

South McKeel Academy

2009 Renewal Document

**South McKeel Elementary Academy
2222 Edgewood Drive South
Lakeland, FL 33803**

**Charter Renewal
October 2008**

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Mission Statement

Through innovative teaching methods, technology and experiences in the classroom and beyond, South McKeel Elementary Academy will endeavor to produce students who have fostered a love of learning, a spirit of community and an ability to be successful in tomorrow's world.

Background Information

South McKeel Elementary Academy is in its third year of operation, opening as a new charter school in Polk County in August 2006. The school currently has 572 students in grades K-5 with high desirability among parents for enrolling their children as indicated by a waiting list of over 1000 students. The school was graded as an "A" school under Florida's A+ Plan for the 2006-2007 school year and received a "B" grade for 2007-2008. The school met annual yearly progress requirements (AYP) of No Child Left Behind (NCLB) both years.

Approximately 28% of students receive free or reduced lunch. The school population is made up of 72% White, 16% African American, 5% Hispanic, 4% Asian, and 3% Multiracial. 10% of students receive ESE services, including gifted.

Students who complete 5th grade at South McKeel Elementary are admitted to McKeel Academy with the opportunity to complete their middle and high school years there. The school was developed to help address the large waiting list at McKeel Elementary Academy. That elementary school was opened in response to parental and community desire for a seamless K-12 program and many students are siblings of McKeel Academy students.

The school is located in south Lakeland in a building which formerly housed a skating rink. It was renovated to include 31 classrooms, a media center, technology lab, office area, and cafeteria. All classrooms have a SMARTBoard and projector as well as computers for student and teacher use. There is a large grassy area to the west of the building for physical education classes, and an enclosed playground for primary students.

The school has a good working relationship with both Florida Southern College and Southeastern University. Students from those schools have been assigned to the school as interns and practicum or field study students.

Students who attend South McKeel Elementary live throughout the Lakeland area, however a large percentage are from the south Lakeland vicinity. McKeel

Academy buses provide transportation for approximately 75% of the students. Others are transported to school by parents or through day care providers. The school has an after school child care program (Cat Care) which is regularly attended by about 40 students as well a smaller program providing before school care in the mornings. This program is staffed by school employees.

In addition to the assistance teachers and paraprofessionals provide for students, an after school tutoring program through Learning Resource Center was offered in the winter months last year. This was attended by approximately 50 students. After school activities have included E-Team for 5th graders, choir club, Girl Scouting opportunities with two troops meeting at the school, and Mad Science.

The school staff includes 33 teachers, a part-time guidance counselor, principal, assistant principal and 8 support staff members. Teachers have an average of 7.8 years experience and 10% of teachers hold a master's degree. All teachers hold a valid Florida teaching certificate.

The school has been fortunate to have a large number of parent volunteers who regularly help in classrooms, the cafeteria, and media center. They also assist with clerical functions, work with after school activities, chaperone field trips, and participate in the PTO. This active organization sponsors several fundraisers each year which benefit students and teachers. They also sponsor several service orientated fundraisers including Pasta for Pennies and Jump Rope for Heart. Special events include an annual Spring Fling for students, holiday music program, monthly birthday celebrations for students, honor roll parties each nine weeks, and family night events such as *Book Fair and Pizza* and bowling.

1. Success of the School's Academic Program

1A. Educational Goals

South McKeel Elementary has been a success in its first two years of operation, and the stakeholders of the school look forward to the future and the opportunities for even more success as the program continues to develop. A review of the progress made toward meeting the goals of the school's accountability plan confirms this. The plan is attached in the appendix with the addition of data collected during the 2007-2008 school year. There is evidence that the majority of the school's goals have been met. One measure of progress in reading, mathematics, writing, and science academic goals is shown by FCAT scores. Overall FCAT scores for the school have exceeded those of the district.

South McKeel Elementary FCAT Reading 2007 & 2008

Grade Level	Reading % Scoring level 3 or above 2007	Reading % Scoring level 3 or above 2008
3rd	83	90
4th	82	78
5th	88	83
South McKeel average	86	84
Polk average	65	64

Source: <http://fcats.fldoe.org>

Source: www.fldoe.org School Report Card

South McKeel Elementary FCAT Math 2007 & 2008

Grade Level	Math % Scoring level 3 or above 2007	Math % Scoring level 3 or above 2008
3rd	93	99
4th	77	76
5th	70	72
South McKeel average	81	82
Polk average	62	64

Source: <http://fcats.fldoe.org>

Source: www.fldoe.org School Report Card

FCAT Writing 4th Grade 2007 & 2008 (% of students scoring 3.5 or higher)

	2007	2008
South McKeel	83	90
Polk County	83	79

Source: <http://fcats.fldoe.org>

Source: www.fldoe.org School Report Card

FCAT Science 5th Grade 2007 & 2008 (% of students scoring level 3 or higher)

	2007	2008
South McKeel	63	57
Polk County	34	36

Source: <http://fcats.fldoe.org>

Source: www.fldoe.org School Report Card

While the school average for reading decreased slightly from 2007 to 2008, the math results showed a slight gain, and that indicator of progress was met. The third grade results for 2008 for both reading and math increased over that of third graders from the previous year with some of the highest results in the district. Writing scores showed a healthy increase. The decline in science scores is being addressed by examining how science is being taught in all grades. A committee with a representative from each grade level has been formed and will take on this task.

FCAT reading data is collected for grades 3-5, and in addition for grades 4 and 5, the Harcourt *Trophies* end of the year assessments are used. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used for grades K-3.

DIBELS INSTRUCTIONAL LEVEL REPORT 2006 - 2007

	High Risk Beginning of Year	High Risk End of Year	Moderate Risk Beginning of Year	Moderate Risk End of Year	Low Risk Beginning of Year	Low Risk End of Year
School Average Grades K-3	5.29%	6.8%	24.3%	15.8%	70.8%	76.7%

Source: <https://pmrn.fcrr.org>

DIBELS INSTRUCTIONAL LEVEL REPORT 2007 - 2008

	High Risk Beginning of Year	High Risk End of Year	Moderate Risk Beginning of Year	Moderate Risk End of Year	Low Risk Beginning of Year	Low Risk End of Year
School Average Grades K-3	3%	4.6%	15.8%	15.5%	81%	79.9%

Source: <https://pmrn.fcrr.org>

The school goal each year has been to show a school wide decrease in the number of high risk students from the beginning of the year to the end of the year DIBELS assessment. While there was a slight increase during both years, South McKeel Elementary Academy students continue to make progress in reading. Results of individual reading inventories (IRI) administered by teachers are another method of documentation of achievement.

