

**THIRD MODIFICATION
TO THE CHARTER CONTRACT BETWEEN
THE SCHOOL BOARD OF POLK COUNTY, FLORIDA
AND OUR CHILDREN'S ACADEMY, INC.**

Pursuant to Section I. B(4) of the Charter Contract between THE SCHOOL BOARD OF POLK COUNTY, FLORIDA, hereinafter Sponsor, and OUR CHILDREN'S ACADEMY, INC., hereinafter School, dated June 27, 2006, this second modification to the Charter Contract was presented to and approved by the School Board at its meeting on December 11, 2007 and agreed to by the Our Children's Academy's governing board as follows:

Appendix 5, referred to as the Our Children's Academy Accountability Plan, and attached hereto is agreed upon by the Sponsor and the School and is incorporated into the Charter Contract effective as of December 11, 2007.

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

**OUR CHILDREN'S ACADEMY,
INC.**

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

By *Susan M Bentley*
Chairperson

By *Lori Cunningham*
Lori Cunningham, Chairman

Attest *Almanzy*
Secretary

Attest *Gail M^c Kinzie*
Gail McKinzie, Secretary

Date: _____

Date: December 11, 2007

(SEAL)

(SEAL)

APPROVED AS TO
FORM AND LEGALITY
AS
ATTORNEY-PC'S



OUR CHILDREN'S ACADEMY ACCOUNTABILITY PLAN 2007-2008

Mission Statement:

Our Children's Academy is dedicated to facilitating each child's maximum independence, communicative abilities, and academic skills by using innovative programs that combine an educational and medical model.

Purpose:

Our Children's Academy is a Charter School started in 2006. OCA serves students two years old through second grade who have a variety of special needs and have been identified for services through Exceptional Student Education and have a physician's prescription or occupational, physical, and/or speech language therapy.

Duration:

Each child older than three years old has an Individualized Education Plan. Children younger than three have a Family Service Plan. Prior to enrollment students receive Occupational, Speech/Language and/or Physical Therapy evaluations based on their needs. The Developmental Assessment of Young Children (DAYC) is administered to children entering our Preschool program. After reviewing these evaluations, a determination is made about whether OCA can meet the needs of the child. OCA provides appropriate educational services along with Occupational, Speech/Language and Physical Therapy, based on the needs of the child as documented in their Individualized Education Plan/Family Service Plan.

All of the children in the Kindergarten through Second grade at Our Children's Academy must be eligible for an ESE program as determined by standardized assessments outlined in the Polk County Special Education Policies and Procedures. These students are currently being assessed using Alternate Assessment Procedures according to their Individualized Education Plan. The alternate assessment tool used in place of SAT 10 testing at Our Children's Academy is The Brigance, which may measure pre/post tests for many skill areas from readiness levels to Grades 1-6. The Brigance provides options for group and individual testing in academic areas of readiness, language, general knowledge, comprehension, reading, writing, and math. This test is more appropriate for the level of students currently served. In the future, if we have students who are able to participate in state wide testing, they will be assessed using the SAT 10. The students' learning at OCA has a wide variety of disabilities and many have dual diagnoses.

Demographics:

Male	Female	Caucasian	Black/Multi	Hispanic	Free/Reduced
61%	39%	60%	18%	21%	48%

Special Considerations:

Our Children's Academy is a school for children with documented special needs. 82% of the children in K-2 have a second disability and 50% have a third disability. These special factors make planning, educating and monitoring progress extremely challenging for the students, teachers and therapists. The Individuals with Disabilities Education Act has very stringent requirements for the planning, educating and monitoring of progress for individuals with documented special needs. Our Children's Academy maintains current Individualized Education Plans/Family Service Plans for all children attending school and progress reports are sent home every four and a half weeks that report on the progress of each child toward their annual goals. If a child is not making adequate progress towards their goals, a meeting is called to discuss the concerns and a plan is discussed and implemented for reaching the goal.

