. After one year of implementation, viewers can see the rise of the overall test scores within the District. Continual improvement has been seen over the course of the next four years.

“Reading Scores” Sixth Grade Students (One teacher-Los Angeles, CA)



Grade Level Reading Ability

Class Average:
In: 3.0
Out: 6.4

3.4 grade level
jump in 1 year!

This is a graphic example of the power of Kagan Cooperative Learning. Children entered a fifth grade class at a third-grade reading level average. After one year using Kagan Cooperative Learning Structures, focusing on teambuilding and classbuilding, those same students were measured at an average reading level above sixth grade (6.4) on the SAT/9 test. Their dramatic jump was attributed to Kagan Cooperative Learning teambuilding and classbuilding structures.

I. Academic Design

1. Mission

A. Core Philosophy

A unique feature of Lake Alfred Middle Conversion School will be the extension of the school year by ten days for those students needing remediation to ensure that the high academics expectations are achieved. This extension will result in an additional sixty hours of direct instruction for these students. This unique and powerful element of our school will ensure more time is devoted to learning and will yield proportionally higher achievement.

The staff, parents and students are dedicated to preparing students to be lifelong learners whose academic achievement is enhanced by superior communication skills, character training and appreciation for diversity. We believe that every child is a unique individual capable of learning and achieving academic success. Our goal is to help our students explore and develop their intellectual potential while reinforcing standards of excellence.

Lake Alfred Middle Conversion School is dedicated to actively engaging all individuals in quality learning experiences that will enable them to be responsible, productive citizens in a changing world. To that end, all students must have a common base of knowledge which enables them to understand local as well as global issues. The Core Knowledge curriculum will provide this basis in a sequenced foundation of knowledge and will provide comprehensive instruction. Students will be encouraged to set personal and academic goals and assess their own growth. This comprehensive approach of extended instructional days for remediation with a strong curriculum infused with technology, will enable the student not only to succeed, but also to contribute to the 21st century.

B. Target Student Population

Lake Alfred Middle Conversion School is dedicated to providing the most comprehensive learning experiences possible for the students in its care. To assure that all students possess the skills necessary to succeed at the middle level, Lake Alfred Middle Conversion School will open with 810 - 820 students who are committed to its program. The program will be strong in its academic and Core Knowledge based content, and challenging and innovative in its teaching and learning strategies. Each grade, six through eight will enroll approximately 270 students. Parents will be encouraged to be actively involved in their students education and help students to understand that they must be committed to working with parents and school staff to maximize their educational experience.

Lake Alfred Middle Conversion School will be open to sixth through eighth grade students who live in the zoned area for Lake Alfred Middle School. Students outside the zoned area may apply to attend, but they will be responsible for their own transportation to Lake Alfred Middle Conversion School. Siblings of alumni will be given a priority in registration. Students who choose this exciting educational option must commit to regular attendance, adherence to Lake Alfred Middle Conversion School behavioral expectations and adequate academic progress as defined by the policies of the administrative and teaching team of the school.

It is the Lake Alfred Middle Conversion School belief that our parents gain great personal benefit and peace of mind from the knowledge that their children are in a strong academic program with high expectations. Lake Alfred Middle Conversion School may provide intersession programs which will give students expanded opportunities to learn and explore while assuring parents that their students are in a safe and enriching environment.

Since Lake Alfred Middle Conversion School does not have any firm enrollment projections at this time, we can only speculate on the number of special education and English for Speakers of Other Languages (ESOL) students. At this time, we project that approximately ten percent will be Special Education students and an estimated two percent will be ESOL students.

NOTE: For the purposes of this charter proposal and ease of readability for the reviewers, we have differentiated between the existing school currently named Lake Alfred Middle School and the conversion charter school referred to in this document as Lake Alfred Middle Conversion School. This does not indicate a permanent name change and is written as such in this document for the purposes of clarification only. The school name will most likely be changed for its opening in the 2001-2002 school year.

2. Educational Program

A. Overview

Lake Alfred Middle Conversion School will be immersed in a strong academically focused Core Knowledge curriculum with the significant benefit of the extended school day plan for remediation. LAMCS family will work together in atmospheres of nurturing support to solve problems cooperatively. The self-directed learners will be equipped to think effectively, to anticipate new learning experiences and to be confident in their ability to be productive in a changing society. To ensure each student's success, children will be given the opportunity to attain high academic standards through various avenues of academic achievement in concurrence with the extended remedial days plan. Lake Alfred Middle Conversion School will be dedicated to teaching solid academic content and skills to all children.

The low teacher/student ratio of 1 to 24 will ensure that each child receives individual attention and assistance. Lake Alfred Middle Conversion School will hold high expectations that all of the students will become strong goal setters and problem solvers as well as academically prepared to meet tomorrow's challenges. Strong academics based on the Core Knowledge Sequence will be enhanced by technological infusion and innovative classroom instruction including, but not limited to, teaming, Kagan and Kagan cooperative learning, application of Gardner's multiple intelligence theory, infusion of critical and creative thinking skills, brain-based learning research, project based learning, school-to-work and alternative assessment. All students will have the opportunity to participate in activities such as enrichment wheel, advisory class, fitness activities, intramural sports, band, clubs, extracurricular activities, and emerging technology.

Learning to prepare for a productive future by meeting individual challenges will be a key focus at Lake Alfred Middle Conversion School. Strong academic curriculum with a technological focus will be merged with current educational practices and philosophies. Lake Alfred Middle Conversion School will provide the students with specific learning experiences that prepare them to be life-long learners, independent thinkers and responsible and respectful contributors to an ever-changing world.

Innovative Practices

Each classroom at Lake Alfred Middle Conversion School is equipped with individual Internet access, which will enable students to travel the world without walking out the door. The Internet connection also provides access to the in-school instructional network. The in-school network will permit students in different rooms or wings of the building to compare and contrast the research they've collected without the distraction of changing rooms. After the data is collected students can share the information with the other classes via the in-school network thereby graphing data, generating charts for comparison/contrast and creating multi-media presentations. The sharing of information and data will be done without leaving their classroom, thus providing maximum time on task.

In addition to the classroom computers, a 30-station Computer Lab with an additional eighteen media center computer stations, a Jostens prescriptive lab, and two multi-media sign-up labs are available for student and class use. Programs offered at Lake Alfred Middle Conversion School include FCAT reading, math and writing review and a broad range of software for all areas of the curriculum and disciplines. Students will have opportunities to utilize the various programs for remediation and enrichment. Interested students will also have the opportunity to work in the state-of-the-art TV studio and control room. Students can explore the exciting world of video production and movie-making while developing language arts and thinking skills. Students can gain first hand knowledge and training in media communication and operations as they produce the Lake Alfred Middle Conversion School morning show.

The staff is also provided with various technology-based instructional programs to enhance the curriculum. A teacher-training workstation is available to all staff members to enable teachers to preview new software, work on power-point presentations, and receive assistance in areas of need. Each teacher has a laptop computer with Internet, CD-ROM and floppy disc capability and has individual access to e-mail services. Each team will also have a variety of technology available for its use: an LCD projection panel, VCRs, a laser disc player, a digital camera, scanner, banner printer, team computer and alpha-smarts. Because all lesson plans and grade records are generated and maintained on the computer, teachers can generate student progress reports with the touch of a button, graph student achievement and provide numerous sources of data for parent conferences. Teachers can also 'e-conference' with parents unable to come to the school. A full-time Network Manager and full-time Computer Lab Manager serve as valuable support system to the students and staff as well as serve as technology contacts outside the school.

The technological focus is linked not only to the student at school, but also to the student at home. To support this essential aspect, Lake Alfred Middle Conversion School will make available to all students, parents and teachers the program Nschool.com. This program provides the vital link between home and school via the Internet. Students, parents, and teachers can communicate in the manner which is most convenient and available to each family. Students can verify assignments, work on enrichment or family projects, read and contribute to the class newsletter and bulletin board, or schedule conferences.

Another exciting home-school link is the unique lap-top computer "Rent-to-Own" program. This feature, unique to Lake Alfred Middle Conversion School, allows each student to purchase a lap-top computer on a "Rent-to-Own" basis for academic use. The parent will have the opportunity of purchasing the product based on a sliding scale scholarship program if applicable. This enables each student to gain maximum use of his or her technological skills.

45-15 Single Track Balanced Calendar

The 45-15 single-track balanced calendar provides students with a continuous educational cycle to promote maximum learning and skill retention. Contingent upon further study, students on this calendar would attend school for 45 days followed by a 15-day intercession. The extended 5-day blocks would be incorporated for students into the first and third timeframes for those who need remediation.

Flexible Block Schedule

Lake Alfred Middle Conversion School will utilize a Flexible Block Schedule with an eight period alternating day block. This scheduling configuration will reduce the number of class changes thereby creating a safe and orderly environment. The block schedule also provides a more realistic time period for students to interact with technology. The teacher can begin with direct instruction and then move to the computer stations or the lab for application. In addition, the flexible block schedule affords teachers and students time to go beyond the lower levels of cognitive taxonomy with opportunities to apply higher order thinking. Learning is not so fragmented or disjointed and deeper understanding and retention rates are enhanced. Not only does the Flexible Block Schedule allow students and teachers the benefit of increased usable instructional time, but it also provides built in time for enrichment and remediation resulting in mastery learning.

Core Knowledge Sequence

The Core Knowledge Sequence is based on the premise that people need a common base of knowledge to function well in a democratic society, and that schools are responsible for providing this common base to every student. The strong academic focus provided by the Core Knowledge Sequence will enhance student academic performance. Students at Lake Alfred Middle Conversion School will actively participate in the core knowledge curriculum with an emphasis on language and writing skills, as well as the core subjects of reading, mathematics, science and social studies.

Low Student-Adult Ratio

The class size at Lake Alfred Middle Conversion School is limited to a teacher pupil ratio of 1:24 or fewer students per academic class. The low teacher pupil ratio will ensure that students receive individualized attention and assistance as needed. In addition to the support from the staff at Lake Alfred Middle Conversion School, students will have numerous opportunities for enrichment and reinforcement.

Extended School Year

The additional ten days of remedial instruction at Lake Alfred Middle Conversion School will dramatically impact the students' educational experience. Studies indicate that time is a critical factor in retention of knowledge. As students receive additional days of instruction based on a flexible block schedule and a balanced calendar, the increase of intensive, engaging and challenging learning activities geared to high standards will result in higher student motivation and achievement.

Intercession/Extended Day

Students will attend school for 45 days followed by a 15-day intercession. The intercession will extend the school year and provide time for deficient students to receive needed remediation and tutoring.

Curriculum Overview

Math/Algebra

The mathematical emphasis of Lake Alfred Middle Conversion School is applying mathematical concepts and problem solving to real world situations. Students will learn to reason mathematically and develop higher order thinking skills by integrating verbal/written communication with current technology.

More than computation, the goal of mathematics instruction at Lake Alfred Middle Conversion School involves reasoning, problem solving, estimation, and communicating a positive "can do" math attitude. Students will be encouraged to express their ideas for problem solving strategies involving individual and group reflection in accordance with performance based assessment. Teachers will assist the students with technology applications and provide assistance and remedial small group tutoring to ensure that all students have the tools to reach their full potential. Students will continue to master the use of their basic skills, mental arithmetic as they become more familiar with deductive reasoning and use computers and calculators in a thoughtful way. Lake Alfred Middle Conversion School staff consider the most effective methodology for learning mathematics one which emphasizes consistent practice and encourages multiple approaches to solving different types of problems. Students will apply strategies to open-ended, multi-step tasks to master the skills in accordance with Florida Sunshine State Standards. Mathematical applications will be developed through manipulative mental math, sock markets, and spatial relations/concepts in conjunction with jobs which require these skills.

Lake Alfred Middle Conversion School will offer algebra to interested and prepared eighth grade students. Students at Lake Alfred Middle Conversion School will experience and understand algebraic concepts instead of just memorizing abstract ideas. The highly interactive concept-building lessons will be combined with real-world examples and interesting applications. Using manipulatives and technology, students can work with objects that display variables, functions and graphs. By manipulating these objects, students visualize concepts and discover algebraic properties. The students will connect algebraic objects and visual relationships to explore properties such as multi-variable expressions, sequences, inequalities, monomials, polynomials rational expression, operations with powers and exponents and quadratic equations. The algebra program will be taught as a high interest, paced program. Students will combine traditional instruction with highly interactive software programs to build success.

Social Studies

The social studies curriculum at Lake Alfred Middle Conversion School will focus on the areas that develop responsible citizenship through an understanding of our planet as a global culture and economy. Patriotism and loyalty for our country as well as respect for other cultures will be emphasized. Students will create project-based social studies applications such as World Culture Days, exploration dioramas, role-playing in ancient civilizations or Great Leader oral presentations.

Students will study American history within the larger realm of the study of world civilizations and an emphasis on the contributions of all civilizations will be key. Students will explore the age of Enlightenment as civilization moved from the Dark Ages into the Renaissance, and changes in government. Students will study the Industrial Age as well as the pre- and post- industrial age as America moved from a predominantly rural, agricultural-based society through the primarily urban industrial age with its move to mass production, assembly lines and eventually robotics. Students will continue the study into the current era of the information age and project career, economic and lifestyle changes based on this economic progression. These studies will take place in the context of global as well local impact. The role of the individual will also be explored throughout history and within various civilizations. Key ideas will include the study of the role of women, minorities, children, slaves and indentured servants, the ruling class, the working class, and the emergence of the middle class. As students study civilizations, economic developments, individual and governmental forces, concepts in geography will also be introduced and reinforced. Using a problem solving approach to the social studies curriculum will ensure that adolescent learners are actively and thoughtfully engaged in this process. Using real life situations, modeling, teaching and applying decision making skills as well as higher level critical thinking skills, students will learn not only social studies concepts but good citizenship.

Integrated Research

Integrated Research will be a project-based class infused with technology. Students will work on their individual electronic portfolio items, which include skills for the students to master within at Lake Alfred Middle Conversion School. For example, students can research careers that they may find of interest and create a power-point presentation for each career complete with pictures from the digital camera. Another assignment/skill may be to fill out college applications on-line, not to submit, but rather to become familiar with the requirements, essays and questions. Students may

also write a character essay on an area of personal weakness, such as procrastination. The student would then develop a plan to strengthen their weak characteristic and monitor their plan throughout the year. All students would graph their GPA's as on going assignment. The Integrated Research class would also provide students with follow up research from other classes.

Science

Lake Alfred Middle Conversion School believes that science education should be designed for life-long learning in a world shaped by science and technology. Students at LAMCS will study life, earth and physical science throughout their three years.

Key components of our science program are observation and direct experiences. Students will not be expected to memorize vast quantities of facts, but rather have the information to obtain and use the facts in real life situations. The investigative tools are included in the process element. Students will utilize the process of the scientific method, involving inquiry and reasoning techniques to achieve scientific knowledge on a continual basis. Students at Lake Alfred Middle Conversion School will have the opportunity to utilize a science laboratory. The science laboratory will include an indoor laboratory and, in future years, an outdoor classroom dedicated to the study of sciences. Students can do independent studies on chemical change or the pond photosynthesis with assistance from the science teacher or staff members knowledgeable in that particular area of study.

The third dimension of the curriculum will focus on themes to provide a unifying structure so students can appreciate the interdependent nature of their world and integrate the science discipline. The final component will focus on the attitude of science to encourage the practice of critical and creative thinking. As students question, wonder, dream, plan, fail, rethink, succeed and imagine, they learn that education is a lifelong journey.

Language

Lake Alfred Middle Conversion School will have an essential language arts curriculum, which will include language arts with the integration of verbal and written communication skills. Students will be given numerous opportunities to expand their written and oral language skills. The art of communication and literacy - listening/speaking and reading/writing - are critical tools necessary for all learning. Teachers will work with students to ensure that all students are immersed in listening/speaking and reading/writing opportunities to ensure strength in language skills. Students

will have such learning opportunities as civilly and productively participating in group discussions, giving a short, well-organized and well-supported speech, speaking to large groups and participating in job interviews. Students will also have the opportunity to video their speaking to then be viewed and self-critiqued.

