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**McKeel Elementary Academy
Charter Renewal
January 2006**

Office of School Choice

Mission Statement

McKeel Elementary Academy recognizes each child's individual needs and abilities. The school is dedicated to providing a nurturing, safe environment in which students achieve academic success and receive a strong foundation to prepare them to confidently succeed in the twenty-first century.

Background Information

McKeel Elementary Academy is in its third year of operation, opening as a new charter school in Polk County in August 2003. The school currently has 393 students in grades K-5 with high desirability among parents for enrolling their children as indicated by a waiting list of over 900 students. The school has been graded as an "A" school under Florida's A+ Plan for the first two years, and the school met annual yearly progress requirements (AYP) of No Child Left Behind (NCLB) in 2005. The Annual Report Card and AYP Progress Report for 2004 and 2005 are included as attachments.

Students who complete 5th grade at McKeel Elementary are admitted to McKeel Academy of Technology with the opportunity to complete their middle and high school years there. The parental and community desire for a seamless K-12 program was a major factor in the development of the school, and many students are siblings of McKeel Academy students.

The school is located in downtown Lakeland in a building formerly owned and used by First Baptist Church of Lakeland as its Christian Youth Center. It was purchased and renovated to include 19 classrooms, a media center, technology lab, office area and food service area. A large multi-purpose room complete with a computer, DVD/VCR player and large projector as well as a SMART Board®, was renovated during the 2004-2005 school year. The building also has a full sized gymnasium. The school and PTO continue work on an outdoor beautification project with the addition of trees, plants, a fence, and improvements to the parking lot. Future plans include a covered walkway and pavilion area.

The school's downtown location provides opportunities for interaction with the community. Students are able to walk or ride the Citrus Connection trolley to visit businesses, parks, museums, and government offices. The school is a member of the Lakeland Chamber of Commerce and the Lakeland Downtown Partnership. Career exploration opportunities are provided at all grade levels in keeping with one of the areas of emphasis at McKeel Academy.

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 or field study students. There are also a number of college students who have provided volunteer services at the school.

Students who attend McKeel Elementary live throughout the Lakeland area. McKeel Academy buses provide transportation for almost 80% 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. This program is staffed by school employees.

Approximately 22% of the school's students are Black. Approximately 35% of students receive free or reduced lunch. 10% of students receive ESE services, including gifted. In addition to the assistance teachers provide for students, a tutoring program through Learning Resource Center has been offered in the winter months since the first year the school opened. This has been attended by 70-90 students each year. After school activities have included Chess Club, E-Team for 5th graders, a drama club, reading club, art club, and Odyssey of the Mind.

The school staff includes 21 teachers, guidance counselor, principal, assistant principal and 5 support staff members. Teachers have an average of 6 years experience and 19% 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 help in classrooms, assist with clerical functions, work with after school activities, chaperone field trips, and participate in the PTO. This organization sponsors several fundraisers each year which benefit students and teachers. These include an annual Fall Festival for students and their families; skate nights at a local skating rink, a Gingerbread House for students to do Christmas shopping, a Father-Daughter Valentine's dance and Mother-Son spring luncheon.

Success of the School's Academic Program

Educational Goals

McKeel Elementary has been a success in its first two and a half 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 with the addition of data collected during the 2004-2005 school year. There is evidence that the majority of the school's goals have been met. One measure of progress in reading, mathematics, and writing academic goals is shown by FCAT scores (both SSS and NRT). Overall FCAT scores for the school have exceeded those of the district.

McKeel Elementary FCAT SSS Comparison 2004 & 2005

Grade	Reading % Scoring level 3 or above 31% 2004	Reading % Scoring level 3 or above 2005	Math % Scoring level 3 or above 31% 2004	Math % Scoring level 3 or above 31% 2005
3rd	76	78	69	61
4th	86	83	71	70
5th	76	83	65	83
McKeel Average	79	81	68	71
Polk Average	61	63	54	57