Disability

% total % as primary disability

Language Impaired	47	25
Developmentally Delayed (through age 5, delay of 25% or more in 2 or more areas of development)	28	28 (PreK only)
Educable Mentally Handicapped (IQ between 70-50)	16	9
Speech Impaired	16	6
Autism	12	12
Other Health Impaired	12	0
Trainable Mentally Handicapped (IQ less than 50)	9	3
Orthopedically Impaired	6	1
Visually Impaired	6	3
Emotionally Handicapped	6	6

PROGRAM EVALUATION PLAN

ACADEMIC

Our Children's Academy's Program Evaluation Plan indicates five (5) academic goals, four (4) based on standardized/norm referenced assessment tools and one (1) that uses comparative data. Children attending this school are expected to show progress in a variety of academic areas yet some areas are deemed to be more important than other areas.

During the 06-07 school year, children in kindergarten through second grade improved in their academic performance at least one level as measured on the Child Observation Record (COR), a standardized assessment associated with the HighScope Curriculum and Brigance (yellow) for equivalent developmental levels. The Brigance Inventory of Early Development Level II (yellow) assessment tool was administered in April to only two children in grades 1 and 2 however the COR was administered both pre and post thus indicating increases of at least 1 level. The educational team decided they preferred the Brigance Comprehensive Inventory of Basic Skills – Revised (CIBS-R) Grades Pre-K to 9 (green) for K-2nd grade students. The plan is to assess the K-2 children at the start of the school year and every three months using the Brigance (green).

Because many of our children suffer from being medically fragile or other significant circumstances preclude our children from consistent participation in the program, their success in achieving their IEP results is greatly reduced. Since our enrollment numbers are so small, one fall out can significantly skew our data to the negative. It is for that reason that the % of students achieving their goal is 80% as we really have no control over the health and well being of our more fragile and complex children.

All K-2 students are staffed in an ESE program where most students' academic progress is measured by an alternative assessment based upon their level of functioning reflecting their abilities. Noted in the child's IEP, the special testing considerations and alternate assessment types are outlined and documented.

Although we have attempted to break down our children into categories for measuring academic performance, it is important to note that the goal of our program is not solely academic performance. It may be that some of our children can be successful in some academic areas but are severely impaired in the area of relationship development.

Children may function at these academic levels for some but not all subjects. They may also lack adequate social, communication, emotional regulation, and transition skills thus significantly causing barriers to mainstreaming and interacting effectively with other children, family members and individuals in the community. Therefore, for the sake of this accountability plan, we are measuring "academic" performance. However, the child may need significantly more skills for adequate relationship developing and overall success.

For the children we serve, the simplistic attempt of categorizing children and measuring them with tools standardized on normally developing children can be misleading. It is all we have and we spend time measuring and attempting to measure their academic progress but all measures must be viewed, "on balance" in relationship to the complexity of Our Children.

The student's level of performance basically falls into four categories:

- A. **Academic K-2:** These children are able to learn and demonstrate reading, math, language arts, &/or science even if they are performing below grade level. They may have an IEP that calls for alternate assessment or they may be taking the standardized school assessment with accommodations.

The Brigance Comprehensive Inventory of Basic Skills – Revised (CIBS-R) Grades Pre-K to 9(green) will be used for K-2nd grade students in the Academic Level.

- B. **Pre-Academic K-2:** These children do not have the basic foundation to build traditional academic skills upon but they are developing their foundation. Their knowledge and skills are more like a preschool child where they are not yet recognizing their numbers and letters but may demonstrate an interest in building with blocks or looking at books. They recite nursery rhymes but cannot retell a story as yet. They are still playing with toys, beginning to show an interest in make believe and may be able to attend to new tasks for a short period of time.

The Child Observation Record (COR) a standardized assessment associated with the High Scope Preschool Curriculum highly recognized by the National Association for the Education of Young Children (NAEYC) was selected by the team as the outcome measurement tool of choice for children functioning at a pre-academic level in the K-2 classroom.

- C. **Severely Impaired Children K-2:** These are children who are measuring in the profound to trainable range on psychological assessments.

