

Discovery Academy of Lake Alfred

2004 Renewal Document

Executive Summary

The journey of Discovery Academy of Lake Alfred since it became a conversion charter school has been an exciting one. Many changes, challenges, and significant accomplishments have filled the past three years and a vision of a bright, and successful future lie ahead.

Discovery Academy has just completed its Southern Association of Colleges and Schools (SACS) renewal for accreditation in December 2003. This provides assurance that a quality program is in place and a commitment has been made to pursue educational excellence and that the necessary resources will be available to accomplish the objectives. There were NO violations cited during the review and several commendations were made about the school and staff.

A marked improvement school-wide will be indicated throughout this report from the change to conversion as indicated in the attitude survey of the stakeholders, the beginning of improvement in student gains, and the general opinion of teachers that needed resources and training are being provided to address student needs.

A major component in our continued rise to excellence is our commitment to our mission statement: in particular, "We are dedicated to actively engaging all students in quality learning experiences". Discovery Academy accomplishes this by focusing on one of the cornerstones of its charter, Kagan Cooperative Learning. This research-based structure is not only an instructional strategy that engages all students, but is an integral part of our climate and daily lessons.

Discovery Academy is the ONLY middle school in Florida to fully implement the high yield strategies of Kagan and Kagan Cooperative Learning. Student's benefit from positive interactions, while the Lifeskills of flexibility, patience, initiative, and cooperation are stressed. Student involvement is increased as Kagan structures engage all students in meaningful activities. By implementing the Kagan structures, classrooms become environments where students work together, solve problems, create projects, share knowledge, and demonstrate learning. Students benefit from Kagan structures academically, socially, and by building self-esteem.

Both Laurie Kagan and Dr. Spencer Kagan have personally agreed to enhance and support our endeavor to become a model Kagan Cooperative Learning Middle School. They visit Discovery and provide feedback to teachers and administration and are planning on bringing a cadre of educators from the Netherlands to visit Discovery to see Kagan structures being used in the classroom.

A strength is our learning gains in reading of our lower quartile students. All students have a daily class of reading instruction and twenty minutes of silent reading. In the 2002-2003 school year, we introduced a school-wide literacy plan. Every student receives daily instruction in developing reading strategies, learning comprehension skills, and building vocabulary. A classroom set of fiction books is provided in each room for students to access whenever time is available for pleasure reading. "Read Aloud" Friday was instituted where teachers would read a novel to students and use Roger Farr's "Read-a-Long" strategies such as prediction. Book Adventure was implemented as an incentive to motivate students to read more. Students could read a book and then go on-line to answer questions either at home, in the media center, or in one of our many labs. "Read it / Rate It" became a part of our morning TV program where students read a book and reviewed it for fellow students. All reading teachers would also take their students to prescriptive / diagnostic labs to evaluate the skill level of individual students, have them practice the skills, assess mastery, and then move to more difficult content. Our literacy council teachers provide inservice training to all academic teachers on ways to incorporate reading strategies in their content.

Because of the financial resources being directed back to the staff, classrooms, and students, we are beginning to see some positive results. Parents are more involved with the school and are pleased with the instructional and organizational focus. Curriculum emphasis includes the rigorous Hirsch Core Knowledge Sequence where lessons are infused with hands-on projects and technology. Further enhancement of the curriculum provides for field experiences and study trips at each grade level. Students' use of technology both as a learning tool and an avenue for research under the teacher direction is offered in eight fully equipped technology labs. Over two hundred volunteers assist Discovery in enriching the lives of its students.

Teachers are making decisions that affect them directly. They presently receive a returning bonus and have allocated funds to spend for student activities. Teachers are receiving necessary staff development in effective research based strategies to use in their teaching and have the flexibility in making local decisions to address the needs specific to Discovery. Classrooms have the supplies and equipment needed to enhance the curriculum and the purchase of activity buses allows all students to participate in field experiences where they have "experiential learning".

Service Learning Clubs were implemented last year with 51 different clubs that offered a connection to community with a theme of "giving back". Students meet weekly for an hour to focus on the important contributions that youth can make in their communities by providing a service to others through real life experiences.

Students having difficulty with academics are offered extra help with tutoring before school twice a week. If the student earned an unacceptable grade in a course, the opportunity to replace that grade by retaking the course work is offered through our six week extended school day program on Saturdays. This is available twice during the school year.

Love and Logic responsibility training has become a positive force at Discovery Academy for staff and students. This model allows the individual (whether it be student or adult) to make decisions and be responsible for their actions and decisions. All of the administration and guidance counselors have received extensive training in Love and Logic. In addition, twenty-five staff members including secretaries, paraprofessionals, and teachers were trained. A professional and parent lending library is being established for use of these materials. Training will be offered on an ongoing basis until all staff has received the training.

New this year is our basketball team for grades six through eight. Boys and Girls Junior Varsity and Varsity traveling teams have tryouts and a scheduled game season October through February.

Discovery Academy has continued to be committed and dedicated to implementing the essentials of a "True" middle school as defined by the National Middle School Association in their position publication, This We Believe:

1. Educators knowledgeable about and committed to young adolescents
2. A balanced curriculum based on the needs of young adolescents
3. A range of organizational arrangements
4. Varied instructional strategies
5. A full exploratory program
6. Comprehensive advising and counseling
7. Continuous progress for students
8. Evaluation procedures compatible with the nature of young adolescents
9. Cooperative planning
10. Positive school climate

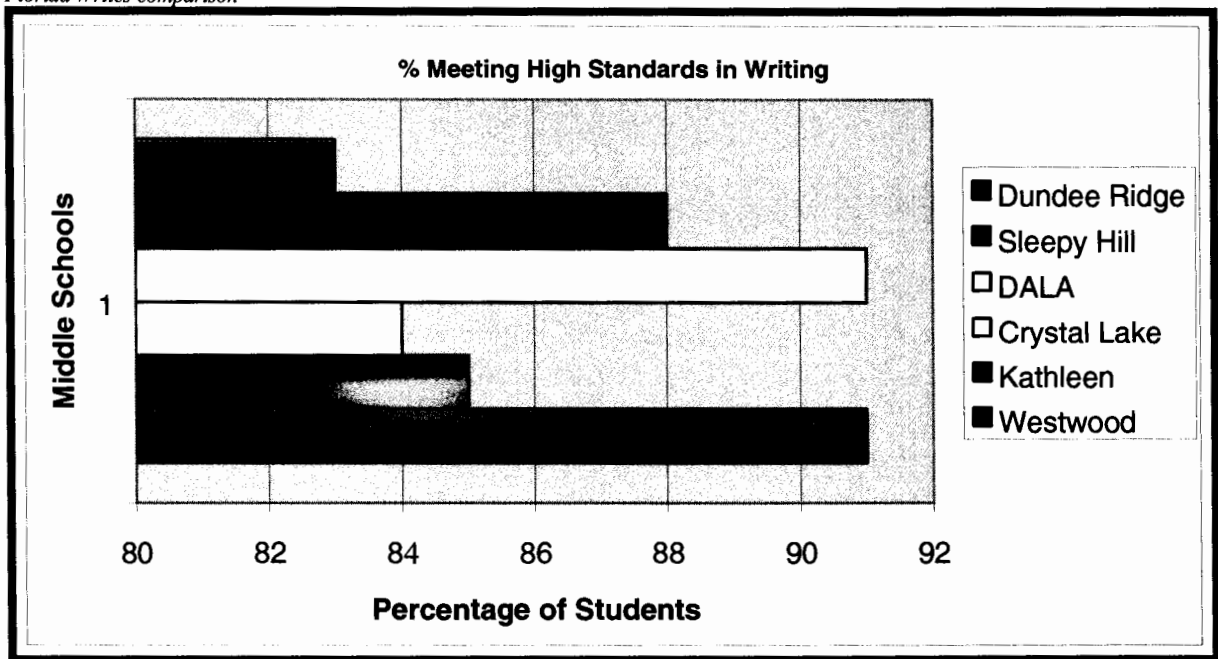
1A. Has the school made reasonable progress in meeting internally established educational goals during the term of its charter?

Discovery Academy of Lake Alfred (DALA) has made reasonable progress in meeting its internally established educational goals. Mainly, we have increased our school grade to a "B". Our objective was to increase reading and math scores; which enabled us to achieve our "B" grade, along with demonstrating high gain scores for our lower quartile students. We also showed strength when comparing Norm Referenced Test (NRT) national percentage ranks (NPR) to other Polk County middle schools with similar demographics, posted strong Florida Writes scores – especially with our African American population, demonstrated high increases in the national curve equivalent (NCE) NRT scores for our exceptional student population taking the Florida Comprehensive Assessment Test (FCAT), and showed consistent gains in both reading and math on the FCAT - NRT in all grades, for all ethnic groups, and low socioeconomic students.

As provided by the Florida Department of Education, learning gains in reading and math were both at 64%. Our learning gains for our lower quartile students have been consistent since we became a charter school in July of 2001. For both the 2001-2002 and 2002-2003 school year, we were well over 70% of our lower quartile students making learning gains in reading.

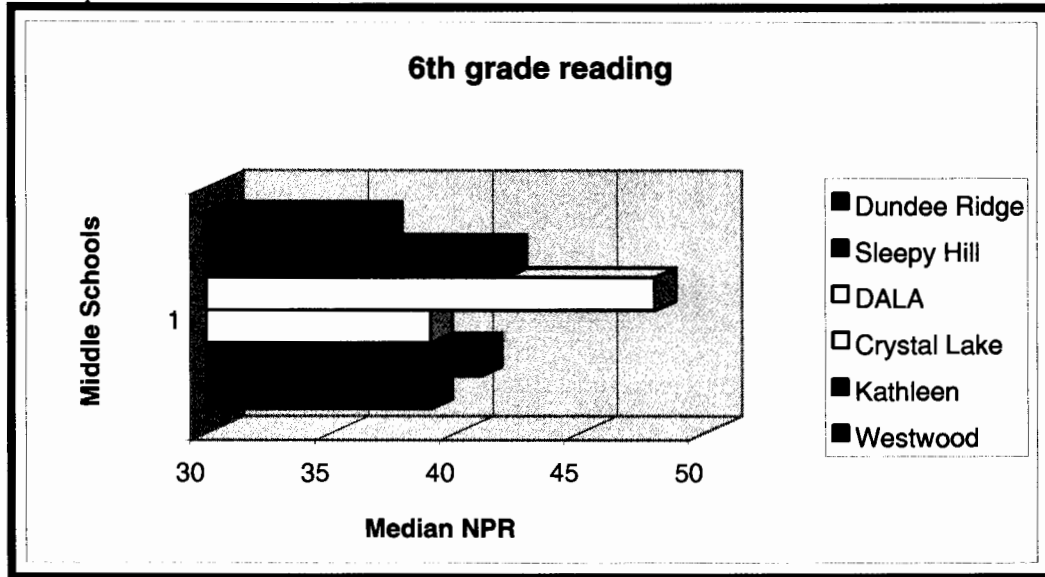
In the 2002-2003 school year, our comparison to other Polk County middle schools with similar demographics shows that we outscored the other schools in almost every area. Florida Writes scores are higher than most other comparable schools; see below.

Florida Writes comparison

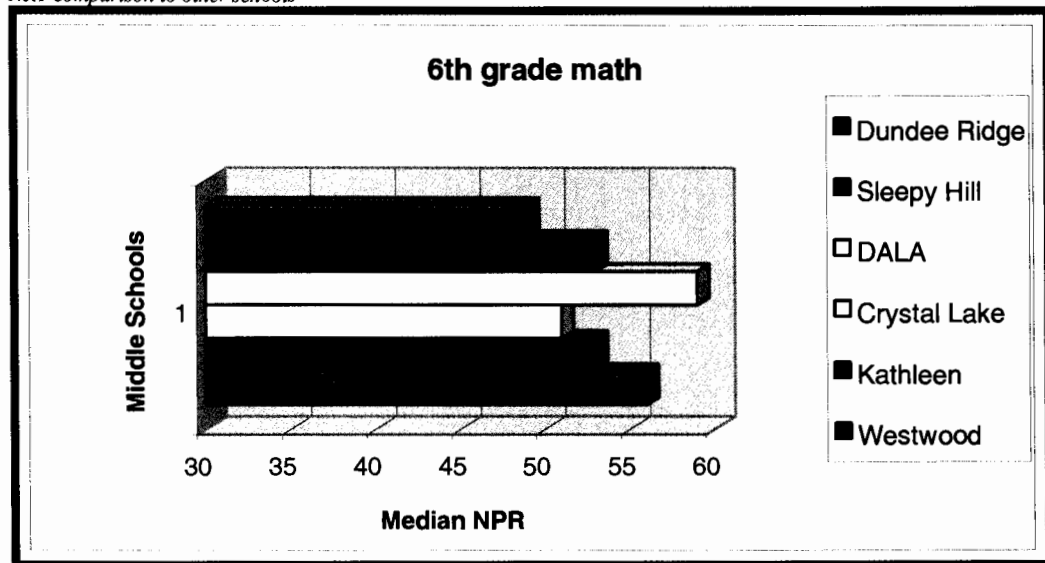


When comparing DALA to other middle schools with similar demographics in 6th grade reading and math, higher NPR scores were noted.