Other academic indicators based on data collected within the school include beginning and end of the year assessments in mathematics and technology. The beginning and end of the year assessments from the Scott-Foresman math series have been used to demonstrate mathematics progress. Internally collected data shows goals were met in all areas. (See accountability plan)

The establishment of goal statements was based on a plan shared by McKeel Elementary Academy and involved input from teachers. An electronic reporting system was created to record pre and post assessment data for documentation. Data to show progress meeting goals of the school's "Math Facts" program and technology grade level competency skills was also collected electronically. These goals were met as stated in the attached accountability plan.

The "Math Facts" program was implemented in 2007-2008 with input from teachers to provide another means to promote learning the basic facts so necessary for mathematical success. Without mastery of these basic facts, it is difficult for students to perform at higher levels. The plan is implemented in grades 1-5, and 91% of students met their grade level goals. Students practice facts at home and in school, and demonstrate mastery through regular timed tests. Classroom teachers recognize student success in various ways. (Included with accountability plan)

A major school goal is for students to become technologically proficient. All students are scheduled in a weekly computer class of 40 minutes. The school staff with leadership from the technology teacher identified competency skills for each grade at levels of introduction, reinforcement, and independent user. These were assessed during the 2007-2008 school year. This plan was shared by McKeel Elementary Academy whose original plan was based on extensive research completed by the Mountain Brook School District in Alabama and adapted to better meet the needs of the students at South McKeel. 85% of the students met at least 80% of the skills at their level. (The plan is included with the attached accountability plan).

The chart on the following page shows disaggregated data of sub groups used to determine Adequate Yearly Progress (AYP). The school did make AYP in each of the first two years, and FCAT scores for African American and Hispanic students improved from 2007 to 2008. The disaggregated data has been shared with teachers as they focus on meeting needs of all students with a goal of achieving grade level status for all. Teachers have identified the lowest performing students and developed plans at each grade level for providing additional help. Examples include: extra time in a small group or one-on-one with a paraprofessional and/or the teacher, the use of supplemental materials, and grade level flexibility to create small groups working on various skills.

Adequate Yearly Progress (AYP) Report 2006-2007 & 2007-2008

Group	% Reading at or above grade level (FCAT level 3) State goal 51% 2007	% Reading at or above grade level (FCAT level 3) State goal 58% 2008	% Scoring at or above grade level (FCAT level 3) in Math State goal 56% 2007	% Scoring at or above grade level (FCAT level 3) in Math State goal 62% 2008
Total	84	83	80	81
White	88	86	82	81
African* American	NA	NA	NA	NA
Hispanic *	NA	NA	NA	NA
Asian *	NA	NA	NA	NA
American Indian *	NA	NA	NA	NA
Econ. Disadvantaged	72	67	66	71
LEP *	NA	NA	NA	NA
Students with Disabilities *	NA	NA	NA	NA

*NA is shown when the number of students in the group is less than 30 or the data are not applicable.

Source: www.fldoe.org School Report Card

Although the AYP data does not include subgroups other than white students because of small numbers, data from the NCLB School Public Accountability Plan (PCSB website) provides disaggregated data for FCAT results from 2007-2008 of the percentage of students scoring at each FCAT achievement level. The chart below shows percentages for the number of students scoring at level 3 or above in reading and math.

Disaggregated Data - FCAT Levels 3 and above

Group	% Reading at or above Level 3 2007	% Reading at or above Level 3 2008	% Math above Level 3 2007	% Math above Level 3 2008
Total	84	83	80	81
White	88	86	82	81
African American	63	74	69	70
Hispanic	74	80	70	85
Asian	88	100	88	90
Multiracial	82	69	91	77
Female	86	86	79	8083
Male	80	80	82	

Source: www.polk-fl.net NCLB SCHOOL PUBLIC ACCOUNTABILITY REPORT

1B. Student Performance

Students meeting promotional objectives each year show evidence of progress. 98.7 % of students were promoted in 2007 and 98.2% in 2008. Identification of struggling students early in the school year allows for not only teacher assistance, but additional help from one of the paraprofessionals during the school day. Many parents take advantage of tutoring opportunities available in the community to help their children. Reading data is collected through the use of Language Arts Assessment Cards as used in the district and kept on each student.

The school has access to longitudinal student data in several areas. It is available for the SAT10 which is administered in grades 1 and 2 as well as DIBELS which is assessed three times a year in grades K-3. FCAT data is available to show the percentage of students making a year's worth of progress in reading and math. The failure to have at least 50 % of struggling students make a year's progress in math was the only component of the state's A+ grading plan the school failed to meet in its quest to achieve a second year grade of A.

The chart below provides specific information.

FCAT Results – Students making a year's worth of progress

	Reading 2007	Math 2008
% of students making a year's worth of progress	79	62
% of struggling students making a year's worth of progress	63	61
	Reading 2008	Math 2008
% of students making a year's worth of progress	69	59
% of struggling students making a year's worth of progress	58	41

Source: www.fldoe.org School Report Card

SAT10 Results – Longitudinal Data 1st to 2nd grade (national percentile ranking)

	1st grade 2007	2nd grade 2008
Reading	66	71
Math	61	72

Source: SAT10 data provided to school

**Longitudinal Data 2nd SAT 10 to 3rd grade FCAT NRT
(national percentile ranking)**

	2nd grade 2007	3rd grade 2008
Reading	66	76
Math	68	82

Source: SAT10 data provided to school & <http://fcats.fldoe.org>

This information has been shared with staff as plans are developed to make improvements and continue to strive for a year's worth of progress for all students. All FCAT and SAT 10 test data, DIBELS reports, and IRI results from the previous year are shared with teachers to assist with instructional planning. Teachers meet with the administration early in the school year to identify the lowest 25-30% of students and develop strategies for helping these students, as well as all students, succeed. There is particular awareness of the need to focus on skills and test taking strategies to improve increase learning gains for current 4th and 5th graders.

2. The School as a Viable Organization

2A. Financial Solvency and Stability

The school is financially sound and has effectively managed its finances. Financial records are on file with the Office of School Choice. Yearly audits are completed by an outside auditing firm. The school was found to be operating with a positive fund balance at the end of the 2006-2007 school year. Final results for 2007-2008 are not yet available, but a positive balance is also expected. This is one of the indicators of progress for Goal 7 (South McKeel Elementary Academy will operate with sound financial principles and an active and supportive board of directors). There have been no negative findings.

There are tentative plans to expand the program for the 2009-2010 school year with the addition of a middle school program. Since this plan has not been finalized, it is not possible to provide all details, but resources, including state capital outlay funds for which the school will qualify next year, will be adequate for this proposed expansion. This is addressed with additional information in section 4D.