The COR standardized assessment tool associated with the High Scope Preschool Curriculum was selected by the team as the outcome measurement tool of choice for children functioning well below their chronological age due to severe impairment(s).

- D. **Diagnostic Position K-2:** There may also be children who are so severely physically impaired such as a quadriplegic cerebral palsy child who cannot demonstrate what they know until a method for communication is refined to allow the child to consistently show what they know. A comprehensive team approach will work with this child to determine the best way for the child to communicate. Once a communication system is established, the child will engage in ongoing assessments to determine if they are at Level A-C.

Once a means of obtaining reliable responses is achieved, either the Brigance or COR will be attempted with accommodations noted.

Performance Level:

Academic Performance Level	# of Students
Academic K-2	2
Pre-Academic K-2	6
Severely Impaired K-2	5
Diagnostic Position K-2	1

For children in grades K through 2nd grade, OCA is different from other Polk County schools or charter schools. Populations are comparable with Achievement Academy and the ACE Charter School for the preschoolers but those organizations do not serve children in K through 2nd grade. There are no comparable progress scores at those schools for children in K-2nd grade. Since our population is very small and the intellectual levels and unique needs of our students is highly varied, baseline data will be used to compare students to each other.

All students will be tested annually using the appropriate assessment based on their intellectual functioning and base skill level. 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. Academic assessments, focusing on reading, language arts, writing, math, and basic rudimentary knowledge (letters, colors, shapes, numbers, etc.) will be assessed. Student's strengths and weaknesses are identified and developmental or standardized scores are obtained based upon the assessment administered.

UNIQUE PROGRAM ASPECTS

There are many aspects of highly unique interventions inherent in the programs offered at Our Children's Academy. We have chosen four (4) unique program aspects to include in this year's accountability plan. They are listed in our Program Evaluation Plan. They are;

- our preschool program, which is an extension of Our Children's Rehab Center, Inc. and provides the families of special needs children an opportunity to attend an intensive program that addresses their individual needs both pre-academically (developmentally) as well as therapeutically. Providing this preschool program provides a continuity of care for special needs children and an intensive intervention early in the child's life. Research has shown that Early Intervention is very effective in helping children reach their highest potential gains. During the 06-07 school year, students showed progress in the developmental areas of cognition, communication, social emotional, self-care, gross and fine motor. The comparison of each child's pre and post scores on the Child Observation Record (COR) showed improvement of at least 1 level of development,
- the provision of physical, occupational and speech language therapy, and provided within the natural learning context of the classroom and other community integration experiences. These therapy services are also outlined in the child's Individual Educational Plan (IEP),
- parental involvement in their child's education is viewed as an extremely important factor in determining the overall success of a program. Measuring parental involvement will be determined by the parent's attendance and participation (input into the IEP by establishing a parental goal) during their child's annual review, re-evaluation, and/or parental conferences,
- parental involvement in the success of the organization is viewed as an important factor in quantifying parental support of the school. Their involvement in Our Children's Parent Teacher Organization (PTO), fundraising events, school improvement activities, celebrations, school projects, classroom parties, etc. is a reflection of a healthy school and positive school climate.

Our Children's Academy, a primary grade elementary school for special needs children, also has as its mission to serve preschool special needs children. Although all children in Pre-K must have an IEP to attend the school, the variety of children attending represents a wide spectrum. Many children have only speech and language difficulties and once they have completed the program will attend regular school. These children present normal physical and emotional development and act as role models for the other children in these strength areas. Some children have a physical impairment only and have no communication or cognitive deficits and thus present strength in the area of communication. Other children with both severe physical and communication deficits present huge challenges when attempting to measure their academic achievements due to the complexities of their physical disability. Children with global deficits have the advantage of developing friendships with children who can stimulate development in all areas. The unique aspect to our school is that All Children Belong, no matter what their difference. Our Children learn how to better understand themselves and the differences of others. With the help of Speech language Pathology, Occupational Therapy and Physical Therapy, Our Children are given highly skilled intervention(s) to address their developmental delays and limitation.