NRT comparison to other schools

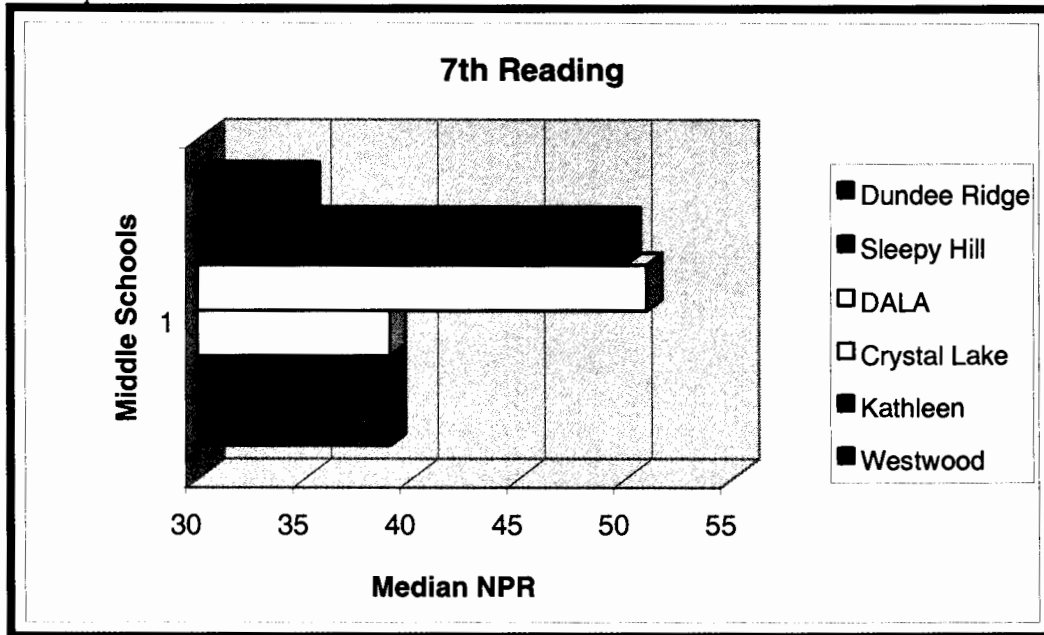


NRT comparison to other schools

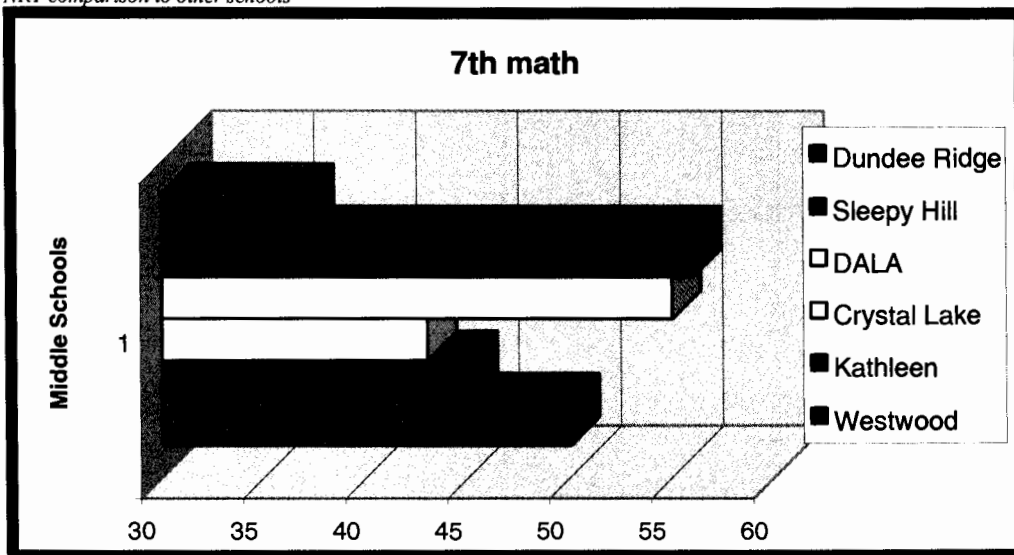


DALA's 7th grade reading NPR scores were higher than any other middle school with similar demographics. 7th grade math NPR scores were slightly lower than one other comparable middle school.

NRT comparison to other schools

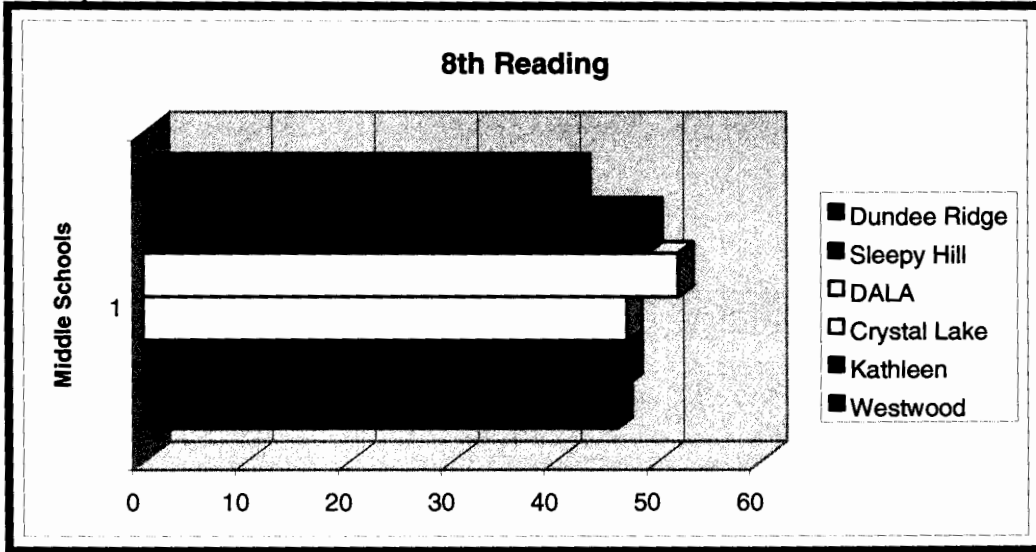


NRT comparison to other schools

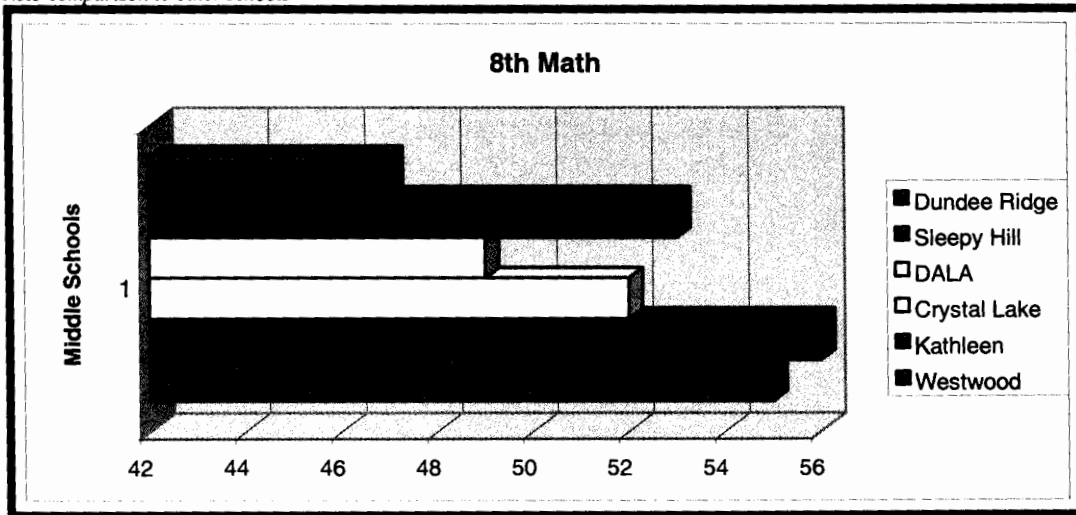


Our 8th grade reading NPR scores again outscored all other middle scores with similar demographics. Math NPR scores dipped below four other comparable middle schools.

NRT comparison to other schools

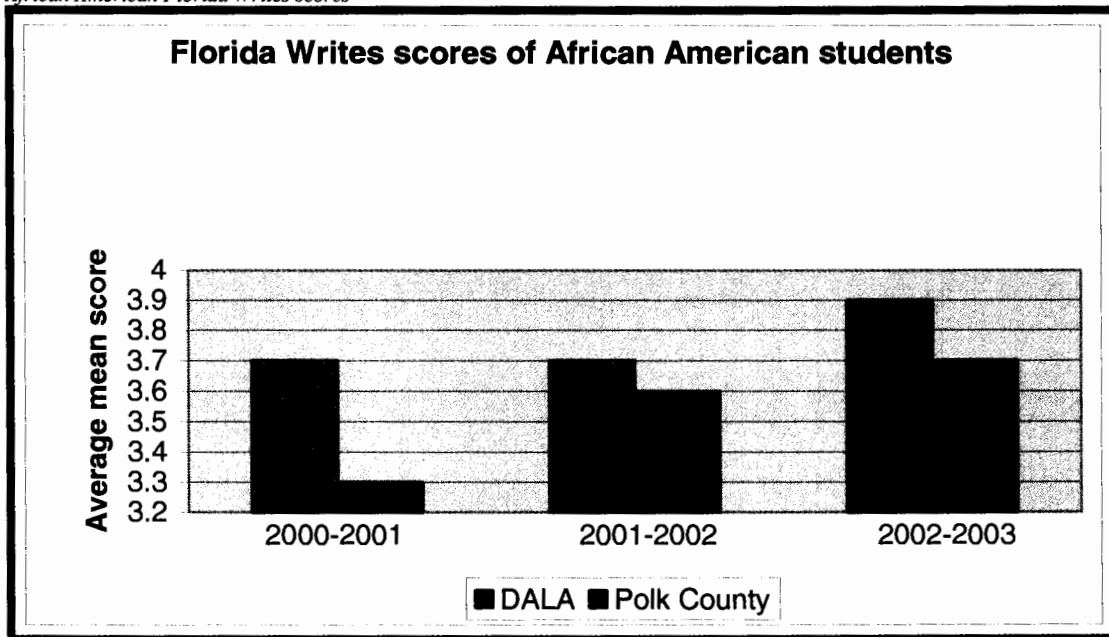


NRT comparison to other schools



Our Florida Writes scores have been a persistent strength. DALA's African American 8th grade students have consistently scored higher than the district since the 2000-2001 school year in Writing to Explain. They also topped the district in Writing to Convince in the 2002-2003 school year.

African American Florida Writes scores



Displayed below is a chart showing the percent of students at grade level for demographic groups for the NRT. When looking at the ethnic groups and low socioeconomic students over time, improvement of all groups, for all grade levels since the 2000-2001 school year are achieved. Important to note is that our charter began the following school year, in school year 2001-2002. Since then our low socioeconomic students increased 16% in math and 13% in reading.

Reading NRT	2000-01	2001-02	2002-03
All Students	48%	51%	56%
African American	25%	28%	32%
Hispanic	39%	45%	59%
White	57%	59%	62%
Low SES	36%	46%	49%
Math NRT	2000-01	2001-02	2002-03
All Students	49%	58%	63%
African American	30%	35%	37%
Hispanic	49%	54%	56%
White	56%	65%	70%
Low SES	43%	53%	59%

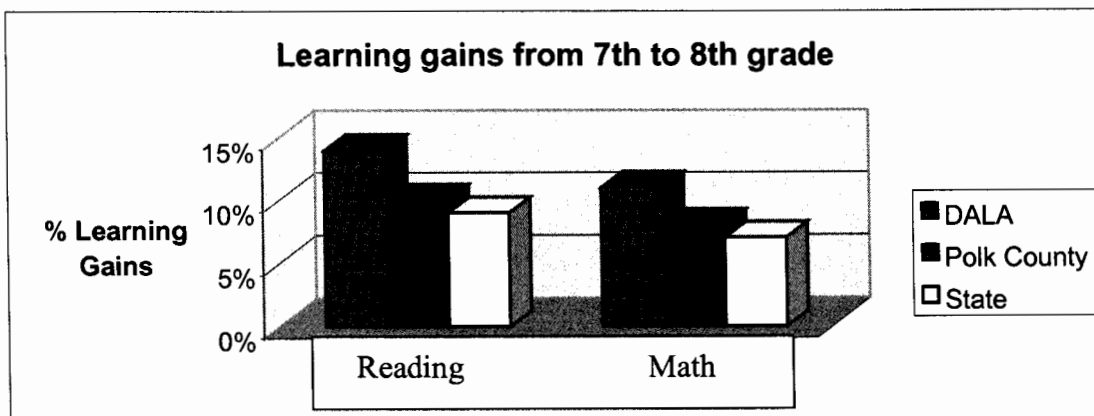
Commendations by independent educational evaluator Lynn Grady Ph. D. also included our exceptional student education program students that took the FCAT. In the 2001-2002 school year high increases were noted through gains in reading – 60.8%, and in math – 62.8%. She states “The school’s faculty should be commended for their work with this population.”

