

**THIRD MODIFICATION
TO THE CHARTER CONTRACT BETWEEN
THE SCHOOL BOARD OF POLK COUNTY, FLORIDA
AND THE ACHIEVEMENT ACADEMY, INC.**

Pursuant to Part I. 1.4 of the Charter Contract between THE SCHOOL BOARD OF POLK COUNTY, FLORIDA, hereinafter Sponsor, and THE ACHIEVEMENT ACADEMY, INC., hereinafter School, dated July 1, 2004, this third modification to the Charter Contract was presented to and approved by the School Board at its meeting on April 8, 2008 and agreed to by The Achievement Academy's governing board as follows:

Appendix 5, referred to as The Achievement Academy Accountability Plan, as revised and attached hereto is agreed upon by the Sponsor and the School and is incorporated into the Charter Contract effective as of April 8, 2008.

All other provisions of the Charter Contract shall remain in full force and effect.

**THE ACHIEVEMENT ACADEMY,
INC.**

By Jessie A. Jones
Chairperson

Attest M. A. Walker
Secretary

Date: 5-14-08

(SEAL)

**THE SCHOOL BOARD OF POLK
COUNTY, FLORIDA**

By Lori Cunningham
Lori Cunningham, Chairman

Attest Gail F. McKinzie
Gail McKinzie, Secretary

Date: April 8, 2008

(SEAL)

APPROVED AS TO
FORM AND LEGALITY
CS
ATTORNEY-PCSB



A Commitment To Brighter Futures

Achievement Academy

formerly known as Child Development Center of Polk County, Inc.

**ACHIEVEMENT ACADEMY ACCOUNTABILITY PLAN
POLK COUNTY
OFFICE OF SCHOOL CHOICE**

February 28, 2006

ACHIEVEMENT ACADEMY ACCOUNTABILITY PLAN

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ACHIEVEMENT ACADEMY ACCOUNTABILITY PLAN

Mission Statement

The Mission statement of the Achievement Academy was revised during our Strategic Planning process in March, 2004. Our revised Mission Statement is:

The Achievement Academy is committed to creating brighter futures for children with special needs and their families by providing early intervention through:

*Support
Therapy
Advocacy and Education
Resources*

Purpose:

The Achievement Academy has been a charter school since August, 1997, serving students, birth through six years of age in Polk County, that have been identified as eligible for ESE (Exceptional Student Education) by the Polk County School System. The Academy endeavors to help each student reach their fullest potential through small class sizes, individual therapies and parental involvement.

Duration:

The Achievement Academy has performed pre-testing and post-testing on each student during our eight years as a charter school using the Hawaii Early Learning Profile (HELP). The HELP is an overall package of assessment and instructional materials/strategies designed for children birth through seventy-two (72) months. Over 1300 developmental items are grouped together in the areas of cognitive, expressive language, gross motor, fine motor, social/emotional and self-help skills. We will continue to use this instrument for the duration of our contract as it gives us a very accurate picture of where each student is functioning in these key developmental areas: cognitive, receptive and expressive speech, fine motor, gross motor, socialization and self-care domains. We will also use additional tests as needed and that are appropriate for the student.

In the event a statewide assessment should be developed during the term of our contract, we will utilize that assessment in addition to the HELP.

Demographics:

The chart below shows the eight year average for the following demographics:

Male	Female	Caucasian	Black	Hispanic	Free/Reduced
62%	38%	63%	22%	12%	63%

ACHIEVEMENT ACADEMY ACCOUNTABILITY PLAN

Demographics: (continued)

We had an average attendance rate of 83% for the 2004-2005 school year.

For the 2004-2005 school year, we maintained a full enrollment of 89 students even though all of our students were not counted in the October FTE counts due to illness, moving at the last minute and 3 hurricanes. Because of the time out for hurricanes, we were unable to have all of our students staffed by the October FTE count, but counted all 89 students at the February FTE count.