2B. Enrollment

Enrollment levels at South McKeel Elementary have been stable, and the school has stayed at capacity. The school had 576 students the first two years of operation, and currently has 572 students. The school meets the requirements of Florida's class size amendment

Number of Students at Each Grade

Year	Students per class K (total)	Students per class 1 st (total)	Students per class 2 nd (total)	Students per class 3 rd (total)	Students per class 4 th (total)	Students per class 5th(total)	Total
2006-2007	18 6 classes (108)	18 5 classes (90)	18 5 classes (90)	18 5 classes (90)	22 5 classes (110)	22 4 classes (88))	576
2007-2008	18 5 classes (90)	18 6 classes (108)	18 5 classes (90)	18 5 classes (90)	22 4 classes (88)	22 5 classes (110)	576
2008-2009	18 6 classes (108)	18 5 classes (90)	18 6 classes (108)	18 5 classes (90)	22 4 classes (88)	22 4 classes (88))	572

The school has successfully maintained a large waiting list since opening. Currently over 1000 students are on the list. Much interest in the school has been through “word of mouth” advertising. The school has many siblings from McKeel Academy. Applications are frequently received from extended family members and neighbors of students. Tours of the school are provided by request to interested parents before they submit applications.

Waiting List – September 2008

Grade	Number of Students
Kindergarten	189
1 st Grade	225
2 nd Grade	211
3 rd Grade	162
4 th Grade	102
5 th Grade	182
Total	1071

While the school has not experienced significantly high turnover at any level there is some mobility among students. This has not been unexpected. The chart below includes students who left during the school year.

Students Leaving South McKeel Elementary

Year	To attend another public school in Polk County	To attend an out-of-county or out-of- state school, private school, or for home schooling	Totals
2006-2007	26	27	53
2007-2008	35	15	52

2C. School Governance

The Board of Directors has fulfilled its roles and responsibilities as set forth in the original application. This group of dedicated and supportive stakeholders has effectively performed its duties. The board has had little turnover and has is comprised of a group of people with a strong desire to be involved. Teachers are evaluated through the use of a yearly performance observation along with a review of the completion of required training and follow-up activities throughout the year. There have been no formal complaints brought to the board by staff.

Any parental complaint made to the board chair or superintendent is handled promptly and shared with the principal for further communication with the parent. The principal follows up with the parent and reports back to the chair or superintendent. Parental complaints at this level have been rare. Any parent wishing to address the board is welcome to do so during a regularly scheduled board meeting. The board is committed to holding at least four meetings a year, and minutes of those meetings are on file.

2D. Professional Staff

South McKeel Elementary has a very energetic and committed staff. Teachers were hired for the start up school knowing that the expectations for the school's success were high and that it would require hard work. There has been and continues to be a very high level of commitment to making the school the best it can be. Teachers have requested and created many training and sharing opportunities. They have worked together to utilize resources and build new programs. They have shared ideas and looked for better ways to meet the needs of students. The teachers have benefited from the start up experiences of McKeel Elementary Academy and have been provided times for meeting and planning together. The goal of each teacher is for each student to be successful and to be prepared for the next level. All teachers strive to meet our school goals of proficiency for our students in reading, mathematics, writing, science, and technology. The school accountability plan is attached and the success with goals is stated. As a staff we continue to seek the best practices for student success. Receiving a grade of "A" under the state's A+ Plan the first year and a "B" the second year, as well as meeting AYP both years is one measure of success.

A representative from each grade level meets several times a month with the administration, and teams of teachers meet at least once weekly. Academic committees in the areas of Reading/Literacy, Math, Science, and Social Studies have been formed with representatives from each grade level to continue to work on developing and enhancing curriculum. Teachers are involved in collecting data for documentation for the school's accountability plan.

Teachers began meeting in the spring of 2006 before the school opened. During that time many curriculum decisions and plans were made. The teaching staff participated in a summer training conference in July along with teachers from

McKeel Academy and McKeel Elementary Academy, and they have also attended that conference the past two years. The summer training has provided an opportunity for staff development in areas of instructional methodology as well as planning for the future. Teachers take advantage of these times to meet and plan with teachers from McKeel Elementary. There are plans to continue this successful summer conference.

Additional on-going staff training in the area of technology was provided throughout the 2007-2008 school year for all three McKeel schools. All teachers were required to select and attend four sessions from a variety including the use of SMART Boards, Movie Maker, website development, Microsoft Office basics, and the use of Google docs. These sessions were led by teacher trainers who had attended the National Educational Computing Conference (NECC) and/ or the Florida Educational Technology Conference (FETC). Several teachers from South McKeel were selected to present at NECC in San Antonio during June 2008. Teachers have the opportunity to participate in various training offered by the district in areas such as math, reading, science, Kagan cooperative learning, ESOL, and FLIGHT for beginning teachers as well as those working with interns.

The school has 30 classroom teachers, a PE teacher, Technology teacher, part-time ESE teacher, part-time gifted teacher and part-time Guidance Counselor. These positions are shared with McKeel Elementary or McKeel Academy of Technology. All teachers hold a valid Florida teaching certificate and meet the "highly qualified" requirements of NCLB. The only teacher considered to be out of field in a subject area is the gifted teacher who is currently completing course work in that area but does hold certification in elementary education. Three teachers have master's degrees, and one teacher is currently enrolled in a master's program. One teacher holds National Board Certification. Teachers have an average of 7.8 years experience. The staff has remained fairly stable since the school opened with a very small amount of teacher turnover. There were four teachers who left at the end of the first year and two left at the end of the second year. Support staff includes a secretary, terminal operator, clinic paraprofessional, PE paraprofessional, and 3 other paraprofessionals. The assistant principal has been at the school since it opened, and the current principal is new for 2008-2009 having previously served as the principal of McKeel Elementary Academy for five years.

Teacher survey results show that teachers are very satisfied with the school. A school developed survey has been used both years with 96% of teachers stating they agree or strongly agree with survey items to demonstrate satisfaction with the school in 2007 and 95% in 2008. Teachers share they enjoy the freedom given to them to be innovative and creative in their teaching as well as feeling supported by the administration. In addition to continuing the summer conference for teachers and ongoing technology training, there is continued use of a mentor for any teacher new to South McKeel Elementary. There are presently no beginning teachers, but additional assistance has been provided to

them as needed. The school follows the district plan with requirements for the professional educational competencies of beginning teachers.

3. The School and Its Charter

3A. Program and Operation

South McKeel Elementary Academy has followed the terms of its charter with its educational program and day to day operations. The school's progress in meeting the academic goals (Goals 1 -5) of the attached accountability plan has been discussed in the first section, Educational Goals. Goal 7, South McKeel Elementary Academy will operate with sound financial principles and an active and supportive board of directors, is discussed in the sections on Financial Solvency and Stability and Governance.

