

POLK AVENUE ELEMENTARY

Innovation • Choice • Achievement



Charter Renewal Application 2007

Mission Statement

Polk Avenue Elementary is committed to each child reaching his or her full potential through a challenging program that is integrated and provides a global perspective in a warm and caring environment.

**Polk Avenue Elementary
110 East Polk Avenue
Lake Wales, Florida
33853
863-678-4244**

www.lwcharterschools.com/polkavenue

Table of Contents

	<u>Content</u>	<u>Page #</u>
Question 1	Is the academic program a success?	1
1A	Internal Educational Goals	1
	Math	3-4
	Reading	4
	Writing	6-7
	Science	7-8
	Comparable School Data	8
	Technology and Spanish	9-10
1B	Student Performance and Longitudinal Data	11-13
Question 2	Is the school a viable organization?	13
2A	Finances	13-14
2B	Enrollment	15
2C	Governance	15
2D	Staff	16
Question 3	Is the school faithful to the terms of its charter?	
3A	School's Program and Operation	17

3B	Statutory and Regulatory Requirements	17
	Special Education and Limited English Proficiency	18
	Student Learning Time	19
	State Testing Requirements	19
	Student Discipline, Health and Safety	20-21
	Legal, Miscellaneous	22
Question 4	Charter Renewal	
4A	Founding Charter	22
4B	Accountability Plan	23
4C	Dissemination of Effective Elements of Program	23
4D	Facilities	23
Question 5	Independent Review	24

Table of Attachments

<u>Attachment #</u>	<u>Attachment</u>	<u>Page #</u>
Attachment 1	Report card	A1.1 – A1.3
Attachment 2	AYP report	A2.1 – A2.2
Attachment 3	Longitudinal data	A3.1
Attachment 4	Membership tally	A4.1
Attachment 5	Charter survey	A5.1 – A5.2
Attachment 6	Teacher Profile	A6.1 – A6.2
Attachment 7	E.S.E.	A7.1
Attachment 8	Fire Marshall report	A8.1
Attachment 9	Accountability plan	A9.1 – A9.6
Attachment 10	Annual Report	A10.1 – A10.2
Attachment 11	Health and Safety	A11.1 – A11.2

Is the academic program a success?

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

Polk Avenue has addressed its academic program in three distinct phases. We believe that by addressing our work in a systematic manner, the faculty and staff will orchestrate the deeper changes. We are working to achieve the substantive and incremental achievement gains needed to move the students to a higher level of proficiency. In 2006-2007, Polk Avenue garnered a school report card grade of A which is a direct result of the program that has been implemented in the last three years of charter operation. Having a frame of reference of how the management team of Polk Avenue crafted their planning in the last three years will provide a more complete depiction of the work.

Phase I

- In 2003-2004, Polk Avenue Elementary made a school grade of an A. The school community was very happy to achieve an A, but the educators at Polk Avenue realized that the A was made based on student gain scores and not based on the number of students who were performing at the proficient level. The administrative staff worked to determine what variables that directly contributed to the increase in scores and which ones did not generate results. However, before any deeper reorganization occurred, we had to be confident that the plan was sound. Consequently, the first year of Charter was one of observation and of gathering information. Some changes were made, but until the management team had a clear idea of the scale and scope of the changes that needed to be made, we did not act. This research and deliberation period was critical for the long- term plan.

Phase II

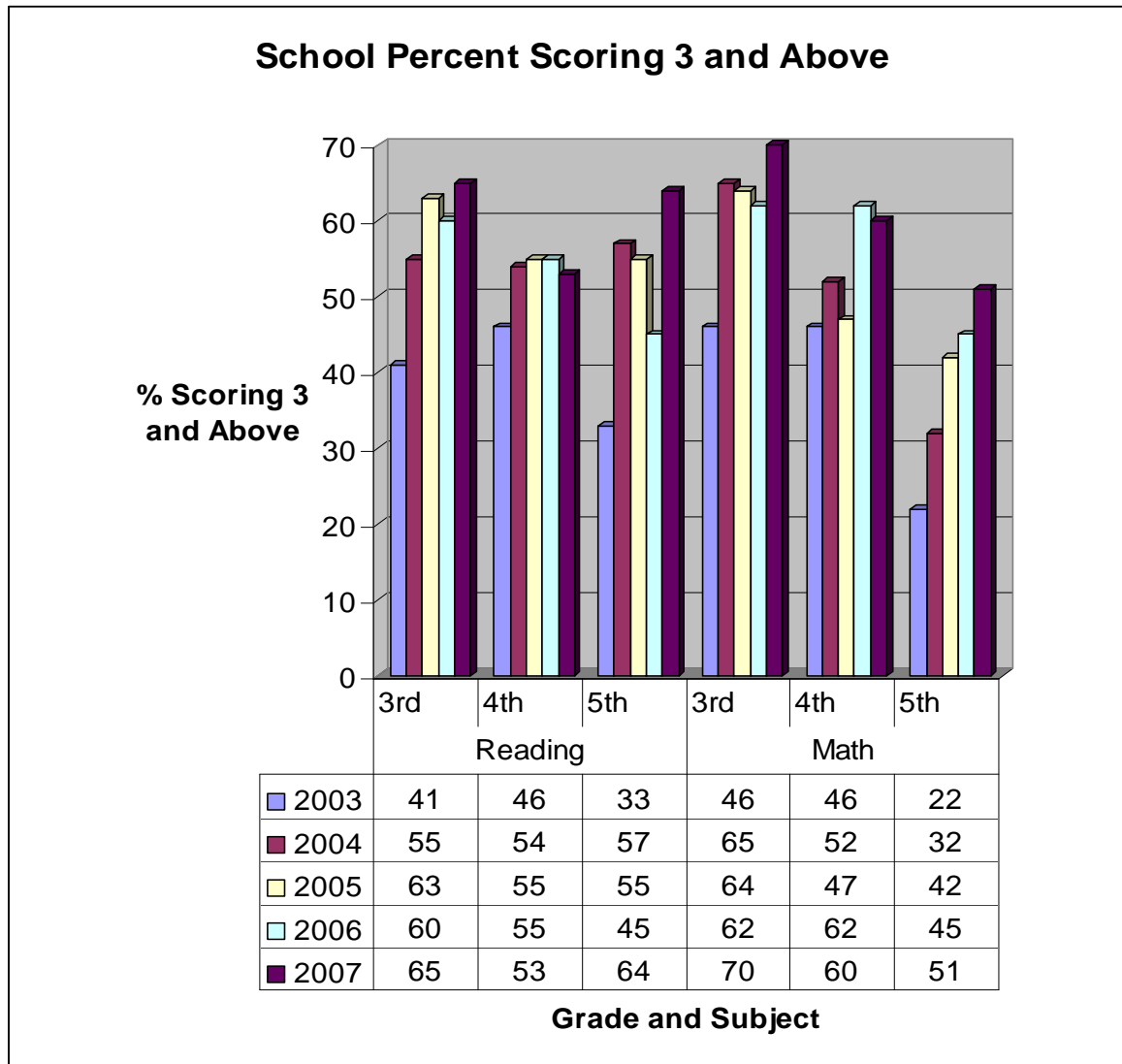
- In phase two, to help improve the level of proficiency, Polk Avenue's faculty and administration studied the data as well as the available intervention programs and implemented the following interventions: ACALETICS math program; Soliloquy Reading Program (grades 2-5); SRA Corrective Reading; Sing, Spell, Read, and Write; and, the addition of Promethean Boards in 80% of the classes. A school-based tutoring program was in place until the addition of the 21st Century after-school program. Many of the increases in student achievement were a direct result of the interventions the staff initiated in the last two years. In the 2007 testing year, we believe the data is beginning to show the benefits of the interventions established at Polk Avenue. The school grade of A is a reflection of the deeper work that occurred during the school year. (Attachment #1)

Phase III

- In phase three of this plan, we look forward to completing the intervention piece with the addition of two staff members. Both new hires will help bring Polk Avenue into compliance with the Class Size Reduction Amendment. The review of 2006-2007 is being conducted in the summer of 2007. A key focus of our work is to move the 97% Adequate Yearly Progress (AYP) to 100% in each sub-group. Specifically, moving the African American students as well as all Tier 1 and 2 students with intense instruction during the school day and after school with the 21st Century program. We accomplished the framework of the AYP report that was submitted to Title One in the fall of 2006. (Attachment # 2)

- Our resources will allow us to have an additional computer-assisted reading program, I-Station to meet the needs of our K-2 students as well as our English Language Learners. I-Station is a Florida Center for Reading Research (FCRR) approved program to be used as a progress monitoring tool. In phase three, Polk Avenue was able to increase the percentage age of classrooms with Promethean Boards from 80% to 100%. For 2007-2008, the Harcourt science series is being purchased for all grades. The Harcourt series includes a leveled reading program. The final piece of phase three is the reconfiguration of our schedule to ensure that the students are receiving more direct instruction in reading. Next year, we will have 120 minutes designated for reading as opposed to 90 minutes which most Reading First schools adhere to. The Kaplan implementation will enable Polk Avenue to conduct an efficient progress monitoring tool that will drive instruction.