Disenrollment Figures

School Year	Moved/Family Not Interested in Services	Graduated
1997-1998	4	0
1998-1999	13	9
1999-2000	7	18
2000-2001	7	22
2001-2002	11	16
2002-2003	9	25
2003-2004	6	25
2004-2005	4	20

The waiting list numbers vary depending on the time of year. The numbers go down at the first of the year as we are able to bring in a number of students at one time because of the vacancies created by graduation in June. They go back up in January when parents start trying to locate initial services for their student. On August 2, 2004, we had 40 students on our waiting list, then on November 8, 2004 it went down to 27 and then at the end of the year on May 23, 2005 we had 50 students on our waiting list.

GOALS AND OBJECTIVES:

1. ACADEMIC:

GOAL:

Each student enrolled in the Achievement Academy is expected to show progress in one or more of the following developmental areas: cognitive, fine motor, gross motor, communication, socialization and self-care.

The comparison of each student's individual developmental testing scores from school year to school year gives us an indication of how well the student progressed over the year. Throughout the student's career at Achievement Academy an ongoing database of test scores is kept. This allows us to track and compare the students against themselves from their entry into the school until they leave. It is possible to chart this information, thus giving one a visual graph in which to display results. Examples of these charts can be found in **Attachment # 4 on pages 16-17.**

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GOALS AND OBJECTIVES: (continued)

1. ACADEMIC: (continued)

GOAL: (continued)

All students will be tested annually using the Hawaii Early Learning Profile (HELP). Different factors determine the best composition for each child's assessment team. Team members could include parents, teacher, any or all therapists, evaluation specialist, nurse, other teachers, program director or behavior analyst. Prior to assessment, all current reports and information are reviewed. Developmental assessment is conducted focusing on cognitive, fine and gross motor, communication, social and self care domains of development. Student's strengths and weaknesses are identified and developmental scores are obtained. It is the comparison of each student's individual developmental testing scores from school year to school year that gives insight into how well the child progresses over the year.

The information gathered during the evaluation is used in developing goals and charting the educational and therapeutic interventions needed during the upcoming school year. A formal report is written that includes the team's observations, performance levels of the student in the targeted areas, summary and recommendations. This report is shared formally with parents. All students in the program have an Individualized Education Plan (IEP)/Family Support Plan (FSP) that includes short and long range goals. As a result of our testing, additional classroom goals may be developed. The aggregate collection of the goals of students in a particular classroom helps in developing lesson plans for that classroom. Data collection refers to the actual documentation that is gathered on every classroom goal. This is done a minimum of 2-3 times per week. The results of data collection and student performance are reported to the parents every quarter in a written progress report that is shared in a meeting with the parents. Portfolios are created and maintained throughout the school year and shared with parents to highlight and share tangible student samples of learning.

Quarterly progress notes cover classroom goals, therapy goals and parent volunteer hours. Financial statements, audits, board minutes and board attendance sheets all document compliance with goals.

BASELINE FOR OBJECTIVE #1:

Students at Achievement Academy, on average, have shown an overall **Cognitive** gain of at least 5-7 months per school year as assessed on the HELP for the last eight years.

OBJECTIVE #1:

Students at Achievement Academy, on average, will show an overall **Cognitive** gain of at least 6 months per school year as assessed on the HELP.

ACHIEVEMENT ACADEMY ACCOUNTABILITY PLAN

GOALS AND OBJECTIVES: (continued)

1. ACADEMIC: (continued)

GOAL: (continued)

BASELINE FOR OBJECTIVE #2:

Students at Achievement Academy, on average, have shown an overall **Fine Motor** gain of at least 5-7 months per school year as assessed on the HELP for the last eight years.

OBJECTIVE #2

Students at Achievement Academy, on average, will show an overall **Fine Motor** gain of at least 6 months per school year as assessed on the HELP.

BASELINE FOR OBJECTIVE #3:

Students at Achievement Academy, on average, have shown an overall **Gross Motor** gain of at least 5-8 months per school year as assessed on the HELP for the last eight years.

OBJECTIVE #3:

Students at Achievement Academy, on average, will show an overall **Gross Motor** gain of at least 6 months per school year as assessed on the HELP.

BASELINE FOR OBJECTIVE #4:

Students at Achievement Academy, on average, have shown an overall **Expressive Language** gain of at least 4-8 months per school year as assessed on the HELP for the last eight years.

OBJECTIVE #4:

Students at Achievement Academy, on average, will show an overall **Expressive Language** gain of at least 6 months per school year as assessed on the HELP.