Each student will have weekly writing instruction. Writing journals will allow students to reflect what they have read and learned. These journals will be part of each student's individual portfolio and will provide a visual measure of a student's progress in reading and writing. LAMCS language curriculum will be performance-based in keeping with Florida's Sunshine State Standards, yet provide the students with a high interest approach to assist the students in understanding the connections between what they are learning and life long applications. The skill of writing will be further developed through daily journals, personal experience, high interest story starters, and informational summaries as well as addressing writing assessment style prompts. The understanding of real world situations and problem solving through the written word will be emphasized. The writing skills will utilize techniques in accordance to the rubric designed for the FCAT Writes. Students will learn to write for various purposes and in a variety of modes, such as letter writing with pen pals and E-mail with key pals. Students will learn to 'write to inform' by completing projects such as contacting scientist through the Internet from around the world for information and data about the topic of study, thereby integrating science and writing. After receiving the information, students may prepare oral presentations to be videotaped and shared with classmates and/or parents.

Reading

The curriculum will focus on intense reading skill instruction. A higher level of reading comprehension will be gained through application, analysis, synthesis, and evaluation in the content areas. Lake Alfred Middle Conversion School curriculum will also utilize multiple genres in literature to teach strategies and demonstrate reading and writing skills in all content areas. Not only will reading and writing be taught as to the importance in gaining information and knowledge, but reading for pleasure and expansion of the imagination will be encouraged. Developing a rich vocabulary will also be an essential element in reading and writing instruction. Vocabulary growth will be demonstrated through verbal and drama presentations, role-playing and public speaking. Students will become familiar with and utilize various software programs and alpha-smarts to complete assignments, create short stories and learn to work more effectively.

In addition to the academic offerings listed above, Lake Alfred Middle Conversion School will provide a variety of enrichment courses that will be offered during the three-year period that students are enrolled at the middle school. Not all of these courses will be offered during the first year, but will be phased in during the time of the charter.

Advisory/Character

Advisory class will consist of a thirty-minute program designed to focus on the social, emotional and psychological development of the middle school child. Topics addressed will include life skills, lifelong guidelines and goal setting. The Lake Alfred Middle Conversion School Advisory program will provide structured time where activities are designed and implemented to provide consistent and continuous adult facilitators. The Advisory program will bridge the gap between the one-to-one relationship of the self-contained elementary school to the less directed, more independent world of the high school. It will provide each student at Lake Alfred Middle Conversion School with an advisor, a teacher who has a special concern for the student as an individual.

Computer Lab

Students at Lake Alfred Middle Conversion School will integrate technology throughout the curriculum. The opportunity to attend technology labs will be included in the curriculum. A thirty station Computer Lab will enable students to work at an individual pace in the areas of FCAT reading, math and writing. Students struggling with a specific topic will be automatically remediated before progressing to the next skill, thereby creating success each step of the way. Students have the opportunity to use these computers for research, Internet, special programs/CD's and word processing. A school-wide Network Manager as well as a Computer Lab Manager will be available to assist students in the use of the available programs. Using HyperStudio students will learn the basics of creating a multimedia project and explore project themes that will help them expand learning opportunities with multimedia authoring technologies.

Study Skills

At Lake Alfred Middle Conversion School we will work with each child to create study habits that last a lifetime. Each student at Lake Alfred Middle Conversion School will utilize a school agenda to develop strong, positive study skills. Through their classes, students will be taught methods to

effectively organize their time and prioritize their work. Teachers will help students identify learning strengths and weaknesses and successful study techniques as they encourage study habits, promoting life-long learning.

Technology will also allow each child to learn research skills that go beyond the library. Within the context of the core academics, the focus at Lake Alfred Middle Conversion School will be to integrate strategies to improve skills in areas such as classification, sequencing, outlining, note-taking, researching, goal setting, brainstorming, strategies for oral and written reports as well as self-assessment and peer review.

Fitness Education

Fitness, skill development, cooperation and enjoyment are all necessary for a successful physical education program at Lake Alfred Middle Conversion School. Fitness is a major component of the program to ensure that each child understands the importance of a fit and healthy life style. Students will learn life skills through a variety of interesting activities ranging from aerobics and dance to team sports. The staff of LAMCS believes that students need to learn the correct techniques for each activity, whether it be a team sport or an individual one. This will allow students to fully enjoy each activity. Another component that will be emphasized at Lake Alfred Middle Conversion School is cooperation, as it develops the social aspect necessary to practice, share and work as a team and experience lifetime leisure activities to ensure a healthy lifestyle.

Intramural Sports

Students will have the opportunity to participate on sports teams, which will be created within the school. The intramural sports teams allow all students to participate as they compete within the school. The intramural sports team promotes cooperation, as it develops the social aspect necessary to practice, share and work as a team.

The Arts

Education in the arts is vital to a balanced education, so that students will develop a lifelong appreciation of the visual and performing arts. Students involved in a quality, comprehensive arts program will learn to convey ideas, feelings and emotions. They will sharpen their ability to analyze, critique and make informed judgements. Through a quality arts experience, all students benefit as they are encouraged to ask questions, to think, to learn and to create.

The art program enriches students' lives and allows for discovery and creative problem solving. It provides students with a broader perception of their environment and a greater understanding of historical and cultural perspectives. Students at Lake Alfred Middle Conversion School will have the opportunity to see how art is integrated with other disciplines and taught as a core subject, converging with the Florida Sunshine State Standards.

Graphic Arts

The graphic arts program will provide a specialized learning experience in the basic skills of the graphic arts industry. Activities and related classroom instruction will include experiences in composition, typesetting, desktop publishing, silkscreen, layout, presswork, basic offset printing, camera work and platemaking. The students will have the knowledge and capabilities to create compelling images and the precision to prepare them for the printed page, the Web, and other mediums. Superimposing images, graphics and text on multiple layers, as well as creating original artwork will be integral skills. Students will complete real life examples in their project-based assessment such as creating brochures and advertisements for their 'own business' or by designing a magazine cover or illustrating poetry.

Band and Jazz Band

Students at Lake Alfred Middle Conversion School will have the opportunity to participate in band and jazz band. Students will perform various musical selections as part of parent night performances, in school competitions and at community events. The musical events will be a marketing tool for the school and a way for students to give back to the community. It is also an opportunity to build character and community service as students perform at other schools, nursing homes and community centers.

Agriculture

Students will learn the variety of skills involved in the study of agriculture. Agriculture is the study of plants, animals, insects, fish, farming, producing and marketing of products. The class will revolve around the proper care, management, and characteristics of the various plant and animal species that are produced through agriculture. The multi-discipline study will embrace many different applied sciences and economic subjects as students utilize a hands-on approach, a critical and creative approach, along with technology to gain agriculture skills. Students will also have the opportunity to join the National FFA organization and attain leadership skills, first hand experience and a crossover of the classroom to the real world dealing with careers.

Business Computer Lab

Keyboarding is a psychomotor skill which involves mental processes as well as finely coordinated muscular movement. Sixth and seventh grade students will focus on learning to use the keyboard efficiently. Correct technique, posture, and touch keyboarding will be taught. Virtually all jobs for today's middle school students will require computer skills and touch keyboarding is a definite asset for employment. Students at the middle school level can develop a touch skill in a relatively short time and can transfer this skill to language-based activities. Word processing, database, and spreadsheets skills will be taught to eighth graders. Students will learn word processing features which are transferable to any software. After learning the fundamentals of database, they will gather data, design the layout of the database, input, refine, and print the final product. The versatility of spreadsheets will be appreciated as students learn to input labels and values, calculate with the use for formulas and function, and create line, bar and pie charts. The business world seeks creative and innovative employees. Creativity will be encouraged through the use of drawing/painting applications with which students will prepare flyers and posters and create original characters to use in slide show presentations and compositions. Teacher-directed exercises will be followed by student-initiated projects linked to their academics activities.

B. Instructional Methodology

The diversity of Lake Alfred Middle Conversion School's instructional methods will enable the staff to meet the individual needs of each student.

Brain Research

In recent years a great deal of research has been completed in the area of brain-based learning. Based on this research a paradigm shift has occurred with revolutionary implications for educators. From a traditional, psychology-based approach to learning, brain research moves learning into the arena of biology. As educators become aware of the astonishing learning potential innate to all humans, they come to understand that while each human brain is as unique as a fingerprint, a complex, multi-task learning experience is natural. Brain-based learning has evolved from basic left brain/right brain study to a triune brain theory.

Our teachers will explore such brain-based learning topics as:

- The role of emotion in learning
- Automatic cortex learning
- Reactive responses and their biological basis
- The brain's clock and its effect on learning
- The role of nutrition on learning
- The value of goal-setting to increase performance
- Middle schoolers sleep patterns and the effects on the brain's ability to learn

Not only will teachers become more knowledgeable about advances in brain-based learning, they will also develop and apply concrete tools designed to enhance student learning based on brain-based research. Some of the key training topics will include:

- How to hook the brain's attention
- The impact of attitude on learning
- Thinking skills that boost learning
- How to use eye-accessing cues
- Exercises and activities to boost learning

The goal of the Lake Alfred Middle Conversion School is not only to integrate brain-based learning both personally and professionally, but also to become role models and trainers on this topic. Each team will be provided with the books entitled *Brain-Based Learning*, *The Learning Brain*, and *SuperTeaching* by Eric Jensen.

Integrated Instruction

At Lake Alfred Middle Conversion School we believe that it is imperative that students realize the natural connections that occur between the various academic disciplines as well as the connections that occur between academic learning and the real world. To foster this inter-connectiveness, teachers will be trained to integrate the curriculum in a number of innovative ways.

A variety of other integrated curriculum applications will be developed and implemented by our teaching teams. Other sample techniques that may be used include webbing the curriculum, threading social, organizational, and academic skills throughout the content; identifying gaps and repetitions in the curriculum; and an alignment to the Sunshine State Standards.

"Being There" Study Experiences

"Being There" study experiences will be an important part of the curriculum. "Being There" input occurs when real things are studied in their real world context, e.g. a pond, lake, wetlands, factory, phosphate mine, etc. All nineteen senses are activated, producing maximum electrical and chemical activity in the brain and providing each learner an opportunity to sift through input until a pattern is recognized and understood and a mental model for using it is developed. Powerful, brain-compatible learning for students occurs when high levels of sensory input from being there experiences are processed by the pattern-seeking brain to identify and construct meaning.

Integrated Thematic Instruction

An effective way to integrate the curriculum will be to apply a themed approach based on student interest and curriculum goals. The year's study is organized around an overarching theme that has the power to illuminate student discovery of the connections among the various topics being studied. In this way, meaning is enhanced for the learner. Every aspect of the curriculum is tied to important concepts to avoid requiring students to earn isolated facts of limited usefulness. This brain-compatible curriculum centers around two key questions: 1) What do you want the students to understand, and 2) What will they do with it?

An example would be an overall theme of World War II in seventh grade. A "being there" experience to initiate the thematic unit would be a study trip to the Holocaust Museum. Then social studies would study the conflict itself and events leading to it, language arts would use *The Diary of Anne Frank* as

a vehicle to further understand the climate of World War II along with making connections to the war and real world happenings. Science would be studying the human body and genetics and connect their studies to Hitler's medical experiments. A study of geometry in math class could make real-world connections by designing and flying hot air balloons (a reconnaissance device of World War II). Even physical education can make further connections through an orienteering unit.

The Integrated Thematic Instruction Model emphasizes selecting instructional strategies that enhance the brain-compatibility of the classroom and school.

Traditional Instruction

Although there are many innovative instructional methodologies they are not intended to supplant traditional direct instruction. Direct instruction is an appropriate methodology for delivering curriculum as long as its use is the result of thoughtful assessment by the classroom teacher. All of our teachers will participate in training designed to enhance the delivery options for instruction. They will also be trained to evaluate the appropriateness of these instructional methodologies based on student needs, curriculum and overall team methodology use. By learning to identify specific instructional methodologies that work with specific student learning styles, curriculum objectives, and state standards, an effective and well-rounded use of various instructional methodologies will be implemented by Lake Alfred Middle Conversion School staff.

Through the use of traditional direct instruction and innovative applications for student learning within traditional instruction, students are provided a variety of learning styles based on current research in brain-based and multiple intelligence learning.

Project Based Instruction

Research of middle school students indicates that they are a social and highly distractible age group to teach. Rather than viewing this as a negative, the teachers at Lake Alfred Middle Conversion School will integrate a variety of projects designed to foster positive social interactions and multi-dimensional learning.

Students will not only be given the opportunity to complete projects across the curriculum, they will be taught the necessary organization and self-

evaluation skills needed to make project learning successful. Students will learn to use their agenda planners to identify and map out the various steps of a project. By breaking the project into manageable tasks, there is an increased likelihood for student success. Parent, teacher and student communication will be emphasized during each phase of the project. Each student will be provided a copy of the rubric used to evaluate the project and parents will be required to sign in the agendas that they received this rubric. Teachers will be trained to provide clear and effective communication with regard to projects. This includes timelines, materials lists, project updates, as well as evaluation information.

An emphasis on an interdisciplinary project will be provided as students grasp the interconnectiveness of the curriculum. Projects and other homework will be coordinated by the team members to assure project success.

Projects will continue to have an interdisciplinary focus with an emphasis on technology applications and career exploration. Projects will be produced using such technology as Internet research, digital cameras, HyperStudio, and eventually, electronic portfolios.

Technology Applications

Current business and industry research indicates that the majority of students we teach today will hold jobs that have not even been created or identified at this point. This creates a dilemma for today's teachers: How do we effectively equip tomorrow's job holders when many of today's skills and knowledge base will soon be outdated? A key component to effective and meaningful student preparation is the integration and application of technology skills. The vision of Lake Alfred Middle Conversion School is to move away from technology as a separate focus taught once a day or once a week in an obscure computer lab located far away from the academic classroom. Rather technology must become as much a tool of choice for students as a textbook or a pencil is today. As academic classes graph students' GPAs, allow students to turn in rough drafts on disk, and allow students to create and maintain electronic portfolios, technology moves from an academic discipline to an integrated and effective learning and communication tool.

Students at Lake Alfred Middle Conversion School will have access to computers in computer labs and in each classroom. This expansive and immediate access to technology and its applications will ensure that students are prepared for tomorrow. Students will learn to use scanners, digital

cameras, video clips, graphics, alpha smarts and software programs as well as a variety of Internet applications.

A technology committee comprised of teachers, parents, students and business leaders will develop long and short term goals in the area of technology. These goals will be clearly articulated and understood by the entire learning community at Lake Alfred Middle Conversion School. These goals will also be integrated into our school improvement plan and charter school budget process.

Multiple Intelligence Application

Recent research by Howard Gardner at Harvard University and subsequent applications of this multiple intelligence theory by such renowned educational authors such as David Lazaar indicate that students have a variety of innate intelligence strengths. Traditional school systems tend to focus primarily on verbal/linguistic and mathematical intelligences. Many students do not possess either of these intelligences as their primary method of learning new information. By identifying all of the types of intelligences and integrating them into the teaching and learning activities of a classroom, all students have the opportunity to succeed.

Lake Alfred Middle Conversion School teachers will be trained to identify and apply these multiple intelligences. Teachers will also receive training in ways to bridge from a non-traditional intelligence to both verbal/linguistic and mathematical intelligences. By teaching students specific techniques based on their personal intelligence strengths and teaching them to build a bridge from their area of strength to traditionally academic intelligences, students are afforded an increased opportunity to master skills.

Teachers grow both personally and professionally when exposed to Kagan's multiple intelligences training. By providing alternatives to traditional teaching ideology, teachers are given new tools to assist them in reaching all students and especially those students who struggle with a traditional classroom setting. Increased students success motivates not only students but teachers as well. As teachers find success with these and other innovative instructional methodologies, they truly become a community of lifelong learners dedicated to assisting every student in reaching his or her potential.