GOALS AND OBJECTIVES

Educational Program Success:

Standardized/Norm Referenced/Criterion Referenced Assessments

GOAL 1: K-2 students are expected to make progress in academic subjects

Objective 1: Students at Our Children's Academy will improve their reading performance.

Indicators of Progress:

Academic Students

1. 80% of academic students in grades Kg through 2 will increase 6 months on the Reading Composite of the Brigance (CIBS-R green) from the pre-test given at the beginning of the year (or upon enrollment) to the post-test given in June of each year.

Baseline 2006-2007: 75 % of academic students in grades Kg-2 increased 6 months on the Brigance (yellow).

Pre-Academic Students

2. 80% of pre-academic students in grades Kg-2 will increase 6 months on the Comprehensive Observation Record (COR) standardized assessment of the High Scope Curriculum from the pre-test given at the beginning of the year (or upon enrollment) to the post-test given in June of each year.

Baseline 2006-2007: 75% of Pre Academic students in grades Kg-2 increased 6 months on the COR standardized assessment of the High Scope Curriculum.

Severely Impaired (functioning in the Trainable or lower range of I.Q.)

3. 80% of the severely impaired students unable to perform on a standardized assessment will increase 1 level on the language/literacy sections of the COR from the pre-test given at the beginning of the year (or upon enrollment) to the post-test given in June of each year.

Baseline 2006-2007: 74% of severely impaired students functioning at an early developmental level in grades K-2 increased 1 level on the COR

Objective 2: Students at Our Children's Academy will improve their math performance.

Indicators of Progress:

Academic Students

1. 80% of pre academic/academic students in grades Kg through 2 will increase 6 months on the Math Composite of the Brigance (CIBS-R green) from the pre-test given at the beginning of the year (or upon enrollment) to the post-test given in June of each year.

Baseline 2006-2007: 70% of pre-academic/academic students in grades Kg-2 increased 6 months on the Brigance.

Pre-Academic Students

2. 80% of pre-academic students in grades Kg through 2 will increase 6 months on the Math Composite of the Brigance (CIBS-R green) from the pre-test given at the beginning of the year (or upon enrollment) to the post-test given in June of each year.

Baseline 2006-2007: 70% of pre-academic students in grades Kg-2 increased 6 months on the Brigance

Severely Impaired (functioning in the Trainable or lower range of I.Q.)

3. 80% of the severely impaired students unable to perform on a standardized assessment will increase 1 level on the cognitive/categorization sections of the COR from the pre-test given at the beginning of the year (or upon enrollment) to the post-test given in June of each year.

Baseline 2006-2007: 78% of severely impaired students functioning at an early developmental level in grades K-2 increased 1 level on the COR

Objective 3: Students at Our Children's Academy will improve their writing performance.

Indicators of Progress:

Academic Students

1. 80% of pre academic/academic students in grades Kg through 2 will increase 6 months on the Graphomotor/Writing subtest as documented by the Brigance (CIBS-R green) from the pre-test given at the beginning of the year (or upon enrollment) to the post-test given in June of each year.

Baseline 2006-2007: 75% of pre-academic/academic students in grades Kg-2 increased 6 months on the Brigance.

Pre-Academic Students

2. 80% of pre academic/academic students in grades Kg through 2 will increase 6 months on the Graphomotor/Writing subtest as documented by the Brigance (CIBS-R green) from the pre-test given at the beginning of the year (or upon enrollment) to the post-test given in June of each year.

Baseline 2006-2007: 75% of pre-academic/academic students in grades Kg-2 increased 6 months on the Brigance.

Educational Program Success:
Comparative Measures

Goal 2: K-2 Students will be assessed using comparative assessments and criterion referenced assessments at the beginning and end of the academic year that are individually designed by a professional team of teachers, therapists and other professionals for the purpose of determining the child's present levels on areas of weakness and designing Individualized Goals and Objectives for the IEP.

Objective 1: Students at Our Children's Academy will improve their skills in the area of self help, communication, and behavior.

Indicators of Progress:

1. 85% of students at Our Children's Academy will each meet 80% of their own IEP objectives in the area of self help, communication, and behavior, as documented at the IEP annual review.