BASELINE FOR OBJECTIVE #5:

Students at Achievement Academy, on average, have shown an overall **Socialization** gain of at least 5-7 months per school year as assessed on the HELP for the last eight years.

OBJECTIVE #5:

Students at Achievement Academy, on average, will show an overall **Socialization** gain of at least 6 months per school year as assessed on the HELP.

ACHIEVEMENT ACADEMY ACCOUNTABILITY PLAN

GOALS AND OBJECTIVES: (continued)

1. ACADEMIC: (continued)

GOAL: (continued)

BASELINE FOR OBJECTIVE #6:

Students at Achievement Academy, on average, have shown an overall **Self-Care** gain of at least 5-7 months per school year as assessed on the HELP for the last eight years.

OBJECTIVE #6:

Students at Achievement Academy, on average, will show an overall **Self-Care** gain of at least 6 months per school year as assessed on the HELP.

2. ORGANIZATIONAL VIABILITY:

GOAL:

The Achievement Academy has been a local, non-profit agency since 1955, providing services to children with developmental delays/disabilities and their families in Polk County. The Achievement Academy was started in August, 1997, to specifically meet the needs of the PreKindergarten/Kindergarten ESE students in Polk County.

To maintain the viability of the school/agency, it is also important to continue to adhere to sound fiscal policies and essential governance standards while engaging in the continuous school improvement process through maintaining SACS accreditation.

BASELINE #1:

Achievement Academy has maintained a positive fund balance for six out of the past 8 years and has had adequate reserves to cover the years that we had a deficit due to one time increased salary costs and lower FTE than projected due to 3 hurricanes.

OBJECTIVE #1:

Achievement Academy will have a positive fund balance annually as documented by the Annual Financial Audit.

ACHIEVEMENT ACADEMY ACCOUNTABILITY PLAN

GOALS AND OBJECTIVES: (continued)

2. ORGANIZATIONAL VIABILITY: (continued)

GOAL: (continued)

BASELINE #2:

Minutes of all Executive Committee and Board of Directors' meetings are kept on file in the Administrative Services Manager's office at the school. A publication file containing copies of Executive Committee and Board of Directors' meeting dates and newspaper notices is also maintained by the Administrative Services Manager.

OBJECTIVE #2:

The Achievement Academy Board of Directors will hold at least 8 regularly scheduled Board meetings during each school year as documented by signed Board attendance sheet for all meetings.

BASELINE #3:

Achievement Academy received our initial SACS accreditation in December, 2002, and is in the self-study process of preparing for our renewal for 2007.

OBJECTIVE #3:

Achievement Academy will have 100% compliance with SACS accreditation standards during the length of our current contract with the Polk County School Board as documented by copies of annual reports submitted to SACS and reaccreditation application/approval.

3. UNIQUE PROGRAMMATIC AREAS:

GOAL #1:

The Achievement Academy offers a seamless system of services for PreKindergarten/Kindergarten special education students in Polk County by providing developmentally appropriate classrooms with small class sizes and individual occupational, physical and speech therapies.

We complete comprehensive developmental testing on all students to develop Individual Education Plans (IEP)/Family Support Plans (FSP) goals and measure annual progress.

ACHIEVEMENT ACADEMY ACCOUNTABILITY PLAN

GOALS AND OBJECTIVES: (continued)

3. UNIQUE PROGRAMMATIC AREAS: continued

GOAL #1: (continued)

BASELINE #1:

Each year our classrooms have had no more than 12 students in each classroom with a certified teacher and a full-time paraprofessional in each classroom.

OBJECTIVE #1:

100% of all classrooms will have no more than 13 students with a certified teacher and full-time paraprofessional as documented by staff assignments, student/staff attendance logs and Genesis attendance reports.