Critical and Creative Thinking Skills

Research based on William's Taxonomy of Creative Thinking and application of Bloom's Taxonomy indicated that students learn better when they move to higher order thinking and creativity skills. At Lake Alfred Middle Conversion School we do not believe that it is enough to know that fluency is part of the creativity taxonomy or the order in which Bloom's Taxonomy moves from lowest to highest thinking skills. Our staff is dedicated to research and student application in both of these areas. Teachers must first be trained to develop an understanding of the potential applications of Bloom's taxonomy. Teachers will be provided with sample materials for use within their classrooms that apply thinking and creative skills. This will springboard to teacher-created materials designed by the staff of LAMCS. Additional training on Kagan's Higher Order Thinking Skills and a peer support process will enhance learning and assure that students receive top quality instruction in these areas. As teachers become more confident in their ability to teach and apply creative and thinking skills, master teachers in this area will serve as mentors to new staff members and other schools to ensure a model of continuous progress.

Teachers Working in Teams

At Lake Alfred Middle Conversion School teaming is both an instructional and organizational tool. It is imperative that teachers participate in teaming to facilitate integrating the curriculum. As an organizational tool teaming allows students and teachers to be a part of an effective and close-knit smaller group within the larger school structure. This emphasis on teaming as an organizational structure provides numerous benefits for teachers and students alike. For example, research shows that middle school students need to belong to a social group. Students who do not connect with a positive social group will often turn to negative influences (ie. gangs, negative peer groups, anti-social behaviors) to fulfill these needs. Teaming when used in conjunction with advisory provides each student with the opportunity to be a part of a positive social group within their school experience. Organizationally teaming benefits teachers through the creation and implementation of learning communities and increased professional accountability and shared decision making.

Career Education

One of the goals of Lake Alfred Middle Conversion School staff is to assist students in short and long term goal setting. When students see the connections between information they are learning today and applications in tomorrow's careers, these connections increase student motivation and understanding. To foster this connection between school and the real world, students will participate in a number of school-to-work and career exploration activities. Through training, teachers and students will come to realize that this is not "an add on" to the curriculum, but rather a long term application for academic learning. Students will see a relationship between basic math computation skills and balancing a checkbook. Activities such as tripling recipes and using various types of flours will demonstrate the relationship between science and their culinary experiences. By making these activities hands-on and enjoyable, students will benefit from both the activity itself and the teacher developed essential questions designed to promote student thinking about the future applications of current learning. It is not intended that teachers have all the answers with regard to future applications and career options; rather teachers will serve as facilitators to assist students as they explore their interests and potential careers.

The staff of Lake Alfred Middle Conversion School realizes that most students may not be ready to commit to a particular career choice in middle school; however, activities such as career shadowing days for eighth graders, Great American Teach-Ins, career Internet research, etc. will allow them to explore options and be better prepared to make meaningful choices.

Parental Involvement

Parental involvement is a key component of the Lake Alfred Middle Conversion School philosophy. Current best practices such as SACS committees, PTOs and other committee work will be enhanced under the charter process. Parental representation on the board of directors will ensure that parents have a meaningful and substantive role in the decision making process.

3. Exceptional Education Students and Limited English Speaking Students

Lake Alfred Middle Conversion School is dedicated to ensuring success for all students including those students who are served through Limited English proficiency and ESE classes.

LEP students will be served by ESOL-certified personnel who will follow or exceed the accommodations and curriculum guidelines outlined by the district. Lake Alfred Middle Conversion School will adopt and abide by the LEP District Plan in effect in the county and will abide in all respects by the requirements of the *LULAC et.al. Vs. State Board of Education Consent Degree (1990)*.

When preparing the personalized education plan for a student of limited proficiency in the English language, faculty of Lake Alfred Middle Conversion School and the parent(s) of the student will plan the means for further instruction of the student in the English language and/or will specifically indicate how instruction will be modified in the basic subject areas.

Exceptional students will be provided with programs implemented in accordance with federal, state and local policies and procedures. This includes, but is not limited to:

- Individual education plans (IEP's) to include IEP meetings with student's family, the district (LEA), and LAMCS staff.
- Free appropriate public education (FAPE)
- A non-discriminatory policy regarding identification, location, evaluation, and selection.
- Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- Lake Alfred Middle Conversion School believes that the philosophies we adhere to, the construct we provide, and the attention to learning styles and behavioral expectations reflect an inclusive educational environment. Those students whose needs cannot be adequately addressed at LAMCS will be appropriately referred as outlined in Florida Statute and federal IDEA law. The staff will work with the district public school personnel to ensure that the needs of these students are met in the most appropriate setting. Parents of students with disabilities will receive procedural guidelines and guidance in their native language.
- We will work with the guidance of the Polk County School Board to identify the special needs of our students and to meet all applicable state and federal requirements including Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA).

3. Student Assessment

A. Baseline Standards, Outcomes and Measurement Methods

Lake Alfred Middle Conversion School will assess student performance in the academics with tools such as the Florida Comprehensive Achievement Test (FCAT) and the FCAT Writes in addition to other measures of assessment and achievement. Students will take pre- and post-tests, thereby providing a system that enables parents, staff and students to see the appropriate academic achievement each student makes. An outside evaluator will be hired, using first year start-up grant funds, to assess student and school progress and identify and calculate student learning at comparable school sites.

B. Identification of Student Strengths and Needs

LAMCS is committed to student-centered curriculum tailored to the unique needs of its student body. Staff will work with the outside evaluator identified previously in this proposal to assure that all students are making optimal progress. A variety of data will be collected and assessed including pre- and post-test data, state assessment data, electronic portfolios, teacher/parent/staff surveys, curriculum alignment information, etc. This data will be shared with the entire staff and used both as an evaluation and planning tool. Teachers and staff will use this data to create and implement both short and long term goals, strategies and activities. These will be reflected not only in the school improvement plan but also in team and individual plans.

C. Statewide Assessment

Lake Alfred Middle Conversion School will participate in all statewide testing requirements as outlined by Florida statues and required by state law. We welcome the accountability and look forward to using these tools to measure our progress toward the academic achievement goals outlined in this proposal.

We anticipate that all of our students will, at a minimum, progress toward one year's progress in one year's time or appropriate measures of progress as outlined in their IEPs. Faculty of Lake Alfred Middle Conversion School will work with district staff to coordinate testing, including distribution of testing materials, participation in test training, workshops, testing during appropriate test windows, etc. Assessments will include the Florida Competency Assessment Test (FCAT), FCAT NRT and the FCAT Writes.

As the Florida Department of Education develops new assessment tests driven by the benchmarks in the Sunshine State Standards, the faculty of Lake Alfred Middle Conversion School will work with the D.O.E. and Polk County School District on the implementation of these assessments.

D. Graduation Requirements

Promotion requirements will mirror the Polk County Pupil Progression Plan.

II. GOVERNANCE AND MANAGEMENT

1. Profile of the Founding Board

A. Organizing Group

As a not-for-profit corporation, Lake Alfred Middle Conversion School will file with the Internal Revenue Service for a 501(c)(3) tax-exempt status. The initial Founding Board is made up of a diverse group of people with a wide range of experience and expertise. Complete vitas for each member of the Founding Board are attached. Below is a brief description of each of the Founding Board Members:

Steven G. Petrie is an Area Assistant Superintendent for Polk County Schools who holds a Doctorate degree in Education.

Reverend Roland Castro is a member of the Presbytery of Tampa Bay's Committee on Ministry and oversees the ministry of the Presbytery's 70+ churches. He holds a Bachelor of Arts degree in Secondary Music Education.

Margaret A. Loiton, former Polk County Math Teacher of the Year, was the Teacher Resource Specialist Trainer for the School-to-Work program at the Polk County School Board. She was recognized by the University of South Florida as one of the ten most outstanding educators in the state of Florida to graduate from USF.

Peggy G. Cook is a Transaction Director for the Central Region of Florida for First Union National Bank and grandmother of three children currently attending Lake Alfred Middle School.

Ilah H. Frazier is a retired teacher who holds a Masters Degree in Elementary and Early Childhood Education. She has been active in numerous community organizations including the NAACP, YMCA Youth Achievers Program, and the Quality Improvement Council at Jewett Elementary.

Martha H. Castro is a former teacher and choir director who has extensive experience in the creation and implementation of school music programs.

Louise Harrington is a parent with a Bachelors Degree in Elementary Education.

Mark Thompson, formerly of the Suncoast Area Center for Educational Enhancement at the University of South Florida, is presently serving as the Director of the National Educator Programs at Stetson University.

Sam DeVito, Sr. is a member of the business community in Lake Alfred.

Cynthia M. Masters is a former sixth grade teacher at Lake Alfred Middle School. She currently teaches at Stambaugh Middle School in Auburndale.

Dr. Spencer and Laurie Kagan will also serve as honorary board members. The Kagans are the originators of the structural approach to instruction and currently serve as the directors of Kagan Publishing and Professional Development.

Carol Jean Fulks, principal, will serve as the administrator of Lake Alfred Middle Conversion School. She will serve in an ex-officio capacity on the Board of Directors.

Additional Founding Board members may be added as further commitments are expressed.

B. Business Partnerships

Area elementary schools such as Polk City, Garner, Caldwell, Lake Alfred and Auburndale Central may join LAMCS students in opportunities to share learning experiences through e-mail and letter writing campaigns and peer tutoring for various subjects.

Area high schools such as Winter Haven High, Auburndale High and Lake Region will work closely with faculty and staff to correlate academic content. This partnership will ensure that our students are prepared for the next level of the educational experience. Lake Alfred Middle Conversion School and these high schools may also participate in a teacher swap day, in which teachers from the middle school exchange places with teachers at the high school for one day. This exchange program will benefit both sets of teachers as they gain insight into other student age groups.

Polk Community College and Warner Southern College may provide education majors who will assist students by volunteering in areas such as laboratory assistants, writing reflection assistants, character role models, guest speakers and academic tutors of Lake Alfred Middle Conversion School students.

The Cleveland Indians may provide guest speakers, character role models, and mentors as this organization provides students an opportunity for real work experiences at such places as the concession stands, the fields, the corporate offices, etc.

The Barn Antiques, the Stable Gift Shop, and the Back Porch Tea Room will provide opportunities for students to experience the world of work as they give students an inside look at the careers of restaurant and retail management. Students will implement strategies learned in the workplace in their own school café for staff members of LAMCS.

Polk County Surveyors will demonstrate surveyors' equipment with an emphasis on the importance of math in the workplace.

The Florida Institute of Phosphate Research (F.I.P.R.) is a state agency that provides teacher training, lesson plans on phosphate mining and reclamation and offers mini-grants.

Dr. Larry Duncan of the Lake Alfred Citrus Research and Education Center is coming to talk to students on the Research we are helping the Lake Alfred Research Station with and explain the process.

Provided: Citrus seedlings (different varieties of oranges)
Soil
Seedling trays
Expert advice and monitoring of research
Sting nematodes

Experiment:
*Try to find a new variety of citrus that is resistant to sting nematodes
*Try to find a natural cure to sting nematode instead of chemicals (most chemicals will not work to the best extent and solve the sting nematode problem)

2. School Governance

A. Governance Structure

Lake Alfred Middle Conversion School, Inc., a Florida not-for-profit corporation, will operate Lake Alfred Middle Conversion School and will apply for Section 501(c)(3) status with the Internal Revenue Service. Lake Alfred Middle Conversion School presently is planning to be a public employer.

B. Administrative Structure

The Principal, as the school administrator, will oversee the daily functions of the school and will supervise the school staff. The Principal will oversee all administrative functions of Lake Alfred Middle Conversion School and will seek participation from school stakeholders through parent, student and faculty organizations to serve in a voluntary advisory capacity. The School Advisory Council, in addition to other organizations, will be involved in the decision-making process of the school.

C. Board of Directors

The Board of Directors will be the governing body of Lake Alfred Middle Conversion School. The Board will meet regularly to oversee the operation, management, activities and affairs of the School. The Board of Directors will ensure compliance with its charter and applicable regulations, rules and laws and will define and refine the policies Lake Alfred Middle Conversion School.

Lake Alfred Middle Conversion School will consider electing people who can demonstrate integrity and credibility in the community; commitment to the school's mission and vision; and professional educational and/or practical expertise

The Board of Directors will elect the officers of the corporation and determine their length of term. So that the continuity of Lake Alfred Middle Conversion School's vision may be maintained, a diverse group will serve as its Board of Directors and faculty.

D. Roles and Responsibilities of the Board of Directors

The Board of Directors, which will serve as a governing body of Lake Alfred Middle Conversion School, will follow the Articles of Incorporation and the By-Laws of Lake Alfred Middle Conversion School.

The Board of Directors will be responsible for expenditures and for approving policies and procedures of Lake Alfred Middle Conversion School. They will also assume responsibility for filing legal documents, approving personnel recommendations and annual budgets, determining student disciplinary appeals, assuring compliance with charter legislation, and negotiating and approving contracts.

As the Administrator of Lake Alfred Middle Conversion School, the principal is responsible for the areas affecting the operation of the school in addition to making all recommendations regarding policies and procedures. The Lake Alfred Middle Conversion School will follow Florida Statutes in regard to School Advisory Councils and School Improvement Plans.

E. Proposed Methods of Conflict Resolution

Because Lake Alfred Middle Conversion School would like to maintain good relations with the Polk County School Board and the district staff, we will make a concerted effort to work together throughout the development and implementation of this charter. Through the By-Laws, we will create a liaison to meet with district representatives to discuss areas of concern. Lake Alfred Middle Conversion School believes that working in cooperation with the Polk County School Board and district staff will allow our school to overcome any challenges that arise.

F. Parental Involvement

Because we realize that parents are an important part of Lake Alfred Middle Conversion School's success, parents will have the opportunity to serve in many different ways. Some of the committees planned for parents include Volunteer Committee, Parent/Teacher Organization, and the School Advisory Council.

Parental communication is a key concept for the success of students at LAMCS. Student agendas and portfolios will be used. A web site including student and parent activities, lunch menus, homework assignments and much more will be developed. Parents will serve as chaperones, guest speakers, and advisors for clubs. The school will also host mandatory parent meetings such as orientations, portfolio review nights and parent conferences.

G. Compliance with Florida Statutes

Lake Alfred Middle Conversion School's public records will be open for inspection and Board of Directors meetings will be open to the public, with reasonable notice of the time and location of the meetings, as defined in the Florida Statutes. Minutes of these Board of Directors' meetings will be available for public inspection upon reasonable advance notice from any citizen of the state of Florida.

3. Length of Contract and Implementation Timetable

A. Initial Charter Term

Lake Alfred Middle Conversion School is requesting a three-year contract term to operate the proposed charter. The term would begin July 1, 2001 and be renewable for additional years on June 30, 2004.

Lake Alfred Middle Conversion School will submit annual reports about academic progress to both the Polk County School Board and to the Florida Department of Education, Office of Charter Schools.

B. Implementation

- Lake Alfred Middle Conversion School will submit the application to the Polk County School Board for approval on or before October 2, 2000.
- The final approval of the charter will be granted on or before December 1, 2000.
- The applicant and the sponsor will begin contract negotiations on or before December 1, to be completed within six months.
- The open enrollment process will begin in January 2001.
- All final documentation will be submitted and approved in June 2001.
- Conversion of funds; charter contract begins on July 1, 2001.
- Faculty and staff participate in in-service training and order supplies in July 2001.
- Lake Alfred Middle Conversion School opens in July 2001, based on the balanced school calendar or in August 2001, based on the Polk County school calendar.

4. Evidence of Support

Representative stake holders and key members from across the school spectrum have participated in the development and implementation of this charter process. The Lake Alfred Middle Conversion School School Advisory Council has been instrumental in identifying program and curriculum design to best meet the needs of our student body. Faculty and staff members have shown overwhelming support for the concept and assisted in the writing process. All stakeholders were given the opportunity to participate in various committees that developed key components of the proposal. These committees addressed such areas as curriculum, instructional strategies,

governance, facilities, etc. In addition to the key stakeholders, numerous faculty meeting and parents nights were held to inform the community of the proposed conversion charter plan. These public forums also provided an opportunity for questions to be asked and answered, ideas to be shared, and concerns to be raised. Once again, community and parent support was overwhelmingly positive and the school has received a number of offers of assistance and support as evidenced by the attached letters from business leaders, community members and parents.