One issue brought up by Lynn Grady Ph. D. regarding the contract requirement of 80% of standard curriculum students making gains on the reading and math NRT is as follows: **“It is the opinion of this evaluator that this target is exceptionally high and unreasonable for any school. As a school improves this target becomes more illusive. A requirement of above 50% of students making gains would still be substantial.”**

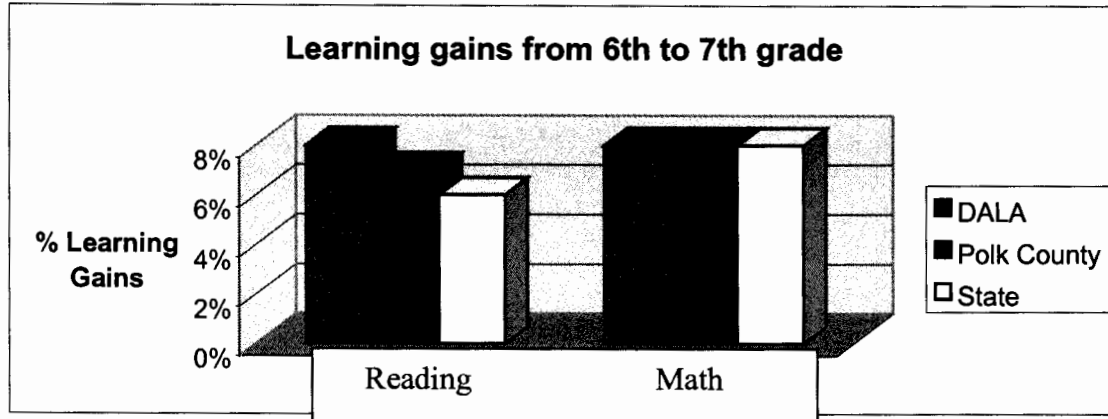
1B. Has student performance significantly improved and / or been persistently strong on internal and external academic assessments?

Discovery Academy of Lake Alfred (DALA) student performance has shown significant improvement and persistent strength since becoming a conversion charter school in July 2001 in both internal and external academic assessments. During that period DALA has met or exceeded the district and state individual student learning gains in school year 2001-2002 and 2002-2003 in Sunshine State Standards (SSS) reading and math, and demonstrated a Florida Writes 3-year average that topped both the district and state averages. The following documentation was accessed through standardized test scores and juried assessments.

As documented by Sandi Oldham (Research Technical Analyst, U.S.F.) our SSS reading developmental scores comparing 2002-2003 8th grade students with their previous year’s SSS reading scores shows a 14% increase in developmental scores as compared to 10% for Polk County and 9% for the state. In math for the same group, DALA students show an increase of 11%, 8% for the district, and 7% for the state.



For our 2002-2003 7th graders (currently in 8th grade) the comparison was done with their previous year's test scores as well. In SSS reading, an 8% increase was shown compared to 7% for the district, and 6% for the state. In math, DALA, the district, and state showed an 8% increase.



The following chart shows the consistent strength of DALA's Florida Writes scores as compared to the district and state for the 2000-2001, 2001-2002, 2002-2003 school years. Our 8th grade students overall combined average score of 3.9 outscores both the district and the state. As observed by our independent educational evaluator, Lynn Grady Ph. D., in school year 2001-2002, **"DALA has moved beyond the district in writing growth for students in the 8th grade."** See table below.

Florida Writes	2000-2001	2001-2002	2002-2003	Combined Average
DALA	3.8	4	3.8	3.9
Polk	3.8	3.9	3.8	3.8
State	3.7	3.8	3.9	3.8

Comments from Sandi Oldham, Research Technical Analyst, U.S.F.:

"Discovery students met or exceeded learning gains in the District and State over the school years 2001-2002 and 2002-2003."

"This data is consistent with the charter mission and State's expectation for progress."

2A. Is the school financially solvent and stable?

Discovery Academy is a financially solvent and stable organization. The financial audit conducted by the firm, Beemer, Pricher, Kuehnhackl & Heidbrink, P.A. for the fiscal year 2002 was the first year as a charter school for Discovery Academy. Total revenue generated was \$4,030,378. Total expenditures were \$3,655,176, with an end fund balance of \$375,202. However, after reporting the amount by which capital outlay (\$56,886) exceeded depreciation expense (\$9,354) in the current period, and compensated absences that do not require the use of current financial resources and, therefore are not reported as expenditures (\$17,617), the change in new assets was \$404,117 as of June 30, 2002. There were NO recommendations made by the auditing firm to improve compliance, internal control and the financial reporting process in June 2002.

The firm, Beemer, Pricher, Kuehnhackl & Heidbrink, P.A. also conducted the financial audit conducted for the fiscal year 2003. Total revenue generated was \$4,546,159, an increase of 13% due to an increase in student enrollment and Federal grant funds. Total expenditures were \$4,303,195 leaving an end balance of \$242,964. There were NO recommendations made by the auditing firm to improve compliance, internal control and the financial reporting process in June 2003.

Current assets at Discovery Academy as of January 30, 2004 are \$1,326,090. Cash deposited in interest bearing accounts is \$628,302. In addition, Discovery has purchased three buses for field experiences and has acquired the latest in technology for both students and staff. Classrooms have an abundance of supplies and students have necessary textbooks and resource materials for learning.

Discovery Academy has planned for the future by accumulating an abundant cash reserve (\$628,302) to handle future expenditures. Any increase in enrollment will generate the necessary funds for additional staff and student expenditures. The Governing Board has been closely involved with the budget and has exercised fiscal responsibility in making decisions that affect our school operations.

2B. Is enrollment stable and near capacity?

Enrollment at Discovery has been stable and moving toward capacity as viewed by the Class Size Reduction Legislation. Our first year as a charter the enrollment was 828 students with 25% minority and 8% Hispanic, 838 the second year with 22.7% minority (6th grade – 20%, 7th grade – 16%, 8th grade – 21%) and 9% Hispanic, and 898 our third year with 18.5% minority (6th grade – 19%, 7th grade – 18%, 8th grade – 20%) and 11% Hispanic. The minority rate slightly decreased and the Hispanic population increased. Our minority enrollment is within compliance for the desegregation settlement agreement; however, we continue to actively implement a minority recruitment plan by hosting community leader breakfasts and tours, speaking at local churches, visiting feeder schools, and conducting open houses.

As documented in the Student Withdrawal Report requested by the School Board in November 2003, only 15% of our population withdrew during the 2002-2003 school year. This was due to three main reasons: moving out of state, moving out of district, and moving to other school zones.

Discovery Academy has every intention of working collaboratively with the District and our community in providing services to students in our area. Under our original Charter we were contracted to enroll 815 students. Discovery has increased the number of students due to the concern by the district that taking fewer students would negatively affect other middle schools; therefore, a plan has been formulated for increased enrollment at our school. We will increase our enrollment to 900 beginning with the 2004-2005 school year and increasing to 1060 by our 15-year renewal in 2018-2019. In addition to the 900 student capacity, we are willing to "hold open" 15 seats at each grade level to accommodate families that move into our former zone during the school year so they have acceptance priority and won't have to travel to other middle schools in the district. In our original application we set the class size at 24 to 1 for the teacher ratio. This would change in 2005-2006 to 22 to 1 to be in compliance with the Class Size Reduction Legislation.

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

The school governance has been sound and professional in performing their governance duties. The Governing Board consists of 5 voting members along with 3 nonvoting members (president, secretary, and our Teacher of the Year). The school board members have attended two governance-training sessions offered through the state. Since becoming charter only two board members have resigned. One board member was elected as a Polk County School Board Member and the other was unable to attend board meetings due to job constraints.

Since the school's opening as a conversion charter school there have been two parent concerns brought before the governing board. The first, in 2001-2002, involved a parent concerned about her child's school behavior and a comment made to the student. The second concern in the 2002-2003 school year involved a request made by the parent to retain her child in the sixth grade even though the student earned promotion to the seventh grade by passing all subjects and earning a 3.57 grade point average. A written letter was sent to both parents informing them of the Board's decision resolving the issues.

Beginning with the 2003-2004 school year, Discovery Academy became its own employee group. Clear and fair procedures for evaluating teacher performance have been established and adopted by the Governing Board, and are located in our Faculty Policy & Procedures Handbook. The Governing Board adopted Discovery Academy's Personnel Agreement (2003-2006) along with the Teacher Salary Schedule for the 2003-2004 school year. Personnel recommendations are approved by the Governing Board.

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

The professional staff of Discovery Academy is highly competent and resourceful. Staff members are focused on providing a quality middle school model based on research while implementing active learning strategies for students. It is evident that our staff is committed to our mission statement. A “family environment” has been established along with implementing sound instructional and innovative practices when teaching the whole child. All (100%) teachers, administrators and staff received satisfactory annual evaluations on district assessment forms for the 2001-2002 and 2002-2003 school years. The percentage of teachers with Master’s degrees during the following school years was: 23% in 2001-2002, 20% in 2002-2003, and 20% in 2003-2004. The percentage of doctorate degree was 2% for 2002-2003 and 2003-2004. When teachers leave Discovery, exit interviews are conducted. Some reasons expressed were: transfers to neighboring counties, energy transfers, relocation, and non-renewal of contract. Administration’s efforts have been to recruit the highest quality educator because our philosophy is that our students deserve the best.

On-going professional development includes: (1) Kagan Cooperative Learning provided for the entire school staff ranging from 1 to 5 days of training, along with coaching and mentoring throughout the school years 2001-2002, 2002-2003 and 2003-2004, (2) 100% of school staff has been provided technology training each school year 2001-2002, 2002-2003 and 2003-2004. Teachers receive training bi-monthly by grade level for professional development. The focus of at least one of the monthly meetings is on technology skills. (3) instructional staff has been trained in the “TREEES” method to improve writing across the curriculum during school years 2001-2002, 2002-2003 and 2003-2004, (4) Over 30 staff members including secretaries, paraprofessionals, counselors, teachers and administrators attended various Love and Logic workshops with follow-up training by one of the Love and Logic consultants relating to school discipline, and (5) a cadre of teachers along with administration attended a 5-day FLARE Institute training during the summer of 2003. Strategies offered at the FLARE training helped to enhance our school-wide literacy plan that we created during the 2002-2003 school year. Teachers attending the institute became school facilitators who trained other school staff.

3A. Is the school faithful to the terms of its charter?

The school’s program and operation has been consistent with the terms of its charter. As demonstrated in sections 1A and 1B, Discovery has made reasonable progress in meeting the objectives in reading, math, and writing performance of its students in both gain scores and in data when compared to District middle schools with comparable populations. In addition, Discovery has made progress towards becoming a model Kagan Cooperative Learning school and continues to implement the essential components of a “true” middle school. Discovery continues to infuse technology into the curriculum and adds state-of-the-art equipment for both student and staff use.

In the yearly survey of parents and students, the opinion of these stakeholders indicates they are pleased with the overall functioning of their school as indicated below.

Results of Parent And Students Surveys 02-03	Percent of Responses (Excellent + Good)
Student needs addressed by curriculum	96.2%
School mission and goals clear	92.3%
Building and grounds clean and well kept	93.6%
Student responsibility and leadership expected by staff	98.9%
Staff believes all Students can learn	91.7%
Student achievement expected by staff	98.5%

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

Discovery Academy is within the bounds of statutory and regulatory requirements. Compliance toward each program has been implemented in the following manner:

Special Education

Our Exceptional Student Education (ESE) program serves students who are identified as handicapped in grades 6-8 with mild to moderate conditions. Special education programs offered are educable mentally handicapped, specific learning disabled, emotionally handicapped, other health impaired, speech and language impaired as well as gifted. Federal and state guidelines are adhered to when referring, identifying, evaluating, staffing and placement of a student into the exceptional student education program.

There were 185 students served during school year 2001-2002, 173 served in 2002-2003, and 175 served in 2003-2004. These totals include the gifted program. There are a total of seven teachers who teach our ESE varying exceptionalty classes. We contract for services to provide for Speech/Language Impaired students and students needing Occupational Therapy. ESE bussing is also provided to students whose IEP mandate the need for transportation services. All individual education plans as well as re-evaluation reviews were in compliance during school years 2001-2002, 2002-2003 and 2003-2004. ESE students who left Discovery during the 2001-2002 school withdrew for the following reasons: 13 moved, three students court ordered to the detention center, five staffed to other centers, and seven opted out. During 2002-2003, three students were recommended for expulsion and seven recommended for other centers. During 2003-2004, one student was referred to other centers. No formal complaints with the exceptional student education program at Discovery Academy have been noted. During the 2001-2002 school year a state ESE program review audit was conducted. NO violation findings were noted. A letter of commendation dated March 25, 2002 was forward to our school from the Director of Exceptional Student Education recognizing our school for a job well done during the audit process.

Limited English Proficiency (LEP)

Currently, 12 of our 861 students have been identified as Limited English Proficient and are served in the ESOL program. Our students are evaluated yearly to measure progress and level of English understanding. Of the twelve, five students are Spanish, six students are Haitian Creole, and one is Russian. We have 11 students who have been in the ESOL program, who have become fluent and were exited. They are in the required two year follow-up period in which academic progress is monitored. There are a total of 46 students who have exited ESOL and have completed the two year follow-up period since this school opened as a conversion charter school. There have been no students new to Discovery who were tested for the first time that have been assessed to need LEP services. Teachers who teach LEP students are all within the certification guidelines. Instructional staff implement accommodations and modifications in daily instruction as well as in testing situations. Written communication forwarded to the home is provided in the native languages. Interpreters facilitate communication between parents and school staff when needed.