Graph and Table 1



The graph and table above illustrate the core academic achievement that has been achieved in the past three years.

Math

After reviewing the data, both anecdotal and quantitative, the management team at Polk Avenue selected Mike Bell’s ACALETICS math program. Bell conducts a diagnostic study and full review of the math history of a school. Bell comes into the school and works directly with each grade level and the individual teachers. In addition, the progress monitoring aspect of the program has enabled us to make quick course corrections and staffing changes to ensure that we have the best interventions, strategies, and personnel with the students who have the greatest need. The test performance is reflected below in Table 2 and 3.

One aspect of our math improvement plan included the decision to implement ACALETICS in K-2 to ensure that our primary students are being introduced to this way of teaching and learning. Key components of this method are mastery learning and flexible grouping. Bell creates a compelling reason to change the way in which math is taught. His support is crucial to our improvement.

In 2006-2007, we identified instructor Kim Kieffer to coordinate the ACALETICS program. Having a professional dedicated to improving the math instructions has generated a significant return on investment.

Table 2

	MATHEMATICS REPORT CARD DATA			
	2004	2005	2006	2007
%AGE AT OR ABOVE A LEVEL 3	60%	59%	65%	66%
YEAR’S GROWTH	59%	52%	68%	66%

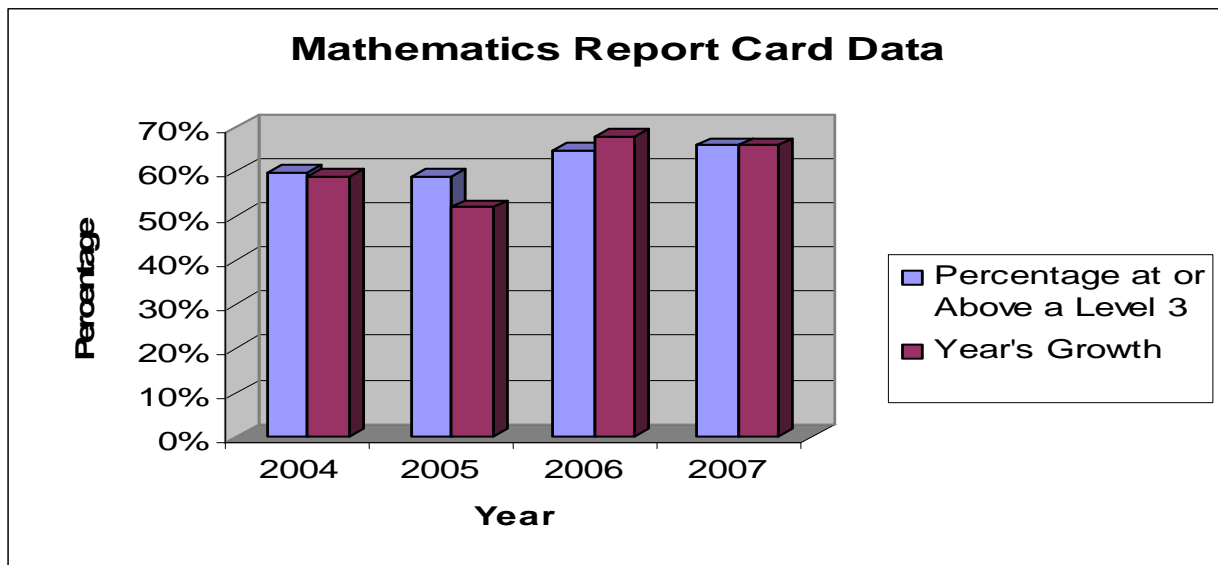


Table 3

	MATHEMATICS AYP REPORT CARD			
	2004	2005	2006	2007
SUBGROUPS	PROFICIENCY MET	PROFICIENCY MET	PROFICIENCY MET	PROFICIENCY MET
TOTAL	Y	Y	Y	Y
WHITE	Y	Y	Y	Y
AFRICAN AMERICAN	N	N	Y	N
HISPANIC	Y	Y	Y	Y
ECON. DISADV.	Y	Y	Y	Y
ELL	Y	Y	Y	Y
SWD	N	N	NA	NA

Action Plan for Math Performance

We will continue to implement the state and district approved Scott Foresman curriculum using the strategies provided by Learning Focus Training and ACALETICS. In addition, we will maximize the benefits of the 21st Century after-school program. Our faculty is committed to creating a seamless connection between the academic focus of our regular school schedule and the extended school day. The commitment to these disenfranchised students, led the management team, to also offer a 7-week summer program for students who were struggling in math and reading.

The Lake Wales Charter Schools implemented a full-day, 8-week summer program for students who needed more time on task and also needed time to develop higher functioning social skills. This program was housed at Janie Howard Wilson and accepted 24 of Polk Avenue's students. These summer offerings will help reduce the learning gaps that traditionally occur in more public schools. Between these two programs over 80 of our lowest achievers were served.

In 2007-2008, we will have Promethean Boards in every classroom. This technology saturation has made a difference in the teacher's ability to provide immediate feedback to his/her students. We will add the software, "Brain Pop" along with the ancillary software that accompanies the Scott Foresman math series.

Reading

The management team is certainly pleased with reading gains garnered in 2006-2007; however, we think the deep structural changes in Phase I & II will begin to pay off more and more each year. The academic growth is illustrated in table 4 below.

We sought to increase the number of teachers who speak Spanish in 2006-2007, because of Polk Avenue's demographic profile: white: 39.3%, African American: 27.3 %, and Hispanic: 30.4 %. In 2006-2007. This infusion of bilingual teachers also included the appointment of a Spanish-speaking Reading Coach.

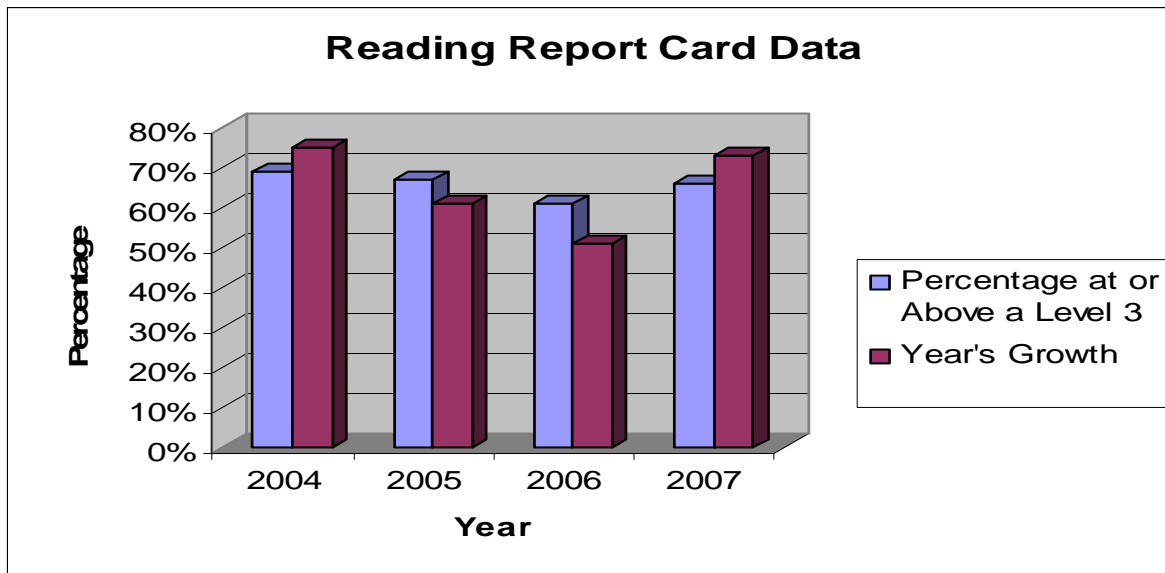
In 2006-2007, Kindergarten and Grade 1 used Sing, Spell, Read, and Write, Grade 3 used SRA Reading Mastery, and Grade 4 and 5 used SRA Corrective Reading. Vocabulary instruction in Grade 2 through 5 was driven by SRA vocabulary. The Promethean Board was used across the grade levels to create many interactive reading and vocabulary lessons. The administrative team drives and supports the vocabulary study in many areas of school life.