III. Finance and Facilities

1. Facilities

A. Facilities Description

Lake Alfred Middle Conversion School, located at 1000 N. Buena Vista Drive in Lake Alfred, will retain all facilities and equipment utilized by Lake Alfred Middle School. The Board of Directors will maintain the facilities, which will continue to be owned by the Polk County School Board, and will negotiate with the district during the contract phase with regard to insurance, new construction, and maintenance fees.

B. Site Suitability

The facilities, which are designed for middle school instruction, meet all the requirements for health and safety required by Florida State Charter School Legislation and all pertinent local, state and federal guidelines. Routine maintenance costing less than \$100.00 will be the responsibility of Lake Alfred Middle Conversion School. Capital maintenance regularly scheduled maintenance, routine facilities maintenance and ground maintenance of the facility will be the responsibility of the School Board of Polk County.

There are plans for a sports program that will involve extramural activities with north central area schools. The physical education program for the school will require outdoor facilities that will include basketball courts, a general purpose field, fitness trail, track, tennis and volleyball courts, and a softball field. All facilities needed for the extramural activities are currently available or will be provided within the budget herein.

The outdoor curriculum area will serve as a multi-purpose environment with areas for reading and meeting. Picnic tables and benches will provide spaces for special outdoor activities. A garden area for students to plant and cultivate various plants will be included along with a greenhouse.

C. Future Facilities Acquisition

There are no plans for future additions at this time.

D. Facilities Financing

This proposal for a public charter conversion school will use present Lake Alfred Middle School facilities. Because these facilities and any additions will remain the property of the School Board of Polk County, no facility financing is required.

2. Finances

A. Financial Management and Internal Accounting Procedures

The organizing committee will take the necessary steps to ensure financial accountability. Once the budget is established, a monthly financial report that will show expenditures, outstanding purchases, and projected expenses will be sent to the Director of Finance for the Polk County School Board. Reviewing and approving the budget on a regularly scheduled basis will be the responsibility of the Board of Directors. In addition, an outside consultant or accountant will review the accounts on a monthly schedule.

B. Start Up Budget

See attached consultant's estimated projections immediately following.

C. Three Year Budget Projection

See attached consultant's estimated projections immediately following.

D. Fundraising Efforts

All fundraising activities will have approval from the Board of Directors and will be documented for a specific purpose by any student or parent organization.

Upon conversion approval, Lake Alfred Middle Conversion School will apply for state charter school start-up funds. The school will continue to seek out other grant opportunities such as federal and state Department of Education grants and financial opportunities from workforce development. Plans also exist to utilize PTO and team fundraisers. Parent boosters from the band will also contribute to fundraising efforts.

ESTIMATED REVENUE WORKSHEET
LAKE ALFRED MIDDLE SCHOOL
POLK COUNTY
2000-2001

1. Base Funding

Program (a)	Number of FTE Students (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	Base Student Allocation (e)	District Cost: Differential Factor (f)	Base Funding (d) x (e) x (f) (g)
Basic K-3		1.036	0.00	\$ 3,416.73	0.9641	\$ -
Basic K-3 D/O Prev.		1.036	0.00	3,416.73	0.9641	-
Basic K-3 with ESE		1.036	0.00	3,416.73	0.9641	-
Basic 4-8	620.00	1.000	620.00	3,416.73	0.9641	2,042,323
Basic 4-8 D/O Prev.		1.000	0.00	3,416.73	0.9641	-
Basic 4-8 with ESE	172.00	1.000	172.00	3,416.73	0.9641	566,580
Basic 9-12		1.096	0.00	3,416.73	0.9641	-
Basic 9-12 D/O Prev.		1.096	0.00	3,416.73	0.9641	-
Basic 9-12 with ESE		1.096	0.00	3,416.73	0.9641	-
Exceptional Level 4	2.00	3.943	7.90	3,416.73	0.9641	26,010
Exceptional Level 5		5.591	0.00	3,416.73	0.9641	-
ESOL	6.00	1.223	7.36	3,416.73	0.9641	24,231
Vocational Ec. 6-12	20.00	1.211	24.22	3,416.73	0.9641	79,782
			0.00	3,416.73	0.9641	-
Total/WFTEP	820.00		831.47			\$ 2,738,926

2A. Divide School's Weighted FTE (WFTE) total computed
in (d) above by District's WFTE
to obtain School's WFTE share.

84,019.36 0.990%

2B. Divide School's Unweighted FTE (UFTE) total computed
in (b) above by District's UFTE
to obtain School's UFTE share.

78,040.32 1.051%

3. Revenues Based on Weighted FTE
As applicable to Charter Schools:

Safe Schools	<u>\$ 2,554,353</u>
Hold Harmless	-
Lottery Enhancement	<u>5,961,444</u>
Discretionary Millage	<u>7,371,425</u>
Declining Enrollment	\$ -
Sparsity Supplement	-

\$ 15,887,222 x 0.990% \$ 157,283.50

4. Revenues Based on Unweighted FTE
As applicable to Charter Schools:

Supplemental Academic Instr.	<u>22,079,933</u>
Instructional Materials	<u>6,233,895</u>

\$ 31,523,854 x 1.051% \$ 331,315.71

Public School Technology	<u>2,054,820</u>
Teacher Training	<u>1,185,206</u>

5. ESE Guaranteed Allocation (Students in Pgms. 111, 112 & 113)		\$ 2,202,26	172.00	\$ 378,788.72
6. Dropout Prevention Hold Harmless Calculation (1)				
7. Revenues Based on Other Formulas				
As applicable to Charter Schools:				
Supplemental Discretionary Allocation (2)		\$ 50.00	x 820	\$ 41,000
Student Transportation (3) (Basic)			x	TBA
	(ESE)	\$	x	TBA
Teacher Lead Program (4)		\$ 100.00	x	TBA
Pre-School Projects (5)				TBA
Other State Categorical Funds (6)				TBA
Food Service Allocation (7)				TBA
Total State and Local Revenues				\$ 3,647,314
Less Administrative Cost: (5%)				\$ 182,366
Adjusted Total				\$ 3,464,949
3. Federal Projects Revenue (3)				70,000
9. Fund Raisers (9)				TBA
10. Donations (10)				TBA
11. Capital Outlay (11)				TBA
TOTAL ESTIMATED REVENUE				\$ 3,534,949

- (1) Applies to Schools in existence prior to July 1, 1999.
- (2) Supplementary Discretionary Allocation are based on \$50.00 times the number of students.
- (3) Transportation Revenues are based on the number of basic and ESE students eligible for Transportation services. Rates vary from District to District as determined by Florida Statute.
- (4) Teacher Lead Funds are based on the number of teachers times \$100.00.
- (5) Pre-School Projects are based on the number of eligible Pre-K students. The dollar amount is usually negotiated with the District.
- (6) Charter School eligibility for other categorical funds are subject to negotiations with the District.
- (7) Food Service revenues (Federal & State) are based on the number of paid, free and reduced price lunches.
- (8) Eligibility for Federal Projects Revenues will vary from School to School. Examples of Federal Projects include Title I, IDEA, Charter School Start Up Grants, etc.

NOTE: Revenues are recalculated during the year to reflect the number of full-time equivalent students(FTE) reported during the survey periods designated by the Commissioner of Education. Revenues flow to school districts from state sources and county tax collections on various distribution schedules.

LAKEALFRED MIDDLE
 820 STUDENTS
 PROJECTED EXPENDITURES
 2000-01

<u>ACCOUNT NAME</u>	<u>ACCT NO.</u>	<u>GENERAL</u>	<u>FEDERAL</u>	<u>CAPITAL</u>	<u>TOTAL</u>
Salaries-Teachers	15000100	1,718,720			1,718,720
Salaries-Paras	15000110	72,717			72,717
Retirement-Instructional	15000210	163,917			163,917
Soc Sec/Medicare-instructional	15000220	137,045			137,045
Medical Insurance-Instructional	15000230	178,312			178,312
Workers Comp.-Instructional	15000240	10,928			10,928
Contractec Services-Instr.	15000310				0
Travel-Instructional	15000330				0
Supplies-Instructional	15000510	26,311			26,311
Textbooks-Instructional	15000520	19,801			19,801
A V Materials-Instruction	15000620				0
Equipment-Instructional	15000640				0
Software-Instructional	15000690				0
Substitutes-Instructional	15000750	60,000			60,000
Salaries-Student Support	16100100	150,040			150,040
Salaries-Paras	16100110				0
Retirement-Student Support	16100210	13,730			13,730
Social Security-Student Support	16100220	11,480			11,480
Medical Insurance-Student support	16100230	8,630			8,630
Workers Comp-Student Support	16100240	915			915
Contracted Services-Stu Services	16100310				0
Supplies-Student Support	16100510	2,500			2,500
Salaries-Media	16200100	55,795			55,795
Retirement-Media	16200210	5,105			5,105
Social Security-Media	16200220	4,270			4,270
Medical Insurance-Media	16200230	5,755			5,755
Workers Comp-Media	16200240	340			340
Supplies-Media	16200510	2,300			2,300
Library Books-Media	16200610	500			500
Contracted Services-Curr/Instr	16300310		3,500		3,500
Dues and Fees-Curr	16300730	400			400
Contracted Services-Curr/Instr	16400310	2,760			2,760
Contractec Services-Admin/Gov	17100310		3,500		3,500
Liability Insurance-Charter Board	17100320	5,000			5,000
Travel-Charter Board	17100330				0
SUTA-Gen. Admin	17200250				0
Contracted Services-Legal	17200310				0
Insurance-Liability	17200320				0
Indirect Cost	17200790				0
Salaries-Admin	17300100	159,985			159,985
Salaries-Admin Secretary	17300110	50,375			50,375
Retirement-Admin	17300210	19,800			19,800
Soc. Sec./Medicare-Admin	17300220	16,555			16,555
Insurance-Admin	17300230	17,260			17,260
Workers Comp-Admin	17300240	1,320			1,320
Contracted Services-Governance	17300310				0
Travel -Admin	17300330	1,000			1,000
Equipment Rental-Admin	17300360				0
Postage	17300370	1,800			1,800
Advertising/Recruiting	17300390				0
Supplies-Admin	17300510	4,000			4,000
Equipment-Admin	17300640				0
Software-Admin	17300690				0
Rental-Facilities	17400350				0
Site Improvement	17400670				0
Renovation-Facilities	17400680				0
Contracted Services-Fiscal	17500310	96,550	9,500		106,050
Contracted Services-Asses/Eva	17700310		3,500		3,500

Contracted Services-Transportation	17900390				0
Salaries-Custodians	17900100	116,720			116,720
Retirement-Custodians	17900210	11,265			11,265
Soc. Sec.-Custodians	17900220	8,930			8,930
Insurance-Custodians	17900230	20,135			20,135
Workers Comp-Custodians	17900240	5,055			5,055
Bldg Insurance-Operations	17900320				0
Telephone	17900370	2,400			2,400
Contracted Services-Operations	17900390				0
Utilities	17900400	104,000			104,000
Supplies-Operations	17900510	5,000			5,000
Equipment-Operations	17900540				0
Contracted Services-Maintenance	18100350	5,000			5,000
Supplies-Maintenance	18100510	5,000			5,000
Transfer to General Fund	19700910				0
Designated Fund Balance	12763000				0
Undesignated Fund Balance	12769000	155,528	50,000		205,528
TOTAL		3,464,949	70,000	\$0	\$3,534,949

Conversion Charter Schools
Budget Projections for Future Years

The school's budget for the second and third years will be dependent on annual appropriations by the legislature and changes in local property values, as well as changes in student population. It is anticipated that the school could operate based on current revenues and that expenses would be adjusted annually based on changes in enrollment and appropriations.

E. Insurance

Based on final contract negotiations with PCSB, the Board of Directors will ensure that all required insurance in the required amount is obtained prior to commencement of the conversion school application. Proof of such insurance compliance will be provided to the Polk County School Board in accordance with Florida Charter School Legislation.

The sponsor will provide all necessary insurance coverage including building and liability.

3. Recruiting and Marketing Plan

A. School Publicity

A series of interactive meetings addressing parent questions and providing an overview and long term goals of the education program at Lake Alfred Middle Conversion School will be scheduled for prospective parents and students during the open enrollment period. These informational sessions will be held for the four local communities: Auburndale, Lake Alfred, Polk City and Winter Haven, and school tours will be available to all interested parties. In addition to the parent meetings, brochures and surveys will be developed to allow parental input into the development of the school program. The school will utilize on-line capabilities to disperse information through a school website and online applications. The local newspaper will serve as advertisement for school meeting and details of the program. Brochures and applications with application information and deadlines will also be made available to all interested parents and will be made available at every public meeting and upon request.

B. Representation of Racial and Socio-Economic Diversity

Print materials will be available in English, Spanish and Creole and a series of open houses will be scheduled for various locations throughout the learning community. Administrators and teachers will be available to address church and community groups and provide handouts to clarify the conversion charter process. Specific marketing techniques will be used to target students representative of the racial and socio-economic diversity of the surrounding community. Lake Alfred Middle Conversion School is committed to maintaining the racial balance required for unitary status under court-ordered desegregation and will work with PCSB officials to

assure that this conversion processes enhances desegregation efforts. Specific marketing techniques include...

- newspaper articles
- focus groups
- open house invitations and/or events calendars to specifically targeted populations
- direct mailings of letters, brochures, newsletters

IV. Operations

1. Admission and Registration Plans

A. Admissions and Dismissal Procedures

Lake Alfred Middle Conversion School will follow the admission guidelines for magnet, choice and charter schools that are currently in use by Polk County schools. A summary is listed below.

GUIDELINES FOR SELECTION AND ADMISSION

1. All applications must be postmarked.
2. Racial balance at the sending school and the receiving school is a factor in determining acceptance at the school.
3. Lake Alfred Middle Conversion School will provide a priority to students in the current zoned area and to siblings of alumni.
4. Transportation will be provided in accordance with existing school board policy.
5. A one-time priority will be given to all current Lake Alfred Middle School students to return to Lake Alfred Middle Conversion School.
6. The intent of the sibling policy is to keep siblings together at a single school site. A sibling is defined as brother, sister, half- or step- brother or sister living in the same household.
7. A one-week response time will be given for parents/guardians to accept or reject placement. A new application must be submitted for future consideration.
8. Students applying for more than one school will be placed in the school of first availability and removed from the waiting list of the others.
9. Students who apply are given a priority number for that grade, race and school of application. This number only applies for that grade, race and school. Therefore, students that are retained must reapply in order to be eligible in that grade.
10. A recommendation for placement back into a zoned school will only be made after intervention strategies have been implemented and documented; however, there may be occasions when the welfare of the classmates may take precedence in consideration for exiting particular students without parental consent.
11. An enhanced learning environment and "strict discipline" code are expectations for Lake Alfred Middle Conversion School.
12. The admission will include a non-discriminatory screening.

By choosing to enroll a child at Lake Alfred Middle Conversion School, parents provide their children with a challenging educational opportunity. Registration of a student indicates that parents or guardians have accepted

the responsibility to provide the proper interest, encouragement, guidance and home environment to foster the best possible learning situations.

Lack of parental involvement in scheduled parent meetings and conferences when a child is on disciplinary, academic, or attendance probation will result in a probationary letter which will indicate the possibility for dismissal of the student. A committee will be assigned to review parents' continued commitment in their child's education while attending Lake Alfred Middle Conversion School.

At the end of each semester, a committee of teachers and administrative staff will review student progress in the areas of academics, behavior and attendance. The committee will use the following criteria in determining probationary status or dismissal:

Academic

Students are expected to maintain a GPA of 2.0. Our goal is to give students every opportunity to succeed at LAMCS; not to dismiss students based on academic achievement. If a student is not meeting the school's academic expectations, students, parents, teachers, guidance and administrators will work together developing a plan for improvement that will be implemented to assist students in meeting LAMCS academic expectations.