The indicators of progress for Goal 6, South McKeel Elementary Academy will be recognized as a school in Polk County with a challenging academic program and desirability among parents for enrolling their children, have been met. High parental satisfaction with the school is shown by annual surveys. A school developed survey used shows 98.5% of parents stating they agree or strongly agree with survey items to demonstrate satisfaction with the school in 2007 and 100% in 2008.

The extensive waiting list is another indicator of the school's good reputation among parents. Parents share that the small size of the school and family oriented atmosphere are important to them as well as the high expectations for student academic achievement and behavior. They also like that more field trip opportunities exist than in the traditional public schools. The school is fortunate to have a very active PTO that is committed to help the school in many capacities including fundraising, providing volunteers, and sponsoring special activities for students such as the annual Spring Fling. Teacher survey results, another indicator of progress for this goal are covered in the section on Professional Staff.

3B. Regulatory Requirements

- **Special Education**

A review is conducted for new students currently receiving special education services, and if needed, a staffing is held to rewrite the Individual Education Plan (IEP) to reflect the needs of the students and our program. There are presently 22 students who receive therapy from a speech therapist and one student who receives services from an occupational therapist with whom the school contracts for services. There is a part-time ESE teacher who is shared with McKeel Elementary Academy, and students who require services are staffed in a consultative model.

IEPs and re-evaluations are done according to the district plan. Through the regular use of Genesis printouts and a review of student information, the school seeks to stay in compliance. Records are on file with the Office of School Choice and are discussed at regular site visits. A student recommended by a teacher for possible ESE services is first screened by the guidance counselor or ESE teacher and then a referral is begun with the ESE teacher who follows the guidelines of the district. Our assigned school psychologist and staffing specialist meet with the ESE teacher throughout the referral process to ensure accurate referrals are made.

Our program is limited to space restrictions, and it is not expected to expand. There have been no audits of the program or complaints filed. The chart below documents the numbers of students being served including gifted students who are served in a pull-out program. This is based on current data (October 2008) but reflects past numbers.

Students Receiving ESE Services

Exceptionality	Number of Students
Language Impaired	1
Speech Impaired	22
Specific Learning Disability (SLD)	3
Other Health Impaired (OHI)	1
Gifted	22
Total	49

Since the school opened thirteen ESE students have left the school as follows:

- o Moving out of county – 3
- o Leaving for home schooling – 1
- o Returning to home zoned school due to retention – 2
- o Returning to home zoned school due to parental choice – 7 (One of these left to attend private school and felt more services would be available. One transferred to McKeel Elementary to be closer to mother’s work at McKeel Academy)

- **Limited English Proficiency**

A home language survey is required of all students who enter kindergarten as well as any student entering the school who does not have a copy of the survey in the cumulative file. There were five students assessed in 2006-2007 and none were found to be limited English proficient. Three students were assessed in 2007-2008 and one was placed in the program. He is currently in the first grade, and the teacher uses ESOL strategies as needed. An LEP 4th grader transferred to South McKeel in August 2008, and her teacher also uses ESOL strategies as needed. Copies of home language surveys are kept in student cumulative files.

- **Student Learning Time**

South McKeel Elementary follows the traditional calendar of the Polk County School Board. There is a school wide focus on “bell to bell” teaching to increase student learning and to best utilize the time available during the school day. In addition to the extra help teachers provide students, volunteers are used in classrooms to assist with some remediation and several paraprofessionals are regularly scheduled to work with small groups of students. In a partnership with the Learning Resource Center, after school tutoring is available in the winter months to those students who may need additional preparation for the SAT10 and FCAT as well as a summer program at the school which is provided through the Learning Resource Center. Grade level teams are currently reviewing schedules and looking for ways to provide more time for lower performing students to receive additional help.

- **State Testing Requirements**

The school has participated in all aspects of the required state testing program. The Florida Kindergarten Readiness Screener (FLKRS) is administered to kindergarten students within the first 30 days of school. This is made up of two separate measures: the Early Childhood Observation System (ECHOS) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) first assessment. While not required, all students in grades K-3 are assessed using DIBELS and those 4th and 5th graders who scored level one or two on the previous year FCAT reading are administered DIBELS for ongoing assessment.

Students in 1st and 2nd grades take the SAT 10 in the spring. 3rd - 5th grade students are given the FCAT SSS and NRT in reading and math. 4th grade students participate in the FCAT Writing assessment, and 5th graders in FCAT Science.

The school has tested almost 100% of students at each testing date. There are no students who have received an alternative assessment.

Number of Students Tested

Fall 2006 FLKRS		
Kindergarten (104 enrolled)		Tested 104
Fall 2007 FLKRS		
Kindergarten (90 enrolled)		Tested 90
Spring 2007 SAT10 Reading and Math		
Grade 1 Tested (90 enrolled)		Tested 90
Grade 2 Tested (90 enrolled)		Tested 90
Spring 2008 SAT10 Reading and Math		
Grade 1 (106 enrolled)		Tested 106
Grade 2 (89 enrolled)		Tested 89

Spring 2007 FCAT SSS	Reading	Math	Writing	Science	FCAT NRT	Reading	Math
Grade 3 (90 enrolled)	90	90	NA	NA		90	90
Grade 4 (110 enrolled)	110	110	110	NA		110	110
Grade 5 (88 enrolled)	88	88	NA	88		88	88

Spring 2008 FCAT SSS	Reading	Math	Writing	Science	FCAT NRT	Reading	Math
Grade 3 (88 enrolled)	88	88	NA	NA		88	88
Grade 4 (88 enrolled)	88	88	87	NA		88	88
Grade 5 (110 enrolled)	110	110	NA	110		110	110

Source: School test data provided to the school

Accommodations are provided to ESE students with an IEP or 504 plan stating the need for the accommodations. Data for the past two years is included below.