Student Learning Time

Discovery Academy students attend school 180 calendar days a year. Students follow an alternating day block schedule in which classes are approximately 90 minutes. Students have one advisory class meeting daily, two academic blocks, one exploratory wheel block, and a daily research class. Our students are engaged in academic learning 225 minutes each day or 1125 minutes each week. Students are provided a variety of remediation programs to receive additional instruction. Remediation programs offered are morning tutoring with a certified teacher, computer assisted tutorial programs in reading and math, remedial reading instruction, and Extended School Day Program. Additional extra-curricular programs have included: Service Learning Clubs, Leadership Team, National Junior Honor Society, Orchestra, Band, E-team, Geo-Bowl, Wild Blue Wonders, Spelling Bee, Brain Bowl, Chess, and Extramural Basketball.

State Testing Requirements

During the 2001-2002 school year, 771 students were tested in reading and 772 in math with the FCAT in grades six, seven, and eight. One hundred twenty-two students received accommodations as allowed for exceptional student education and ESOL students, and those having 504 plans. There were 29 students who were allowed flexible setting, scheduling, and timing. Of these 29 students, one was an ESOL student who was also allowed auditory presentation in addition to flexible setting, scheduling, and timing and one visually impaired student was administered the FCAT individually, in large print, under the supervision of the ESE teacher. Twenty-three ESE students were exempt from the FCAT and received the Brigance as an alternate assessment.

Also, during 2001-2002 school year, 214 eighth grade students took the FCAT Writes, 43 of whom received accommodations. Fifteen of these students were allowed flexible setting, scheduling, and timing. Twenty-five students had the prompt read to them and one student was allowed to dictate to an ESE teacher. Four students were exempt from taking Florida Writes.

For the 2002-2003 school year, 770 students were given the FCAT for reading and 768 students for math. One hundred six students received accommodations permitted as ESE or ESOL students, or per 504 plan. Twenty-two of those received flexible setting, scheduling, and timing only. Seventy-six students were allowed oral presentation of written directions. Eight students were allowed to dictate responses to a transcriber. Two ESOL students were allowed to use bilingual dictionaries. Twenty-three students were exempt from FCAT and twenty-two of those were administered the Brigance as an alternate assessment. One visually impaired student took FCAT reading and math and FCAT Writes with large print materials facilitated by an ESE teacher. Two hundred eighth graders took the FCAT Writes in the 2002-2003 school year. Thirty students received accommodations; seven students were given flexible setting, scheduling, and timing. Twenty students were read the prompt and two dictated to a transcriber. Five students were exempted from taking FCAT Writes.

Student Discipline

Out of school suspension is assigned to students for major breaches of student conduct. Discovery Academy follows the Code of Conduct designed for Polk County Schools. In the school year 2001-2002, out of schools suspensions totaled 324. In the school year 2002-2003, out of school suspensions totaled 275, a decrease of 15% from the previous year. Discipline incidents regarding transportation have also decreased in the past two years. In 2001-2002 bus suspensions reached 253, in the following year (2002-2003) bus suspensions had impressively decreased to 196, resulting in a 23% decrease in bus suspensions from transportation.

Safety breaches on campus that resulted in students being suspended from school are indicated in the incident summary report below. The table (next page) compares pre-charter school year 2000-2001 and after-charter school years 2001-2002 and 2002-2003.

INCIDENT	2000-2001	2001-2002	2002-2003
Fighting	21	11	11
Battery	18	3	8
Drugs	7	5	3
Sexual Offenses	7	3	3
Threat/Intimidation	15	3	1
Tobacco	8	1	1
Weapon	5	2	3

* **Note*** There have been no incidents of assaults on staff, discrimination, or legal actions involving Discovery Academy.

Health and Safety

The health and safety of students and staff at Discovery Academy is a top priority. A safety team is comprised of faculty and staff trained to recognize potential hazardous conditions and to make recommendations for getting hazardous situations corrected. Building/safety inspections are routine measures conducted providing a safe environment for students and staff. Discovery Academy holds current inspection reports and/or certificates on file for insurance, fire, health, safety and building inspections as mandated by the state and Polk County School System. Safety breaches on our school campus that resulted in students being suspended from school are indicated in the incident report (above) under section School Discipline.

Legal

There have been no legal actions or threatened legal actions pending involving Discovery Academy for the school years 2001-2002 and 2002-2003.

Miscellaneous

Is the school utilizing and upgrading technology in the management of the school and in the classroom? Is the school compliant with copyrighted material and software licenses?

Discovery Academy, as a School of Technology has taken a proactive approach in upgrading our network, computers and software resources. Technology is present everywhere in the school. The following upgrades and advances in technology since becoming a conversion charter school is as follows: (1) upgraded school wide network to gigabit bandwidth. Through the use of a technology grant we were able to fully fund the purchasing of all new high-speed hubs, switches and fiber modulators. (2) engaging students through computers using both Macintosh and Windows platforms. There are eight computer labs (most of any middle school in the county) with high-speed internet as well as multimedia capability, (3) enhanced the use of district bought and recommended Navigator grade-book program by networking all class gradebooks providing instant access to grades and printing of multi-class reports by teachers and

administration, lesson plans are archived by year and available to all teachers saving countless hours of reinventing the wheel, (4) increased technology in the classroom with wireless internet in conjunction with Apple iBook computers, computer projectors, and digital cameras, electronic projection cameras, computer scan converters, VCR's and DVD players for enhanced presentations to students, (5) widespread use throughout the school of on-line web-based subscriptions available in the media center, computer labs and also available to students and parents at home. Programs available are Grolier Encyclopedia, Gale on-line, E Library, CX Bridges, School Web Collection, Book Adventure and Sun Link, (6) increased student's writing performance and research writing skills by use of Alpha smart word processors and computer lab word processing and internet software, (7) upgraded teachers computers to Apple G4 towers and iBook laptops. Upgraded media center computers to Emacs, Imacs and Dell Pentium 4 computers, and (8) provide monthly technology training for teachers including use of online web resources, use of alphasmarts, Navigator logbook and lesson plan training. Discovery Academy is proud of the fact that the school network, computer software, and repair is done almost totally in-house by the school network manager.

This school's Governing board unanimously voted to follow the Code of Conduct guidelines established by the school's sponsor.

Confidentiality of students' records is maintained through district, state and federal guidelines.

Discovery Academy has maintained an atmosphere free from discrimination for both students and staff. Evidence of protocols that are in place may be found in the Policies and Procedures Faculty Handbook, on the school's web site, and in the staff workroom.

4. If the school's charter is renewed, what are its plans for the 15 years of the next charter?

4A. Southern Association of Colleges and Schools (SACS) accredits Discovery Academy with assurance that there is a quality program in place with a future commitment to excellence in education and a commitment to provide the necessary resources to accomplish the educational objectives. Through the accreditation process, all staff participated in a self-study of programs and practices, surveyed all stakeholders, and created an action plan for the future. The process created learning communities that were positive and added energy and excitement to the campus. A sense of pride was the attitude of the stakeholders as we reflected on our accomplishments and planned for our future with excitement.

An area of strength is writing for FCAT in eighth grade. We have a school wide writing articulation program that we will maintain and expand across the curriculum. Lower quartile gain scores in reading is a strength also. We attribute this gain to Kagan and Kagan Cooperative Learning and a Literacy Plan being implemented throughout the school in all classrooms. We plan on building on this strength by writing a personalized

plan for each student scoring below Level three on the FCAT to address student's weaknesses.

One challenge identified is in the area of math. We are developing a school wide articulation plan with both grade level and across the curriculum objectives. Exploration of math concepts will be achieved through technology via databases and spreadsheets for data organization and interpretation for more hands on learning.

Another challenge is to develop a timeline for implementation of technology literacy objectives and to have exit criteria in each grade level for electronic portfolio presentations.

4B. See Attached "Draft" of Accountability Plan

4C. The Annual School Survey of Attitudes will continue to be given yearly to parents, students, and teachers. Student growth will be measured each spring using the standardized tests (FCAT SSS and NRT) each spring. Students also are assessed in Reading using the Stanford Diagnostic Reading Test. The Annual Report gives all stakeholders a clear picture of the progress that the school has made each year in all areas: student performance, programs, activities, financial audit, accomplishments, staff, and governance.

Dissemination of information to stakeholders takes several forms:

- A brochure advertises our school
- Our website gives current information about all aspects of our school
- Advertisements in local chamber maps and brochures alert those new to the community about our school
- School and team newsletters keep our parents informed
- Parent mailings frequently distribute important information
- Service Learning Clubs make connections in the community so students can "give back" in a meaningful way
- The eighth grade Leadership Team, sponsored by the Governing Board, visits local government and business establishments throughout the year
- Teachers and administrators speak at local chamber and civic meetings
- Staff are involved in community activities and the school hosts happenings for the community as well
- The school marquee advertises immediate activities
- Orientation visits are made to each elementary school in our area. These visits are designed to facilitate a comfortable transition from elementary to middle school. This is followed by a day at Discovery for those students where they are "buddied" with a sixth grader in class and then tour the campus.

- Open House, Parent Orientation and Student Showcase allow both parents and community members to tour our school and meet staff members and view student accomplishments.

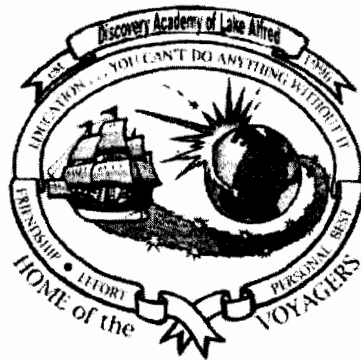
4D. Discovery plans on using its present facility for the next 15 years as a conversion charter school. It is our desire to continue to work collaboratively with the food service division of Polk County School Board. In addition, Discovery would also like to continue to contract transportation services for the zone originally provided as Lake Alfred Middle School.

During the term of our charter, Discovery has remained in compliance with all building, health, safety, and insurance requirements as described in Florida Statutes, and have participated in all inspections. Pertinent copies of the above are on file with necessary documentation being forwarded to the appropriate departments within the district offices at the Polk County School Board.

**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON SECONDARY AND MIDDLE SCHOOL**

The Peer Review Team Report
for

Discovery Academy of Lake Alfred
1000 Buena Vista Drive
Lake Alfred, FL 33850



PRELIMINARY

PRELIMINARY

Carol Fulks, Principal
Jim Thornhill, Superintendent
Polk County

Five Year Visit
Using
SACS School Improvement Process

December 14-16, 2003

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Discovery Academy of Lake Alfred

2003-2004

SACS

FIVE YEAR STUDY

Peer Review Team Members

Evelyn Hughes, Chairman

Dr. Betsy Butler, Oak Park Elementary

Margaret Obel, Plant City High School

Marcia Monk, East Bay High School

David Pahman, Christian Home & Bible School

Randy Shuttera, Neptune Middle School

Introduction

Discovery Academy of Lake Alfred is located in Polk County and has been accredited by SACS since 1998. It has been a conversion charter middle school since July, 2001. Twenty-two buses transport students from Auburndale, Davenport, Haines City, Polk City, Winter Haven, and Lake Alfred communities. There are no geographical barriers; therefore, approximately twenty percent of students are transported by their parents.

There are 871 students with a racial makeup of: Caucasian 69%, Afro-American 21%, Hispanic 10%. This ratio has remained fairly consistent since 1998.

There are 49 classroom teachers, four administrators, three guidance counselors, one media specialist, one technology specialist, seven para-professionals, four secretaries, one terminal operator, and one groundskeeper.

The school promotes the middle school components of advisor-advisee, teaming, and flexible scheduling. The backbone of the school is the Kagan and Kagan Cooperative Learning concept. The students and staff have a clear understanding of the Cooperative Learning activities. Several other initiatives are in place.

The school is on a block schedule. From 9:25 a.m. to 10:17 a.m., all grade levels participate in Lifetime, Disco Live and Discovery Reading. At the end of the day students have time set aside to reflect on the day's activities.

The academic teachers are divided into eight teams, four in sixth grade, two in seventh grade, two in eighth grade, and one separate class multi-grade exceptional student education team.

The school prepared for the self-study by establishing a committee for each section: Profile, Mission and Beliefs, Priorities for Improving Student Learning, Priorities for Improving School Performance and Action Plan. Dr. Mary Lynn, University of Central Florida, served the school as Facilitator for SACS.

The six member Peer Review Team visited the school on December 14 through 16, 2003. They verified the Standards and validated the self-study.

Development of the School Improvement Process, Performance and Progress Report

Section One: School Profile

Narrative Description

The Profile Committee worked under the leadership of Brenda Borges to review data and complete the report. Data was clear but lacked detail. There is evidence that student achievement data has been reviewed and used to establish a baseline for developing a curriculum path for each individual student in reading content areas.

Commendations:

1. The school is led by a strong administrative team that values and implements faculty and staff input.
2. Students, parents and staff are very pleased with the philosophy of Discovery Academy.
3. Staff members are focused on providing a quality middle school model based on research while implementing active learning for students and staff.

Recommendations:

1. Data collection needs to include an analysis of strengths and weaknesses in the various strands tested by the FCAT/SDRT/SDMT. This data needs to be sorted by team to identify needs for both reading and math.
2. All key domains of information about the school need to be included in the data collection process, e.g., demographic data of administrators, teachers and support staff, percentage of students who participate in compensatory programs (ESE, ESOL or other academic assistance programs).
3. Business partnerships need to continue to be pursued and documented to support, enhance, and showcase school initiative.
4. A true climate survey needs to be developed or chosen for the purpose of collecting data to provide a summary of stakeholders' perspectives on the quality of the school. One suggestion is to adapt the NSSE climate survey to get a true gauge of the climate of the school according to its stakeholders.