Attendance

Students may not accrue ten days or more of unexcused absences within any 90 day period.

Behavior

Immediate dismissal may occur with any severe breaches of student conduct or misdemeanor and felony charges. The school will use the code of conduct as outlined by the PCSB as a guide for the development of the LAMCS behavioral expectation plan. Students may be dismissed from Lake Alfred Middle Conversion School if their disruptive behavior continually interferes with the learning environment of the classroom. Students who exhibit continued misconduct or severe breaches of student conduct may be required to participate in any or all of the following interventions to assist them in improving behavior...

- Student/teacher conference
- Lunch detention
- Parent/teacher conference
- After school work detail
- Saturday school

- Parent/student/administration conference
- Probationary status letter
- Out of school suspension
- Goal setting, which will be utilized throughout each step of the process

B. Registration and Admission Timetable

Lake Alfred Middle Conversion School will follow the registration, admission, and random selection dates in addition to the established procedures set for all Polk County School Board magnet, choice and charter schools. The PCSB will receive and screen applications for Lake Alfred Middle Conversion School.

C. Racial and Ethnic Balance

Through the application and selection processes established by the Polk County School Board, Lake Alfred Middle Conversion School will continue as a racially and ethnically balanced school, reflective of the community it serves. LAMCS is committed to helping the PCSB meet the requirements established in the desegregation order and consent decree.

D. Alternative Arrangements for Students

As a school that is converting to charter status, we expect very few changes to our projected student population. A student transfer to the next available middle school is an option for those students who choose not to attend Lake Alfred Middle Conversion School. These transfers will be based on the student's proximity to that school and maintaining a racial and ethnic balance. Schools that could be impacted by this process are Stambaugh, Denison and Westwood. We anticipate this impact would be minimal and would be offset by additional applications from students currently attending these schools.

2. Human Resource Information

A. Hiring of Staff

All Lake Alfred Middle Conversion School employees will remain Polk County School Board employees until such a time as the staff has an opportunity to explore other public employee options. At such a time, current LAMCS

employees will have the opportunity to choose whether they wish to remain Polk County School Board employees with all benefits and salary schedules inherent, or become Lake Alfred Middle Conversion School public employees. To facilitate these options, LAMCS will work with the staff of the Florida Retirement System to designate Lake Alfred Middle Conversion School as an official recipient of the Florida Retirement System.

The Board of Directors will approve all personnel, who will be recommended by the principal or the principal's designee. Applicants may be interviewed by the principal or principal's designee. LAMCS will post positions on district office bulletins and job lines and on appropriate Internet sites. Polk County School Board employment procedures and qualifications apply to all applicants, and all employees will follow the PCSB procedures for hiring. Because Lake Alfred Middle Conversion School is a drug free workplace all personnel may be subject to random drug testing. The administrative staff will complete annual performance evaluations using forms and processes provided by the School Board of Polk County.

Lake Alfred Middle Conversion School shall choose its own employees including those who are currently employed by the PCSB. All Lake Alfred Middle Conversion School employees who are employees of the School Board of Polk County will be given annual leave or placed on assignment for the duration of their employment at the conversion school and shall retain seniority for the time spent working in the school district. In order for an employee to return to the Polk County School Board, he/she must meet all job requirements and PCSB policies. Lake Alfred Middle Conversion School will have access to all PCSB policies, procedures and application processes and will be notified of all meetings regarding policy and procedure revisions and/or changes.

Salary and benefit schedules for Lake Alfred Middle Conversion School employees will be set by the Board of Directors.

Administrators

Principal and assistant principals must hold a master's degree and/or certification in an appropriate area. Other administrative team members shall include a lead teacher, a grant writer, dean of students, and an ESE facilitator. The principal will report directly to the Board of Directors while all other personnel reports to the principal.

Teachers

Teachers will hold a valid Florida teaching certificate and will comply with certification guidelines within two years of hiring date or will comply with "expert in field" status in accordance with s.231.1725. The school will follow county and state guidelines for the hiring of teachers. Teachers will also be expected to create real-world applications in the classroom; have excellent communication and technology skills; incorporate technology into the classroom; develop and incorporate innovative teaching methods; participate in inservice training and implement learned strategies; and share the philosophy and beliefs of the charter school.

Support Staff

Support staff will include the following jobs in addition to others the Board of Directors determines appropriate.

- Dining hall employees
- Secretaries
- Security guard
- Paraprofessionals
- Substitute teachers
- Business manager
- Guidance counselors
- Custodians

B. Human Resource Policies

As an equal opportunity employer, Lake Alfred Middle Conversion School will not discriminate for any reason including ethnicity, race, age, religion, and gender or physical limitations. Unless specifically addressed in this document, it is assumed that Lake Alfred Middle Conversion School will follow personnel process or procedure guidelines.

Salaries

Upon approval of the Board of Directors, employees' employment history and educational background will be taken into consideration and salaries will meet the standard of the approved salaries of the School Board Of Polk County. The conditions and amounts of supplemental compensation such as duty beyond the workday, training, and performance based compensation will also be decided for all employees by the Board of Directors.

Contracts

By majority vote the faculty and support staff will decide if they will form an independent group for representation or if their current collective bargaining association will represent them. Any staff member not in agreement with the outcome of the consensus may be transferred to another school.

Personnel contracts will comply with the School Board of Polk County policy and will be renewed at the end of each year. The contract will follow the district teachers' contract days and may include up to five additional teacher workdays.

Lake Alfred Middle Conversion School students will follow the Polk County School Board student academic modified school calendar-45/15 pending results of the balanced calendar study. Ten additional student contact days will be added for remediation.

The Board of Directors will establish a calendar complementing the program and needs of the school. The work schedule for the personnel of LAMCS will be determined by this calendar. Ten additional student contact days for remediation during intercession. The number of teachers will depend on the number of students requiring remediation.

Benefits

No additional benefits will be offered as Lake Alfred Middle Conversion School umbrellas under the Polk County School Board plan. The board of directors and the administrative staff of Lake Alfred Middle Conversion School will explore other benefit options during the following years.

Transfer/Resignation

A well-performing staff member who chooses not to return to Lake Alfred Middle Conversion School will have, upon agreement with the administration, access to the School Board of Polk County transfer procedures. The school will consider an employee to have voluntarily resigned his or her employment if the employee does any of the following:

- Fails to return from an approved leave of absence on the date specified by the school
- Elects to resign from the school
- Fails to return to work without notice to the school for three consecutive days

To aid the district in its responsibility of placing any employee who chooses not to work in a charter conversion school, LAMCS will provide the district with a list of employees who wish to transfer and will complete the written paperwork necessary to facilitate these transfers.

Termination

Lake Alfred Middle Conversion School expects its employees to be supportive of the vision of the school and strive to fulfill the mission of the program in compliance with the Board of Directors of the school. New employees may be terminated within a 90 day probationary period or at the conclusion of the annual contract period. The administration will notify an employee if he/she is not performing successfully. Employment may be terminated if, after a reasonable time, significant improvement in both performance and attitude are not evident, as determined by the administrations and the Board of Directors. Employees may be terminated for any reason not prohibited by law, including misconduct or poor performance, a leave of absence in excess of 180 days, or other violations of the school's rules of conduct.

If the administration and Board of Directors concur that a faculty or staff member cannot function successfully in the program, the employee will have access to the Polk County School Board transfer procedures if they qualify. An employee under the Professional Services Contract or Continuing Contract will have access to the district transfer procedures upon dismissal from the school. However, the Polk County School Board will have no obligation to annual contract employees who have been dismissed from Lake Alfred Middle Conversion School or who do not meet the requirements for the position according to PCSB policy. Any decisions to terminate employment may be appealed to the Board of Directors.

C. Disclosure of Teacher Qualifications

Parents may request copies of staff vitas, which will be available for review from the school office, and they will be provided free of charge. A newsletter will also be created containing staff and teacher information.

D. Targeted staff size

The administrative staff, with approval of the Board of Directors, will determine target staff size and staffing plan. The teacher to student ratio will be approximately 1:24 for academic classes.

E. Alternative Teacher Assignments within PCSB

In accordance with the existing collective bargaining agreement for Polk County Schools, any teacher requesting a transfer from LAMCS to another school within Polk County may seek employment.

3. Transportation

A. Provider

Lake Alfred Middle Conversion School will relinquish all federal and state transportation funds to PCSB in exchange for continued transportation. Field trip transportation will be negotiated separately with the Polk County School Board on an individual basis. Lake Alfred Middle Conversion School reserves the right to consider outside transportation providers that meet all educational transportation safety requirements as an alternative to Lake Alfred Middle Conversion School transportation.

B. Reasonable Distance

Lake Alfred Middle Conversion School believes that the present attendance zone required by federal court order establishes a basis for a "reasonable distance" standard. Lake Alfred Middle Conversion School will continue to accept responsibility for students within that distance. The Polk County School Board will afford transportation to those students who are provided special busing due to exceptional education center requirements. Other students who may be authorized to attend Lake Alfred Middle Conversion School by lottery selection but do not meet the reasonable distance requirement will be responsible for providing their own transportation.

C. Equal Access

Lake Alfred Middle Conversion School believes strongly that present transportation policies preclude any barriers to equal access and will contract with PCSB to provide student transportation.

D. Desegregation Compliance

Lake Alfred Middle Conversion School will comply with the court ordered desegregation plan by continuing with the current transportation zoning agreement between Lake Alfred Middle Conversion School and PCSB.

Introducing...



Dr. **Spencer Kagan** is a former clinical psychologist and a former professor of Psychology and Education at the University of California. He has published over 75 scientific books, book chapters, and journal articles, focusing on the development of cooperation, cooperative learning, multiple intelligences, social development, and cognitive styles and abilities. Dr. Kagan is the originator of the structural approach to instruction — an approach which allows an easy integration of cooperative learning, multiple intelligence, and character development into any lesson at any grade level.

Dr. Kagan has developed many popular cooperative learning and multiple intelligences structures such as Numbered Heads Together, Kinesthetic Symbols, Stroll Pair Share, Pairs Check, Co-op Co-op, Pairs Compare, and Visualize Share. His book, *Cooperative Learning* is the most popular in the field. His most recent book, *Multiple Intelligences*, is the most comprehensive book on the topic for educators. Dr. Kagan and his work have been featured in *Educational Leadership* and *Learning Magazine*. His books are used in schools of education world-wide as texts in teacher training programs. He has trained tens of thousands of teachers and is in demand internationally as a keynote speaker and workshop presenter.

Presently, Dr. Kagan directs Kagan Publishing and Professional Development, a company dedicated to improving education by developing and distributing resources for teachers. His company is the world's largest distributor of cooperative learning and multiple intelligences workshops, training institutes, books, and teaching resources.

Introducing...



Laurie Kagan is in demand as a presenter world-wide. She presents across the United States, Canada, Europe, Japan, Malaysia, and Australia. Her presentations are high-energy events in which participants discover the power of simple instructional strategies which can be incorporated as part of any lesson with little or no extra effort.

Laurie has written a number of popular books including *Teambuilding*, *Classbuilding*, *Fun with Fractions*, and *Integrated Curriculum*. Her latest book, *Creating the Multiple Intelligences Classroom*, provides tons of easy to use activities to make any classroom a successful multiple intelligences power center. Laurie has designed popular learning games such as *Match Mine*, and the *ReadingBoards*. Each year she trains thousands of teachers in how to transform educational theory into fun, powerful instructional strategies.

Former Director of Elementary Education for the State of Nevada, and presently Director of Consulting Services for *Kagan Cooperative Learning*, Laurie has designed and directed large-scale training programs involving thousands of teachers. Laurie translates a deep understanding of theory and methods into practical, teacher-friendly strategies that really work. In her dynamic presentations, Laurie makes learning fun.

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September 19, 2000

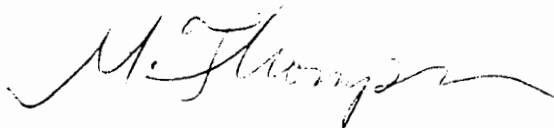
Ms. Carol Fulks
Principal, Lake Alfred Middle School
1000 North Buena Vista Drive
Lake Alfred, Florida 33850-2031

Dear Ms. Fulks:

Thank you for inviting me to play a part in Lake Alfred's future by serving as a Founding Board member. I am happy to accept and lend any assistance I can to your endeavor. Accompanying this document is my resume. Let me know if you need anything further.

Sincerely,

Mark A. Thompson



Cc: Dr. Ron Clifton

Mark A. Thompson

4420 West Paxton Avenue

Tampa, Florida 33611

(813) 831-3205

EDUCATION

Bachelors of Science, Social Science Education, May 1995
University of South Florida, Tampa
Certification area: Social Studies 6 - 12

Master's in Educational Leadership, August 1999
University of South Florida, Tampa

WORK EXPERIENCE

Coordinator, Professional Development and Programs
Area Center for Educational Enhancement, Reg. IV
University of South Florida, Tampa, Florida
November 1999 - present

Pacesetter Training Services, Tampa, Florida
President, Trainer
April 1997 - present

Pasco County Schools, Land O' Lakes, Florida
Land O' Lakes High School - Teacher, Team Leader
July 1995 - November 1999

RELATED EXPERIENCE

Pasco County Schools, Land O' Lakes, Florida
Teacher Trainer, December 1996 - present
Certified trainer Performance Learning Systems
Connections (Learning Communities)
Editor, *Community Quarterly*, April 1997 - present
Co-author, Pasco County Learning Community Resource Manual
Presenter,
Curriculum Integration Conference, Beaver Creek, Colorado
June 2000
Curriculum Integration Conference, Beaver Creek, Colorado
June 1999
High Schools That Work, Atlanta, Georgia
July 1999

Co-presenter,
Tobacco Pilot Program, Saddlebrook Resort
July 1998 (ACEE)
High Schools That Work, Charlotte, North Carolina
July 1998 (ACEE)
Curriculum Integration Conference, Beaver Creek, Colorado
June 1998 (Project Connect)
School-to-Work Conference, Orlando, Florida
November 1997, April 1997, Feb. 1997 (Project Connect)

Independent Contractor for:

Area Center for Educational Enhancement, Region IV
College of Education, University of South Florida, Tampa
Florida Inclusion Network, Region IV
Pinellas County Schools

COMMITTEES

Curriculum Reform and Planning Committee
USF College of Education
1999 - present

Florida Inclusion Network Advisory Committee
Pinellas County Schools
1996 - present

Academy of Business Technology Advisory Council
Land O' Lakes High School
1999 - present

Learning Community Design Team
Pasco County Schools
1996-1999

Learning Community Design Team
Land O' Lakes High School
1997 - 1999

Vocational Education Advisory Committee
Pasco County Schools
1997 - 1999

New Teacher Induction Subcommittee
Pasco County Schools
1997 - 1998

Vocational and Career Education Committee, Chair
Land O' Lakes High School
1996 - 1998

Project Connect Advisory Committee
USF College of Education
1996 - 1997

SCATT Blue Ribbon Planning Team
USF College of Education
1996 - 1997

**AWARDS/
HONORS**

Nominee, Land O' Lakes High School Teacher of the Year
1996 - 1997, 1998 - 99

Nominee, Sallie Mae Beginning Teacher of the Year
1995 - 1996

Team Leader, Academy of Business Technology
Land O' Lakes High School
1996 - 1998

Who's Who in American Christian Leadership
American Christian Leadership Council
1989

**SPECIAL
TRAINING**

Train-the-Trainer Training, Live Event Learning
Performance Learning Systems, Pasco County Schools
1997

Train-the-Trainer Training, Brain Compatible Instruction
Pasco County Schools
1997

Facilitative Leadership for Teachers
Pasco County Schools
1997

Assessment Academy
Pasco County Schools
1997

The Seven Habits of Highly Effective People
Hillsborough County Schools
1997

National Vocational & Academic Integration Conference
New Orleans, Louisiana
1997