Average Score for FCAT Writing 4th Grade 2004 & 2005

	2004	2005
McKeel Elementary	3.8	3.8
Polk County	3.6	3.8

There were academic indicators other than FCAT for the academic goals, (Goal 1) McKeel Elementary Academy students will become proficient in reading and mathematics, (Goal 2) McKeel Elementary Academy students will become proficient in writing, and (Goal 4) McKeel Elementary Academy students will become technologically proficient. Several indicators were based on data collected within the school. These include beginning and end of the year assessments in reading, mathematics, and writing. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used in grades K-3 and Harcourt *Trophies* in grades 4 and 5 for reading evaluation. Since the adoption of the Scott-Foresman math series in 2004, the beginning and end of the year assessments from that series have been used to demonstrate mathematics progress. *Write from the Beginning*, the school's writing program has rubrics which teachers use to assess beginning and end of the year progress. Internally collected data shows goals were met in all areas. (See accountability plan)

The establishment of goal statements involved input from teachers, and a large amount of time was spent making sure teachers understood the assessments to be administered at each level and the method for reporting results. An electronic reporting system was created by several teachers for the teaching staff 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

as well as information about the school's economy system for behavior management. These goals were met as stated in the attached accountability plan.

The "Math Facts" program was implemented in 2004-2005 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 2-5. Students practice facts at home and in school, and demonstrate mastery through timed tests given weekly. Classroom teachers recognize student success in various ways, and posters recognizing students are posted in hallways. 100% of students in grades 2-5 participated in 2004-2005, and 81% met established grade level expectations. (Included with accountability plan)

A major school goal is for students to become technologically proficient. 100% of students were scheduled in a weekly computer class of 40 minutes during 2004-2005. During the 2003-2004 school year students attended twice weekly for a shorter time, but the longer time provided better continuity for instruction and practice. 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 used during the 2004-2005 school year. The original plan was based on extensive research completed by the Mountain Brook School District in Alabama and has been adapted to better meet the needs of McKeel students. 93% of the students met at least 70% of the skills at their grade level. (Grade level competency skills are included with the attached accountability plan).

Chart below shows disaggregated data of sub groups used to determine Adequate Yearly Progress (AYP).

Group	% Reading at or above grade level (FCAT level 3) State goal 31% 2004	% Reading at or above grade level (FCAT level 3) State goal 37 % 2005	% Scoring at or above grade level (FCAT level 3) in Math State goal 38% 2004	% Scoring at or above grade level (FCAT level 3) in Math State goal 44 % 2005
Total	80	81	70	71
White	82	84	78	77
African American	59	69	28**	50
Hispanic *	NA	NA	NA	NA
Asian *	NA	NA	NA	NA
American Indian *	NA	NA	NA	NA
Econ. Disadvantaged	72	81	53	65
LEP *	NA	NA	NA	NA
Students with Disabilities *	NA	NA	NA	NA
Female	75	81	65	70
Male	85	81	74	73

* Due to size these categories are not counted on Florida DOE school report card

** Only subgroup below state goal – School did not make AYP in 2004.

A school wide emphasis was made during 2004-2005 to identify and provide extra assistance in mathematics to the school's African American students who were not on grade level (those students who scored in levels 1 or 2 the previous year). While that effort was successful, the third grade scores dropped below the district average. One of the few areas where the indicator of progress for an accountability goal was not met was the third grade math results for 2005. The score for the FCAT SSS was slightly below that of the district (61% of McKeel Elementary students scored at level 3 or above while 63% of the district students performed at that level); however, the school's NRT results for third grade math were slightly above the district. Overall average scores did exceed those of 3rd-5th grade students in the district.

One teaching assignment change was made in third grade, and the teachers have worked diligently to ensure that all standards are covered. They have also worked closely with the second grade teachers to make sure students come into third grade with the prerequisite skills for success in third grade. 2004-2005 was the first year using the new Scott-Foresman math series, and there is a belief there was too much teaching from a book which was challenging for many students and not enough direct focus on the Sunshine State Standards.

One indicator of progress in the school's reading goal is related to DIBELS testing for K-3. A decrease in the percentage of students in the high risk category from the beginning to end of the school year is the goal, yet, there was a slight increase. Overall results for kindergarten, first, and third grades showed a 3% decrease; however, the results for second grade showed an increase in the area of oral fluency reading. These students were successful on other tests designed to assess this area. Teachers are aware of this inconsistency and have provided additional practice for students.

The use of the Accelerated Reader (AR) program has taken longer to implement than originally expected. During the first year there were not resources to adequately purchase enough of the books and quizzes required for the program. That was established as a priority and during the second year the media center became fully functional. However, extensive problems with the AR software and the school's server had to be resolved. The server has been upgraded, and the school has contracted for the web based program to be hosted by Renaissance Learning. This has allowed full use of the program. All students in grades 1-5 have been tested using the STAR test to determine AR reading levels, goals have been established for students, and the program is underway.