Performance and Progress Report**Narrative Description:**

The Performance and Progress Report clearly lists the programs and practices put into place in the past 3 – 4 years. Documentation is maintained and some evidence of progress is available. There exists evidence of a commitment to innovative practices to provide continuous improvement.

Commendations:

1. The school faculty and staff display an ideal and philosophy of commitment to their Mission Statement.
2. The staff is actively pursuing innovative practices to achieve their desired results.
3. The daily advisory class curriculum using grade specific advisory classes with Life Skills, Chicken Soup for Teenagers, and 7 Habits of Highly Effective Teens is an excellent example of innovation and a true advisee – advisor model.

Recommendations:

1. Documentation of evidence of progress of goals and strategies needs to be included.

2. Evidence of a sustained commitment to continuous improvement should be documented. An example would be showing the percentage of staff completing each of the professional development initiatives.

Section Two: Beliefs and Mission

Narrative Description

Discovery Academy of Lake Alfred Beliefs and Mission statement reflect the collective efforts of administrators, teachers, paraprofessionals, secretaries, custodians, and dining hall staff. The current mission statement and set of beliefs have been in place since 1998. The beliefs and mission committee revisited the beliefs and mission statement in March of 2003 and agreed that the original beliefs and mission statement were still aligned with current procedures and curriculum components. The committee shared their results with teachers, staff, parents and governing board members. The belief and mission statement have been widely disseminated through a variety of means, and reflect cooperation and communication among the stakeholders in working toward student achievement.

Commendations:

1. The mission statement was divided into phrases and placed into individual curriculum components which reflect the collaborative effort of all stakeholders.
2. The beliefs and mission statement are communicated to the school community through a variety of media with a clear and determined plan.
3. The mission statement is translated into Spanish to meet the needs of 10% of the student population.
4. The beliefs and mission statement enables all stakeholders to focus on the teaching and learning process and the general operation of the school.

Recommendations

1. The beliefs and mission statement need to be reviewed annually to ensure that they are still valid in providing a purpose and focus for the school.
2. Increase student input when annually evaluating the beliefs and mission statement.

Executive Summary

Narrative Description:

Since its initial accreditation in 1998, Discovery Academy of Lake Alfred has converted to a charter school. The school has moved from a "D" school to a "B" school. The executive summary reflects the successes, initiatives and challenges facing the school. A local governing board allows decisions to be made at the school site which allows the school to move away from district policies. This allows the school to establish its own autonomy.

Commendations:

1. All stakeholders are committed to the Kagan Cooperative Learning Strategies and its implementations.

2. Policies and Procedures adopted by the governing board are implemented under directions of the administrative team.
3. The school actively involves faculty and staff in school-wide decisions.
4. The administrative team ensures the curriculum is enacted, supported and assessed.

Section Three: Priorities for Improving Student Learning

Narrative Description:

The list of desired outcomes from the initial accreditation year, examples from other schools, and current trends and research in middle school education guided the committee in developing the "Priorities for Student Learning" component. The committee arrived at five priorities for improving student learning, (technology, high level thinking, team work, organization, and social skills) and established a list of indicators for each area. A self-created survey was used with parents, faculty, and students to determine how important each of the priorities were. Higher-level thinking and technology were identified as the two priorities.

Commendations:

1. During standardized testing days, the school arranges a unique schedule to incorporate recreational mini-courses to relieve stress.
2. The two surveys that the staff participated in, in 1999 were used again in 2003 to provide consistent data.
3. Current middle school research and literature help with the decision making process.

Recommendations:

1. Real data must be collected and measurable in order to determine areas of strengths and weaknesses.
2. Assessment tools are needed in order to collect real data.
3. Priorities and goals must be clear, concise and measurable.

Section Four: Priorities for Improving School Performance

Narrative Description:

The committee for Improving School Performance focused on the analysis of school performance only with regards to student learning. They identified their school's strengths and weaknesses and expressed confidence in their ability to meet their students' needs.

Commendations:

1. The staff is dedicated to sound instructional processes designed to meet the needs of all students.
2. The school has increased their school grade from a "D" to a "B." The school meets or exceeds district averages as reflected on the survey results.

Recommendations:

1. Priorities for improving school performance need to be stated in terms of clear, and measurable goals.
2. Current levels of performance should guide the development of the goal and the evaluation process.
3. School Performance should be measured by more than one means. Indicators associated with effective schools should be analyzed (ex. Principal as Leader, High Expectations, Effective Instructional Strategies, Safe and Orderly Environment, Evaluation and Assessment.)
4. Teacher results should have been reflected in the Annual School Survey.
5. The school needs to explore the current research on effective schools. (Larry Lezotte)

Section Five: Action Plan**Narrative Description:**

The committee for the Action Plan, consisted of sixteen members from various groups of stakeholders. The committee was made up of teachers, paraprofessionals, a secretary, the network manager, and a parent. The committee analyzed the result of the work completed by the committees from Part 5 and Part 6. An Action Plan was developed based on the strengths and needs identified in the Priorities for Improving Student Learning and Priorities for Improving School Performance. The Action Plan identified those specific priorities and goals. Each part of the action plan presents clear action steps, a timeline for implementation, estimated resources needed, the persons responsible, and the means for evaluation of each step.

Commendations:

1. The Action Plan was developed that clearly define the goals and objectives for the school improvement plan.
2. The Action Plan was developed that addresses the priorities for improving student learning and school performance.
3. The timeline for the action steps is reasonable and flexible.
4. The Action Plan has been ratified by the entire staff.
5. The Action Plan builds on the strong literacy program that is in place.

Recommendations:

1. The Action Plan should be a comprehensive document that includes specific measurable goals as targets for student growth.
2. The comprehensive action plan should list estimated costs as appropriate.
3. The comprehensive Action Plan should be publicized among all stakeholders.

Summary

The Peer Review Team commends the staff, parents and students for their warm welcome and excellent preparation for our visit.

A special thanks is offered for the food, baskets of fruit and housing arrangements. Kudos to Heidi Nissen and Shirley Seroka for typing our report.

Your principal, Carol Fulks, and administrative staff enjoy a great reputation with staff, parents and students. They have an open door policy and involve staff in decision-making.

Discovery Academy teachers are committed to continuous improvement and to their students. They have established a “family environment.” Students feel that teachers are caring and dedicated. They are comfortable and challenged to do their best.

The facility is extremely clean and well maintained. The stakeholders take great pride in the school.

In summary, the Peer Review Team offers the following:

We commend the school for its innovative practices and commitment to the education of the whole child.

The learning environment is exceptional.

The collaborative effort among all stakeholders is obvious.

In the Priorities for Improving Student Learning and Priorities for Improving Schools Performance, goals need to be expressed in clear, precise and measurable language.

Goals were not totally data driven but were philosophically generated.

Enhancement of good public relations should be a priority.

There were no standard violations; however, some recommendations were noted.

Discovery Academy is a well-kept secret that needs to be shared. You are providing a quality learning experience through a caring and supportive staff.

Standards Checklist

Beliefs and Mission

Principle: An effective school knows and meets the needs of its students and operates based on a mission and set of beliefs developed and shared by its stakeholders.

		Meets standard	Meets standard with recommendation	Did not meet standard
1.1	The school shall maintain and use a current profile reflecting data that describes the characteristics of the students, school, and communities served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	The school shall have a written statement of beliefs and mission that reflects the collaborative effort of stakeholders and describes the expectations for student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	The beliefs and mission shall guide the teaching and learning process and the general operation of the school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	The beliefs and mission shall be reviewed annually, revised when needed, and disseminated to stakeholders.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	The beliefs and mission shall take into account research and best practices concerning teaching and learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No Comments

Governance and Leadership

Principle: An effective school operates under a governing board and administrative head that fulfill their roles in a manner that supports the mission, beliefs, and goals of the school.

		Meets standard	Meets standard with recommendation	Did not meet standard
Governance				
2.1	A governing board shall be established with the primary responsibility to develop written policies and procedures that promote the effective operation of the organization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Policies and procedures adopted by the governing board shall be implemented under the direction of the administrative team without interference.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	The governing board shall establish policies and procedures, which recognize and preserve the executive, administrative, and leadership prerogatives for the administrative head of the school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Policies and procedures shall provide for orientation and training of members of the governing board regarding their role, duties, and responsibilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No Comments

Governance and Leadership

Principle: An effective school operates under a governing board and administrative head that fulfill their roles in a manner that supports the mission, beliefs, and goals of the school.

Leadership	Meets standard	Meets standard with recommendation	Did not meet standard
2.5 The administrative head of the school shall provide leadership in the school community by building and maintaining a vision, direction, and focus for student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 The administrative head of the school shall ensure that the written curriculum is enacted, supported, and assessed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 The administrative head of the school shall provide for a school improvement team that includes faculty, staff, parents, and representatives from other stakeholders groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 The administrative head of the school shall involve faculty and staff in decisions that affect the entire school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 The administrative head of the school shall allocate and align the human, instructional, financial, and physical resources in support of the mission, beliefs, and expectations for student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10 The administrative head of the school shall develop a written security and crisis management plan with appropriate training for staff and students that provides for the safety and care of persons within the bounds of the school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11 The administrative head of the school shall expand and strengthen collaborative networks with parents and other members of the community in support of student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 The administrative head of the school shall have control over activities under the sponsorship of the school, including extra-curricular activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13 The administrative head of the school shall ensure that a periodic analysis of instructional and organizational effectiveness is conducted as a basis for improving the school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No Comments

Resources

Principle: An effective school has a qualified staff supported by the financial and physical resources necessary to advance the mission, beliefs, and program of the school.

Human Resources	Meets standard	Meets standard with recommendation	Did not meet standard
3.1 The administrative head of a school system shall have earned from a regionally accredited institution at least 18 semester hours of credit in administration or supervision as part of a graduate degree or in addition to the degree. ^{1,4}	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2	Other administrative and supervisory personnel in the central office having responsibilities for instructional services shall have earned a graduate degree related to their assigned field from a regionally accredited institution. ^{1,4}	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	The administrative head of a school and administration or supervisory assistants shall have earned from a regionally accredited institution at least 18 semester hours of credit in administration or supervision as part of a graduate degree or in addition to the degree. ^{1,4}	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	The administrative head of a school shall be paid an annual salary higher than any other employee in the school. ²	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	All instructional personnel shall have earned a bachelor's degree from a regionally accredited institution that included 12 semester hours of credit in professional education as part of or in addition to the degree.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Instructional personnel shall have a college major (at least 24 semester hours) or certificate in their assigned field for the major portion of the school day.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

3.6 meets standards with recommendation:

Must have a valid Florida teaching certificate or a letter of eligibility for each instructional personnel:

Pippin – send \$56.00 to DOE and get elementary education certificate.

Sand – waiting for letter of eligibility/certificate. Need something.

Jemison – passed EXED (SAE), needs to add to certificate.

Resources				
Principle: An effective school has a qualified staff supported by the financial and physical resources necessary to advance the mission, beliefs, and program of the school.				
Human Resources	Meets standard	Meets standard with recommendation	Did not meet standard	
3.7	Instructional personnel may teach for less than a major portion of the school day a subject in which they have earned at least 12 semester hours of credit.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8	Counselors, media specialists, and non-teaching professional personnel shall have earned a graduate degree from a regionally accredited institution in their assigned field.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9	All professional personnel shall earn six semester hours of credit or the equivalent during each five years of employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10	At least 25 percent of instructional personnel shall have earned a graduate degree.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.11	Paraprofessionals shall be qualified and trained to perform in the specific area of their responsibility and shall be under the supervision of professional personnel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.12	The school shall have written policies relating to qualifications, selection, training, and assignment of substitute teachers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: No Comments

Resources

Principle: An effective school has a qualified staff supported by the financial and physical resources necessary to advance the mission, beliefs, and program of the school.

Human Resources		Meets standard	Meets standard with recommendation	Did not meet standard
3.13	The human resources of the school shall be deployed and supported to facilitate student learning. (See Chart A in Appendix A, page 18.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.14	The school shall provide the time and resources for professional development activities for all personnel.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.15	Each classroom teacher's daily schedule shall include at least one period of not less than 45 minutes for planning that is unencumbered by instructional or supervisory responsibilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.16	The school maintains class sizes that facilitate and support the teaching and learning process (See Chart B in Appendix A, page 18.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

3.14 Caution staff not to take on so many initiatives that training of incoming staff become overwhelming. Question exists as to whether such training is cause for big turnover rate.

Resources

Principle: An effective school has a qualified staff supported by the financial and physical resources necessary to advance the mission, beliefs, and program of the school.

Financial Resources		Meets standard	Meets standard with recommendation	Did not meet standard
3.17	The budget shall provide the resources to support the beliefs, mission, and educational programs of the school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.18	The school shall provide the resources to advance the goals of the school's action plan for improvement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.19	The school shall monitor all financial transactions through a recognized accounting system that is subjected to audit at regular intervals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.20	All funds raised in the name of the school shall be under the control of the administrative head of the school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.21	The school shall have a remuneration plan for all personnel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

3.18 Amend action plan to include specific measurable goals with funding source and estimate of cost identified.

Resources

Principle: An effective school has a qualified staff supported by the financial and physical resources necessary to advance the mission, beliefs, and program of the school.