Baseline 2006-2007: 50% of students met 79% of the each student's own IEP objectives as documented at the IEP annual review.

Organizational Viability:

Goal 1: Our Children's Rehab Center, Inc. (OCRC) has been a local, non-profit agency since 2001, providing services to children with developmental delays/disabilities and their families in Polk County. Our Children's Academy (OCA) was started in July, 2006, to specifically meet the needs of the Pre-Kindergarten/Kindergarten through 2nd grade ESE students in Polk County.

It is important to adhere to sound fiscal policies and essential governance standards to efficiently operate an organization. Our Children's Academy will be responsible stewards of the finances and efficiently operate the school by adhering to an approved budget, educating the board members as to their role and the mission of the organization, and measuring, analyzing, and reporting, performance based outcomes to Board members, staff, parents, and community stakeholders thus documenting the quality of the program.

Board of Trustees

Objective 1: The Board of Trustees for Our Children's Academy will remain active in the oversight of the organization's operation.

Indicators of Progress:

1. The Board members of Our Children's Academy will review the financials and minutes regularly as documented by the board meeting minutes for a minimum of 10 board meetings annually with a quorum present at each meeting.

Baseline 2006-2007: Board members of Our Children's Academy reviewed the financials and minutes monthly for a minimum of 10 board meetings as documented by the board meeting minutes.

Objective 2: The Governance of Our Children's Academy will remain strong through education, orientation, and preparation of the new board members.

Indicators of Progress:

Because of scheduling conflicts, some new board members may not be able to attend board orientation however all new board members are asked to attend and are highly encouraged to do so. Therefore,

1. 80% of new Board members will receive annual training on expectations, Sunshine Law and their role as documented on the agenda identifying information addressed and list of attendees. Veteran Board members may participate as instructors or participants.

Baseline 2006-2007: 70% of new Board members received training on expectations, Sunshine Law and their role as documented on the agenda identifying information addressed and list of attendees.

Objective 3: Our Children's Academy will share the Program Eval. (Accountability Plan) outcome measures with the Board members.

Indicators of Progress:

1. Interim reports, documenting outcomes measured quarterly, will be presented for review to the Board every 12 weeks and recommended action plans will be developed if needed as documented by Board meeting minutes. (Periodic review of outcome data with formulated action plans when needed provide for the Board's ongoing input into improving program outcomes thus making the Accountability Plan and Program Evaluation come alive through the active review process.)

Baseline 2006-2007: No Baseline available as we did not have an accountability plan in place during 2006-07. All organizational progress, issues, and actions were reviewed and discussed monthly with the Board members and action plans devised when needed. Documentation of these actions can be found in monthly minutes.

OCA Staff

Objective 4: Our Children's Academy will share the Program Evaluation (Accountability Plan) outcome measures with the staff of OCA.

Indicators of Progress:

1. Accountability Plan, interim reports, documenting outcomes measured quarterly, will be presented for review every 12 weeks at OCA staff meetings and recommended action plans will be devised if needed as documented by staff meeting minutes.

Baseline 2006-2007: No Baseline available as we did not have an accountability plan in place during 2006-07.

Other Community Stakeholders

Objective 5: Our Children's Academy will share the Program Evaluation (Accountability Plan) outcome measures with the community stakeholders.

Indicators of Progress:

1. An Accountability annual report, documenting outcomes , will be presented for informational purposes annually on the OCA website as documented by printout of the school's website.

Baseline 2006-2007: No Baseline available as we did not have an accountability plan in place during 2006-07.

Budget

Objective 6: Our Children's Academy's financial planning will provide for a reserve to protect the financial stability of the organization from unplanned expenses.

Indicators of Progress:

1. OCA will have a 3% unrestricted/unreserved fund balance of annual FEFP dollars as documented by the annual Independent Financial Audit.

Baseline 2006-2007: OCA has a 4% unrestricted/unreserved fund balance of annual FEFP dollars as of June 2007 year end financial statement. The annual Financial Audit will not be available until September of 2007.