Student Performance

While the school has kept longitudinal student data for students using the SAT9 and SAT 10 which is given in grades 1 and 2, the data is not consistent. The test changed from the SAT 9 to the SAT10 in 2005, and schools were told by the Senior Director of Assessment and Accountability not to make comparisons between the two versions of the test. Using 2005 SAT 10 results for baseline data will allow those comparisons to be made beginning with spring 2006 testing. This will also be true with fall testing data collected through the use of the SESAT (Kindergarten level) which is currently administered to first graders in the fall.

Students meeting promotional objectives each year show evidence of progress. 96% of students were promoted in 2004 and 98% in 2005. Reading data is collected through the use of Language Arts Assessment Cards as used throughout the district for each student.

FCAT data is available to show the percentage of students making a year's worth of progress in reading and math. Based on spring 2004 FCAT, 73% of students made a year's progress in reading and 68% of students in math. 70% of struggling students made a year's worth of progress in reading. In 2005, FCAT results showed 70% of students making a year's worth of progress in reading and 75 % in math. 66% of struggling students made a year's worth of progress in reading.

An examination of grade level FCAT performance has shown increases in all areas except a slight drop in reading from the 4th to 5th grade. See chart below:

Percentage of Students Scoring at Level 3 or above FCAT 2004 & 2005

Group of students	Reading	Math
2004 3 rd Grade	76%	69%
2005 4 th Grade	83%	70%
2004 4 th Grade	86%	71%
2005 5 th Grade	83%	83%

The School as a Viable Organization

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. The yearly audits as completed by an outside auditing firm have found the school to be operating with a positive fund balance. This is one of the indicators of progress for Goal 6 (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 no plans at this time for future major expenditures.

Enrollment

Enrollment levels at McKeel Elementary have been stable, and the school has stayed at capacity. The school had 396 students the first two years of operation, and currently has 393 students. This slight decline is in response to meeting the requirements of the Class Size Reduction Amendment. Further reductions will occur during the next few years according to state requirements for compliance.

Number of Students at Each Grade (3 Classes per Grade Level)

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
2003-04	20 (60)	20 (60)	20 (60)	24 (72)	24 (72)	24 (72)	396
2004-05	20 (60)	20 (60)	20 (60)	24 (72)	24 (72)	24 (72)	396
2005-06	19 (57)	20 (60)	20 (60)	24 (72)	24 (72)	24 (72)	393

The school has successfully maintained a large waiting list since the school opened. Currently 908 students are on the list, including 165 minorities. 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 – January 2006

Grade	White	Black	Total
Kindergarten	95	25	120
1 st Grade	124	26	150
2 nd Grade	159	43	202
3 rd Grade	137	12	149
4 th Grade	80	17	97
5 th Grade	148	42	190
Total	743	165	908

The school has maintained an overall minority population of approximately 20% at all times as indicated by the following chart.

School Population

Data from October FTE for 2003-04 & 2004-05 and January 2006

Year	Grade	White	Percentage	Black	Percentage	Total
2003-2004	K	48	80%	12	20%	60
2004-2005	K	44	73.3%	16	26.7%	60
2005-2006	K	43	75.4%	14	24.6%	57
Year	Grade	White	Percentage	Black	Percentage	Total
2003-2004	1	49	80.3%	12	19.7%	61
2004-2005	1	47	77%	14	23%	61
2005-2006	1	43	71.7%	17	28.3%	60
Year	Grade	White	Percentage	Black	Percentage	Total
2003-2004	2	47	78.3%	13	21.7%	60
2004-2005	2	47	77%	14	23%	61
2005-2006	2	48	80%	12	20%	60
Year	Grade	White	Percentage	Black	Percentage	Total
2003-2004	3	55	76.4%	17	23.6%	72
2004-2005	3	50	69.4%	22	30.6%	72
2005-2006	3	59	82%	13	18%	72
Year	Grade	White	Percentage	Black	Percentage	Total
2003-2004	4	62	88.6%	8	11.4%	70
2004-2005	4	53	73.6%	19	26.4%	72
2005-2006	4	53	73.6%	19	26.4%	72