Accommodations Provided for ESE/504 Students

Year	Grade	Number Students	Accommodation(s)
2007	1st	1	Flexible setting, presentation, scheduling
	1st	1	Flexible setting, presentation, scheduling, & responding
	2nd	1	Flexible setting
	2nd	1	Flexible setting & scheduling
	3rd	3	Flexible setting, presentation, scheduling
	3rd	1	Flexible setting & scheduling
	3rd	1	Flexible setting, scheduling, & responding
	4th	4	Flexible setting & scheduling
	4th	2	Flexible setting, presentation, scheduling
	5th	3	Flexible setting, presentation, scheduling
2008	5th	2	Flexible setting & scheduling
	Total	20	
	1st	1	Flexible setting & scheduling
	1st	1	Flexible setting & presentation
	1st	1	Flexible scheduling
	2nd	1	Flexible setting & presentation
	3rd	2	Flexible setting & scheduling
	3rd	1	Flexible scheduling
	4th	3	Flexible setting & scheduling
	4th	2	Flexible setting, scheduling, & responding
5th	3	Flexible setting, presentation, scheduling	
5th	2	Flexible scheduling	
5th	1	Flexible setting, presentation, scheduling, & responding	
Total	18		

- **Student Discipline**

The school follows the Polk County Code of Conduct in conjunction with a school wide behavior management plan which addresses expectations for student behavior and dress, and also includes the school's economy system of student rewards. This successful plan is based on that of McKeel Academy and McKeel Elementary Academy and has been adapted for the elementary level. Students at all levels earn "McKeel

money” for following school rules (employability skills) and fail to earn money for infractions. Students have the opportunity to use their money for rewards such as a visit to the treasure box or participate in a special activity. This school wide plan is invaluable in creating an environment of high expectations for student behavior. Classroom teachers are normally able to handle all but the most serious discipline issues.

The chart below provides summary data on out of school suspensions and bus suspensions.

**Out of School Suspension
2006-2007**

Category	Total # of Incidents	School	Bus
Abusive Language	1		1
Bullying	4	4	
Bus Safety Rule Violation	7		7
Disruptive Behavior	14	14	
False Information	1	1	
Fighting	1	1	
Interference with educational process	2	2	
Serious misconduct on bus	2	1	1
Stealing	2	2	
Totals	34	29	10

2007-2008

Category	Total # of Incidents	School	Bus
Abusive Language	8	8	
Bus Safety Rule Violation	16	3	13
Disruptive Behavior	19	19	
Dangerous object without intent	1	1	
Interference with educational process	1	1	
Totals	45	32	13

- **Health and Safety**

Copies of current inspections for fire and health as well as a copy of the building lease are on file at the school and the Office of School Choice. These are also checked by a staff member from the Office of School Choice during scheduled site visits.

There have been no suspensions in regard to the use of tobacco on school property, violence, or bringing weapons or illegal drugs on campus.

There have been no complaints received regarding allegations of harassment or discrimination.

- **Legal**

There has been no legal action taken against the school.

- **Miscellaneous**

- The use of technology in the classroom is an important area of focus for the school. The school has purchased computers for all classrooms, as well as for a technology lab, and there is a SMART Board, built in projector, DVD/VCR player, and printer in each classroom. Digital cameras are available for teachers. Software titles have been added to meet teacher requests and the needs of students. Updated computers and printers have been provided for clerical and administrative staff. The school plans to upgrade and replace computers as needed.
- The school shares information annually with teachers regarding the use of copyrighted material. Software is purchased and used according to licensing requirements.
- School records are kept in locked file cabinets in the office, and access is available through the principal's secretary. Staff members are reminded of the confidentiality of all student records.
- The McKeel Academy Personnel Policy Handbook is available to all employees and acknowledgement is required each year. This addresses the policy on discrimination in the school and procedures to follow if there is a problem.

4. Plans for the Future

4A. Experiences During Initial Charter

The school has experienced a great deal of success during its first two years as indicated by a growing waiting list; positive feedback from parents, teachers, and the community; as well as an "A" grade for the first year and a "B" for the second year. High expectations for both behavior and academics are strengths of the school, along with the enthusiastic and committed school staff. Satisfied parents who "spread the word" about the school in the community are another strength of South McKeel Elementary.

There have been many opportunities to look for better ways of meeting the needs of students, and having a group of teachers come together from various backgrounds has provided to be a wonderful resource. Their innovative ideas along with a willingness to try different ideas have had a positive impact.

While the academic piece (educational program plan) of the school's original application has provided an excellent starting point, it has proven to contain a few components that are unnecessary as well as several elements that the school is

providing through other means. The Office of School Choice conducted an academic review of the application in August 2008 to gather documentation on how well the school is doing what it said it would do. Preparing for this review provided an opportunity to examine current practices and make decision about desired changes. Below is the evaluation summary from the review conducted by Brian Warren, Office of School Choice with comments on current status. The use of Sunshine Math in all grades is the only item the school would like to change from the original application as far as using it on a school wide basis. Other materials and resources are used for problem solving which provide rationale for this change.

Academic goal or practice stated in school's application	Specific Reference in Application	Documentation or Observation of Implementation of Goal or Practice	Planned Date to Implement (If not yet documented)
5. Teacher committees will be formed for literacy, math, social studies, and science to generate ideas and activities for curriculum implementation.	Page 5-9, C.3	5. So far this has been done based on grade level team meetings and input. Team leaders meet weekly with administration.	These committees were formed at the beginning of the 2008-2009 school year and have begun meeting.
2. Technology applications for assessment include electronic portfolios, Power Point presentations, graphed representations, Internet research and the use of SMART Board.	Page 11, first paragraph	2. Teachers currently use technology for assessment (PowerPoint projects) and project assignment by teacher. Classroom and tech teacher lab plans show various applications specific to grade level.	2. Additional technology applications for assessment will be addressed during the 2008-2009 school year.
1. A Calendar Math program such as Everyday Counts Calendar Math will be a part of the math curriculum.	Page 14, third and fourth paragraph	1. Kindergarten students use the calendar math program that comes with the Scott- Foresman math series. First and second grade students use a form of math calendar program based on skills that are grade appropriate. Calendar math will be examined for the intermediate grades.	Teachers feel they use other problem solving materials that serve the purpose of Sunshine Math.

Sunshine Math will be used for all grades.		Additionally, Sunshine Math has been used by some teachers.	
3. Principal will establish a Literacy or Reading Leadership Committee. 12. School will implement Accelerated Reader for all students. Student's reading level will be determined with STAR Reading software. 13. Sunshine State Young Readers Award Program will be used with fourth and fifth graders.	Page 33-36, B	3. Team leaders have served in this role. See Tab 11.	3. A Reading/Literacy Committee has been formed as discussed above. 12. Accelerated Reader and STAR have been installed and implemented. 13. The books have been purchased for the media center.

4B. Accountability Plan

An accountability plan to begin with the 2008-2009 school year is attached. Goals address student performance expectations in the areas of reading, mathematics, writing, and science which are all areas of FCAT assessment. Additional goals include technology proficiency for students, parental satisfaction, and a final goal related to financial solvency and the board of directors.

4C. Evaluation of Program

The accountability plan states indicators of progress which will be used for evaluation of the program. The school's annual report as required by the state will also provide yearly data about the school's performance.

4D. Facilities

All documentation that the school is in compliance with building, health, safety, and insurance requirements is on file with the Office of School Choice. The school will continue to provide a safe environment for students and staff.