In 2006-2007, the Soliloquy reading program was implemented and will continue to be utilized in the future in Grades 2 through 5. The staff will become more proficient in the execution of this program and the prospects for greater reading gains are possible. One aspect of Soliloquy that should be noted is the high

level of student engagement with this work. Students become actively involved with monitoring their own reading growth.

Table 4

READING REPORT CARD DATA				
	2004	2005	2006	2007
%AGE AT OR ABOVE A LEVEL 3	69%	67%	61%	66%
YEAR'S GROWTH	75%	61%	51%	73%
READING AYP REPORT CARD				
SUBGROUPS	2004	2005	2006	2007
TOTAL	Y	Y	Y	Y
WHITE	Y	Y	Y	Y
AFRICAN AMERICAN	Y	Y	Y	Y
HISPANIC	Y	Y	N	Y
ECONOMICALLY DISADVANTAGED	Y	Y	Y	Y
ELL	NA	NA	NA	Y
SWD	N	N	NA	NA



Action Plan for Reading Performance

In 2007-2008, the Learning Focus Team will be responsible for the reading intervention program. The primary responsibility will be to increase the frequency of meetings with each grade level and to ensure that all students who need intervention are, in fact, receiving targeted tutoring. This team will be responsible for reviewing the data, scheduling the tutoring, and procuring the staff development needed to increase the skill of our reading staff.

In 2007-2008, we will add the reading program I-Station for Kindergarten and Grade 1. This program has been approved as a progress-monitoring tool for DIBELS (Dynamic Indicators of Basic Early Literacy Skills). In addition, the program has been endorsed by the ESOL Department at the state level.

As stated in the Math section, 21st Century extended-day and summer programs and the LWCS summer program helped to address the reading problems many of our students possess. At the end of the summer, we

will administer a DIBELS test to all students who participated in a summer program. At the time of this writing testing was underway, but no data was available.

In the continuous effort to probe and unpack the systemic structure of Polk Avenue, we realized that to make the greater gains, we must change our reading block even more than we have in the past. The schedule in place in previous years was clearly not enough to bring about the intense academic growth that is vitally needed for the vast majority of our students who come into kindergarten already two years behind. With the continued time block of 90 minutes and intervention, they will never catch up. Consequently, we have decided to extend our reading block from 90 minutes to 120 minutes. In addition to this change in the schedule, we also will run a separate schedule for those students who are in need of intervention. To achieve these gains, we must reconfigure the teaching day for these students. This is the only way to push through into the 80 % range and beyond. The research on *The 30 Million Word Gap by Age 3*, by B. Hart and T. Risley informed our decision to revamp our reading program and the framing of our work in general.

Along with these structural changes, we will increase the professional development for reading by utilizing the highly competent and gracious help of the Reading First program, specifically, Ruth Teets, Julie Noel and Kathryn Kelton. According to the data based on DIBELS, we have made progress over the last three years in some grade levels; however, our greatest work is in Grade 1 and 2. We are adding reading tutors to these two grade levels and providing these struggling readers the extra practice that they clearly need. In addition, our Reading and Learning Focus Coach will work closely together to ensure that help is given in a timely manner. We are fortunate to have an ESE Coordinator who is a certified Reading Specialist.

Writing

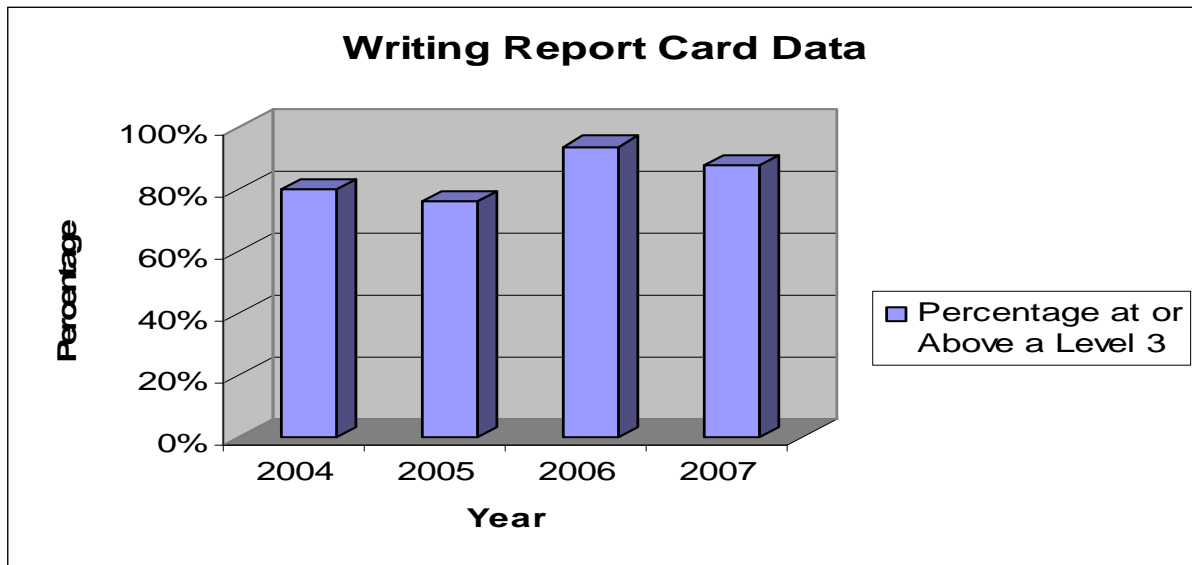
We approach writing by striving to create an atmosphere that has as its goal to guide children to find articulate means of expression and logical thought. It is certainly the responsibility of the 4th grade teachers, but we also seek other educators who are particularly adept at writing and successful at inspiring sound writing in our students. Our writing focus in 2007-2008 will be to work on writing from Kindergarten through 5th grade.

In Grade 4, we certainly teach the skills, techniques, and organizing principles of good writing, but we also seek to elevate the intensity of the teaching of vocabulary to support the design of coherent and logical prose. Our goal is to shift student thinking from writing being a mandate from the State of Florida to the notion that proficient writing and a well-crafted sentence is a desired academic trait that will lead to a world of intellectual pursuits. It is about the “process” of writing. Table 5 notes that AYP was met with each subgroup.

Another piece of Polk Avenue’s belief about student achievement and writing is full inclusion. With the addition of an ESE teacher to our design in 4th grade writing, the 2007 scores dramatically improved.

Table 5

WRITING REPORT CARD DATA				
	2004	2005	2006	2007
%AGE AT OR ABOVE A LEVEL 3	80%	76%	94%	88%
WRITING AYP REPORT CARD				
SUBGROUPS	2004	2005	2006	2007
TOTAL	N	N	Y	Y
WHITE	N	NA	NA	Y
AFRICAN AMERICAN	NA	NA	NA	Y
HISPANIC	NA	NA	NA	Y
ECONOMICALLY DISADVANTAGED	N	NA	NA	Y
ELL	NA	NA	NA	NA
SWD	NA	NA	NA	NA



Action Plan for Writing Performance

In 2007-2008, we will be introducing writing in all grades. We will have staff development directed by one of our most successful writing teachers. We will continue to use Thinking Maps, and we will incorporate a mock FCAT Writes assessment in each of the other grades on the same day that the 4th grade students participate in the FCAT Writing Plus Assessment. Our 21st Century Grant will have a piece on writing incorporated into the after-school curriculum. We will contract with Kathy Robinson for professional development in writing.

Science

Lake Wales Charter Schools demonstrated early on that as a community of schools, we value the importance of science at the elementary level. Through the LWCS Foundation, each elementary school received \$25,000 for equipment and supplies for a science lab and a teaching unit was designated to the teaching of science. Our Title One population, with all of the attendant obstacles, certainly has great incremental academic growth to achieve. The intense school-wide vocabulary push also is focused on the common words that are germane to science. Even our Tectonics Behavioral Framework has as its core vocabulary words that are rooted in the field of science.

At Polk Avenue we do not view science as an isolated subject just to be taught in the designated science time. Two projects that are on-going are Avenue Farms and SunSmart Schools. We began the garden

project over two years ago. Students have participated in the planning, planting, care, cultivation, and harvesting of the produce. The teachers use this outdoor classroom in teaching science and math. Our partnership with Progress Energy began with a Hydrogen Project that organized a group of students in Grade 1 to design and build a Hydrogen City. The high-quality nature of this project resulted in the Hydrogen Team being invited to meet the CEO of Progress Energy at their St. Pete headquarters.