Year	Grade	White	Percentage	Black	Percentage	Total
2003-2004	5	59	80.8%	14	19.2%	73
2004-2005	5	57	79.2%	15	20.8%	72
2005-2006	5	53	73.6%	19	26.3%	72
Totals						
2003-2004		320	81%	76	19%	396
2004-2005		298	75%	100	25%	398
2005-2006		299	76%	94	24%	393

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 McKeel Elementary

Year	Black	White
2003-2004	14	25
2004-2005	9	13

School Governance

The McKeel Elementary 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 other than parental representatives changing as their children leave the school to move on to middle school. 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 director 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 director. Parental complaints at this level have been rare. One parental complaint was taken to the Federal Office of Civil Rights, but there was no evidence found for the complaint after an investigation. The Office of School Choice was aware of the complaint as was the school's Board of Directors. 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.

Professional Staff

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 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, writing, and mathematics. 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 back to back school grades of "A" under the state's A+ Plan as well as meeting AYP in 2005 is one measure of success.

A representative from each grade level meets several times a month with the administration, and teams of teachers meet several times a week. Teachers are involved in collecting data for documentation for the school's accountability plan. Several teachers developed a way for this input to be done electronically.

Teachers began meeting in the spring of 2003 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 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 involvement in planning for the future. The summer conference will be held again in July 2006.

Additional on-going staff training is done on a monthly basis after school to provide support and reinforcement in areas such as Thinking Maps, Write from the Beginning, and the use of SMART Boards as well as other technology. Some technology training has been done by grade level groups during the teachers' planning time. Optional training in technology has been offered after school as well as during the summer. All teachers in grades K-4 were given the opportunity to attend grade specific curriculum conferences in Orlando during the fall of 2005. Many teachers participate in training offered by the district in areas such as math, reading, Kagan cooperative learning, ESOL, and FLIGHT for beginning teachers and those working with interns.

The school has 21 teachers: 18 classroom teachers, PE, Technology/Gifted, and Art. All teachers hold a valid Florida teaching certificate. 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. Four teachers (19%) hold a master's degree, and three additional teachers are currently enrolled in a master's program. Teachers have an average of 6 years experience. There were six teachers who did not return to the school after the first year. This was not unexpected in a new program. Four teachers left at the end of year two, one to enter the business world and another who moved out of state. The school principal, guidance counselor, school secretary, and two paraprofessionals have been at the school since it opened, and an assistant principal was added this year.

Teacher survey results show that teachers are very satisfied with the school. During the spring of 2004 the school used the PCSB Annual Survey of Attitudes with 93.3% of teachers giving an overall rating of excellence. A school developed survey was used in 2005 with 96% of teachers stating they agree or strongly agree with survey items to demonstrate satisfaction with the school. Future plans include continuing the summer conference for teachers as well as related follow-up training throughout the year, continued use of a mentor for any teacher new to McKeel Elementary as well as having any beginning teacher receive additional assistance. The school follows the district plan with requirements for the professional educational competencies of beginning teachers.

The School and Its Charter Program and Operation

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, 2, and 4) of the accountability plan (attached) has been discussed in the first section, Educational Goals. (Goal 6) 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 above.

Additional goals include (Goal 3) 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, and (Goal 5) 100 % of McKeel Elementary students will be provided with enrichment activities.

The indicators of progress for these goals have been met. Goal 3 indicators about enrollment and the waiting list are discussed in the Enrollment section above. Teacher survey results are covered in the section on Professional Staff. Another indicator for Goal 3 is parental satisfaction with the school according to annual surveys. The spring 2004 Polk County survey shows 93.3% of parents giving the school an overall rating of excellence. A school developed survey used in 2005 shows 94% of parents stating they agree or strongly agree with survey items to demonstrate satisfaction with the school.

Another indicator for Goal 3 is average daily attendance for the school compared to the district. The school does not have access to the district data, but the school average daily attendance for both 2003-2004 and 2004-2005 was 97%.

The final Goal 3 indicator tracks student success with the school's economy system. This successful plan is based on that of McKeel Academy and has been adapted for the elementary level. Students 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 having lunch at Munn Park with a teacher and group of classmates. The indicator statement was that at least 80% of students would maintain a positive balance using the economy system. The results exceeded that percentage each year.