Alternative Classroom Instructional Practices
Pasco County Schools
1996

The Multiple Intelligences
Pasco County Schools
1996

Brain Based Learning
Pasco County Schools
1996

Authentic Assessment
Pasco County Schools
1996

Cooperative Learning Strategies
Spencer Kagan
1996

Total Quality Management
Pinellas County Schools
1995

Teaching Through Learning Channels
Geraldine Flaherty, Performance Learning Systems
1995

SCATT Internship Training
USF College of Education
1995

REFERENCES

(Alphabetically)

Ms. Vicki Barnitt (Client and Co-worker)

Florida Inclusion Network
Pinellas County Schools
1960 East Druid Road
Clearwater, FL 33764
(813) 462-9665

Ms. Monica Ilse (Co-worker)

Guidance Counselor
Land O' Lakes High School
20325 Gator Lane
Land O' Lakes, FL 34639
(813) 929-2507

Dr. Jack Levy

Professor, Dept. Head Social Science Education (*ref.*)
College of Education
University of South Florida
10114 Woodsong Way
Tampa, FL 33618

Ms. Martha Richardson (Supervisor)

Director, Area Center for Educational Enhancement, Region IV
University of South Florida
4202 E. Fowler Avenue VIA 032
Tampa, FL 33620-5650
(813) 974-7736

Dr. Debra Touchton (Co-worker)

Director, Area Center for Educational Enhancement, Region IV
University of South Florida
4202 E. Fowler Avenue VIA 032
Tampa, FL 33620-5650
(813) 974-7736

Ms. Jennifer Smith (Client)

Director, Staff Development
Pasco County Schools
7227 Land O' Lakes Boulevard
Land O' Lakes, FL 34639
(813) 929-2256

Dr. Joyce B. Swarzman (Supervisor)

Headmistress, Independent Day School
Former Director, SCATT, University of South Florida
12015 Orange Grove Drive
Tampa, Florida 33624
(813) 961-3087

Dr. Jane Young (Supervisor)

Director of Elementary Education
College of Education
University of South Florida
4477 Veux Carre Circle (home)
Tampa, FL 33613
(813) 977-2283

Margaret A. Lofton
P.O. Box 175
Eagle Lake, FL 33839

September 6, 2000

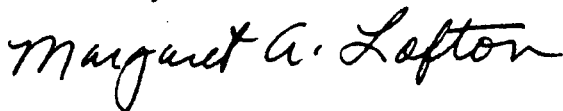
Ms. Carol Fulks, Principal
Lake Alfred Middle School
1000 North Buena Vista Boulevard
Lake Alfred, FL 33850

To The LAMS Conversion Charter Staff:

Thank you for inviting me to serve as member of the Founding Board which is being established to assist you in converting Lake Alfred Middle School to The Learning Academy of Lake Alfred.

I am honored that you have asked me to serve and enthusiastically accept your invitation. It is exciting to think about the opportunity to plan and work with you and the other Founding Board members. I am familiar with the wonderful successes of McKeel Academy and the outstanding job that school does in preparing their students to meet the job demands of the 21st Century. I look forward to being involved with Lake Alfred Middle School in seeking to convert to a charter school. I believe this conversion will result in a school that will be better equipped to serve students in Polk County.

Yours truly,



Margaret A. Lofton

Education

- Master's Degree in Curriculum and Instruction with an emphases in Mathematics, University of South Florida
- Bachelor of Arts Degree with a major in Mathematics, University Of Central Florida

Professional

- 7th grade math teacher, Roosevelt, Lake Wales, 1970
- 8th and 9th grade math teacher, Denison Junior High, 1971-1986
- Math Teacher, Auburndale High School, 1986-1996
- Computer Programming Instructor, Adult School, 1986-1987
- Math Teacher (part-time staff) Polk Community College, 1985-1987
- Teacher Resource Specialist Trainer, School-to-Work (STW), Polk County School Board

Job Responsibilities/Description

- Plan, organize and implement attendance at both state and out-of-state conferences, retreats and seminars
- Plan, organize and implement the content of retreats, seminars and training sessions
- Work with and recruit business partners for all 114 schools in Polk County
- Provide STW training for educators
- Write the STW grant for Polk County for continued funding
- Write STW applications for awards, presentations, etc.
- Work with the District Office Staff and educators in all 114 schools in Polk County
- Oversee the STW budget

Honors

- Polk County Math Teacher of the Year
- Recognized by USF as one of the 10 most outstanding educators in the state of Florida to graduate from USF.
- Auburndale High School Teacher of the Year
- Received a Teacherrific Award from Disney. This was one of ten awards given to educators from throughout central Florida for outstanding classroom innovations.
- "The Baynard House Restoration," an innovative, integrated, hands-on approach to teaching mathematics was chosen by the State Department of Education to represent the state of Florida in national competition.
- The Polk County School-to-Work Partnership won the Gold Zone Partnership Award. This award is given to the most outstanding STW Partnership in the state of Florida.
- Worked closely with three Polk County STW business partners who were recognized by the state in winning the Gold Zone Business Partner Wards and the "All Means All" Award (Given for providing work experience to special needs students.)
- The State Department of Education, STW Division, awarded the Polk County STW Partnership a score of 54 out of a possible 55 points during a site visit evaluation.
- Chosen by the National STW Conference 2000 committee to present at the conference in Washington D.C. in October of this year.

Family/Personal

- Married
- Two married children

Carol Fulks, Principal
Lake Alfred Middle School
Lake Alfred, Florida 33850

September 1, 2000


Dear Carol:

Thank you for inviting me to serve on the Founding Board for Lake Alfred's Middle School conversion to a charter status. I accept your invitation but must point out my employment obligations and responsibilities thereof. As a Transaction Director for the Central Region of Florida for First Union National Bank with an office in Orlando, Melbourne and Vero, it is necessary to be out of town over night on many occasions. I would schedule around the meetings stated in your letter to the best of my ability. However, my first obligation would have to be that of my employment. If this meets the Board's approval, I would be happy to participate.

I have lived in Polk County over 50 years, 25 of those in Lake Alfred. My husband and I and two children all graduated from Polk County schools. I have three grandchildren currently attending Lake Alfred Middle School and one in Auburndale High School so I am very interested in the public school system.

I pledge my support and allegiance to this project and if so chosen to be a member of the Founding Board would actively participate in all phases where possible.

Sincerely,


Peggy G. Cook

Peggy G. Cook
P. O. Box 561
Lake Alfred, Florida 33850
(863) 956-5049 – Home
(863) 325-5167 – Cell

PERSONAL DATA

- . Born July 15, 1939 in Avon Park, Florida
- . Married to Robin L. Cook, retired (43 years)
- . Mother of two children, Grandmother of four children

EDUCATIONAL AND PROFESSIONAL HISTORY

- . Haines City High School
- . Settle's Business College, Lakeland, Florida
- . Florida School of Banking, University of Florida
- . Forty years of banking experience

PRESENT JOB DESCRIPTION

Vice President and Transaction Director, First Union National Bank –
Member of Senior Management for Central Region
Train and lead 25 direct reports and 38 financial centers in areas of East Coast from
Daytona to Stuart. In my forty years of banking I have held all positions therein,
Teller; Bookkeeper; Secretary; New Accounts; Consumer, Commercial and Real Estate
Lender; Branch Manager; Area Administrator; Regional Consumer Bank Manager and
Transaction Director.

COMMUNITY SERVICE

Winter Haven, Auburndale and Lake Alfred Chamber of Commerce; Mentor for Lake
Alfred Career Development School; Band Patron for Auburndale High School; Member
of First Presbyterian Church of Lake Alfred; Honorary Chairman for Polk County March
of Dimes for over 10 years.

SEPTEMBER 7, 2000

Mrs. Carol Fulks, Principal
Lake Alfred Middle School
1000 North Buena Vista Boulevard
Lake Alfred, Florida

Dear Mrs. Fulks:

I am honored to accept the challenge of becoming a Founding Board Member for The Learning Academy of Lake Alfred.

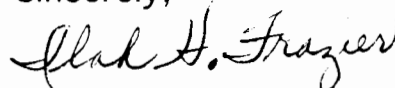
Since retiring from the Polk County System, after thirty four years, I have volunteered in several schools in the county.

My involvement with the application process and planning implementation for the Charter School will afford me another excellent opportunity to continue to rally as a "CHAMPION FOR THE CHILDREN."

I look forward to working with you, your staff and the Charter Subcommittees. I sincerely hope that I can make a viable contribution.

Thank you.

Sincerely,



Ilah H. Frazier

Ilah H. Frazier
2848 Country Club Road, North
Winter Haven, Florida 33881-9203

PERSONAL DATA

- * Born October 4th-Winter Garden, Florida
- *Married to Donald Frazier, Retired Educator
- *Mother of one son, Daryl-Married (Amy)
- *One grandchild, Kayla Nicole

EDUCATIONAL AND PROFESSIONAL HISTORY

- *Bachelor's Degree in Elementary Education, Bethune-Cookman College
- *Master's Degree in Elementary and Early Childhood Education, USF
- *Thirty Four years teaching experience
- *Teacher of the Year Brigham Academy 1989-90
- *Retired, May 1996

PROFESSIONAL ORGANIZATIONS AND COMMUNITY SERVICE

- *Member NEA
- *Charter Member Pride of the Villa Parents
- *Former member Board of Directors-Haven Day Care Center
- *Member NAACP
- *Member Alpha Kappa Alpha Sorority, Inc.
- *Second Vice President National Coalition of 100 Black Women, Inc.
- *Co-Sponsor Youth For Christ Community Youth Choir
- * Former Coordinator PAE After School Tutorial Program
- * Former Member YMCA Youth Achievers Program
- *Youth Director, First Missionary Baptist Church
- *Member Board of Directors, Girls Inc.
- *Member First Missionary Baptist Church, Choir
- *Member Education Council, Scholarship Committee, FMBC
- *Alternate Sunday School Teacher
- *Mentor for Youth, NCBW
- *Community Volunteer, Mentor Citiforce 2000
- *Member Quality Improvement Council, Jewett Elementary
- *School Volunteer-Polk County
- *Christian Education Orientation Leader, FMBC
- *Member Northeast Awareness Group
- *Member Board of Directors for Keep Winter Haven Clean and Beautiful



FIRST PRESBYTERIAN CHURCH

Roland O. Castro, Pastor

PRESBYTERIAN CHURCH (USA)

September 4, 2000

Carol Fulks, Principal
Lake Alfred Middle School
1000 N. Buena Vista Blvd.
Lake Alfred, FL 38850

Dear Ms. Fulks:

Thank you for inviting Mardy and I to serve on your Founding Board for the new Learning Academy of Lake Alfred. We have included our resume's with this letter for your approval. We will be pleased to accept your invitation with pleasure. We look forward to working with you, your staff and other committee members to expedite the transition to a charter school.

Because quality education for all students has always been a goal for us both, we are excited about this new opportunity.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Roland O. Castro".

Roland O. Castro

A handwritten signature in cursive script, appearing to read "Martha 'Mardy' Castro".

Martha "Mardy" Castro

The Rev. Roland Castro
Professional Bio-sketch

Roland has been involved in education all of his life, as a student, a teacher and a member of the clergy. His father became a teacher when Roland was in kindergarten. He grew up learning about the art of education watching his father as he taught in elementary school, and taught science in junior high school, high school and college.

Roland received his training at the University of South Florida in Tampa where he earned a Bachelor of Arts with an emphasis in Secondary Music Education. While in college he had 14 private clarinet students and taught flute, trumpet, trombone, French horn, and oboe through U.S.F.'s Pre-Intern Practice Teaching Program in three Bay area junior high schools and two high schools. In addition to the course requirements and the class load, Roland volunteered for three years during college to teach woodwinds and work with the whole Instrumental Music Department at Largo High School. He did his internship with the Clearwater High School Band. During his senior year he expanded his own performance experiences by performing, not only with the University bands and orchestra, but in the community as well with the Largo Footlight Theater, and in the Bay area's Florida Gulf Coast Symphony (now the Florida Orchestra).

After graduating, Roland directed and developed the instrumental music program of Seminole High School in Sanford, Florida. There he served in a racially torn environment, took students from widely diverse cultural backgrounds and formed them into a unified performance group, which grew to love and respect each other for their differences. He taught at Seminole from 8/71 to 6/74

From 8/74 until 6/81 Roland built the music department of Lake Howell High School in south Seminole County, just north of Winter Park, Florida. He was the organizing band and choir director. In three years he developed an award winning band and choir program that toured Germany, Austria, Switzerland, France, Belgium and Holland. They received front page news coverage in all the French Papers as they were invited to perform and place a wreath of red white and blue roses at the Arche de Triumphe in honor of all the American Military who had ever died in combat on European soil. The story was carried in every major newspaper in the United States as well.

At Lake Howell, Roland served as the Fine Arts Department Chairman. He supervised the music, art and foreign language faculty and curriculum. He also served on the accreditation team. During the initial aftermath of the state-wide F.T.E. funding index adoption, Roland was commissioned by the Florida Bandmasters Association to travel around the state to teach Band Directors how to develop guidelines of accountability so that they could defend their programs from impending budget cuts.

In his own school he sought to teach innovatively. He taught Music Instrument Repair classes, Music Theory classes, with a strong section of the physics of sound, two periods of concert Band, a Drum Corps class, a Woodwind Instruments class, a Brass Instruments class and Marching Band. The band received superior ratings in marching and concert contests. Believing in the capability and resourcefulness of his students, he taught them how to write and direct their own music and marching band shows. He enjoyed teaching the choir so much that when the school was finally able to hire a full time choir director, he taught the band to sing and took them to choir contest. The Band made straight Superior ratings at District Choral Contest and 1 Superior and 2 Excellent ratings at State, with a grand total of 24 hours of vocal instruction. The Band was invited to perform a vocal and instrumental exhibition at the Music Educators National Convention following their second year of vocal contest participation. That would have been in 1982, but in the Summer of 1981 Roland left to follow a call into the ministry.

From 9/81 until 8/84 Roland attended Louisville Presbyterian Theological Seminary in Kentucky. While in the Seminary he continued to teach. From 9/81 - 5/82 he served as a Student Pastor at St. Alban's Episcopal Church where he worked with the youth group. From 6/82 - 11/82

he preached and taught in 14 area Presbyterian Churches on Sundays. He also preached every Wednesday at Briargate Presbyterian Church from 8/82-9/83. Then from 9/82 - 1/83 he worked with the youth at Anchorage Presbyterian Church in Anchorage Kentucky.

From 6/82 - 5/83 he served as the Assistant to the Director of the Office of Information at Louisville Presbyterian Seminary. There he became the photographer, darkroom technician, copy writer and layout editor for most of the Seminary's promotional and informational publications. In his senior year, he was selected to represent the Seminary at the 1984 National General Assembly of the Presbyterian Church (USA).

From 6/83-8/84 he served as the Pastor of Caledonia Presbyterian Church in southern Indiana while he finished his seminary education. At Caledonia he taught all ages and fulfilled all the duties of the pastorate.

Upon graduating from seminary with a Masters in Divinity, Roland took a call to build a new church in the Jacksonville, Florida area. He was the Organizing Pastor/Evangelist for Middleburg Presbyterian Church in Middleburg, Florida. In addition to his preaching and administrative duties, he taught adult Bible study classes, youth classes, and trained all of the leadership for this new church. He also served on the Presbytery of St. Augustine's Committee on Preparation for Ministry, the Smaller Church Committee, and the New Church Development Committee, working with men and women from the 64 church district. He also found the time to work occasionally with the Middleburg High School Band and conduct the Clay County Community Band.

In 9/93 Roland took the call to come to Lake Alfred to Pastor First Presbyterian Church. Here he has remained involved in the education process teaching adult and youth classes and working with the church's before and after school child-care program (The Building Block). While in Lake Alfred, Roland and his wife, Mardy, have served as the teaching staff for a three year succession at the Presbytery of Tampa Bay's Older Adult Summer Retreats at Cedarkirk Camp and conference Center in Lithia Springs. They also provided the study and worship sessions for the 1998 Presbytery of Tampa Bay's Women's conference.