The school holds a long term lease on the building it currently occupies and plans to remain in the location. There are plans to examine the feasibility of expanding the school to include grades K-8 starting with the 2009-2010 school year and then possibly developing a 9-12 program after that time by adding a grade level each year. This would require some renovations to the present building as well as additional space in a nearby facility. The school name will change to South McKeel Academy in anticipation of an eventual comprehensive K-12 program.

The present curriculum in place at McKeel Academy of Technology's middle and high school would be used as the basis for the expansion of a secondary program and would follow all state requirements for course offerings.

4E. Request for Renewal

The school is requesting a 15 year contract. A projected Business/Budget Plan is included in the Appendix that demonstrates support for the request.

**South McKeel Elementary Academy
Accountability Plan - September 2007
June 2008 Update on Progress**

Goals

All FCAT data is from School Report Cards on www.fldoe.org

Goal One: South McKeel Elementary Academy students will become proficient in reading.

Indicators of Progress:

1. South McKeel Elementary Academy will score at least 85% and/or have at least a 2% increase each year in the number of 3rd – 5th grade students who score at level 3 or higher on FCAT SSS Reading.

Baseline data:

Percentage of students scoring level 3 or higher in grades 3-5

2007 86%

2008 84%

Goal not met by 1%. Administration and teachers will work to develop and implement additional strategies to help improve reading scores.

2. South McKeel Elementary Academy will show a school wide decrease of 1% each year in the number of K -3 students in the high risk category from the fall pre-test to the end of the year spring post-test through the use of DIBELS.

Baseline data:

DIBELS INSTRUCTIONAL LEVEL REPORT 2006 - 2007

	High Risk Beginning of Year	High Risk End of Year	Moderate Risk Beginning of Year	Moderate Risk End of Year	Low Risk Beginning of Year	Low Risk End of Year
School Average Grades K-3	5.29%	6.8%	24.3%	15.8%	70.8%	76.7%

There was a 1.51 % increase of students in the high risk group at the end of the year. For the 2007-2008 school year additional training will be provided for teachers to address reading strategies in the classroom.

DIBELS INSTRUCTIONAL LEVEL REPORT 2007 - 2008

	High Risk Beginning of Year	High Risk End of Year	Moderate Risk Beginning of Year	Moderate Risk End of Year	Low Risk Beginning of Year	Low Risk End of Year
School Average Grades K-3	3%	4.6%	15.8%	15.5%	80.99%	79.8%

There was a 1.6 % increase of students in the high risk group at the end of the year. For the 2008-2009 school year, teachers will make a plan and execute it on how to improve scores.

This goal was not met. Teachers will continue to practice specific skills assessed during DIBELS.

3. At least 80% of students in grades 4 and 5 will score at “on level” or at “challenge level” on Harcourt *Trophies* end of the year assessments.

Baseline data:

Percentage of 4th and 5th grade students scoring on level or at challenge level

2007 79%

2008 82% *Goal met*

Goal Two: South McKeel Elementary Academy students will become proficient in mathematics.

Indicators of progress:

1. South McKeel Elementary Academy will score at least 82% and/or have at least a 2% increase each year in the number of students in grades 3-5 who score at level 3 or higher on FCAT SSS Math.

Baseline data:

Percentage of students scoring 3 or higher in grades 3-5

2007 81%

2008 82% *Goal met*

2. At least 75% of the South McKeel Elementary Academy students in grades 1- 5 will meet the established goals as stated in the “Math Facts” program which is attached to this plan.

Baseline data:

No data is available for the 2006-2007 school year. This will be a new program for the 2007-2008 school year.

2008 91% of students met Math Facts goals *Goal met*

3. 75% of students in grades K-5 will show improvement in mathematics through the use of Scott-Foresman beginning and end of the year assessments for each grade level by students scoring at least 75% on the end of the year assessment.

Baseline data:

No data is available for the 2006-2007 school year. This will be a new program for the 2007-2008 school year.

2008 84% of students showed improvement through the use of Scott-Foresman assessments. *Goal met*

Goal Three: South McKeel Elementary Academy students will become proficient in writing.

Indicators of progress:

1. As indicated by their scores on the FCAT Writing Assessment, South McKeel Elementary Academy 4th grade students will score at least 85% and/or have at least a 2% increase each year the number of students scoring 3.5 or above.

Baseline data:

2007 83% of students scored 3.5 or above
2008 90% of students scored 3.5 or above *Goal met*

Goal Four: South McKeel Elementary Academy students will become proficient in science.

Indicators of progress:

1. As indicated by FCAT SSS Science scores for 5th graders, 58% of the students of South McKeel Elementary Academy will score at level 3 or higher.

Baseline data:

Percentage of students scoring level 3 or higher in grades 3-5

2007 63%
2008 57%

Goal not met by 1%. Administration and teachers will continue to work on ways to improve science scores.

Goal Five: South McKeel Elementary Academy students will become technologically proficient.

Indicators of Progress:

1. At least 85% of students in grades K-5 will master at least 80% of the grade level technology competency skills as documented by the technology teacher. Copy of skills attached.

Baseline data:

2007 No data was available
2008 85% of students mastered at least 80% of the skills *Goal met*

Goal Six: South McKeel Elementary Academy will be recognized as a school in Polk County with a challenging academic program and desirability among parents for enrolling their children.

Indicators of progress:

1. Of the surveys returned, at least 90% of parents will state strongly agree or agree on the annual South McKeel Elementary Academy Parent Survey to demonstrate satisfaction with the school.

Baseline data:

2007 98.5% of the parents strongly agree or agree

2008 100% of the parents strongly agree or agree *Goal met*

2. Of the surveys returned, at least 90% of teachers will state strongly agree or agree on the annual South McKeel Elementary Academy Teacher Survey to demonstrate satisfaction with the school.

Baseline data:

2007 96% of the teachers strongly agree or agree

2008 95% of the teachers strongly agree or agree *Goal met*

Goal Seven: South McKeel Elementary Academy will operate with sound financial principles and an active and supportive board of directors.

Indicators of Progress:

1. The results of an annual independent audit will show that the school is operating with an unreserved/unrestricted fund balance of 2.5% of annual revenue.

Baseline data:

2006-2007 This goal was met for the school year.

2007-2008 Final audit results not available. It is expected this goal will be met.

2. The board of directors will hold a minimum of four meetings per year with at least five members present to consider the viability of the school through the review of performance data, including but not limited to one or more of the following as necessary: financial accounts, Annual Accountability Report for DOE, School Accountability Plan, Annual Financial Audit as documented by meeting minutes.

Baseline data:

In 2006-2007 school year, the board of directors held a minimum of 4 meetings as documented in the minutes.