BASELINE #2

Achievement Academy uses a variety of testing tools to develop FSP or IEP goals for each enrolled student. Some of the measurement tools that are capable of supplying the necessary information for evaluation and goal development for students are as follows:

- Hawaii Early Learning Profile (HELP) - Developmental assessment designed for children birth through 72 months. Measures the following domains: cognitive, fine motor, gross motor, receptive and expressive language, self-care and social. Good for educational programming. *(Used for goal development)*
- BRIGANCE Diagnostic Inventory of Early Development-Revised- Designed for children from birth to 7 years. Measures the following areas: pre-ambulatory motor skills, gross motor, fine motor, self-help, speech and language, general knowledge and comprehension, social-emotional development, readiness, basic reading skills, manuscript writing and math. The Achievement Academy uses this for the student who is demonstrating some readiness skills. *(Used for goal development)*
- Oregon Project for Visually Impaired and Blind Preschool Children-Designed and adapted for testing the visually impaired and blind student. Measures developmental areas as well as functional skills demonstrated by the student. *(Used to determine developmental functioning levels of visually impaired students)*

ACHIEVEMENT ACADEMY ACCOUNTABILITY PLAN

GOALS AND OBJECTIVES: (continued)

3. UNIQUE PROGRAMMATIC AREAS: continued

GOAL #1: (continued)

BASELINE #2 (continued)

- Preschool Behavior Checklist-Administered to students demonstrating behavior and or emotional difficulties. Allows staff to design and target goals to impact behavior. *(Used for classroom management and/or identification of behavioral concerns)*
- Vineland Adaptive Behavior Scales- Measures adaptive behavior as reported by parents and teachers. *(Identify adaptive self-care and social skills)*
- PLS-4- Measures developmental levels of expressive and receptive language. *(Used to assess speech/language skills)*

OBJECTIVE #2:

Each student enrolled will have either an Individual Education Plan (IEP) or Family Support Plan (FSP) as documented by student roster and assigned Matrix numbers obtained from the FTE counts in Genesis.

GOAL #2:

Another ongoing goal is for our school to maintain our parental involvement component. Not only are there a variety of opportunities available for parental involvement, there is also a minimum of 10 volunteer service hours required for parents/families each school year.

BASELINE #1

Parents contributed 1100 volunteer hours for the 2004-2005 school year which is an average of 12.4 hours per student. Parents have contributed at least 1100 volunteer hours each year for the past 8 years.

OBJECTIVE #1:

Parents will maintain an overall average of 10 volunteer hours per student each school year.

ACHIEVEMENT ACADEMY ACCOUNTABILITY PLAN

GOALS AND OBJECTIVES: (continued)

4. CUSTOMER SATISFACTION AND COMMUNICATIONS:

GOAL:

Each year the Achievement Academy conducts parent and staff surveys to obtain feedback on satisfaction with current programming and comments or suggestions for future programming.

Employees participate in annual performance evaluations.

Both of these areas are integral parts of our continuous school improvement and accreditation process.

BASELINE #1:

Since 1998, the overall average rating of satisfaction given by parents, on the Achievement Academy Parent Survey, has been 4.5 on a scale of 5, with 5 being a perfect score.

OBJECTIVE #1:

We will maintain at least an overall average of a 4.0 rating of satisfaction on a scale of 5 on the Achievement Academy Parent Survey each school year.

BASELINE #2:

Since 2001, the overall average rating of quality given by staff on the Achievement Academy Staff Survey, has been 6.5 on a scale of 8 with 8 being a perfect school.

OBJECTIVE #2:

We will maintain at least a 6.0 rating of quality on a scale of 8 on the Achievement Academy Staff Survey each school year.

BASELINE #3:

94% of all staff received a satisfactory or above satisfactory on their evaluation for the 2004-2005 school year.

OBJECTIVE #3:

At least 90% of the Achievement Academy staff will receive a satisfactory or above satisfactory evaluation each school year.

ATTACHMENTS

ACHIEVEMENT ACADEMY ACCOUNTABILITY PLAN
ATTACHMENT #1

The Achievement Academy provides each student with a foundation for kindergarten readiness skills and focuses on the needs of each individual student and how we can best optimize their strengths in each developmental domain. We use innovative techniques to enhance each student's learning environment through large group, small group and one on one teaching methods. We incorporate sensory integrative methods and behavior management techniques in the student's learning process. We maintain individualized achievement portfolios on each student that are shared quarterly with parents. Our classrooms are divided by functioning levels, rather than age to maximize their learning environment.