The outgrowth of this endeavor led Progress Energy and Polk Avenue to partner in a state grant to become a SunSmart School. We are now one of 29 schools, mostly high schools, who will have a portion of their electricity produced by the sun. In the summer of 2007, Progress Energy will erect 8 photo-voltaic solar cells on the roof of our Primary wing. The solar cells' computer system will be housed at the school, which will enable our teachers and students to actually monitor our electricity use at any given moment.

Action Plan for Science Performance

Polk Avenue will continue to participate in the PCSB Science Fair and will continue to weave science into the curriculum K-5th grade. The administrative expectations for science are clearly stated and will be more salient with the addition of the Harcourt Science Leveled Reading series. In 2007-2008, the expectation will be to use the Science series during the expanded reading block.

We will continue to improve Avenue Farms (three 30X30 plots) and find more ways to link this project and the *SunSmart* project with the Sunshine State Standards for science and math.

With a 100% Promethean Board saturation, the faculty will be able to expose the students to the myriad of science web information that is available for the elementary level, for example: Frog Guts, Brain Pop, Planet Promethean, and United Streaming.

Even though our science scores are the second highest among the Polk Country School District's comparable schools, we are committed to making significant growth in the 2008 testing year.

Comparable School Demographic and Assessment Data

The district identified several schools with "comparable student populations" with which our student performance was to be compared. Table 6 and 7 below provides a comparison of the student demographics for these schools.

Table 6

Comparable School Demographic and Assessment Data					
SCHL#	SCHLNAME	F/RLUNCH%	SWD%	BLACK%	LEP%
0851	Auburndale Central Elementary	87.7	7.9	21.8	15.2
0091	Combee Elementary	84.3	9.3	21.6	10.1
1781	Dundee Elementary	84.8	9.6	23.5	14.1
1831	Lake Marion Creek	78.5	7.0	23.9	15.6
1351	Polk Avenue Elementary	82.8	7.2	24.6	15.0

According to the FCAT assessment data provided by the state in 2007 (Table 7), Polk Avenue ranked in the following positions in each area when compared to the schools provided by the Polk County School District.

- First in Reading in Grades 3 through 5
- First in Math in Grades 3 through 5
- Second in Science
- Second in Writing

Table 7

School % Scoring Three and Above																	
Grade	Reading					Mathematics					Writing+ Essay (3.5 and above)					Science	
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2006	2007
AUBURNDALE CENTRAL ELEMENTARY SCHOOL (851)																	
3	39	57	41	57	51	46	60	57	48	51	NA	NA	NA	NA	NA	NA	NA
4	47	50	54	40	47	55	35	35	33	49	70	53	83	75	89	NA	NA
5	33	49	42	54	45	47	55	43	48	36	NA	NA	NA	NA	NA	21	15
COMBEE ELEMENTARY SCHOOL (91)																	
3	45	47	61	61	52	32	33	42	46	63	NA	NA	NA	NA	NA	NA	NA
4	55	65	59	49	51	41	39	33	40	59	66	66	71	79	86	NA	NA
5	39	33	48	46	54	26	24	33	26	41	NA	NA	NA	NA	NA	9	21
DUNDEE ELEMENTARY SCHOOL (1781)																	
3	47	49	58	65	46	52	57	68	59	56	NA	NA	NA	NA	NA	NA	NA
4	46	53	47	61	48	44	45	38	55	58	61	55	76	79	91	NA	NA
5	43	47	46	42	48	32	32	35	38	43	NA	NA	NA	NA	NA	10	24
LAKE MARION CREEK ELEMENTARY (1831)																	
3	*	*	*	*	40	*	*	*	*	42	NA	NA	NA	NA	NA	NA	NA
4	*	*	*	*	45	*	*	*	*	40	*	*	*	*	58	NA	NA
5	*	*	*	*	50	*	*	*	*	33	NA	NA	NA	NA	NA	*	19
POLK AVENUE ELEMENTARY SCHOOL (1351)																	
3	41	55	63	60	65	46	65	64	62	70	NA	NA	NA	NA	NA	NA	NA
4	46	54	55	55	53	46	52	47	62	60	66	52	65	87	89	NA	NA
5	33	57	55	45	64	22	32	42	45	51	NA	NA	NA	NA	NA	21	21

Integration of Technology throughout the Curriculum

Technology has continued to be a key tool in student learning. The Compass computer lab has been updated with new computers as well as new Soliloquy software. Student computers have been added to the classrooms for instructional use. Students will have access to the Soliloquy software at home so that they can continue to learn and practice the needed reading fluency skills. A full-time Network Manager was hired to maintain and operate the computer lab and classroom computers as well as oversee the instructional technology needs of the staff and students.

In the 2007-2008, we will have a Promethean Board in each classroom as well as in the media center. This pervasive technology piece will expand the horizons of the students in every discipline as well as support the acquisition of basic literacy and numeric skills at every grade level.

In addition to the impact that the electronic white boards will have on the students, the faculty will enjoy the ability to connect and collaborate in a manner that has never been possible at Polk Avenue.

To provide additional computer-assisted instruction, we completed the implementation of Soliloquy in 2006-2007. In addition, Polk Avenue will be implementing I-Station in Kindergarten-First Grade, which is now a FCRR approved progress monitoring of the DIBELS. The implementation of Soliloquy and I-Station will address the specific literacy needs of our Hispanic subgroup.

Through our 21st Century Grant, we have added a slate of Apple products to be used in a film-making class. I-pods have been added for pod-casting in language acquisition and the creative arts at each grade level.

In 2007-2008, Kaplan will be implemented to ensure that our progress monitoring is as refined as possible. This will be a tremendous help with our targeted intervention program.

Action Plan for Technology

Since Polk Avenue will have all classrooms equipped with Promethean Boards, we will increase our Professional Development effort to create an environment of intense collaboration within and across all grade levels. Our professional development will include training on I-station and Kaplan.

Polk Avenue teachers will be creating some of their lessons for centers using the iPod. In 2007-2008, a web master will be appointed to create a website that will play a support role in our instruction.

Spanish

Currently, all Polk Avenue students are taking Spanish instruction. Spanish instruction reinforces vocabulary study in all grades and makes a clear statement that this community embraces other cultures. PAE's Spanish instructor is extremely adept at creating an atmosphere that captures all aspects of the Hispanic culture. Her work is evident in the performances and exhibition at the Charter Expo.

Action Plan for Spanish Acquisition

In the future, Polk Avenue's management team will explore the possibility of creating a schedule to allow for more Spanish instruction. This will take place when the school meets its benchmarks in reading and math. An additional Spanish instructor will need to be hired as this program progresses.

In the future, the management team will explore using oral language proficiency testing provided by the American Council on the Teaching of Foreign Languages. This proficiency evaluation is not appropriate until the program is much more comprehensive and Polk Avenue has the staffing to support expansion.

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

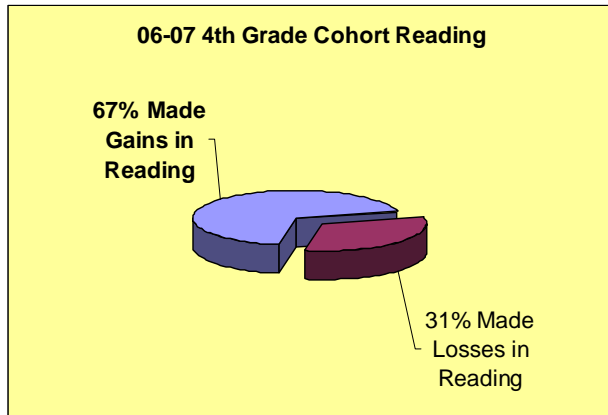
When Polk Avenue Elementary acquired its charter, it became clear that with the current population we would not be fiscally solvent. Consequently, we implemented a recruitment plan in the spring of 2005. As a result of this effort, we acquired 120 new students at the beginning of the 2005-2006 school year. This increase far exceeded our expectations, and positioned us for a healthier financial status. However, other problems emerged that had to be quickly addressed.

The staff did not have the required materials to meet the needs of these students. The materials arrived and programs were implemented late in November of 2005. The staff rallied around these students and because of their hard work and dedication, many areas demonstrated improvement.