In 2007-2008 school year, the board of directors held a minimum of 4 meetings as documented in the minutes. *Goal met*

South McKeel Elementary Academy
“Math Facts Program”
Grade Level Expectations
Grades 1-5

1st Grade – 85% mastery

5 minutes 50 addition facts (0-10)

5 minutes 50 subtraction facts (0-10)

2nd Grade – 85 % mastery

8 minutes to complete 100 addition facts

10 minutes to complete 100 subtraction facts

3rd Grade – 85 % mastery

5 minutes to complete 100 addition facts

5 minutes to complete 100 subtraction facts

8 minutes to complete 100 multiplication facts

4th Grade – 85 % mastery

5 minutes to complete 100 addition facts

5 minutes to complete 100 subtraction facts

5 minutes to complete 100 multiplication facts

8 minutes to complete 100 division facts

5th Grade – 85 % mastery

5 minutes to complete 100 addition facts

5 minutes to complete 100 subtraction facts

5 minutes to complete 100 multiplication facts

5 minutes to complete 100 division facts

Technology Curriculum Skills

Skill	K	1	2	3	4	5
General Technological Awareness						
The student:						
Uses and understands basic computer terms.	I-R	R	R	R	IU	IU
Can identify basic computer hardware components and peripheral devices	I-R	R	R	R	IU	IU
Demonstrates proper use and care of computer hardware and devices	I-R	R	R	R	IU	IU
Can demonstrate a functional knowledge of the computer system including start-up and shut down	I-R	R	R	R	IU	IU
Demonstrates basic understanding of storage media use and care	I	R	R	R	IU	IU
Demonstrates ability to navigate the desktop	I	R	R	R	IU	IU
Demonstrates basic understanding of accessing software programs	I	R	R	R	IU	IU
Demonstrates understanding of navigation within software programs		I	R	R	R	IU
Can use basic keyboard shortcuts	I	R	R	R	R	IU
Legal/Ethical Skills						
Treats equipment and disks properly	I	R	R	R	R	R
Respects the privacy of other students' files			I	R	R	R
Understands and respects copyright laws.			I	R	R	R
Follows school policy regarding technology resources	I	R	R	R	R	IU
Word Processing Skills						
The student:						
Can properly utilize word processing software as intended		I	R	R	R	R
Can manipulate the text of the document (font, style, text size)		I	R	R	R	R
Can utilize special keys		I	R	R	R	R
Can save and retrieve word processing files			I	R	R	IU
Can manipulate the layout of a document, using margins, justification, and line spacing					I-R	R
Can utilize all aspects of the print function			I	R	IU	IU
Computer Networking & Telecommunication Skills						
Use the network by:						
Demonstrating appropriate use of log-in numbers/names	I	R	R	R	R	R
Demonstrating appropriate use of network printing		I	R	R	R	R
Saving files to individual home directories		I	R	R	R	R

Using multiple storage drives			I	R	R	R
Accessing on-line information				I	R	R
Accessing information from a directory				I	R	R
Sending and receiving electronic mail						I
Information Management Skills						
Access/retrieve information						
Identify a need for information			I	R	R	R
Identify appropriate resources			I	R	R	R
Use of library catalog (LAN)			I	R	R	R
Use of Internet				I	R	R
Define search parameters				I	R	R
Use of commercial database				I	R	R
Information Organization						
Identify useful information from search					I	R
Take notes/paraphrase from search					I	R
Cite electronic sources for bibliography						I
Multimedia Skills						
Prepare an electronic presentation						
Create and edit slides/screens				I	R	R
Add and edit text (font, size, color)				I	R	R
Customize the background				I	R	R
Arrange objects on the slide/screen				I	R	R
Insert graphics, clip art, and/or digital pictures				I	R	R
Use Word Art to enhance titles or to create original art				I	R	R
Customize						
Add slide transitions to your slide show				I	R	R
Save						
Save a presentation as a new and/or existing presentation and close the file				I	R	R
Save As presentation to a new location (shared directory for presentation)				I	R	R

**South McKeel Elementary Academy
Accountability Plan
October 2008 Renewal**

Mission Statement

Through innovative teaching methods, technology and experiences in the classroom and beyond, South McKeel Elementary Academy (SMEA) will endeavor to produce students who have fostered a love of learning, a spirit of community and an ability to be successful in tomorrow's world.

Our students will...

- Develop a love for learning
- Possess the skills to become life-long learners
- Master a solid core of academic content
- Become effective problem solvers and decision-makers
- Recognize and realize their full potential, and
- Become productive members of society.

Our teachers will...

- Create a challenging curriculum with an emphasis on academics
- Focus on the core values of equality, honesty, integrity, patriotism, respect, and responsibility.
- Develop students who are self-confident, critical thinkers and who cultivate and value creativity.
- Inspire all students to discover and nurture their innate leadership abilities.

South McKeel Elementary Academy will...

- Recruit, retain, and support the best possible staff
- Provide opportunities for professional growth for all staff
- Produce students who are well prepared for future academic endeavors
- Provide students and teachers with current technology to support teaching and learning
- Meet the needs of all students
- Provide opportunities for constructive parent involvement, and
- Be recognized as an outstanding school.

Background Information

South McKeel Elementary Academy, a charter school located in Lakeland, Florida, serves 572 students in kindergarten through fifth grade. The school opened in August 2006 in response to a waiting list of over 900 students wishing to attend McKeel Elementary Academy. South McKeel presently has a waiting list of over 1000 students.

The school population is currently made up of approximately 72 % White, 16% African American, 5% Hispanic and 7% other students. Currently 47.5 % of students are male and 52.5% are female. About 28% of students receive free or reduced lunch. Ten percent of students receive ESE services, including gifted.

The school provides a challenging curriculum emphasizing the foundations of reading, writing, science and mathematics. There is a school wide focus on technology with a SMART Board in all classrooms, multipurpose room and computer lab as well as computers for student use in each classroom. Teachers are provided opportunities to continue to develop and update their technology skills.

Teachers were hired in the spring of 2006, which allowed time for curriculum planning and organization before the school year began. In addition to meetings during that time, teachers attended a summer conference at Sand Key Beach resort at Clearwater Beach to better prepare for the opening of the school. That conference is an annual event that all teachers attend. The school has a staff of 34 teachers, principal, assistant principal, part-time guidance counselor and 7 support staff members. All teachers hold a valid Florida teaching certificate and meet the highly qualified requirements of NCLB.

The school has made use of volunteers in the office, classrooms, lunchroom, and media center and for assisting teachers with special activities and class celebrations as well as chaperoning field trips. A PTO was formed in the spring of 2006 before the school opened and has been of great value to the school. They sponsor annual fundraising events as well as providing support for community service fundraisers such as Pasta for Pennies and Jump Rope for Heart. This very active and committed group also provides many student/teacher centered celebrations as well as other activities which have aided in defining the school culture.