Roland has served for 6 years on the Presbytery of Tampa Bay's Committee on Ministry overseeing the ministries of the Presbytery's 70+ churches. He also served as the Polk County District Chair of the Committee on Ministry for two years. Among his duties with the Committee on Ministry, he has functioned as liaison for churches searching for new pastors, as a team member for drafting Presbytery policy, as a representative of the Presbytery visiting with individual church boards, and as a mediator in area church conflicts.

In addition to the Committee on Ministry, Roland has served on the Presbytery's Older Adult Committee, and the Lake Alfred Ministerial Association. He organized and chaired the first two Lake Alfred Heritage Days and has preached several times at First Christian Towers, Florida Presbyterian Homes in Lakeland, the Lake Henry community, the Sweetwater community and a number of other local events. He brings a wealth of experience in education, people skills and organization with him wherever he is called to serve.

Martha H. (Mardy) Castro
Brief Professional Bio-sketch

Mardy has been involved in music as a singer, accompanist all her life. She has also been a public school choral director for 26 years, a church choir director for 10 years and has directed and judged many other choirs by invitation. She served as the Chair Person for the Florida Vocal Association District VII (a 7- county area in central Florida) For many years she sang professionally in a small combo in Iowa. In addition to the combo work she has sung and played the piano by invitation at a large number of churches, civic groups, and professional organizations as well as performing for countless weddings and funerals.

Mardy received her professional voice training at **DePauw University** where she graduated with a B.Mus. Ed. Degree, with a voice major and piano/keyboard minor. She taught Elementary Music for 4 years in the Nevada and Ankeny, Iowa area schools. While in Iowa she was hired by **DesMoines Area Community College** to create and develop the DMACC Vocal Department, and the Adult Music Education Program. She worked there 4 years she and did master's degree work at Drake University in DesMoines.

When she moved to Florida in 1976 she was hired by **Lake Howell High School** in Seminole County to develop the fledgling choral program. She was also the Director Of The Auxiliary Units for the school's Silver Regiment Marching Band for 5 years. While in central Florida she was a member of the **St. Marks Presbyterian Church** where she sang in the Chancel Choir.

She moved with her husband, Roland, to Louisville, KY where he was called to enroll in the Louisville Presbyterian Theological Seminary. There she took her only break from music education to fill the position of Secretary/Bookkeeper of **Anchorage Presbyterian Church** in Anchorage, Kentucky. Nevertheless, she continued to sing in the **Bardstown Road Presbyterian Church Choir**.

Upon returning to Florida she was hired to be the Music Director/Choral Director of **Normandy Village Elementary School** in Jacksonville, Florida for 3 years. When plans were made for the construction of the new **Crystal Springs Elementary 'Mega-School'** she was hired to create the music department and become the Choral Director for 1,200+ elementary school children. Three years later she was hired to develop the Music Department of the brand new **Mandarin High School** in south Jacksonville. There she served as the Choral Director and co-directed annual musical productions with the Drama Department for 3 years.

During the nine years she lived in the Jacksonville area, she created, developed and directed the Chancel Choir of **Middleburg Presbyterian Church** where her husband was the New Church Development Pastor/Evangelist.

When her husband was called to First Presbyterian Church, Lake Alfred, FL she was hired to create and develop the Choral Music Department of the newly renovated **Jewett Middle Academy Magnet School**. She taught there for 4 years (1993-1997) and left a successful choral program in fall of 1997 to become a full-time Realtor with Lockhart & Associates, Inc REALTORS in Winter Haven. (She had gotten a real-estate

license in summer of 1986). She is still currently working as a full-time realtor with the same firm.

While in Lake Alfred, Mardy has been a faithful member of the **First Presbyterian Church** Chancel Choir. When the Choir Director at the church left to take another position elsewhere, Mardy interviewed and was hired as the new Director of the Chancel Choir.

HOMES
GROVES
ACREAGE
INVESTMENTS

GARDEN GROVE REALTY



1760 Havendale Blvd. / Winter Haven, Florida 33881

Phone 863-324-6446

FAX # 863-293-8347

July 28 2000

*Mrs. Carol Fulker, Principal
Lake Alfred Middle School
1000 North Buena Vista Drive
Lake Alfred, Florida 33850*

Dear Mrs. Fulk:

Thanks so much for inviting me to serve on the organizational committee for the school conversion to an Academy status.

I accept with pleasure and will be looking forward to working with you, your staff and other committee members.

I am proud to say I have been a citizen of Lake Alfred since 1952 and am very interested in what goes on in and around Lake Alfred. I attend most of the city council meetings in order that I can keep up on what is going on in the community.

I was born in Palmetto, Florida so I am one of the few real natives that has seen the many changes that have occurred with the school systems and there is always room for improvement and I will be ready to help in any way. Again, thanks for the invite.

I am looking forward to the first meeting on September 9th.

Sincerely,

San DeVito, Sr.,

Your Friendly Realtor

HOMES
GROVES
ACREAGE
INVESTMENTS

GARDEN GROVE REALTY



1760 Havendale Blvd. / Winter Haven, Florida 33881

Phone 863-324-6446

FAX # 863-293-8347

September 06 2000

*Ms. Shannon Alden
Lake Alfred Middle School
Lake Alfred, Florida 33850.*

Dear Ms. Alden:

As requested I am sending you the following information about myself.

*Sam DeLito, Sr.,
Born November 01 1921 in Palmetto, Florida
Resident of Lake Alfred since 1952*

Graduated from Palmetto Highschool in class of 1941.

Served in US Navy during World War II.

Started working for the Atlantic Coast Line Railroad upon graduating from high school and worked 42 plus years as freight and ticket agent and telegraph operator except for the time in the navy.

Have been working as a Realtor for the past 30 years. Going full time as a Realtor after retiring from the railroad in 1983.

*Past president of St. Joseph's PJA.
Past president of Lake Alfred Lions Club.
Past president of Lake Alfred Chamber of Commerce
Past City commissioner of Lake Alfred for nine years.*

*Presently on Board of directors of Lake Alfred Chamber of commerce
Board of director of East Polk County Board of Realtors.
Chairman of Code enforcement board for city of Lake
Alfred for approximately 15 years.
Member of St. Joseph's Catholic Church since birth.
Widower since 1989. Have four children, six grandchildren and one
great grandson. Was married to highschool sweetheart, Jean for 46
years.*

Your Friendly Realtor

PERSONAL DATA

Born November 27, 1950 in Anthony, KS
Married to Thomas Harrington on September 30, 1972
Mother of two daughters ages 10 and 12

PROFESSIONAL HISTORY

1974-77 - Secretary for Graves Truck Line of Dodge City, KS.
1974 Started own business - T&L Hodaka - Authorized Dealer for Hodaka motorcycles.
1975 Enlarged business to include Authorized Dealer for Kawasaki Motorcycles Boothill Kawasaki.
1976 Enlarged business to include Authorized Dealer for Yamaha Motorcycles.
1977 Constructed a 7500 sq. ft. retail store for our Dealerships.
1981 Started another new business - Boothill Music & Sound - Authorized Dealer of Musical equipment.
1986 Enlarged business to include an Authorized Marine Dealership.
1987 Constructed a 14000 sq. ft. retail store for our Dealerships
1990 Sold the Motorcycle Division of our Dealership
1992 Sold the Music Division of our Dealership
1994 Added Retail Rentals to our Business
1997 Sold the Marine Division of our Dealership and established Harrington Mall at our location
1999 Bought an orange grove in Winter Haven, FL and Moved to Florida.

EDUCATION

1974 Graduated Magna cum laude - B.S. Elementary Education - Minor in Sociology-Saint Mary of the Plains College, Dodge City, KS.

ORGANIZATIONS AND COMMUNITY SERVICES

Member - First Missionary Church, Dodge City, KS - Sunday School Board Member
Junior Girl Scout Leader
School Volunteer - Started in 1972 while working on my elementary degree. I did extensive volunteer work with my husband who was a 6th Grade Teacher at Lincoln Elementary, Dodge City, KS. I helped in various capacities from in the classroom to around the school and on several field trips. I have continued doing this and have always enjoyed the challenges of helping the children.

Cynthia M. Masters
310 Van Lakes Blvd.
Auburndale, FL 33823

Work Experience:

1980-1982	6th grade teacher	Freeport School (K-12)	Freeport, FL
1982-1985	5th grade teacher	East Lake Middle (5-7)	Pahokee, FL
1985-1995	5th grade teacher 6th grade teacher	Freeport Elementary (K-6)	Freeport, FL
1995-1997	1st grade teacher 4th grade teacher	Polk City Elementary (K-5)	Polk City, FL
1997-2000	6th grade teacher Lead teacher	Lake Alfred Middle (6-8)	Lake Alfred, FL
2000-current	6th grade teacher	Stambaugh Middle (6-8)	Auburndale, FL

Current community involvement:

First United Methodist Church of Auburndale member
Auburndale High School Cheerleader Booster Club member
Lake Alfred Middle School SAC Chairperson
Auburndale Relief Board member (United Way)

Steven G. Petrie
609 Willow Run
Lakeland, Florida 33813
(863) 646-1884

EDUCATION

Doctor of Education—Educational Leadership
University of Central Florida, 1996

Specialist in Education—Administration and Supervision
Rollins College, 1978

Master of Education—Guidance and Counseling
Rollins College, 1977

Bachelor of Arts—Social Sciences
Florida Southern College, 1974

EXPERIENCE

Polk County Schools, Area Assistant Superintendent, 4 years
Mulberry Senior High, Principal, 8 years
Bartow Junior High, Principal, 4 years
Union Academy Junior High, Assistant Principal, 6 years
Auburndale High School, Guidance Counselor
Haines City Junior High, Teacher

EDUCATIONAL ORGANIZATIONS

Polk Association of School Administrators, Past President
Polk School Based Administrators Association, Past President
Phi Delta Kappa
Omicron Delta Kappa Leadership Honorary
Kappa Delta Pi Education Honorary
Polk Education Foundation, Board of Directors

CHURCH AFFILIATION

First United Methodist Church of Lakeland, Florida
Finance Committee
Intercessory Prayer Group

SPECIAL HONOR

Principal Achievement Award for Outstanding Leadership
Commissioner of Education, 1994

Carol Jean Fulks
905 Giant Oaks Rd.
Lakeland, FL 33810

(863) 413-1784

EDUCATIONAL ACTIVITIES AND TRAINING

Facilitator Trainer for Stephen Covey's *The Seven Habits of Highly Effective People*

Trainer for *Kagan & Kagan Cooperative Learning*

Trainer for *Fred Jones' Positive Classroom Discipline*

Trained in *Kagan & Kagan Multiple Intelligences*

Trained in Richard Langford's *Quality in Learning*

Wrote Middle School Reform Grant - 3 year implementation of thematic, integrated curriculum (Approx. \$500,000)

Director of Pilot Summer School Program for Middle School, an integrated, thematic, hands-on approach for the North Central Area

Designed and implemented pilot program "School Within a School" at McLaughlin Middle School using a hands-on, thematic, integrated curriculum

Consultant for National Resource Center for Middle Grades Education at the University of South Florida

Department Head for the South East Adult School (GED, Dual Enrollees, etc.)

Participant in Fred Jones' training - *Positive Classroom Discipline* in Huntsville, Alabama

Participant in Fred Jones' training - *Positive Classroom Instruction* in Ft. Wayne, Indiana

Coordinated Fred Jones' *Positive Classroom Training* for 80 middle school participants

Chairperson Middle School Curriculum and Issues Committee - 3 years

Wrote Middle School Advisement Grant for \$18,000 for McLaughlin Middle School

Chairperson of the Middle/Junior Curriculum Committee - 2 years

Middle School spokesperson for the Secondary Curriculum Committee - 2 years

Chairperson of the Middle School Task Force - 3 years

Team leader of the first middle school team in Polk County at Stambaugh Middle

Presenter at the Florida Staff Development Conference in Tampa

Received *Facilitative Leadership* training

Participant in *Great Books* training

Participant in Johnson & Johnson, *Brown Book and Green Book* Cooperative Learning training

Presented Task Force update to the middle school principals

Presenter at the "Caught in the Middle" workshop for Bartow area schools

Presented Middle School Orientation at Warner Southern College

Administered Kolb learning Styles Inventory to teacher interns at Warner Southern

Conducted parent meetings using Lions Quest , *Skills for Adolescence*
 Presented Middle School Awareness meetings for parents of the five elementary
 feeder schools in Lake Wales
 Designed and presented a Cooperative Learning inservice for middle school teachers
 Chaired the committee responsible for writing the Polk County 's *Middle School
 Handbook*
 Networked follow-up sharing sessions for Fred Jones' trained participants
 Completed Florida Performance Measurement System requirements
 Member of the "Distant Learning" Committee
 Conducted Middle School Awareness Training for Lakeland Administrators and
 Area Superintendents
 Participated in the filming and technical writing of the *Middle School Awareness
 Video for Polk County*
 Worked with community Lions Clubs to raise money for teacher training and student
 materials for advisor advisee program
 Applied for the *Teacher in Space* program sponsored by NASA
 Nominated for National Social Studies Teacher of the Year
 Coordinated Kagan & Kagan Cooperative Learning Training for Middle Schools

UNIVERSITIES

DEGREES / CERTIFICATION

Ohio University
Athens, Ohio

Bachelor of Arts Degree / Double Major
Elementary Education
Early Childhood

El Camino College
Torrence, California

Masters Degree
Administration and Supervision
K-12

Polk Community College
Winter Haven, Florida

Additional Areas of Certification:
Middle School Mathematics
Middle School Social Studies
Middle School English

Florida Southern College
Lakeland, Florida

Nova University
Ft. Lauderdale, Florida

Certified Trainer
Seven Habits of Highly Effective People
(Stephen Covey)
Positive Classroom Discipline
(Fred Jones)
Cooperative Learning
(Kagan & Kagan)



155 E. Pomelo Street
Lake Alfred, FL 33850-2135

CITY OF LAKE ALFRED

Office of the City Manager

Ph.: (863) 291-5270
Fax: (863) 291-5317

September 14, 2000

To Whom it may Concern:

The proposed transition of the Lake Alfred Middle School to a Charter School is a quite exciting concept. The need and public desire for schools of choice have increased. I believe this would greatly improve education in our Community and prove to be an asset to the City of Lake Alfred and surrounding areas. I support this proposal as submitted by Principal Carol Fulks and her staff.

Sincerely,

James D. Drumm
City Manager

September 7, 2000

Carolyn Finch
Director of Magnet, Choice and Charter Schools
Polk County Schools
1915 S. Floral Ave.
Bartow, Florida

Re: Support of Lake Alfred Middle School to a Conversion Charter School

Dear Mrs. Finch:

This Letter is in support of the Lake Alfred Middle Schools pursuit to become a conversion charter school. As you are aware I have had the privilege of working with you and the district in the planning phase and implementation of the very successful charter school McKeel Academy in Lakeland.

I have witnessed the formation of this school and it's curriculum as a model to fellow educators, businesses and parents desiring a better quality of education and pro-learning environment for the students.

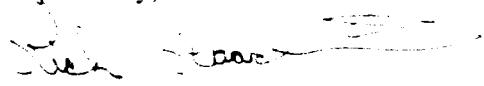
Lake Alfred Middle School is a prime candidate to become a Charter School with its excellent staff and modern facility. This school is seeking endorsements to provide our students with the same or better quality of education as McKeel Academy.

Lake Alfred Charter School has my support primarily because of the better quality of education and versatility it allows for Polk educators to have in administering the educational process. As a businessman, I feel it prepares the student to become a more productive member of society and arms them with the tools necessary to become a higher quality, productive, reasoning citizens in the work place.

I conclude by requesting the School District allow the vision of Staff and Parents in implementing this charter for the benefit of students, parents and businesses of Polk County.

If you have any questions or if I may be of service in this action please do not hesitate to call.