Because of our focus on the whole child, some of our students are able to increase their skills to their age appropriate developmental levels by the time they graduate and test out of ESE into regular classrooms. The philosophy of the Achievement Academy encompasses not only the student, but the family and community.

Achievement Academy Philosophy

To participate with children who have special needs and their families in adapting to personal challenges and developing skills to promote optimal independence...through comprehensive assessment and goal development that is child-centered, family-driven, and staff supported.

To provide childhood experiences in all areas of development within a safe, loving and secure environment which encourages the acquisition of skills that are meaningful to the child both now and in the future...through an enriched and stimulating setting that is developmentally appropriate for children.

To respond to each child's individual needs, recognizing their strengths, while maintaining an awareness of the developmental sequence of the learning process...through an exemplary and dedicated staff that is committed to their profession and the responsibilities that come with this privilege.

To function as a team in parent, child, and professional partnerships in order to improve the quality of life for children and their families...through open dialogue that encourages exploration of all options, consensus building and respect for each team member equally.

To relate to the community by being responsive to its changing needs, while fulfilling an obligation to educate the public as to the value of children with varying abilities... through being a visible and proactive advocate for all children.

To educate and support families as they advocate for the needs of their children...through serving as an ongoing community resource for information and assistance.

To be a continuing source of support and assistance to all Achievement Academy families, both past and present...through the development of a lasting relationship based on a successful partnership with families from the beginning.

ACHIEVEMENT ACADEMY ACCOUNTABILITY PLAN

ATTACHMENT #2

Documentation of progress reviews (benchmarks):

	Daily	At least Weekly	At least Monthly	At least Quarterly	At least Annually
IEP/FSP staffings and reviews					✓
Developmental Assessment					✓
Therapy evaluation					✓
IEP, therapy and classroom goal development					✓
Progress reports				✓	
Portfolio reviews				✓	
Lesson Plan development and implementation	✓	✓	✓	✓	✓
Data Collection	✓	✓	✓	✓	
Student Attendance	✓				