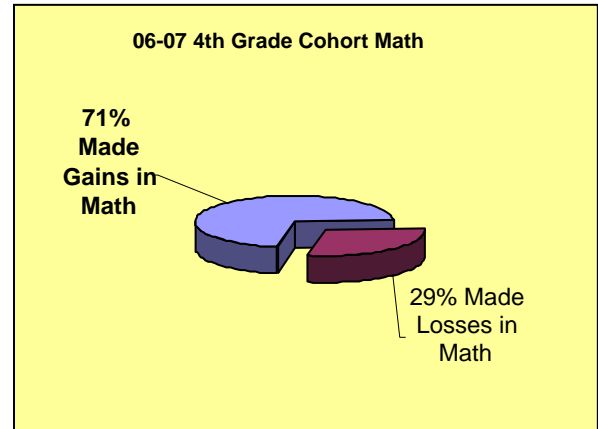
This influx included over 60 Hispanic students. The growth in the Hispanic subgroup, specifically the LEP students had a profound and significant impact on our 2006 learning gains and AYP status. The programmatic changes coupled with the addition of Spanish-speaking educators has increased the learning gains in the Hispanic subgroup as well as positioned Polk Avenue Hispanic students to meet the reading, writing, and mathematics AYP benchmark.

Longitudinal Data

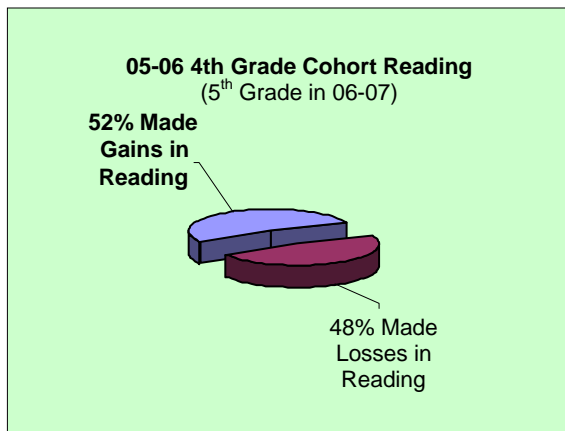
Our longitudinal data shows that students who stay at Polk Avenue Elementary from K-4 or K-5 make Reading and Math gains over a 4-5 yr time period.(Attachment 3)The same is depicted in the graphs below (please refer to Attachment 3 for the methodology for calculating gains):



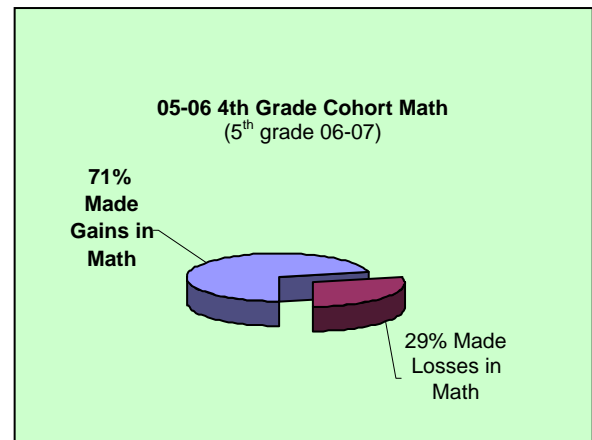
67% of 4th grade students who have been at PAE for K-4 made gains in reading.



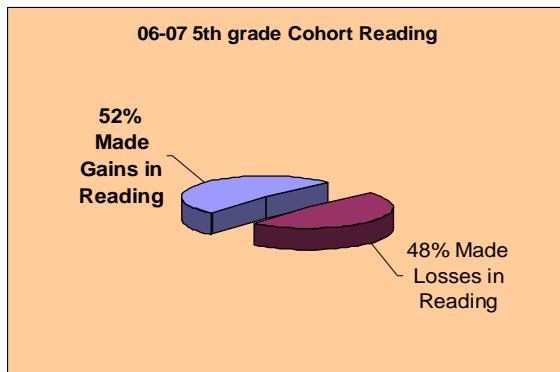
71% of 4th grade students who have been at PAE for K-4 made gains in math.



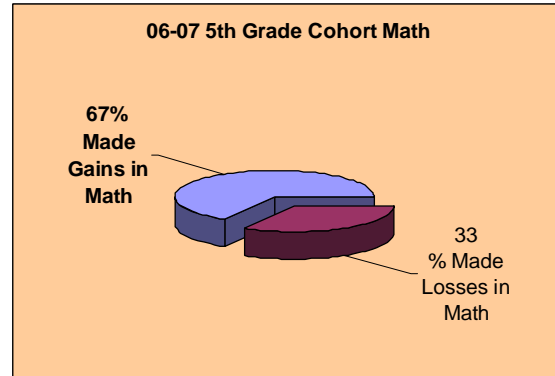
52% of 06-07 fifth grade students who have been at PAE for K-5 made gains in reading as they transitioned from 3rd to 4th grade.



71% of 06-07 fifth grade students who have been at PAE for K-5 made gains in Math as they transitioned from 3rd to 4th grade.



52% of 5th grade students who have been at PAE for K-5 made gains in Reading.



67% of 5th grade students who have been at PAE for K-5 made gains in Math.

Five Year Review of FCAT Performance

Table 8

School % Scoring Three and Above																	
Grade Level	Reading					Mathematics					Writing+ (3.5 and above)			Essay		Science	
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2006	2007
Polk																	
POLK AVENUE ELEMENTARY SCHOOL (1351)																	
3	41	55	63	60	65	46	65	64	62	70	NA	NA	NA	NA	NA	NA	NA
4	46	54	55	55	53	46	52	47	62	60	66	52	65	87	89	NA	NA
5	33	57	55	45	64	22	32	42	45	51	NA	NA	NA	NA	NA	21	21

Based on the narrative responses provided and the supporting graphs and tables, clearly Polk Avenue has made reasonable progress in meeting internally established educational goals during the term of its charter. The management team and the staff are deeply committed to moving this school to a much higher level of performance in the coming year.

Progress Report for Accountability Report 2006-2007

Goal 1: Students at Polk Avenue Elementary will demonstrate progress in reading.
Met

Goal 2: Students at Polk Avenue Elementary will demonstrate progress in mathematics.
Met

Goal 3: Students at Polk Avenue Elementary will become proficient in writing.
Met

Goal 4: Students at Polk Avenue Elementary will become proficient in science.
Not Met

Goal 5: Students at Polk Avenue Elementary, exposed to weekly Spanish instruction, will have a developmentally appropriate level of communication that will allow them to speak, write, and read Spanish in common situations.

Met

Goal 6: Students at Polk Avenue Elementary will demonstrate progress in technological literacy using the ISTE National Educational Standards for students.

Partially Met

Goal 7: Parents of Polk Avenue Elementary students will approve of their child's educational experience at the school.

Met

Goal 8: Polk Avenue Elementary will demonstrate financial viability as part of the Lake Wales charter School System.

Met

Goal 9: Polk Avenue Elementary School will operate with an active and supportive Board of Trustees.

Met

2. Is the school a viable organization?

2A. Is the school financially solvent and stable?

In exchange for autonomy, on July 1, 2004 the Lake Wales Charter Schools, Inc. agreed to operate the five schools and be responsible for their financial stability and the performance of our students. The Board of Trustees governing the Lakes Wales Charter Schools accepts the ultimate responsibility for the financial management and internal accounting procedures for the Lake Wales Charter Schools system.

The external auditors report directly to the Trustees, not to the Superintendent or Chief Financial Officer. The Trustees have engaged the auditing firm of Beemer, Kuehnhackl, Heidbrink & McCrady P.A. to annually audit the System and each of its charter schools. During the past two years' audits, Polk Avenue Elementary as a charter school has received an unqualified opinion with no reportable conditions from the auditors. The auditors also issue recommendations to the Board of Trustees and the audit committee through a management letter to improve compliance, internal controls and the financial reporting process.

A Central Administrative office provides certain management and administrative services to the charter schools. Even though there is only one corporate entity, each of the five public charter schools and the Central Administration function as if they are separate entities. The LWCS system operates with a small and efficient central administrative staff function for the benefit of the schools. An efficient administration works to the direct benefit of students because less time and money is required for fewer administrators to make well-informed decisions. This efficiency amounts to a transfer of funds from administration to instruction, and is every bit as good as an increase in overall spending. In June of each year the school administration, CFO and Superintendent present a new fiscal operating budget to the LWCS Trustees for approval. After the October survey period, a budget revision is prepared to recognize changes in personnel and student FTE projections. The Superintendent and CFO provide the Trustees with a monthly income and

expense statement showing budget to actual by charter school site and consolidated. A fiscal year cash flow projection is provided as part of the monthly financial reporting to the Trustees.