Respectfully,

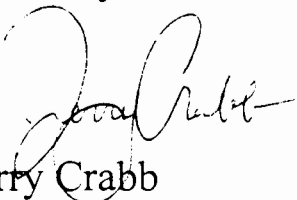

Rick Roach
Parent, Businessman

To Whom It May Concern:

For the past eight years I have worked with Lake Alfred and surrounding communities as a business member and a concerned citizen. I am a board member of the boys club and have helped organize many functions with organizations such as Habitat for Humanity, Anchor House, Little League and others. I have worked specifically with Lake Alfred Middle School as a chaperone, a speaker at Career Day, member of the SAC committee and as a supporter of their school to work initiative.

I support Lake Alfred Middle School's decision to become a conversion charter. I see the opportunities for businesses and other organizations to become more involved in the school. The school can also become more cohesive with its community and responsive to its needs and vice versa.

Sincerely,



Jerry Crabb
Manager of Cleveland Indians'
Florida Operations



LAKE ALFRED MIDDLE SCHOOL

1000 North Buena Vista Drive • Lake Alfred, Florida 33850-2031
(863) 295-5955 • Fax 295-5978

CAROL FULKS - PRINCIPAL

September 28, 2000

To Whom It May Concern:

On Monday, August 22, 2000, chairs of the Conversion Charter School Committee presented the Conversion Charter Plan to the SAC of Lake Alfred Middle School. The conversion charter application has endless opportunities for our students. The instructional vision at Lake Alfred Middle School is on the cutting edge of research-based methodology and curricula. Our students will benefit from Kagan and Kagan Cooperative Learning, Integrated Thematic Instruction, Core Knowledge Curriculum, a technology infused curriculum, brain-based instruction, and authentic assessment strategies.

We are also excited about the possibilities of making Lake Alfred Middle School the best school in Polk County. With Charter status we will have students who want to be part of our program, parents who want their children to be part of our program, and a community that is proud to have Lake Alfred Middle School in their midst.

We, as a SAC committee, voted unanimously to support the staff, administration, students, parents, and community in its pursuit of conversion charter status. We are looking forward to this exciting change in making Lake Alfred Middle the best we can be!

Best Regards,

Cynthia M. Masters

Cynthia Masters
Chairperson, School Advisory Council



LAKE ALFRED MIDDLE SCHOOL

1000 North Buena Vista Boulevard • Lake Alfred, Florida 33850
(941) 295-5955 • Fax 295-5978

CAROL FULKS - PRINCIPAL

To whom it may concern,

Lake Alfred Middle School PTO wanted to take this opportunity to let you know how excited we are about the possibility that Lake Alfred may become a charter school next year. Any time a school gets an opportunity to jump out ahead of the pack and offer the students, the parents, and the community the chance to grow through education, it's something we should all stand behind.

We look forward to the changes next year will bring and we know it will all be for the better.

Best Wishes,

Michael McClaskey
Lake Alfred Middle School
PTO

September 5, 2000

To Whom It May Concern,

I write to express my support for Lake Alfred Middle School's proposed status as a conversion charter school in Polk County. As a business within the community of Polk City, I believe the conversion charter school concept is a positive transition for our students and our citizen-taxpayers. The move from traditional school to conversion school places Lake Alfred Middle on the cutting edge of education.

I look forward to seeing the wonderful opportunity of the communities, business partners, parents, and staff of Lake Alfred Middle creating exciting opportunities for the student body.

Sincerely,

A handwritten signature in cursive script that reads "Linda Johnson". The signature is written in black ink and is positioned to the right of the word "Sincerely,".

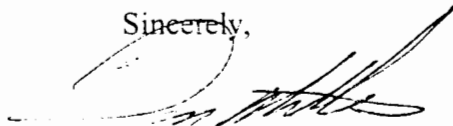
Linda Johnson
Polk City Florist

To Whom It May Concern,

I have owned and operated Polk City Hardware for approximately 8 years, served in Lake Alfred city government, been involved with Lake Alfred Little League for 18 years, worked with District 4 Little League, been active in Lake Alfred Methodist Church for 19 years, supported Lake Alfred Lions Club and Polk City Ruritans, and been active in many community activities.

I am aware of many positive aspects of Lake Alfred Middle School becoming a charter school and surely encourage and support their endeavor which I believe will benefit the teachers and improve the quality of education for our students.

Sincerely,

A handwritten signature in black ink, appearing to read "Don Miller", written over a horizontal line.

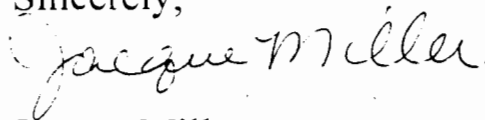
Don Miller
660 W Orange St
Lake Alfred, Florida 33850

To Whom It May Concern,

I have been an active member of the Lake Alfred community for 19 years. I have participated in community organizations that include First United Methodist Church, Lake Alfred Little League, Girl Scouts, and the Lake Alfred public library. I spent 5 years as a para-professional and secretary at Lake Alfred Elementary School and have been a school volunteer for 19 years.

Over the past year I have heard of Lake Alfred Middle School's plans to become a charter school. This would be such a benefit for the students of our community! Housing a school that students choose to attend would put Lake Alfred on the map in a positive way. I look forward to seeing the positive changes that take place as Lake Alfred Middle School becomes a conversion charter school.

Sincerely,

A handwritten signature in cursive script that reads "Jacquie Miller". The signature is written in dark ink and is positioned above the typed name.

Jacquie Miller

660 W. Orange St.

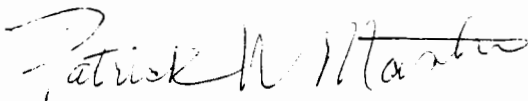
Lake Alfred, Florida 33850

August 30, 2000

To Whom It May Concern:

I am writing to express my support for Lake Alfred Middle School's desire to become a conversion charter school. I've been involved with Lake Alfred Middle School since its opening in 1996. I highly respect its staff and teachers and what they do for children on a daily basis. I served on LAMS Q.I.C./ SAC as both a committee member as well as chairman for two years. I look forward to their continued growth with this effort.

Sincerely,



Patrick W. Masters
Community member/ former parent

8-28-00

To whom it may concern,
I have served on
Lake Alfred Middle School's
SAC since the school's
opening year in 1996. Each
year I've had the privilege
of watching LAMS improve
through the hard work and
dedication of its teachers
and administrators. I
support LAMS's endeavor
to become a Conversion
Charter school. I see this
as an opportunity for the
school to continue its
effort to become the best
it can be.

Sincerely,
Cindy Masters
LAMS SAC chair
2000-2001

Kimberle C. Tuttle
3708 Orchid Drive
Haines City, Florida 33844
Home (863) 422-0554 Work (863) 967-4484

September 1, 2000

To Whom It May Concern:

As a concerned parent of a student at Lake Alfred Middle School, I would like to voice my support of the school's desire to convert to a charter school.

After attending several meetings at LAMS where the proposed conversion was discussed at length, I began to take hold of the vision of the faculty and staff as I understood the opportunities becoming a charter school would present. Opportunities for parents and community business partners to become more involved in the education process. Opportunities for state funding to be dispersed in ways that will truly benefit the students providing them with the best possible education. And opportunities to be involved in a process that will leave a legacy for the students who will be coming through the education system for years to come.

It thrills me to see that there is a real potential for parents and community business partners to become actively involved in the education process as they vote on the charter, amendments to the charter, and the Board of Directors which will oversee all aspects of LAMS. Parents and partners will have the opportunity to voice their suggestions and opinions in forums where they can be confident that the comments will be given honest consideration.

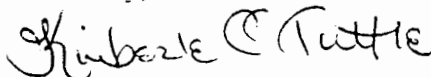
In my opinion, having direct control over appropriated funding is a huge advantage of converting to a charter school. Knowing that a Board, chosen by parents, faculty/staff, and supportive community members will evaluate the best means for dispersing funds provides a sense of confidence that the best interest of the children will outweigh the desires of officials far removed from our own community. Funding that can be utilized to provide more classroom supplies, cutting-edge technology, field study trips, more faculty/staff training opportunities, and better equipment all around will be placed directly in the hands of those who best know how to disperse it. When higher salaries and strong benefit packages are offered, the highest quality of teachers will be attracted to LAMS providing the best possible education for our children.

Also, as a parent, it brings a great sense of satisfaction knowing that my involvement in this conversion will leave a legacy for those who follow. As we make decisions, establish the charter and Board of Directors, and set higher standards, we are laying a foundation that will last for many years to come. Those who come behind us will benefit from the decisions and choices we make during the next few years. The standards of education in our area will be raised to a higher level allowing future generations to "stand on the shoulders of giants" who have cast a vision of excellence in education. I want to be a part of that legacy.

My oldest son is currently an eighth grader at LAMS. He will be leaving before the conversion will take place. But his brother, my youngest son, can look forward to attending a school with the educational needs of children as its highest priority. He will be a beneficiary of the commitment of the current students, parents, staff, and faculty of LAMS to provide the best educational opportunities possible.

In conclusion, I whole-heartedly support the recommendation that Lake Alfred Middle School become a conversion charter school and look forward to the great opportunities this change will provide.

Sincerely,

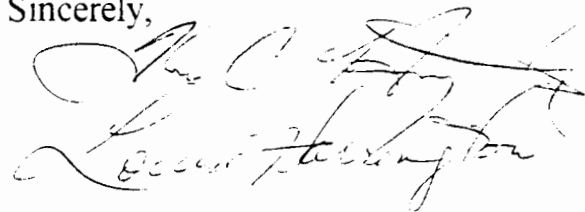


Kimberle C. Tuttle

August 30, 2000

We are very much in favor of Lake Alfred Middle School becoming a Conversion Charter School for the 2001-2002 school year. The possibility of a more diverse and targeted curriculum to fit each students' needs is very exciting to us. Also this should give the local community more pride, more involvement, and more control of the school.

Sincerely,

Handwritten signatures of Thomas C. and Louise Harrington. The signature of Thomas C. is on top, and Louise Harrington's is below it. Both are written in cursive.

Thomas C. and Louise Harrington

To Whom It May Concern:

Subject: Lake Alfred Middle School Proposed Charter

My husband and I have been residents of Lake Alfred for the last ten years and our children have been enrolled in Lake Alfred schools for the last seven years. Our elder daughter is currently a seventh grader at Lake Alfred Middle School and our younger will begin as a sixth grader for the 2001/2002 term. We have served as school volunteers, as School Advisory Committee members, as PTA/PTO members, as band boosters as well as many other functions. My husband has been a firefighter and is currently a police officer for our city. We are committed, concerned parents as well as involved community members.

We completely support Lake Alfred Middle in their endeavor to become a conversion charter school in the 2001/2002 school term. We are excited about the opportunity for our children as well as for our community. We are particularly excited about the direct involvement that we, as parents, will be able to have in the decisions and the formation of guidelines for the school. It will be a unique opportunity that we are looking forward to with our seventh grader but especially with our upcoming sixth grader. Thank you for your consideration.

Sincerely,



Bobby and Kimberly Creech
325 East Sanford Street
Lake Alfred, Florida 33850
(863) 956-0469

To whom it may concern,

As an involved community member and the mother of a future student, I would like to express my support of Lake Alfred Middle School becoming a conversion charter. I am excited about the opportunities and benefits for our students and our community.

In addition to many of the tangible benefits that exist, I am excited about the intrinsic benefits that are created when a school becomes a conversion charter. When parents and students feel that they have made a choice to be a part of a school, they have a pride of ownership and with that comes more involvement and learning. This is also true of the teachers. With the conversion charter they can feel more empowered by being involved in the decisions; therefore, they also would experience a pride of ownership. This would benefit the students and ultimately the community. I feel that we all will benefit from having a conversion charter middle school in Lake Alfred.

Sincerely,

A handwritten signature in black ink, appearing to read 'Laura L. Crabb', written in a cursive style.

Laura L. Crabb

TO WHOM IT CONCERN,
I WOULD LIKE TO SEE LAKE ALFRED MIDDLE
SCHOOL BECOME A CHARTER SCHOOL, SO THE TEACHERS
AND STAFF WILL HAVE MORE CONTROL OF THE
FINANCIAL ASPECTS OF THIS SCHOOL.

THE STAFF THAT IS IN DIRECT CONTACT WITH
MY CHILDREN WILL BE MAKING DECISIONS AND
JUDGEMENTS IN THEIR BEST INTEREST.

THE CONTRACT SIGNED BY TEACHER, STUDENT, AND
PARENTS WILL HELP GET EVERYONE INVOLVED.

THIS WILL ALSO MAKE EVERYONE RESPONSIBLE
FOR THEMSELVES AND THEIR ACTIONS.

A GREAT IDEA IN MY OPINION.

FATHER OF 3
Leslie R Snyder

Thursday, September 7, 2000

To Whom It May Concern,

I would like to lend my support to Lake Alfred Middle School's bid to become a Conversion Charter School in Polk County. As a teacher at LAMS, I believe this change would only better our staff, students, parents, and surrounding communities. Lake Alfred deserves a school that will enter the 21st century with soaring academics and strong values. I hope this decision to go charter will also be the desire of the PCSB and the state of Florida.

We need to continue to stay on the cutting edge of education and by doing so, conversion charter is the way to go.

Thank you,



Shannon E. Alden

Sixth grade teacher, LAMS

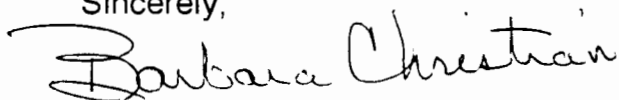
September 1, 2000

I teach a self-contained Varying Exceptionality class consisting of sixth, seventh and eighth graders and I am really excited about our school, Lake Alfred Middle, becoming a conversion Charter school for 2001-2002 school year. Research shows that a balanced school calendar can increase learning levels and retention of learned material. I find this is especially true with students with developmentally delayed disabilities. It is so difficult for these children who need constant reinforcement and consistent repetition to retain information with the traditional agrarian schedule. Too much time is spent each year developing a base level of functioning because the students have just had too long of a break.

In addition, it would be nice to have the time to readjust each child's Individual Education Plan to better meet assessed goals and objectives throughout the year. Smaller classes would enhance learning for all students, enabling subject area teachers to devote more time to each student. The continued involvement of parents as a requisite for attending a charter school, should result in more cooperation between school and home.

This is a win-win situation for everyone, but especially students who should profit from the pluses as they move from school to work.

Sincerely,

A handwritten signature in cursive script that reads "Barbara Christian". The signature is written in dark ink and is positioned below the word "Sincerely,".

Barbara Christian

September 8, 2000

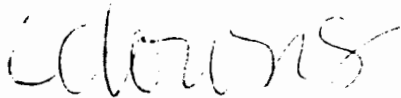
To whom it may concern:

I would like to take this opportunity to let you know that i am thrilled at the idea of the possibility of Lake Alfred Middle School becoming a conversion charter school. Lake Alfred Middle School is a wonderful environment for students to learn in already; with all of the brain based compatible learning that we do as well as ail of the Kagan structures that are used i believe becoming a charter school is the very best step Lake Alfred could take in its growing process to become a top educational facility in this area.

Lake Alfred already has many good qualities, but with becoming charter i feel the staff and teachers will be able to have much more influence over their students. Students will have a reason to want to come here and will also have a reason to want to stay here.

I am fully in support of all efforts being taken by the school to become charter, and am very excited about the vision Lake Alfred is taking on.

Sincerely,



Christy Downs
6th Grade Math Teacher
Lake Alfred Middle School

September 7, 2000

To whom it may concern:

As a veteran teacher with twenty-nine years experience, I have encountered many changes in education. However, I have found that my three years at Lake Alfred Middle have been some of the most stimulating and dynamic. It has been my pleasure to work in an A plus facility with outstanding leadership and training opportunities.

I am lending my voice to the recommendation that Lake Alfred Middle continue forward as an inspiring leader in progressive education, by becoming a charter conversion school.

Sincerely,
Connie A. Manroel

A handwritten signature in cursive script that reads "Connie A. Manroel".