ACHIEVEMENT ACADEMY ACCOUNTABILITY PLAN

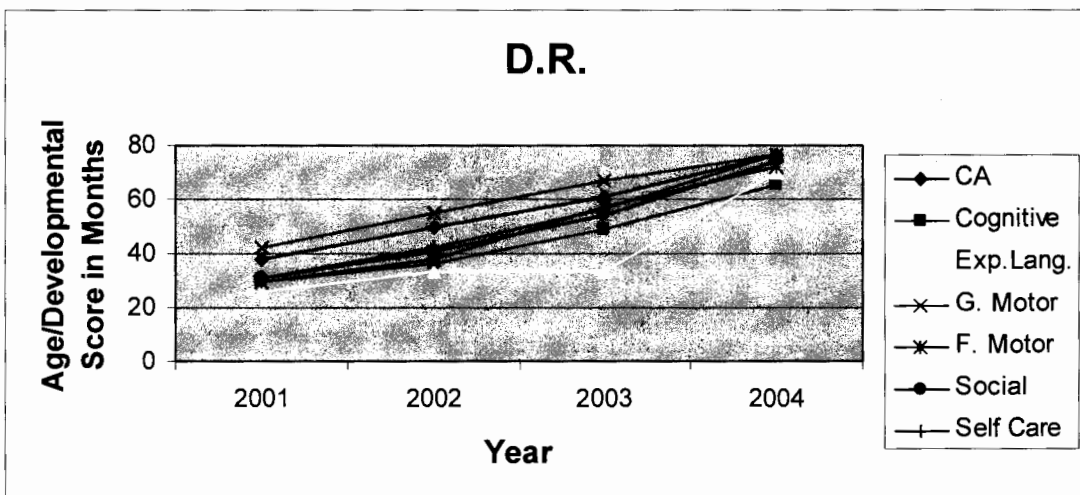
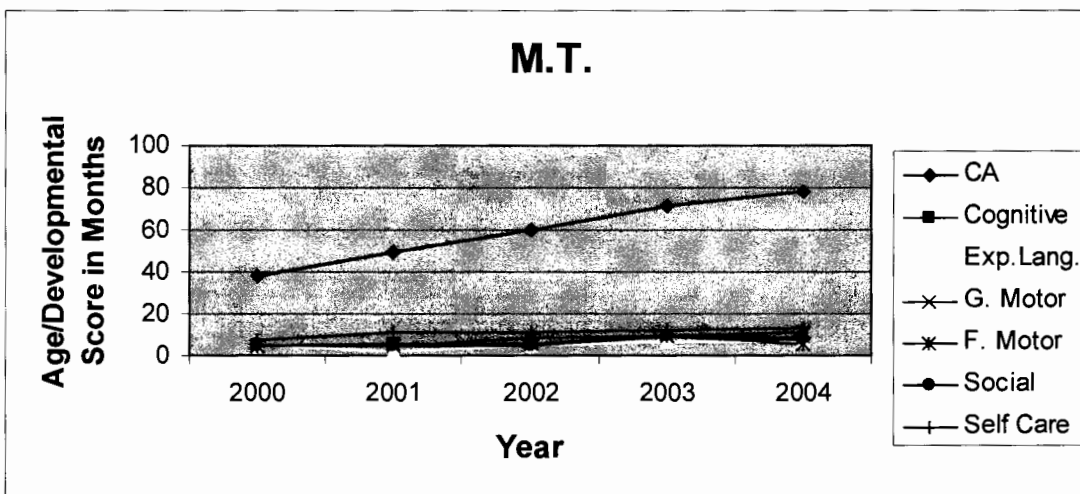
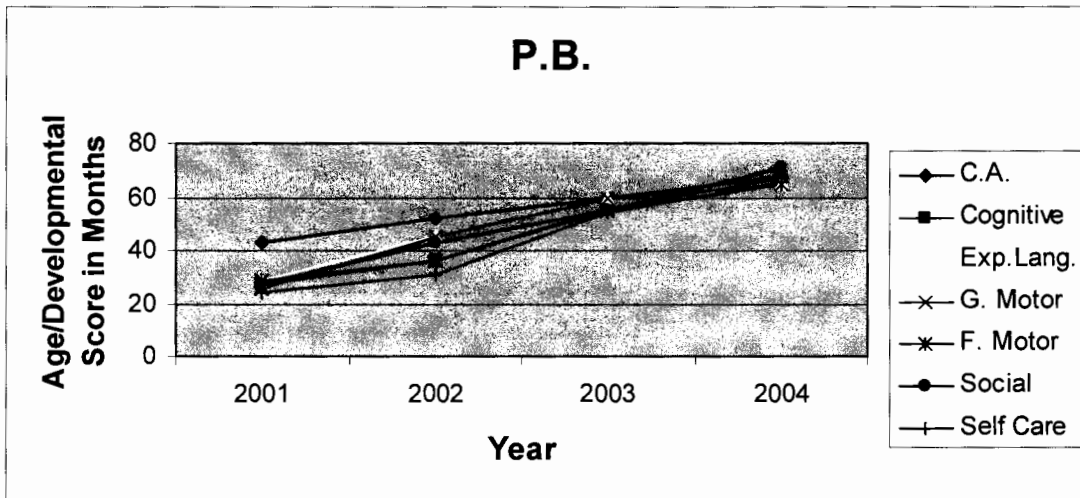
ATTACHMENT #3

List of Possible Assessment Tools used by Achievement Academy:

In addition to the tests listed on pages 9-10, additional tests may be used on an individual student basis and our occupational, physical and speech therapists use tests that are specific to their disciplines. The following is a list of those instruments:

- Peabody Individual Achievement Test-Revised- *(To obtain developmental scores)*
- Denver Developmental Screening Test II- *(Developmental screening tool)*
- Early Learning Accomplishment Profile/Learning Accomplishment Profile- *(To obtain developmental scores)*
- Goldman-Fristoe Test of Articulation- *(Used for testing articulation/speech sounds)*
- DeGangi-Berk Test of Sensory Integration *(Measures sensory processing and organization)*

**ACHIEVEMENT ACADEMY ACCOUNTABILITY PLAN
ATTACHMENT #4 – Student Progress Graphs**



**ACHIEVEMENT ACADEMY ACCOUNTABILITY PLAN
ATTACHMENT #4 - Student Progress Graphs**