Unique Program: All Children/Parents/Community Belong

Goal 1:

Our goal is for Our Children to improve and develop skills needed to become more independent and allow Our Children to enjoy the experiences derived from interacting with other children, their family members, and their community.

Pre-K and the Low Functioning K-2 students

Objective 1: Pre-K students at Our Children's Academy will improve overall development (cognitive, social/emotional, communication, gross and fine motor skills) through the help of specially trained therapists and educators.

Indicators of Progress:

1. 65% of students who complete the pre and post assessments in Pre-K and our Severely Impaired K-2 students will increase 1 level annually (measured 3 times per year) as documented by the Child Observation Record (COR) evaluation tool.

Baseline 2006-2007: 60% of the students who completed the pre and post assessments (10 students) in Pre-K increased 1 level overall annually (measured 3 times per year) as documented by the Child Observation Record (COR) evaluation tool.

Therapy

Objective 2: Pre-K Students at Our Children's Academy will show improvement in therapy.

Indicators of Progress:

1. 72% of the Pre-K students will meet 80% of their physical rehab therapy IEP goals in the therapy they receive (PT,OT, SLP) as documented in the child's IEP and/or therapy records.

Baseline 2006-2007: 69% of Pre-K students at Our Children's Academy demonstrated an 80% improvement in the therapy they received (PT,OT, and SLP) as documented in child's IEP and/or therapy records.

Parent Involvement

Objective 3: Parents of students attending Our Children's Academy will attend and participate in their child's annual review, reevaluation and/or parent conferences.

Indicators of Progress:

1. 85% of parents of students attending Our Children's Academy will participate in their child's annual review, reevaluation conference or IEP conference either in person or in writing as documented on the IEP/conference data base log.

Baseline 2006-2007: 80% of parents of students attending Our Children's Academy participated in their child's annual review, reevaluation conference or IEP conference either in person or in writing as documented on the IEP/conference data base log.

Objective 4: Parents of students attending Our Children's Academy will volunteer at our school.

Indicators of Progress:

1. On an average, parents of students attending Our Children's Academy will volunteer a minimum of 18 hours per year as documented on the parent volunteer log.

Baseline 2006-2007: On an average, parents of students attending Our Children's Academy volunteered 15 hours per year.

Community

Objective 5: The greater Lake Wales Community will show their support of OCA by donating, by means of fundraisers, foundations, giving campaigns, in kind contributions.

Indicator of Progress:

1. A minimum of \$50,000.00 will be donated to OCA during the 2007-08 year where donations will be reported as required monthly and documented on the year end financial statement submitted to the district.

Baseline 2006-2007: \$75,000.00 was donated to OCA during the 2006-07 year.

Stakeholder Satisfaction

Goal 1:

OCA recognizes the importance of stakeholder satisfaction with the overall performance of the organization. The two main stakeholder satisfaction opinions being documented during the 2007-08 school year will be

- the staff which includes teachers, paraprofessionals, secretaries, contracted therapists, contracted psychologist, contracted medical professionals, ESE liaisons, lead teachers and any other staff member working at the school, and
- the parents and/or guardians

Staff and parents will judge the overall performance of the organization to be satisfactory and rank their level of satisfaction as satisfied. Parents will indicate whether they would refer another child to the school

Staff

Objective 1: Staff of Our Children's Academy will rate the organization as a quality program.

Indicators of Progress:

1. The OCA staff will rate the overall quality of the organization at least a 6 out of 8 with 8 being top score when averaging all staff results received on the OCA Staff Satisfaction Survey.

Baseline 2006-2007: No baseline was obtained during 2006-07 as this data was not required during 2006-07 and OCA was unaware this category of data was required.

Parents

Objective 2: Parents of students attending Our Children's Academy will recommend Our Children's Academy to others.

Indicators of Progress:

1. 80% of parents will answer "yes" to the question, "Would you recommend Our Children's Academy to others?"

Baseline 2006-2007: No baseline was obtained during 2006-07 as this data was not required during 2006-07 and OCA was unaware this category of data was required.