Physical Resources		Meets standard	Meets standard with recommendation	Did not meet standard
3.22	The school site and facilities must be in compliance with all applicable local, state, and federal standards, rules and regulations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.23	The school site facilities, and equipment shall accommodate the instructional and extracurricular programs of the school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.24	The school site, facilities, and equipment shall be maintained to provide an environment that is healthy and safe for all occupants.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.25	Plans for maintaining and improving the school site, facilities, and equipment shall be developed and implemented.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Floor stripper should be stored in a secure location.

Golf carts should be parked in areas that don't obstruct the flow of student traffic.

Golf carts should be equipped with safety devices.

Support Services for Student Learning

Principle: An effective school has a comprehensive program of guidance and related services that support the development and well being of the students.

Guidance		Meets standard	Meets standard with recommendation	Did not meet standard
4.1	The school shall provide comprehensive guidance services for students that include, but are not limited to counseling, appraisal, staff consulting, referral, and educational and career planning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	The counseling program shall provide for staff development to assist teachers and staff in understanding the nature of the student at various stages of development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3	The school shall offer an advisory program that provides each student with an adult advisor.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Students whose needs cannot be met in school shall be referred to appropriate agencies for assistance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	The school shall maintain a secure and accurate student record system.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other Services		Meets standard	Meets standard with recommendation	Did not meet standard
4.6	The school shall provide for the immediate care of students in case of injury or illness.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	The school shall provide students the opportunity for nutritional meals during the school day.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

4.2 The counseling program needs to provide staff development for teachers and staff to assist in the understanding of the nature of students as their various stages of development.

4.5 Cum folders appear to be accurate but the level of security is questionable. The Peer Review Team recommends records be kept in a locked, fireproof filing cabinet or lockable fireproof room.

Curriculum

Principle: An effective school offers a challenging, research-based, and current curriculum that fosters the active involvement of students and provides them with sustained opportunities to learn essential knowledge and skills in each content area.

	Meets standard	Meets standard with recommendation	Did not meet standard
5.1 Written curriculum guides and support materials shall serve as a basis for implementing the curriculum.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 The curriculum shall be based on clearly defined expectations for student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 The curriculum shall reflect a commitment to equity, an appreciation of diversity, and recognition of different ways of learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 The curriculum shall reflect a commitment to equity, an appreciation of diversity, and recognition of different ways of learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 The curriculum shall foster the active involvement of students in the learning process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 The curriculum shall provide opportunities to explore applications of higher order thinking skills and to investigate new approaches in applying their learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7 The curriculum shall be based on the best available research on learning and human development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.8 The curriculum shall provide opportunities for students to relate their learning to real world issues outside the classroom.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.9 The school shall develop and implement a curriculum that aligns teaching strategies and learning activities, instructional support and resources, and assessments of student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.10 Teachers shall be provided access to professional development programs that assist them to implement the curriculum and facilitate learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: No Comments

Curriculum

Principle: An effective school offers a challenging, research-based, and current curriculum that fosters the active involvement of students and provides them with sustained opportunities to learn essential knowledge and skills in each content area.

	Meets standard	Meets standard with recommendation	Did not meet standard
5.11 Instructional materials and resources, including technology and community resources, shall be provided to support the curriculum.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.12 The curriculum shall provide for the alignment among subjects at a particular grade level and across grade levels.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.13 The school shall implement a plan that articulates the goals and expectations for student learning among and between all levels of schooling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.14 The curriculum shall provide a common core of offerings for all students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.15	The school year shall consist of at least 175 instructional days during which students and teachers engage in teaching and learning activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.16	The school shall grant credit based on defined performance criteria and a minimum of 130 clock hours of instruction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.17	The curriculum shall be updated and modified as needed based on the evaluation of the curriculum and developments in academic disciplines, instructional goals and findings of research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.18	Extra-curricular activities shall be based upon the beliefs and mission of the school and meet the needs and interests of the students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.19	The school shall develop, implement, and communicate a set of policies, procedures, and guidelines that govern student participation in all extra-curricular activities under the sponsorship of the school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: No Comments

Instructional Design				
Principle: An effective school employs a variety of research-based instructional strategies and learning activities that emphasize higher-order thinking skills and the application of learning beyond the classroom.				
	Meets standard	Meets standard with recommendation	Did not meet standard	
6.1	Instructional strategies and learning activities shall be aligned with the goals and expectations for student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	The results of assessments of student learning shall be analyzed and used to improve instructional effectiveness.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	Instructional time shall be allocated and protected to support student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	Students shall be provided opportunities beyond the classroom instruction to improve their learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5	The school shall provide a positive academic learning climate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6	Instruction shall emphasize higher order thinking skills that require students to apply their learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7	A variety of instructional resources, including technology, shall be used to assist students in achieving the essential knowledge and skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

6.2 There is evidence that the results of assessments are analyzed. However, there is not sufficient evidence that the results are used to improve instruction.

6.5 The school's environment is exceptionally positive.

Library Media Services				
Principle: An effective school provide access to a balanced, up-to-date, and well-maintained collection of library media resources to support the curriculum.				
	Meets standard	Meets standard with recommendation	Did not meet standard	
7.1	The school shall provide a balanced collection of 2,000 usable library volumes or at least 10 volumes per student whichever is greater.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.2	All materials shall be catalogued using a currently accepted system.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	The library shall subscribe to a minimum of 35 periodicals annually and the selection shall serve all grade levels.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Library media personnel shall collaborate with other professional staff to ensure best use of resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5	The library media personnel shall provide training for students and professional staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.6	The library media materials collection shall include electronic technological formats in support of the curriculum. (e.g., on-line searches, CD-ROM programs, computer software, and laser disks)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7	The school shall have a balanced inventory of instructional technology and shall provide for maintenance and replacement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.8	The school shall have a policy and procedure for responding to challenge materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.9	The budget of the school shall include funds to provide and maintain library services and equipment to support the curriculum.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.10	Students and personnel shall have access to media services, materials, and equipment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.11	The school shall have a policy that addresses internet use.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No Comments

Assessment

Principle: An effective school develops a comprehensive assessment plan and uses it in a fair and equitable manner to measure student learning and to improve the quality of the curriculum and instruction.

	Meets standard	Meets standard with recommendation	Did not meet standard
8.1 The school shall develop a comprehensive system for assessing student progress based on expectations for student learning and used in a fair and equitable manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2 The assessment system shall provide for the collection and disaggregation of data and be used to make decisions about student progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.3 The assessment system shall serve the information needs of professional personnel associated with the school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Hirsch's prescribed Core Knowledge Sequence is a rigorous academic curriculum.

8.2 meets standard with recommendation. Disaggregated data should be used in making decisions about student progress.

8.3.1 meets standard with recommendation. Disaggregated individual student test data should be provided to each instructional personnel. This data should be used to identify specific strengths and weaknesses as well as guide instructional practices.

Standards Unique to Middle Schools

In addition to the standards common to all schools, the following standards apply to middle schools.

	Meets standard	Meets standard with recommendation	Did not meet standard
9.1 The school shall provide evidence of a program of parent education and involvement that strengthens their understanding o the growth and development of young adolescents and of the educational programs designed for middle school children.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.2 Every student shall have the opportunity to participate in an exploratory program that strengthens and enriches the content areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3 The needs of students shall be addressed by multi-disciplinary teams.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4 The program of the school shall consist of a minimum of 25 hours of planned learning activities per week.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5 The school program shall provide integrated learning experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6 The school shall identify and meet measurable performance standards for students in its improvement plan that takes into account student learning needs, state and local student performance requirements, and goals of the curriculum.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.7 The human resources of the school shall be deployed and supported to facilitate student learning. (See Chart C in Appendix A, page 18.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.8 Schools or school systems shall safeguard the health and safety of students by developing policies concerning fund raising activities sponsored by the school or by a school-related organization in which students would be selling items or soliciting contributions, pledges, or orders.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.9 The school community shall establish, maintain and model high expectations for citizenship and conduct.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.10 The school shall provide students opportunities to develop and demonstrate leadership, responsibility, independence, and decision-making skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.11 The school shall foster and maintain a safe and orderly environment that promotes honesty, integrity, trustworthiness, responsibility, citizenship, self-discipline and respect.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

9.1 The school should consider writing a newsletter that communicates with parents regarding school activities, student performance, curriculum and student achievements.

9.10 The Peer Review Team suggests that schools are given more opportunities to demonstrate leadership within their school such as student government within grade levels.

9.10 The school should consider developing a mascot that represents Discovery Academy of Lake Alfred.

 **DRAFT**

**DISCOVERY ACADEMY
OF LAKE ALFRED**

Accountability Plan

January 2004

Organizational Framework

1. Is the educational program a success?

There is strong evidence showing significant improvement and persistently strong student performance. Comparing the following State Accountability reports from the 2002-2003 school year to the 2001-2002 school year shows great improvement resulting in a school grade of "B", from a "C" the year before. The report documents consistently strong writing scores and learning gains.

School Performance Grades 2003



DISCOVERY ACADEMY AT LAKE
ALFRED



	Reading (Gr. 6, 7, 8)	Math (Gr. 6, 7, 8)	Writing (Gr. 8)	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	43%	91%	182	Writing: Takes into account % scoring 3 and above and % scoring 3.5 and above
% of Students Making Learning Gains	64%	64%		128	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (Yes)			73	Lowest 25% based on reading scores Adequate Progress? Yes, if 50% or more make gains
Points Earned				383	
Percent Tested = 99%					Percent of eligible students tested
School Grade				B	Grade based on total points, adequate progress, and % of students tested

A = 410 points or more; @ least 95% tested; @ least 50% of lowest readers must make gains and be within 10% points of total reading gains
B = 380 to 409 C = 320 to 379 D = 280 to 319 F = less than 280 or less than 90% tested

School Performance Grades 2002



DISCOVERY ACADEMY AT LAKE ALFRED



	Reading (Gr. 6, 7, 8)	Math (Gr. 6, 7, 8)	Writing (Gr. 8)	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	36%	94%	173	Writing: Takes into account % scoring 3 and above and % scoring 3.5 and above
% of Students Making Learning Gains	58%	59%		117	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (Yes)			75	Lowest 25% based on reading scores Adequate Progress? Yes, if 50% or more make gains
Points Earned				365	
Percent Tested = 99%					Percent of eligible students tested
School Grade				C	Grade based on total points, adequate progress, and % of students tested

A = 410 points or more; @ least 95% tested; @ least 50% of lowest readers must make gains and be within 10% points of total reading gains
 B = 380 to 409 C = 320 to 379 D = 280 to 319 F = less than 280 or less than 90% tested

The following chart reflects consistent learning gains in students at or above grade level in all demographic areas over a three-year period. Obvious learning gains have been made since we became a charter school in the 2001-2002 school year.

Percentages of students at or above grade level –FCAT NRT

Reading NRT	2000-01	2001-02	2002-03
All Students	48%	51%	56%
African American	25%	28%	32%
Hispanic	39%	45%	59%
White	57%	59%	62%
Low SES	36%	46%	49%
Math NRT	2000-01	2001-02	2002-03
All Students	49%	58%	63%
African American	30%	35%	37%
Hispanic	49%	54%	56%
White	56%	65%	70%
Low SES	43%	53%	59%

We have marked improvement school wide in the attitude survey of the stakeholders since becoming charter. Parents are pleased that the student's needs are being addressed by the curriculum, the school has a clear mission and goals, the staff believes that all students can learn, and student responsibility and leadership is expected by staff.

Technology is present everywhere in the school. Teachers present lessons using wireless internet connections, computer projectors, digital cameras, DVD players and powerpoint presentations. Students are learning to use our state-of-the-art equipment in addition to research and writing capabilities along with educational software to enhance their learning.

Increased training in and effective use of Kagan & Kagan Cooperative Learning in the classrooms has enabled teachers to engage all students in meaningful learning during each class. All staff has had coaching by Laurie Kagan and workshop inservices from a minimum of one day to some teachers who are now teacher trainers.

Discovery continues to be a middle school that fully implements the essential components of a "true" middle school. We offer a well defined advisory program, teaming, a positive school environment, an exploratory program, interdisciplinary instruction, cooperative learning, and flexible block scheduling to meet the needs of young adolescents.

2. Is the school a viable organization?

The two cornerstones of Discovery Academy are Kagan and Kagan Cooperative Learning and technology. Kagan training is ongoing each year. Each teacher receives personalized coaching by Laurie Kagan who also conducts workshops at Discovery to assist our teachers in fine-tuning their skills in delivery of the structures in our classrooms. Teachers receive training monthly at grade level meetings to enhance their technology skills. In addition, the network manager is available to individually train teachers or teams on software or the latest state-of-the-arts equipment that is available at Discovery.

The Governing Board provides effective leadership for Discovery Academy of Lake Alfred. The Board has participated in governance training provided by the Department of Education and has adopted policies and procedures to competently manage the operation of the school. The Board meets regularly to oversee budget, enrollment, activities, operations, personnel, and planning. The Board takes their responsibilities very seriously, has had very successful audits, and is financially solvent.

3. Is the school in compliance with the rules under which it operates?

The school is meeting the requirements of the laws and regulations under which it operates as demonstrated by inspections and audits conducted. Discovery is accredited by the Southern Association of Colleges and Schools and successfully completed its renewal with **NO** violations or citations in December 2003. The school is meeting the terms of its charter agreement with the district.