To further the goal of building financial reserves (which the system did not have when it first took over the schools), a fiscal plan developed and approved for the third year of operations was projected to add \$512,000 to the reserves of the Lake Wales Charter Schools system. The Lake Wales Charter Schools system ended its third year-of operations with an unreserved fund balance of \$807,000, a positive net change of \$1,469,000 from the first year deficit of (\$662,000). The net asset position changed from a deficit of (\$27,000) to \$946,000 at the end of the second year. The Lake Wales Charter Schools system continues to operate without the assistance of a line of credit and currently does not have any outstanding debt obligations.

Polk Avenue Elementary along with the other Lake Wales charter schools started operations without a reserve balance. As a conversion charter school Polk Avenue Elementary ended its first year of operations in a deficit financial position totaling (\$490,132). The Trustees and administration were committed in year two to creating a self-supporting financial program at Polk Avenue Elementary through increased enrollment, disciplined budgeting, and funds redirected from Lake Wales High School. This resulted in a significant decrease in the deficit position to (\$132,422) as of June 30, 2006. The administration and the Board of Trustees continued its deficit reduction strategy of enrollment management and staffing alignment in the 2007 budget, resulting in a positive financial position of \$50,000 at June 30, 2007.

At the end of fiscal year 2006, Polk Avenue had invested over \$117,000 in capital assets, consisting primarily of computer and other electronic equipment. The approved spending plan for fiscal year 2008 projects an operating surplus of \$119,000 increasing the unreserved fund balance at Polk Avenue Elementary to exceed 4.0% of expenditures. Selected financial information is shown in Table 9.

Table 9

	FY05	FY06	FY07
FTE Funded Enrollment	448	564	566
Staffing FTE	63.0	60.0	61.0
Net Change in Unreserved Fund Balance	(\$490,132)	\$357,710	\$183,000
Unrestricted Fund Balance, 6/30	(\$490,132)	(\$132,422)	\$50,000
Total GF Expenditures	\$3,024,025	\$3,240,795	\$3,391,000
Fund Balance as a % of Expenditures	-	-	1.5%

The LWCS trustees believe that state appropriations for public schools in Florida are inadequate for the purpose of achieving excellence in education; therefore, the System created its own foundation. The Lake Wales Charter Schools Foundation, Inc. is a Florida not-for-profit corporation that has been given 501(c)(3) status by the Internal Revenue Service. Polk Avenue Elementary has received supplemental funds through the Foundation in support of the following programs:

- Over \$70,000/annually for a Kindergarten support unit at Polk Avenue Elementary
- \$25,000 in funding for a Science Lab at Polk Avenue Elementary
- \$2,500 in support of instructional field trips

In addition to the support from the LWCS Foundation, Polk Avenue Elementary has received financial support in the amount of \$3,000 for educational programs from Mountain Lake and \$2,600 from the Lake Ashton community group.

2B. Is the enrollment stable and near capacity?

Yes. The community of Lake Wales is in a continuous growth mode. Because of its proximity to the Orlando area, the “Ridge” is seeing hundreds of new family homes springing up. Lake Wales has only five (5) elementary schools and four of them are operating at full capacity with multiple portables on their campuses.

Free and reduced lunch rates hover between 83% and 86%; overall Hispanic population increased from 117 to 177. Our mobility rate is 7.1%. This can be attributed partially to our migrant population and the low socioeconomic status. This high mobility rate within our community results in fluctuation of enrollment numbers for all charter schools. As you can see from the Membership Tally (Attachment # 4) Polk Avenue increased enrollment by approximately 120 students just after our first year of operation and we have held that membership throughout our charter.

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

Yes. The school is governed by the Charter Board of Trustees made up of a variety of community leaders. The Lake Wales Charter Schools system is governed by a seven (7) member Board of Trustees and a Superintendent. LWCS has, and the Board and Superintendent have approved, a personnel manual for all employees, parent/staff grievance procedures, hiring and relocation procedures for securing and maintaining highly qualified teachers, and use the employee evaluation system approved for use by the State of Florida DOE and the Polk County School System.

Our Board of Trustees meets once a month, usually on the 2nd Thursday of each month, for the LWCS Board Work Sessions, and on the 3rd Monday of each month for Board Meetings. Monthly meetings are determined by a yearly Board approved calendar, and are scheduled at the discretion of the Board of Trustees and may be changed at any time with Board approval.

Table 10

Title One Survey Results for 2006-2007	
Total Respondents: 216	% Strongly Agree or Agree
Effective Schools Categories	
Safe and Orderly Learning Environment	97%
High Expectations	98%
Instructional Leadership	96%
Clear School Mission	95%
Opportunity to Learn/Time on Task	95%
Frequent monitoring of Student Progress	92%
Home/School/Community Relationships	95%

Polk Avenue Elementary has an active PTO and SAC committee. The SAC committee oversees the budget and expenditures. Annually, Polk Avenue Elementary completes a teacher and parent survey to receive input. The results of these surveys are reviewed by our SAC committee as well as our Board of Trustees and Superintendent. Procedures are put into place to address the issues raised by this survey. The Lake Wales Charter Schools 2007 Survey Results conducted by Morgan Platt of DIME Systems can be reviewed in attachment # 5. Each Title One

school is also required to conduct a survey each year. The table above provides a summary of the attitudinal survey conducted in April of 2007. To have a community response from 216 of our families and to be above 90% in each category is a clear indication to this staff that their hard work is paying off. Specifically, to have 98% of those families site that Polk Avenue has high expectations boldly demonstrates that this school community is clearly understands that we are going to transform this elementary school and the lives of our students.

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

Yes. The staff at Polk Avenue Elementary is committed to our mission, philosophy and providing services in a family-friendly atmosphere. We have a dedicated staff of 70. That includes teachers, paraprofessionals, guidance counselor, physical and speech therapists, system-wide registered nurse, ESE coordinator, secretaries, custodian, principal, and assistant principal. Polk Avenue has a flat organizational structure.

Administration

Principal

Donna Dunson is our school principal. This is her third year at Polk Avenue Elementary. She was the Director of the International Baccalaureate program in Pensacola, FL, Secondary Director of grades 6-12 at Atlanta International School, and Head of the Ross School in East Hampton, NY. In each post, her main focus was implementing an international standard and significantly improving all measures of achievement, both qualitative and quantitative. After 15 years as the administrator in the private school sector, she returned to public school to work with a Title I population. She has obtained both a BA and a MA from the University of West Florida. She has developed a curriculum for architecture and design, leading the students to make decisions regarding designing their lives and their patterns of behavior. In addition to this, she has designed a Tectonics team to address student needs in the areas of both academic and behavior. Under her leadership, Polk Avenue is planning to implement the International Baccalaureate Primary Years Program in two years.

Assistant Principal

Gail Quam is our assistant principal. She has been working at Polk Avenue for 20 years. As with Ms. Dunson, it is Mrs. Quam's choice to work with these underrepresented students. During her tenure she has served as Classroom Teacher, Reading Facilitator and Assistant Principal. During her tenure with Success for All, she used data to group and target low-performing students and assisted teachers in the development of instructional focus calendars to meet the needs of these students. She holds a BA in Elementary Education and a MA in Educational Leadership. She is certified in Early Childhood, Elementary Education, ESOL, and Educational Leadership. As Assistant Principal she served as the liaison to the Charter Steering Committee and led the school through the extensive process of becoming a Charter School. Mrs. Quam is responsible for many of the recent curriculum initiatives. She will assist in leading the staff toward the Primary Years Program with the International Baccalaureate Organization.

Teachers

Polk Avenue Elementary is committed to building a staff of the highest quality because highly effective teachers in a highly effective school have a positive impact on student performance. We will attract high quality/highly qualified teachers to our school by conducting job fairs, recruiting trips to colleges such as Bethune Cookman, attending local schools of education, and also by using Carney Sandoe, a recruiting firm that prescreens its applicants to meet the needs of the schools that are searching for high-quality staff. Polk Avenue Elementary participated in the Lake Wales Charter School Job Fair. In addition to this our principal

attended Warner Southern College’s Education Senior luncheon to meet the graduates of this fine Education Program. We also interviewed several candidates from the Carney Sandoe Recruiting Firm. Polk Avenue Elementary retains high-quality, highly qualified teachers because the staff works well together to improve the lives of our students. Teachers are respected here and are included in the decision making at the local level. It is this that makes teachers want to stay at Polk Avenue. Grade Level Directors are given both responsibility and authority in the areas of their expertise to make decisions.