Indicators of progress for Goal 5 (100 % of McKeel Elementary students will be provided with enrichment activities), are related to opportunities for field trips; special presentations and activities; family involvement activities; and student recognition for academic success. The school's downtown location provides easy access for many walking field trips including such destinations as the Polk Theater, Explorations V Museum, Polk Museum of Art, City Hall, and various businesses. Students have also been on field trips to other locations away from the downtown area.

Special presentations and activities have included such events as dance performances by Florida Dance Theater, COW Week (Cultures of the World), Red Ribbon Week Kick-Off for the city of Lakeland, Holiday Gingerbread House, Book Week "Hat Day" contest, and special programs through the Lakeland police and fire departments and the local Girl Scouts. Third grade students have participated in "Careers from A to Z" with a variety of guests from an author to a tree farmer to a well digger. After school clubs include Book Club, Art Club, Drama Club, and Chess Club.

Family involvement opportunities have been sponsored by the school's successful PTO which has provided such events as skate nights, bowling afternoons, cook-outs, an annual Fall Festival, Father - Daughter Valentine's dance, and a Mother-Son spring luncheon. This wonderful group has used various fund raisers to help provide much needed resources to the new school including books for the media center, a sound system for the gymnasium, and extra supplies and resources for classrooms.

More specific information showing progress successfully meeting these three indicators can be found in the attached accountability plan.

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. The school contracts with a speech therapist and an occupational therapist to provide those services. There is no full time ESE program at the school, and students who require services are staffed in an inclusion model. An ESE teacher from McKeel Academy is assigned to the school on a part-time basis.

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, and then a referral is begun with the ESE teacher who follows the guidelines of the district. The assigned school psychologist and staffing specialist meet with the ESE teacher throughout the referral process to ensure accurate referrals are made.

The ESE 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 (January 2006) but reflects past numbers.

Students Receiving ESE Services

Exceptionality	Number of Students
Language Impaired	3
Speech Impaired	9
Specific Learning Disability (SLD)	3
Other Health Impaired (OHI)	4
Gifted	21
Total	40

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

- Moving out of county -1
- Leaving for home schooling – 1
- Returning to home zoned school due to retention– 2
- Returning to home zoned school due to parental choice - 6 (One of these left to attend private school.)

- **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 was one student assessed in 2004-2005 who was not found to be limited English proficient, and two students were assessed in 2005-2006.

One of these students is limited English proficient. She is a kindergarten student, and the teacher uses ESOL strategies as needed. Copies of home language surveys are kept in student cumulative files.

- **Student Learning Time**

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. Students are ability grouped across classes in grades three through five for reading, and in grades four and five for math. The school feels teachers are better able to meet student needs in this manner. In addition to the extra help teachers provide students, volunteers are used in classrooms to assist with some remediation. 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.

- **State Testing Requirements**

The school has participated in all aspects of the required state testing program. The School Readiness Uniform Screening System (SRUSS) is administered to kindergarten students within the first 45 days of school. This has included Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as well as the Early Screening Inventory for Kindergarten (ESI-K) for the past two years. 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. According to the NCLB School Public Accountability Report 100% of students were tested during 2004 and 2005 FCAT. There are no students who have received an alternative assessment.

Number of Students Tested

Fall 2003 SRUSS							
Kindergarten	Tested 55						
Fall 2004 SRUSS							
Kindergarten	Tested 59						
Fall 2005 SRUSS							
Kindergarten	Tested 58						
Spring 2004 SAT9 Reading and Math							
Grade 1	Tested 58						
Grade 2	Tested 58						
Spring 2005 SAT10 Reading and Math							
Grade 1	Tested 59						
Grade 2	Tested 59						
Spring 2004 FCAT SSS							
	Reading	Math	Writing	Science	FCAT NRT	Reading	Math
Grade 3	72	72	NA	NA		72	72
Grade 4	70	70	71	NA		70	70
Grade 5	70	71	NA	70		70	70
Spring 2005 FCAT SSS							
	Reading	Math	Writing	Science	FCAT NRT	Reading	Math
Grade 3	72	72	NA	NA		72	72
Grade 4	72	72	72	NA		72	72
Grade 5	72	72	NA	72		72	72