Essential Elements:

1. Mission Statement

OUR BELIEFS

We believe that the Discovery Academy of Lake Alfred family, consisting of students, staff, parents, and community, are partners in sharing the responsibility of guiding our students' education by:

- Providing a safe and orderly environment conducive to learning for students.
- Actively engaging students in the learning process through a variety of teaching strategies and modality styles
- Providing appropriate instructional materials and activities for varying ability levels.
- Encouraging students to value themselves and have an acceptance of cultural differences of ideas and feelings.
- Providing a full range of communication skills through various technologies.
- Providing ongoing technological training for growth in a changing world.

Mission

"We are dedicated to actively engaging all individuals in a quality learning experience that will enable them to value themselves and become responsible, productive citizens in a changing world."

Curriculum Components

Individual components fit into many sections of the mission statement.

Students are actively engaged in learning at DALA through:

- School-wide use of Kagan Cooperative Learning Strategies
- Field experiences
- Service Learning Clubs
- Hands-on learning
- Brain-based environment

All individuals are engaged in quality learning experiences by incorporating:

- Core Knowledge Curriculum
- Multiple-intelligence strategies
- Individualized mini-courses
- Methods to address varying levels of abilities
- Integrated curriculum
- A focus on literacy-
Literacy Council, Discover Reading, Word Up, Interactive Reader, FLARE, Celebration of Reading Day- October 16th, Book Adventure, Read It/Rate It, Classroom Libraries, "Quartile" Kids, Read Aloud, Daily Reading Class

Self-value is further promoted via:

- Life skills and lifelong guidelines focus in advisory
- Open-door guidance policy
- Ample opportunities for students to celebrate personal accomplishments

Responsible citizenship is modeled by offering:

- Grade specific Advisory classes
Life Skills and Lifelong Guidelines
Chicken Soup for Teenagers
7 Habits of Highly Effective Teens
- Career Exploration Wheel Class
- Service Learning Clubs
- National Junior Honor Society
- Junior Youth Leadership Program

Students are being prepared to be successful in a changing world by providing:

- Business Computer Exploratory Wheel Classes
- A school-wide emphasis on technology
- Many opportunities to use technology in the classroom
- Graphic Design Exploratory Wheel Classes
- Eight computer labs throughout the school
- State of the art school TV production facility

2. A statement of challenging, measurable, and attainable goals.

Goal #1: Increase each student's achievement in reading.

Performance Objective:

At least 50% of standard curriculum students in attendance 135 days (75% of the school year) will evidence learning gains on FCAT SSS Reading based on an equal or positive change on their developmental score.

Strategies:

Beginning in 2004-05, each student scoring below Level 3 in Reading on the FCAT SSS Reading test will have a personalized plan developed and implemented to address the student's weaknesses. The parent, teacher, and student will work collaboratively in identifying specific strategies to enable the child to improve academically. Students scoring in Level 1 will automatically be scheduled an extra period of reading for additional help with skills.

The Stanford Diagnostic Reading Test will be given as a pre and post test to assess student's reading growth in specific areas, identify reading levels, and assist teachers in planning instruction. Teachers will review test data on each student to determine strengths and weaknesses in reading. Counselors will meet with parents to explain results of standardized test scores and their meaning. Suggestions will be made to parents on how to help their children become more successful readers.

Our school wide literacy plan will be in effect for all students. Every child receives reading instruction every day. This interactive instruction is in the basic reading skills of comprehension, vocabulary development, inference, predicting, and main idea. Students also silently read a book of their choice for twenty minutes daily. In all content areas, Roger Farr's Read-a-Loud and CRISS strategies are used as material is read and meaning is extracted. Classroom libraries are in each room for student use when time allows, Book reviews, parent newsletter –"Reading Connection", Friday Read Aloud of novels to students, and adult modeling of reading is a constant at Discovery. In addition, staff teachers train all other teachers during grade level meetings how to implement research based reading strategies in all classrooms.

Goal #2 Increase each student's achievement in math

Performance Objective:

At least 50% of standard curriculum students in attendance 135 days (75% of the school year) will evidence learning gains on FCAT SSS Math based on an equal or positive change on their developmental score.

Strategies:

Beginning in 2004-05, each student scoring below Level 3 in Math on the FCAT SSS Math test will have a personalized plan developed and implemented to address the student's weaknesses. The parent, teacher, and student will work collaboratively in identifying specific strategies to enable the child to improve academically. Students scoring in Level 1 will automatically be scheduled an extra period of math for additional help with skills.

The Stanford Diagnostic Math Test will be given as a pre and post test to assess student's math growth in specific areas, identify math levels, and assist teachers in planning instruction. Teachers will review test data on each student to determine strengths and weaknesses in Math.

Staff will develop a school wide articulation plan with both grade level and across the curriculum objectives in math. Exploration of math concepts can be achieved through technology via databases and spreadsheets for data organization and interpretation for more hands on learning. Technology will be infused throughout the math curriculum.

Counselors will meet with parents to explain results of standardized test scores and their meaning. Suggestions will be made to parents on how to help their children become more successful mathematicians.

Goal #3 Teachers and students will use a variety of technology to enhance teaching and improve student achievement.

Performance Objective:

Students will demonstrate mastery of technology benchmarks at each grade level.

Measure: Annual technology survey as a part of the SACS self study.
TAGLIT Survey

Strategies:

Teachers will participate in training to increase their knowledge and use of computers, the internet, digital cameras, scanners, projectors, and multimedia software programs as instructional tools in their classrooms.

A technology plan will be developed for implementation of technology literacy objectives and to have exit criteria in each grade level.

Teachers will develop a timeline to learn how to do electronic student portfolios. They will then establish a sequential curriculum for grades 6 –8 and plan an implementation schedule to begin student portfolio assessments with sixth grade in the 2005-2006 school year.

Goal #4 Teachers and students will use “Love & Logic” strategies as an integral part of our school-wide discipline program to enable students to accept responsibility for their actions and generate solutions to problem situations.

Measure:

The number of discipline referrals will decrease school-wide.

Strategies:

In house training will be conducted by teacher trainers for those new to Discovery on the principles of “Love and Logic” and how it can be an effective tool in the classroom. Teachers will apply that knowledge when necessary when dealing with situations where students need to make choices and decisions regarding behavior.

DISCOVERY ACADEMY OF LAKE ALFRED

Charter Renewal Attachments

January 2004

Table of Contents

***Letter of Commendation–Evelyn Hughes, Chairperson SACS Review Team**

***Health Inspection Report**

***Automatic Fire Sprinkler System Inspection and Testing Report**

***Fire Prevention Inspection Report**

***Comprehensive Safety Inspection Report**

***Certificate of Liability Insurance**

January 12, 2004

Mrs. Carol Fulks, Principal
Discovery Academy
1000 Buena Vista Drive
Lake Alfred, FL 33850

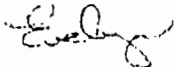
Dear Carol,

This letter is a follow-up to your Peer Review conducted on December 14 -16, 2003. I wanted you know how impressed our team was with your school. You are blessed with a great faculty that supports the curriculum initiatives and participates in the training that is on-going at Discovery.

In our interviews with students and parents, it is apparent that there is great support by all stakeholders. Students feel that they are treated fairly and that they understand their responsibilities as far as conduct and academics. Parents feel that their children are receiving an excellent education delivered a competent, caring faculty.

It is our hope that Discovery Academy continues the present path. Thank you for providing the leadership for such a fine school.

Sincerely,



Evelyn A. Hughes
701 Spicewood Dr.
Lakeland, FL 33801

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



PURPOSE:

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

TYPE:

- PUBLIC, PRIVATE, OTHER

NAME OF SCHOOL: Discovery Academy, ADDRESS: 1000 N. Buena Vista Dr, CITY: Lake Alfred FL, OWNER: Polk County School Board, ZIP: 33850, PERSON IN CHARGE: Carol Pulkis, PHONE: 863-295-5955

RESULTS

- Satisfactory, Incomplete, Unsatisfactory, Correct Violations by: Next Inspection, 8:00 AM on:

Time slots table with columns BEGIN and END, ranging from 1:00 to 12:55.

DATE table with columns for month, day, and year (12, 11, 03).

POSITION # table with columns for positions 1 through 9.

PERMIT NUMBER table with columns for permit number digits (-, 5, 1, -).

CENSUS table with sections for TOTAL (942), FEMALES (494), and MALES (448).

DATE table with columns for month, day, and year (12, 11, 03).

Items marked below violate requirements of Chapter 64E-13 of the Florida Administrative Code and must be corrected. Continued operation of this facility without making these corrections is a violation of Chapter 64E-13 of the Florida Administrative Code and Chapter(s) 381, 386 and 235 of the Florida Statutes. Violations must be corrected as indicated in the Results section above, or a citation, administrative fine or other legal action will be initiated.

Checklist table with categories: FOOD SERVICE, WATER, SANITARY FACILITIES, SEWAGE DISPOSAL, BUILDINGS, MISCELLANEOUS.

Table with columns ITEM NUMBERS and COMMENTS AND INSTRUCTIONS. Comment: Satisfactory - no violation observed at inspection time.

HEALTH DEPARTMENT INSPECTOR: M. Mazen MAZEN (Maz) PHONE: 863-519-8330 EXT 1106

COPY OF REPORT RECEIVED BY: M. Mazen MAZEN DATE: 12-11-03



Automatic Fire Sprinklers, Inc.

FL Lic # EFA 705
222 CAPITOL COURT
OCOE FL 34761
407-656-3030 - FAX - 407-656-8026

Jacksonville Office - 904-268-3030
Ft. Myers Office - 941-433-3030
Pompano Office - 954-917-3030

Monitoring Entity

Name:

Telephone:

Account Ref No:

Service

- Weekly
- Monthly
- Quarterly
- Semi-Annually
- Annually
- Other (Specify)

STORE STAMP

Date: Dec 8 03

SYSTEM INSPECTION and TESTING REPORT

Property Name (user)
Name: Lake Alfred Middle (Discovery Academy)
Address: 1000 N Buena Vista, Lake Alfred

Telephone:

Owner Contac: PCSB

Approving Agency

Name: POLK COUNTY FIRE

Telephone:

Type Transmission

- McCulloh
- Multiplex N/A
- Digital
- Reverse Polarity
- R.F.

Panel Manufacture: FIRELITE

Model No: SESISCAN 1000

Circuit Styles: B

Number of Circuits: 28

Software Rev.: N/A

Last Date System Had Service Performed: N/A

Last Date that Any Software or Configuration Was Revised: N/A

THIS TESTING WAS PERFORMED IN ACCORDANCE WITH APPLICABLE N.F.P.A. STANDARDS.

Inspected By: (print) Robert Gonzalez Date: 12/08/03 Time:

Signature of Alarm Agent: *R. Gonzalez*

Per Florida Statute 489.518

Name of Owner or Representative: Pattie Cliett

Date: 12/08/03 Time:

Signature: *Pattie Cliett*

System restored to normal operation: Date: 12/08/03 Time:

PRIOR TO ANY TESTING

Notifications are made	Yes	No	Who	Time
Monitoring Entity		X	LOCAL	
Building Occupants	X		ADMIST	
Building Management	X		ADMIST	
Other (Specify)				
AHJ (Notified) of Any Impairments				

ALARM INITIATING DEVICES & CIRCUIT INFORMATION

Quantity	Circuit Style/Manufacture	
50	B	Manual Stations
3	B	Ion Detectors
	B	Photo Detectors
12	B	Duct Detectors
120	B	Heat Detectors
2	B	Waterflow Switches
2	B	Supervisory Switches
		Pressure Switches
		Other (Specify): Heat/Smoke

SUPERVISORY SIGNAL INITIATING DEVICES & CIRCUIT INFORMATION

N/A	Building Temp.
	Site Water Temp.
	Site Water Level
	Fire Pump Power
	Fire Pump Running
	Fire Pump Auto Position
	Fire Pump or Pump Control Trouble
	Fire Pump Running
	Generator In Auto Position
	Generator or Controller Trouble
	Switch Transfer
	Generator Engine Running
	Other:
Lock Box	
Low Air	

ALARM NOTIFICATION APPLIANCES & CIRCUIT INFORMATION

150	B	Bells
		Horns
		Speakers
		Chimes
170	B	Strobes
		Other: (SPECIFY)
		Mini/Horns

No. of Alarm indicating circuits: 11 Are Circuits supervised? Yes X No

Are Circuits synchronized? Yes No X

SIGNALING LINE CIRCUITS

Quantity and style (See NFPA 72, Table 3-6) of signaling line circuits connected to system

Quantity: 0 Style(s): N/A

SYSTEM POWER SUPPLIES

- a. Primary (Main): Normal Voltage 120 VAC Amps 6.0
- Overcurrent Protection: Type: BREAKER Amps 20
- Location (Panel #): ELECT RM 1-134
- Disconnecting Means Location: PANEL EM BREAKER #4
- b. Secondary (Standby): 2/12
- Storage Battery: Amp-Hr. Rating 24.0
- Calculated capacity to operate system, in hours: 24 X 60
- Engine-driven generated dedicated to fire alarm system:
- Location of Fuel Storage:

TYPE BATTERY

- Dry Cell
- Nickel Cadmium
- Sealed Lead-Acid XX
- Lead-Acid
- Other (SPECIFY)

c. Emergency or standby system used as a back-up to primary power supply, instead of using a secondary power supply:

- _____ Emergency system described in N.F.P.A. 70, Article 700
- _____ Legally required standby described in N.F.P.A. 70, Article 701
- _____ Optional standby system described in N.F.P.A. 70, Article 702, which also meets the performance requirements of Article 700 or 701.