Polk Avenue Educators have participated in ongoing professional development throughout the school year. The professional development has included the areas of reading, mathematics, continuous improvement, and Learning Focus Strategies. Many teachers have chosen to pursue further professional development through attendance at professional conferences; Kagan and primary teachers have attended the Reading First Academies.

Teachers are implementing this professional development in their classrooms as evidenced through both walk-through visitations as well as in their lesson plans. In addition, the dedication of these teachers is reflected in the A grade for 2006-2007 and in the position that Polk Avenue hold when compared to the comparable schools designated by the Polk County Schools.

Table 11: Percentage of Teachers by Degree Level

		% Bachelor’s	% Master’s	% Specialist	% Doctorate
2004-2005	Polk Ave.	77%	22.2	0.0	0.0
	District	77.4	21.5	0.6	0.4
	State	65.2	32.1	1.7	1.0
<hr/>					
2005-2006	Polk Ave.	89.9	11.1	0.0	0.0
	District	77.3	21.6	0.6	0.5
	State	65.7	31.5	1.9	0.9

Polk Avenue Teacher Profile Attachment # 6.

3A. Have the school’s program and operation been consistent with the terms of its charter?

The administration and staff of Polk Avenue Elementary have adopted the “no excuses” vision that was established by the Lake Wales community when the LWCS system was created. The vision of Polk Avenue Elementary is to deliver a rigorous academic program and to assist each student in becoming a healthy global citizen in a changing world. Polk Avenue Elementary is committed to each child reaching his or her full potential through a challenging program that is integrated and provides a global perspective in a warm and caring environment.

We believe in the intrinsic satisfaction of learning and hope, sustained and nurtured in a diverse school community united in the commitment of all students and all teachers to mutual respect and purposeful effort to set and achieve high standards.

All of these beliefs and visions were established directly with our original charter.

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

Special Education

- Meeting the needs of disabled students enrolled at Polk Avenue

ESE students (kindergarten – 5th grade) at Polk Avenue Elementary have been provided programs implemented in accordance with federal, state and local policies and procedures, (or other State approved procedures) and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, SS1000.05, ss1003.57, ss1001.42 (4) (1) and ss1002.33, Florida Statute (2003), and Chapter 6A-6 of the State Board of Education Administrative Rule. Polk Avenue Elementary has delivered all educational and related services indicated on the student’s Individual Education Plan (IEP). Speech/Language, Occupational Therapy and Physical Therapy have been provided through a contractual agreement with Our Children’s Rehabilitation, Winter Haven, Florida. Services for the Visually Impaired and Hearing Impaired have been provided through a contract with Polk County Schools ESE Department. Mental Health Services are contracted with Winter Haven Hospital/Sweet Center.

- **Information regarding special education staffing**

Polk County Psychological Services has provided a Psychologist to conduct the evaluation of students referred for potential ESE placement and for the re-evaluation of ESE students in accordance with federal and state mandates. Polk County ESE has provided a Staffing Specialist to serve as the Local Education Agency (LEA) Representative. The Staffing Specialist has conducted initial placement IEP meetings as well as provided compliance training for our teachers. Our ESE teachers have taken the Excent and Matrix Trainings offered by Polk County ESE department.

- **Numbers of students receiving special education services~**

Table 12

School Year	Number of ESE Students	ESE Instructional Staff	ESE Non-Instructional Staff
2004-2005	78	1-Resource/Inclusion 1- VE Self-contained 1 – Dev. Primary 1 - Gifted Itinerant	1 ESE VE Para 1 ESE Self-contained Para 1 ESE DP Para
2005-2006	77	1-Resource/Inclusion 1- EMH/TMH .25 - Gifted	1 ESE VE Para 1 ESE Self-contained Para
2006-2007	*58 The decrease is due to many 5 th graders moving to middle school.	1-Resource/Inclusion 1- EMH/TMH 1- Gifted Itinerant	1 ESE VE Para 1 ESE Self-contained Para

- **Overview of ESE services~**

For the past three years, including this school year, Polk Avenue Elementary has provided extra support to the ESE students using a variety of models such as Consultative, Inclusion, Resource and Separate Class. These models are based upon the Least Restrictive Environment (LRE). The majority of our students are served either through the inclusion model or a resource model. In the future we would like to serve as many students as possible in the Inclusion Model. Polk Avenue also has the services of an itinerant Gifted Teacher once a week. A Hospital/Homebound teacher is available when students meet eligibility criteria for that program.

- **Compliance Documentation~**

October FTE, 2006: All IEPs were in compliance.

State program review audits~

None.

- **Complaints which have been filed against the school with regard to ESE and their findings~**
There have been no complaints filed against Polk Avenue Elementary with regard to ESE.
- **Proposed Expansion or modification of ESE programs and services/future plans for ESE students~**
2007-08: No expansion or modification of ESE programs is planned.

Charter schools in Polk County are given their share of IDEA funding based on the October ESE student FTE count. This means we have control over how the IDEA funds are spent and allows us to appropriately plan for the ESE population needs at our school only. This was not case before we became charter. Our charter system also has the services of an ESE Coordinator who communicates with Polk County ESE to assure compliance regarding ESE and IDEA issues. Kay Weaver is able to provide much more school-based time due to the reduce school load that charter allows.

In the 3 years of charter operation Polk Avenue's ESE students have made significant gains through the full inclusion program and the work of an outstanding ESE teacher. In 2003-2004, ESE student had a proficiency level moved from 9% to 24% in reading and from 20% to 38% in math. (Attachment # 7)

- **Limited English Proficiency**

All teachers working with LEP students are either certified in English Speakers of Other Languages (ESOL) or are working on their certification. A home language survey is sent home at the beginning of the school year. With this survey, the students who are found to be limited English proficient are assessed for the ESOL program. Students identified in this program are given extra support throughout the school year.

- **Student Learning Time**

Lake Wales Charter Schools follows the Polk County School Board calendar. Students attend school for 180 days for 6.5 hours each day. Attendance is taken daily and recorded in the Elegrade system. We have an extended-learning program, the 21st Century "Building Bridges", meeting Monday through Thursday throughout the school year targeting 150 of Polk Avenue's students. This extended learning program adds 13 hours each week designated for intensive instruction and enrichment activities. We also offer summer learning opportunities such as an introduction to kindergarten and first grade.

Activities are provided for families when students are out of school. Brain booster sheets are distributed which include activities and suggestions of learning activities that can be done at home.

- **State Testing Requirements**

We comply with FCAT, SAT 10, FLCKRS, and Reading First requirements. In addition, beginning 2006-2007, we administer CELLA (Comprehensive English Learning Assessment) to ESOL students. An Academic Success Plan (ASP) is generated for children scoring 1 or 2 on the FCAT, below the 45% on SAT/10 for grades 1 and 2, as well as for all retained children. Teachers may initiate and generate additional ASPs as deemed necessary. These plans provide specific accommodation that includes additional learning time for struggling students. ESE students have IEP's as well that include additional learning time.

- **Student Discipline**

We use the Polk County School Board Code of Conduct and this is given to parents at the beginning of each school year. Each student, parent, and teacher signs a compact stating that they will abide by school guidelines. When a student has a behavior problem, we work with the classroom teacher, student and the family in order to change the inappropriate behavior and help the child understand how continued counter-productive behavior will severely hinder quality of life.

If the behavior persists, we meet with the management team and decide the next steps. In 2007, we contracted with ABC Behavior Organization. Keith Borden and associates met with the administration and staff to create a behavior plan for five of our at-risk students. In fact, one of the associates of the behavior group is working with four high-risk families over the summer. Our intent is to be aggressive in our work with the Polk Avenue families who are in distress in order to provide the best possible chance for these children to be successful in our community. This is a central purpose of our work and is a critical guiding principal at this school. A segment of this behavioral plan incorporated faculty professional development and a program that provided one-on-one behavior training in the classroom specifically designed to target the staff member’s area of need.

According to our discipline report and other information sources, many of our students are from homes where a close family member or primary caregiver has been or is currently incarcerated. In fact, out of the top 62 students who have the most discipline referrals in the school, 53% of them have an incarceration factor. We are designing a program to help these students understand and begin to break this cycle within their familial structure.

Contributing Factor Information on our high-risk students

Possible contributing factors to the high rate of behavior problems with the top 62 students who repeatedly receive discipline referrals in 2006-2007. This information is being used to design a program that specifically targets the needs of these high-risk students. Information gathered by Polk Avenue’s management team in June of 2007.