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)
2004	1st	1	Flexible setting, presentation, scheduling
	2nd	1	Flexible setting, scheduling, & extra time
	3rd	2	Flexible setting, presentation, scheduling
	3rd	3	Flexible presentation & scheduling
	4th	1	Flexible setting, presentation, scheduling, & extra time
	4th	1	Flexible setting & extra time
	5th	1	Flexible setting, presentation, scheduling
	5	2	Flexible setting & extra time
Total		12	
2005	2nd	1	Flexible setting, presentation, scheduling
	2 nd	1	Large print
	3rd	1	Flexible setting & scheduling
	3rd	1	Flexible setting & presentation
	3rd	1	Flexible setting, presentation, scheduling
	4th	2	Flexible setting, presentation, scheduling
	5th	1	Flexible setting, presentation, scheduling
	5 th	2	Flexible setting & extra time
Total		10	

- **Student Discipline**

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

Out of School Suspensions

2003-04		TOTAL # OF INCIDENTS	
CATEGORY		SCHOOL	BUS
ABUSIVE LANGUAGE	4	2	2
DISRUPTIVE BEHAVIOR	29	26	3
INTERFER WITH ED.	8	8	n/a
FORGERY	5	5	n/a
HARRASSMENT	6	6	n/a
HITTING OTHERS	12	10	2
SAFETY	1	N/A	1
STEALING	2	2	n/a
TOTALS	67	59	8

2004-05 CATEGORY	TOTAL # OF INCIDENTS	SCHOOL	BUS
BULLYING	1	1	n/a
DISRUPTIVE BEHAVIOR	17	12	5
FIGHTING	3	1	2
FORGERY	1	1	n/a
HARRASSMENT	2	2	n/a
HITTING	11	10	1
INDECENT EXPOSURE	1	1	n/a
INTERFER WITH ED.	2	2	n/a
SAFETY	3	1	2
STEALING	1	1	n/a
THREATENING	1	1	n/a
TOTALS	43	33	10

- **Health and Safety**

Copies of current inspections for fire and health as well as the certificate of occupancy are on file at 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 all needed computers, and there is a SMART Board, projector, DVD/VCR player, and printer in each classroom. Digital cameras are available for each grade level as well as Digital Blue cameras for student use. Software titles have been added to meet teacher requests and the needs of students. There has been an upgrade to the school's internet access as well as improvements to the server and data connections. Clerical and administrative staff has updated computers and printers. The school purchased six Palm Pilot handheld devices this year and has been using them for DIBELS assessment through the use of mClass software. This has the advantage of saving time and eliminating the need for input by a staff member. 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 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.
- 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.

Plans for the Future

Experiences During Initial Charter

The school has experienced a great deal of success during its first two and a half 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 two years. 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 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 supplied the school with 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 unable to provide at this time. The Office of School Choice conducted an academic review of the application in October 2005 to gather documentation on how well the school is doing what it said it would do. Preparing for this review provided the staff an opportunity to examine current practices and make decision about desired changes.

The following are areas the school would like to change:

Application page number	Academic goal or practice	Rationale for change
p. 5-6	Early Prevention of School Failure Kindergarten Program (EPSF)	While this test (EPSF) was suggested at the time the application was submitted, to be in compliance with state requirements the School Readiness Uniform Screening System (SRUSS) has been used with Kindergarteners for the past three years. It also tests

	(Omit and use SRUSS as required by the state)	readiness of students for kindergarten. In the fall of 2004 we also began using DIBELS which is required in addition to the SRUSS ESI-K. (DIBELS also used in grades 1-3.) In addition, in 2005 the Kindergarten Readiness Test (KRT) was administered in July to provide teachers additional information before students reported to school.
p. 6	Each student will have weekly one-on-one or small group reading time w/ an adult or high school student mentor (Other options)	While adult volunteers help in many classrooms and some high school mentors visit the school on a regular basis, the school has not been able to have enough to provide them weekly in all classes. However, "reading buddies" are established among grades such as K and 5; 1 and 3; and 2 and 4 to provide a similar experience for students.
p. 7	SRA Reading Mastery Program (decoding, comprehension, literature) (Other materials used)	The school chose not to use the SRA Reading Mastery Program but instead is covering these skills through the use of Fluency First, Think Alongs, Sight Word strategies, leveled readers from Trophies Basal Reading Series, and on-line sources like www.harcourtschools.com , www.readquarium.com , www.funbrain.com , www.abcteach.com , and www.starfall.com , in addition to the use of Trophies as the adopted reading series.
p. 8	Sunshine Math with parent volunteers in classroom (Parents not regularly available for this specific help)	While the school is using Sunshine Math, it is not being done with parent volunteers.
p. 9	AIMS (Activities Integrating Math and Science) – hands-on activities to allow students to recognize relationships between math and science curriculum (Other activities & materials used)	Although not through the use of AIMS materials, math and science are being integrated in a variety of ways. These include: a 3 rd grade class designing and creating a butterfly garden at the Peer Center, using measurement to chart the growth of plants, mixing items to create physical changes, creating graphs and measuring during numerous science topics, and graphing patterns in weather. Curriculum integration is a school focus.