SYSTEM TESTS & INSPECTIONS

Type	Visual	Functional	Comments
Control Panel	X	X	
Interface Equipment	X	X	
L.E.D.s/Lamps	X	X	
Fuses/MicroBreakers	X	X	
Primary Power Supply	X	X	
Trouble Signals	X	X	
Disconnect Switches	X	X	
Ground Fault Monitoring	X	X	

Secondary Power

Type	Visual	Functional	Comments
Battery Condition	X	X	
Load Voltage	X	X	
Discharge Test	5 Min.	X	
Charger Test		X	
Specific Gravity			

Transient Suppressors X ABOVE FACP

Remote Annunciators

Notification Appliances

Type	Visual	Functional	Comments
Audible	X	X	
Visual	X	X	
Speakers			
Voice Clarity			

Emergency Communication Equipment

Type	Visual	Functional	Comments
Phone Set			
Phone Jacks			
Off-Hook Indicator			N/A
Amplifier (s)			
Tone Generator (s)			
Call In Signal			
System Performance			

Interface Equipment (Specify)	Visual	Device Operation	Simulated Operation
AHU SHUTDOWN	X	X	
DOOR HOLDS	X	X	
Special Hazard Systems (Specify)			
ANSUL HOOD	X		X

Special Procedures:

Comments:

INITIATING AND SUPERVISORY DEVICE TEST AND INSPECTION

Loc & S/N	Device Type	Visual Check	Functional Test	Factory Setting	Meas. Setting	Pass	Fail
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Comments: SEE ATTACHED LOG SHEETS

ON / OFF PREMISES MONITORING:

	Yes	No	Time	Comments
Alarm Signal				
Alarm Restoral				
Trouble Signal				
Trouble Restoral				
Supervisory Signal				
Supervisory Restoral				

NOTIFICATION THAT TESTING IS COMPLETE:

	Yes	No	Who	Time
Monitoring Entity			N/A	
Building Occupants	X		ADMIST	
Building Management	X		ADMIST	
Other (Specify)				
AHJ (Notified) of Any Impairments				

The following did not operate correctly: SEE ATTACHED LOG SHEETS FOR HIGHLIGHTED ITEMS, IF ANY

**POLK COUNTY FIRE DEPARTMENT
FIRE PREVENTION INSPECTION REPORT**

Violation Property Vacant
 Violation Corrected Open to Trespass

(A) Legal Address of Property Lake Alfred, FL 33850 1000 N Buena Vista Dr	Occ. Type Edu	(B) Inspector/Co. Officer Lt Brandy Duncan	Date 1/19/04
(C) Building and/or Occupant Name Lake Alfred Middle Discovery Academy		(D) Person Receiving Report (Print Name) Marveen Brown	
(E) Name and Address of Building Owner PCSB		(F) Emergency Contact Person's Name Mrs. Patricia Carol Fulks 763-534-3043 PHONE NUMBER 763-559-8241 PHONE NUMBER	
(G) Parcel # Ref. #	(H) Bldg. Ins. Water Co.	(I) Hours	
	yes City of Lake Alfred	7-5:30 M-F	Teco

(J) THIS FIRE SAFETY INSPECTION REVEALED THE FOLLOWING VIOLATIONS:

GENERAL

- Remove obstruction to fire lane and/or building access.
- Remove obstruction to fire hydrant(s).
- Remove obstruction to fire department connection.
- Provide/maintain service manual/auto alarm system.
- Repair or maintain sprinkler/standpipe system/FD connection/OSY or P.I. valves.
- Remove obstruction/storage from sprinkler or control valves.
- Remove/replace painted/aged/corroded sprinkler heads.

STRUCTURAL

- Provide/maintain required fire/smoke separations.
- Provide/maintain proper fire rated door operation.
- Provide/maintain required maximum occupancy load sign.

VENT/EXHAUST SYSTEMS

- Provide/service/maintain required duct extinguishing system.
- Provide/service/clean ducts or filters.
- Provide/maintain proper duct/vent clearance from combustibles.

HOUSEKEEPING

- Remove excessive accumulation of waste/combustibles/ dust.
- Are "No Smoking" signs posted in required areas?
-Yes -No.
- Are required I.D. signs posted on mechanical/electrical room doors? -Yes -No.

EXIT WAYS

- Remove storage/equipment from or too near exit ways.
- Insufficient exits/two means of egress required.
- Provide/maintain approved aisles or corridors.
- Remove obstruction/blockage of exit ways/doors.
- Remove unapproved locks from required exit doors.
- Panic hardware on required exit doors not provided/inoperative.
- Provide/maintain required self-closing doors.
- Eliminate overcrowding/insufficient exits.

EXIT & EMERGENCY LIGHTS

- Provide/maintain/service required exit lights.
- Provide/maintain/service exit egress directional signs.
- Provide/maintain/service required emergency exit lights.
- Provide/maintain/service required independent power source for exit/emergency lights.

FIRE EXTINGUISHERS

- Provide/service portable fire extinguishers in place of business. (See Remarks.)
- Insufficient numbers.
- Unapproved type or size for usage classification.
- Improperly mounted/located.
- Improperly/concurrent tagged.

ELECTRICAL

- Provide wiring to code/not in conduit/spliced.
- Remove temporary wiring.
- Remove blockage/maintain access to electrical panels.
- Provide proper cover plates for outlet/switches.
- Provide/maintain firestopping for pipe/conduit passage through walls/floors.

FLAMMABLE LIQUIDS/GASES OR COMBUSTIBLES

- Discontinue improper use.
- Separate/label/store flammable materials in approved containers or manner.
- Remove excessive storage of Class I/Class II flammable liquids.
- Provide proper storage containers for flammable/combustible liquids.
- Provide/label/service approved cylinder or pressure vessels.
- Provide/maintain proper safety measures of cylinder storage.
- Provide/maintain "Manual Emergency Shutoff" for pump dispensing devices. Provide label for Emergency Shutoff device.

OTHERS

- _____
- _____
- _____
- _____
- _____

(K) INSPECTOR'S REMARKS Report to follow.

REINSPECTION DUE IN 30 DAYS AT A FEE OF \$30 PER POLK COUNTY ORDINANCE 91-07. ALL FEES ARE DUE PRIOR TO THE REINSPECTION DATE. FEES PAYABLE TO: BOCC/FIRE SERVICES, PO BOX 4458, BARTOW, FLORIDA 33831. PLEASE INCLUDE EFM NUMBER WITH PAYMENT.

(L) INSPECTION DATE: 1-8-04	(M) TIME ON/OFF 8:30 ON 12:15 OFF	(N) INSPECTOR/CO. OFFICER <i>Brandy Duncan</i>	(O) SIGNATURE OF RECIPIENT <i>Marveen Brown</i>
(P) REINSPECTION DATE:	(Q) TIME ON/OFF ON OFF	(R) INSPECTOR/CO. OFFICER	(S) SIGNATURE OF RECIPIENT

JANUARY 12, 2004

INSPECTION DATE

INSPECTOR SIGNATURE
DATE 1/12/04

SIGNATURE DATE

0163

TYPE OF INSPECTION

* FIRE SAFETY * CASUALTY * SANITATION

FACILITIES AND OPERATIONS DIVISION
COMPREHENSIVE SAFETY INSPECTION

F.I.S.H. NUMBER

2011/0129

ADDRESS

1000 N. BARRAN VISTA DR

PLEASE PRINT LEGIBLY OR TYPE

LAKE ALFRED

Rule 5.5	Priority	Location		Type	Deficiency Description and Corrective Action Required	Times Cited Before	Fiscal Yr Deficiency Status	Line #
Num-ber	Sub-Para.	Bldg. No.	Room No.					
		1	132	M-O-C	Provide EXTRA Electrical outlets in wall.			1
		2	110	M	Repair EM. Light			2
		2	118	O	Place Lease Cover over Fluorescent Light Fixture			3
		3	113	M	Replace Batteries in Exit Light			4
		3	126	M	Service Fire Extinguisher			5
		89	---		No Deficiencies			6
		10	---		No Deficiencies			7
		4	105A	M	Tag the Sprinkler / Foam Hood Extinguisher.			8
		3	103	M	Place Batteries in Exit Light			9
		5	118	M	Place Batteries in Exit Light			10
		5	102	M	Provide Striker on Pull Alarm Station			11
		5	102	M	Place Cover on Electrical Junction Box			12
		5	102A	M	Tag Fire Extinguisher to Current Year.			13
		4	105	M	Seal All Penetrations in Ceiling where PPA's were Removed.			14
		4	106	M	Service Fire Extinguisher.			15
		9	113	M	Service Fire Extinguisher			16
		9	113	M	Place Cover on Electrical Outlet.			17
								18
								19
								20

FOR N, PK, KG - 12

EMERGENCY EVACUATION DRILLS HELD ONCE EVERY THREE MONTHS * YES * NO (SECTION 235.14, F.S.)

Signature of Facility Administrator Attesting to Emergency Evacuation Drills and Review of Report Acknowledging Awareness of Discovered Deficiencies

Date Signed 01-12-04

JANUARY 12, 2004
 INSPECTION DATE
 Amy Lloyd
 INSPECTOR SIGNATURE
 1/12/04
 DATE
 F. I. S. H. NUMBER
 2011/0129
 ADDRESS
 1000 N. BARDEAN VISTA DR
 LAKE ALFRED

TYPE OF INSPECTION
 * FIRE SAFETY CASUALTY & SANITATION

Rule 5.5
 Sub. Para. Priority Location Type Deficiency Description and Corrective Action Required Times Cited Before Fiscal Yr Deficiency Status Line #

Sub. Para.	Priority	Location	Type	Deficiency Description and Corrective Action Required	Times Cited Before	Fiscal Yr Deficiency Status	Line #
9		Bldg. No. 9 Room No. 104	M-O-C	INSTANT HEAT DETECTOR IN INSTRUMENT STORAGE			1
6		103	M	PROVIDE STRIKER FOR PULL STATION			2
7		121	M	SERVICE EM. LIGHT			3
7		119	M	SERVICE EM. LIGHT			4
7		118	M	SERVICE EM. LIGHT			5
8		108 107	M	INSTANT BATTERIES IN EM. LIGHT ROOM 107 + 108.			6
							7
							8
							9
							10
							11
							12
							13
							14
							15
							16
							17
							18
							19
							20

For N, PK, KG - 12 EMERGENCY EVACUATION DRILLS HELD ONCE EVERY THREE MONTHS * YES * NO (SECTION 235.14, F.S.)
 Signature of Facility Administrator Attesting to Emergency Evacuation Drills and Review of Report Acknowledging Awareness of Discovered Deficiencies
 01-12-04
 Date Signed

ACORD CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YY)
12/03/2003

PRODUCER (863) 533-3131 FAX (863) 533-7038
Gibson & Wirt, Inc.
125 East Main Street
P.O. Drawer 59
Bartow, FL 33831-0059

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

INSURERS AFFORDING COVERAGE

INSURED Discovery Academy of Lake Alfred
1000 N. Buena Vista Drive
Lake Alfred, FL 33850

INSURER A: Philadelphia Insurance Co's

INSURER B: Fla Retail Federation SIF

INSURER C:

INSURER D:

INSURER E:

COVERAGES

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

NSR LTR	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS
A	GENERAL LIABILITY	PHPK055466	08/31/2003	08/31/2004	EACH OCCURRENCE \$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY				FIRE DAMAGE (Any one fire) \$ 100,000
	<input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR				MED EXP (Any one person) \$ 10,000
					PERSONAL & ADV INJURY \$ 1,000,000
					GENERAL AGGREGATE \$ 2,000,000
					PRODUCTS - COM/OP AGG \$ 2,000,000
					GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC
A	AUTOMOBILE LIABILITY	PHPK055466	08/31/2003	08/31/2004	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
	<input checked="" type="checkbox"/> ANY AUTO				BODILY INJURY (Per person) \$
	<input type="checkbox"/> ALL OWNED AUTOS				BODILY INJURY (Per accident) \$
	<input type="checkbox"/> SCHEDULED AUTOS				PROPERTY DAMAGE (Per accident) \$
	<input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS				
	GARAGE LIABILITY				AUTO ONLY - EA ACCIDENT \$
	<input type="checkbox"/> ANY AUTO				OTHER THAN EA ACC \$
					AUTO ONLY: AGG \$
	EXCESS LIABILITY				EACH OCCURRENCE \$
	<input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE				AGGREGATE \$
	<input type="checkbox"/> DEDUCTIBLE				\$
	<input type="checkbox"/> RETENTION \$				\$
					\$
B	WORKERS COMPENSATION AND EMPLOYERS LIABILITY	0520-28568	07/01/2003	07/01/2004	W.C. STATUTORY LIMITS OTHER \$
					E.L. EACH ACCIDENT \$ 100,000
					E.L. DISEASE - EA EMPLOYEE \$ 100,000
					E.L. DISEASE - POLICY LIMIT \$ 500,000
A	OTHER Directors and Officers	PHSD061385	08/31/2003	08/31/2004	\$1,000,000

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/EXCLUSIONS ADDED BY ENDORSEMENT/SPECIAL PROVISIONS

CERTIFICATE HOLDER

ADDITIONAL INSURED; INSURER LETTER

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING COMPANY WILL ENDEAVOR TO MAIL 10 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO MAIL SUCH NOTICE SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE COMPANY, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE

Auburndale/Winter Haven
Christnes Parade

Cybil A. Gibson A090454