Table 13

Variable or contributing factor:	%ages of the 62 students with the highest number of discipline referrals in 2006-07.
Students with a parent/caretaker currently/recently incarcerated	53%
Homeless	16%
In Foster System	23%
Single Parent/not living with biological parent	79%
Retention	29%
5 on Dysfunction Scale (5 being highest dysfunction rating)	27%

Polk Avenue is committed to understanding the deeper cause of the counter-productive behavior pattern. This commitment led the management team to establish a Tectonics approach to discipline. Tectonics--A comprehensive behavioral approach that places the child at the center of creating his/her own life---the shaping of his/her success. This approach teaches students to understand their unique pattern of behavior and teaches students to understand how their behavioral patterns help to shape their lives and the entire Polk Avenue community. This framing places psychological thoughts and concepts in a construct that are accessible to young children.

These ideas lend themselves to an interesting approach to culture and climate in a school, while simultaneously increasing a student's exposure to a rich vocabulary and with concrete and abstract possibilities. In addition, the students will become familiar with language that will emerge in the science curriculum.

Tectonics is derived from the Greek word meaning: the one who constructs; the one who shapes. The word evolved into a geological term used in the study of plate tectonics. Exploring the collateral vocabulary in this field, one can see the relevance to the shaping of one's individual behavior.

At Polk Avenue we will extend the meaning of tectonics and re-craft it to the shaping of the culture and climate of a school--the shaping of one's behavior. We will work with the premise: You are the architect and designer of your life.

The Martial Arts Program is a central component of the culture of this school and the Tectonics Program. This program is an attempt to infuse students with the notion of self-worth and a peaceful manner of living. A guiding principle of any Martial Program is form and function. Tectonics is the form of our discipline and the function is to help these children design a life of goodness and merit.

All Polk Avenue students take Martial Arts each week and many have extended time in this program through our 21st Century after-school program. A traveling Karate team travel all over the state to participate in competitions and many gold medals have been awarded to these teams. In the winter of 2007, 6 LakeWales students went to Japan to compete in a Japanese tournament. One Polk Avenue student was awarded a gold medal. The intent is to continue the competition aspect of the program in the future.

Shorei-Kai Karate is an integral part of our discipline and sports program. This Okinawan style of karate means: "Peace and Manner." The instructor also mentors many of the high-risk students and teaches them how to control their anger and channel their energy into a more positive realm.

Health and Safety

Copies of our inspections are on file with the Lake Wales Charter Office. (Attachment # 8)

We complete monthly fire drills and periodic tornado drills. Fire drill maps are located in each room noting the route for each classroom to take. Fire extinguishers are centrally located.

All staff is trained annually on medication policies, blood borne pathogens and contagious disease by our school nurse.

Legal

1) Legal Actions

There are no pending or threatened legal actions involving Polk Avenue Elementary

2) Response to Subpoenas

Occasionally, we are served with subpoenas and/or subpoenas duces tecum, in person or by mail, or both. In the event we are served, subpoenas in person or by mail, we follow specific procedures. The subpoena request is date stamped and forwarded both to our principal and to the Charter School Lawyer immediately. The Charter School Lawyer is immediately called to be made aware of the subpoena and that it has been sent to the Central Office for prompt attention. The principal or his/her designee discuss the request, determine what needs to be done to effect compliance, and action is undertaken to comply with the request. If clarification is necessary, the Lawyer makes telephonic inquiry. The purpose of the procedure is to assure timely and thorough compliance, whether the subpoena is to secure information from an employee or in the form of documents to be transmitted (duces tecum). If the employee is no longer a charter employee, such

immediate response is provided, with an indication of any known new address. If portions of the information cannot be provided because it is in some way protected, documents are sent with the inappropriate information redacted. Following this procedure to date has resulted in complete satisfaction of every subpoena request.

3) Discrimination-Free Atmosphere

It is Lake Wales Charter Schools policy that our school maintains an education system free from discrimination on the basis of race, sex, religion, marital status or any other proscribed basis under state and federal laws. Our contracts, our dealings with personnel methods of operation, our Codes, and our policies all guarantee our employees and the public that we operate discrimination-free. As a result, we have had no complaints related to discriminatory practices under state or federal law.

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

4A. Please describe how your founding charter has served the school during its initial contract term. What has the school learned during its first term about the strengths and weaknesses of its charter? What changes in the charter does this experience suggest?

It has been a tremendous learning experience. We have been able to identify both strengths and challenges of our school. Polk Avenue is a stronger community for having the responsibility and freedom to allocate and align financial resources to the needs of our population. Our staff has positive interactions with the students, parents, and community members as cited in the two surveys that were conducted. Staff actively participates in activities that will enhance parent and student involvement. We have been able to combine our Charter and School Improvement Plan to provide an efficient way to measure our accountability for everyone.

Polk Avenue Elementary has clearly demonstrated that when given the freedom that is implicit in the spirit of the charter law, successes can happen. This school is an excellent steward of that freedom. The thoughtful decisions that have been made since Polk Avenue received the charter have absolutely unequivocally led to the rise in academic achievement and the increased attention given to the quality of life issues.

The founding charter has served this school throughout the term of this charter.

- The first charter has allowed Polk Avenue Elementary more autonomy over the philosophical direction of the school as well as the allocation of resources to fulfill the goals of the school.
- The size of the Lake Wales Charter Schools System allows the superintendent and the board members to have direct involvement with each educator and student.
- Having local control of the buildings and grounds has allowed us to be more responsive to the needs of Polk Avenue.
- In the recent past, Polk Avenue was subsidized by other schools within the district; since charter began the operation goal of Polk Avenue was to become self supporting within two years. This goal has been realized by June 30, 2007.
- The infusion of start-up dollars enabled Polk Avenue to direct the monetary resources of the charter implementation directly to the classroom closer to the heart of the child. Site-based decision making was used to distribute these dollars. For an example the decision to move to electronic white boards in the classrooms was a teacher decision.
- Staffing decisions can be made on the needs of the students through site-based management and are aligned with our charter. For example it was a school-based decision to hire a Spanish and karate instructor.
- The Kindergarten support unit has been added through the Charter School Foundation.
- The Science Labs were added to each Elementary School through the Charter School Foundation.
- Community Support has been greatly increased since the inception of the Lake Wales Charter Schools.

- The charter school environment raised the level of expectations in every area of operation within the school.
- The charter school system in Lake Wales has created a spirit of unity among the schools as demonstrated by the attendance at the Lake Wales Charter EXPO held each spring.
- Polk Avenue Elementary continues to seek out minority applicants to reflect our student population.

There are several items to the original charter that we would like to amend as we seek the new five year charter.

- We will use the Polk County School Board Code of Conduct as a framework for Polk Avenue Elementary.
- We would like to decrease the number of reporting documents required by the district. We will comply with all reports required by the Florida State Statute concerning Charter Schools.

4.B. 5 year Accountability Plan (Attachment # 9)

The 2008-2013 Accountability Plan is found in attachment 9. The academic goals in the accountability plan were taken from the state's required School Improvement Plan for all Title I schools.

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

Our annual charter school reports are shared with the parents, community members, and the Polk County School Board. Polk Avenue has a school-wide newsletter and a website that was updated in the summer of 2007. (Attachment # 10)

Polk Avenue makes every attempt to inform the school community about the services that are available. The administration frequently communicates with the parents through the grade level network. For all new kindergarten students and parents, our staff holds a "Kindergarten Week" that is conveniently scheduled to enable our working parents to attend. In addition to the regular parent evenings and conferences that are held annually, Polk Avenue offers a series of family nights for all Primary students.

Press releases are used to disseminate school-related information to the community and to highlight the accomplishment of the student community.

4D. What facility do you plan to use during the term of the next charter?

Polk Avenue plans to use its current facility at 110 East Polk Avenue for the next five years of our charter. Polk Avenue remains in compliance with all building, health, safety, and insurance requirements as stated in Florida Statutes. (Attachments # 11)

PAE is scheduled for an expansion of 8 classrooms in 2010. This addition space is needed to accommodate the increase in enrollment. We received 2 more portables in the summer of 2007, but those additions still do not provide any room for growth.

5. Please attach the results of any independent review of the school that may shed light on the school's performance during the term of its charter.

Each year that Lake Wales Charter has been in operation a survey has been conducted. The results of three years of data will be found in the attachment # 5. The result of the District's Title One Parent Survey and the Lake Wales Charter Schools' Survey, demonstrates that Polk Avenue Elementary is meeting the needs of its students and families, and building community trust in our ability to improve achievement as well as instill in these students a desire to live a better life.

The strategic planning process and diligent work of this staff moved Polk Avenue Elementary from a report card status of C to A. This clearly demonstrates that goals are being met, and the school is moving in the right direction.