p. 9	<p>Science Lab and Science resource teacher to compliment the content taught in classroom w/ weekly lab</p> <p>(Financially not feasible)</p>	<p>While McKeel Elementary does not have an official lab, teachers do have the equipment to use their classrooms in a “lab like environment”. Available equipment includes lab tables, microscopes, tornado demonstration machine, glassware including test tubes, flasks, etc.</p> <p>Due to budgetary constraints the school is unable to have a science resource teacher. However, 4th and 5th grade science teachers assist with resources and plans for other grade levels.</p>
p. 11-12	<p>Spanish curriculum to include cultural awareness, listening comprehension, reading and writing skills</p> <p>(Financially not feasible)</p>	<p>While there is a strong belief in the value of such a program the school is unable to fund a position for a Spanish teacher. The school will continue to expose students to the Spanish language as possible through parent volunteers, but there will not be a formal program.</p>
p.14	<p>Television production studio</p> <p>(Facilities not available)</p>	<p>Due to space restraints the school does not have a television production studio. Options are being explored, but they will not involve a formal studio.</p>
p. 15 – 33	<p>Technology Curriculum Skills</p> <p>(revise original)</p>	<p>This section has been slightly changed to better meet the needs of McKeel Elementary students. The revisions are attached.</p>
p. 37	<p>Personalized Education Plans</p> <p>(Other methods of communication and documentation in use)</p>	<p>Instead of creating a personalized education plan for each student, a number of other things have been done for teachers to communicate with parents . An Academic Improvement Plan is developed for each student requiring one based on test scores from the previous spring, DIBELS testing and/or teacher observation. Kindergarten parents must meet with the teacher before receiving the first report card, and teachers regularly make calls and have conferences with parents. All parents are contacted by a teacher within the first few weeks of school. Teachers send weekly newsletters, update their teacher page on the school website weekly, send Monday folders home with graded papers and letters from school, and check the agendas daily for notes from parents. Materials are sent home to build reading, writing and math skills. DIBELS</p>

		reports are sent home four times a year. Back to school parent nights are held at each grade level to provide information to parents. 3 rd grade holds additional meetings to discuss strategies for parents to help students with FCAT reading.
p.47	Use of Compass Lab to assist in assessment process. (Technology lab is used for classes to teach applications. The school does not have the resources (money or facilities) to add another computer lab.	Instead of a Compass Lab for tutorial purposes, McKeel Elementary's program has used the technology lab to teach applications. Some computer assessment can be done in that lab as well as in classrooms.