Goals

Goal One: South McKeel Elementary Academy students will become proficient in reading.

Indicators of Progress:

1. South McKeel Elementary Academy will score at least 84% and/or have at least a 1% increase each year in the number of 3rd – 5th grade students who score at level 3 or higher on FCAT SSS Reading.

Baseline data:

Percentage of students scoring level 3 or higher in grades 3-5
2008 84%

2. Individual Reading Inventories (IRI) administered at the end of the year will show at least 80% of South McKeel Elementary Academy students in grades 1-5 with at least a year's worth of growth in their instructional reading level (IRL).

Baseline data:

No baseline data. New goal for 2008-2009

3. The new "Florida Assessments for Instruction in Reading" which is replacing DIBELS starting in 2009-2010 will be used to measure reading progress in grades K-2. The goal to determine how South McKeel Elementary students in grades K-2 will show improvement will be rewritten as more information about the new assessment is available.

Baseline data:

No baseline data. New assessment for 2009-2010

Goal Two: South McKeel Elementary Academy students will become proficient in mathematics.

Indicators of progress:

1. South McKeel Elementary Academy will score at least 82% and/or have at least a 1% increase each year in the number of students in grades 3-5 who score at level 3 or higher on FCAT SSS Math.

Baseline data:

Percentage of students scoring 3 or higher in grades 3-5
2008 82%

2. At least 80% of the South McKeel Elementary Academy students in grades 1- 5 will meet the established goals as stated in the “Math Facts” program which is attached to this plan.

Baseline data:

2008 91%

3. 80% of students in grades K-5 will show improvement in mathematics through the use of Scott-Foresman beginning and end of the year assessments for each grade level by students scoring at least 75% on the end of the year assessment.

Baseline data:

2008 84%

Goal Three: South McKeel Elementary Academy students will become proficient in writing.

Indicators of progress:

1. As indicated by their scores on the FCAT Writing Assessment, South McKeel Elementary Academy 4th grade students will score at least 85% and/or have at least a 1% increase each year in the number of students scoring 3.5 or above.

Baseline data:

2008 90% of students scored 3.5 or above

Goal Four: South McKeel Elementary Academy students will become proficient in Science.

Indicators of progress:

1. As indicated by FCAT SSS Science scores for 5th graders, 55% of the students of South McKeel Elementary Academy will score at level 3 or higher.

Baseline data:

2008 58%

Goal Five: South McKeel Elementary Academy students will become technologically proficient.

Indicators of Progress:

1. At least 85% of students in grades K-5 will master at least 80% of the grade level technology competency skills as documented by the technology teacher. Copy of skills attached.

Baseline data:

2008 85% of students mastered at least 80% of the skills

Goal Six: South McKeel Elementary Academy will be recognized as a school in Polk County with a challenging academic program and desirability among parents for enrolling their children.

1. Of the surveys returned, at least 90% of parents will state strongly agree or agree on the annual South McKeel Elementary Academy Parent Survey to demonstrate satisfaction with the school.

Baseline data:

2008 100% of the parents strongly agree or agree

2. Of the surveys returned, at least 90% of teachers will state strongly agree or agree on the annual South McKeel Elementary Academy Teacher Survey to demonstrate satisfaction with the school.

Baseline data:

2008 95% of the teachers strongly agree or agree

Goal Seven: South McKeel Elementary Academy will operate with sound financial principles and an active and supportive board of directors.

Indicators of Progress:

1. The results of an annual independent audit will show that the school is operating with an unreserved/unrestricted fund balance of 2.5% of annual revenue.

Baseline data:

2007-2008 Final audit results not available. It is expected this goal will be met.

2. The board of directors will hold a minimum of four meetings per year with at least five members present to consider the viability of the school through the review of performance data, including but not limited to one or more of the following as necessary: financial accounts, Annual Accountability Report for DOE, School Accountability Plan, Annual Financial Audit as documented by meeting minutes.

Baseline data:

2007-2008 The board of directors held at least 4 meetings as documented in the minutes.

**South McKeel Elementary Academy
(South McKeel Academy)
Business/Budget Plan**

South McKeel Elementary Academy opened in 2006 as a K-5 school serving 576 students and is a feeder school for McKeel Academy of Technology. The start up charter school was established to meet demands by the public for enrollment at McKeel Elementary Academy. At that time there were over 900 students on the McKeel Elementary waiting list. When surveyed, a majority of the parents indicated they would attend another elementary school if established by McKeel. After an open enrollment period, South McKeel had a waiting list of over 500 students.

South McKeel duplicated the academic program and philosophy of education that has been successful at McKeel Elementary Academy as the school has been awarded a grade of "A" under Florida's A+ program for the past five years. SMEA received an "A" its first year and a "B" the second year. Even though the mean test scores were some of the highest in the district, the gains in one area missed making the "A" by a few points. Like McKeel Elementary, South McKeel has a strong academic program.

Any business that produces a good product will be successful and in demand. At South McKeel Elementary Academy the demand exceeds the number of available student stations. This trend has been established since the school's first year of operation ensuing long term stability. The following chart provides the number of students on the South McKeel waiting list as of September 2008.

Waiting List – September 2008

Grade	Number of Students
Kindergarten	189
1 st Grade	225
2 nd Grade	211
3 rd Grade	162
4 th Grade	102
5 th Grade	182
Total	1071

All of the McKeel Academies have demonstrated academic and financial success as charter schools. Budgets have always been developed with a conservative approach. This approach has enabled South McKeel Elementary Academy to offer competitive salaries for all staff members that are equal to or exceed the PCSB salary schedule. This also includes the benefit package. The table below

indicates the financial success of the program based on revenues and expenditures as well as the fund balance at the end of the year.

Year Ended	Excess Revenues/Expenditures	Year End Fund Balance
*6/30/07	\$259,144	\$259,144
**6/30/07 (projected)	\$315,942	\$575,086

*Source: Audit Report

**Final audit results not available

The history of the McKeel Academies, including South McKeel Elementary Academy, indicates a strong academic and financial program. Due to the demand from the public requesting entry into our program, the Board of Directors is committed to expanding the South McKeel program. In order to accomplish this, South McKeel Elementary Academy, a K-5 program will change to South McKeel Academy, and eventually become a K-12 program. The expansion of the program will be determined based on the same successful financial policies and academic programs at McKeel Elementary Academy and McKeel Academy of Technology.

Due to the success of South McKeel Elementary Academy and the other McKeel schools, the board is also committed to obtaining a 15 year charter. When granted, South McKeel Academy will continue its present philosophy both academically and financially. The school will continue to improve and update the business as economic, educational, social and funding demands require. If any additional information is needed South McKeel Elementary Academy will comply.