Accountability Plan

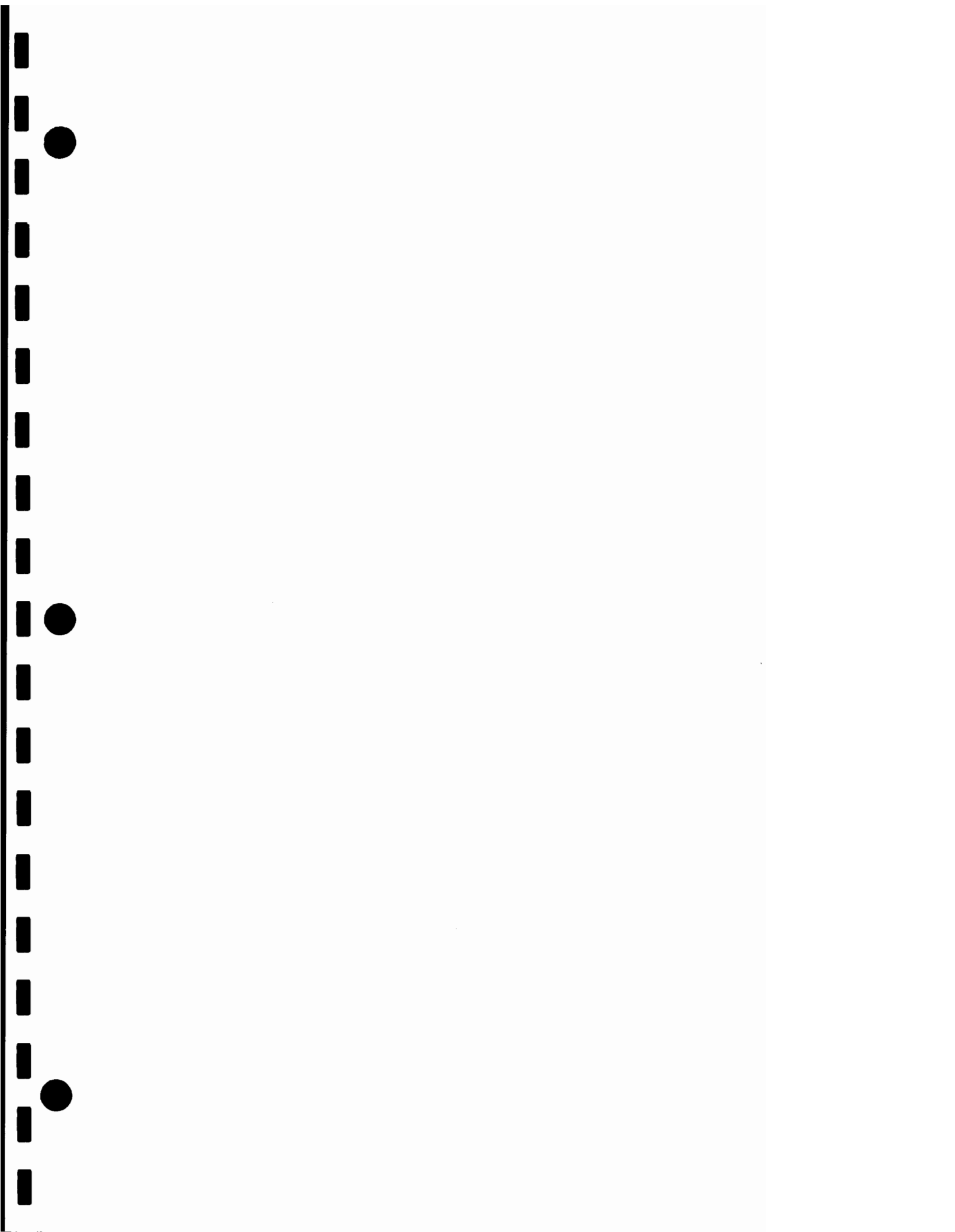
An accountability plan to begin with the 2006-2007 school year has been presented to the Office of School Choice. Goals address student performance expectations in the areas of reading, mathematics, writing, and science which are all areas of FCAT assessment. The school expects its students to continue to show improvement in all areas. Additional goals include technology proficiency for students, parental satisfaction, enrichment opportunities for students, opportunities for family involvement, and a final goal related to financial solvency and the board of directors.

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.

Facilities

Since the school has purchased the building it currently occupies, there are plans to remain in the current downtown Lakeland location. An outdoor beautification project has been on going over the past two years and will soon be completed. This involves new playground equipment, a fence, improvements to the parking lot, a school sign, and the planting of trees, plants, and sod. Future plans call for a covered walkway and pavilion area. 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.





Annual

YOUR CHILD'S EDUCATION: IN FLORIDA, IT'S PERSONAL

Select Again

MCKEEL ELEMENTARY ACADEMY (1682), Polk (53)

411 N FLORIDA AVENUE, LAKE LAND, FL 33801-0000
 School Phone: 863-499-1287, Principal: JUDI MORRIS

| Report Card Home Page | AYP Home Page |
 | School Grades Home Page | Return on Investment Home Page |

Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	<p style="text-align: center;">A</p> <p>This grade is calculated by adding points earned from each of the performance areas below.</p>	<p style="text-align: center;">97 % of criteria satisfied</p> <p>This percent is based on a total of 30 criteria that every school must meet, if applicable.</p>
Reading	<ul style="list-style-type: none"> 81% of students reading at or above grade level 73% of students making a year's worth of progress in reading 70% of struggling students making a year's worth of progress in reading 	All subgroups met this criteria.
Math	<ul style="list-style-type: none"> 70% of students at or above grade level in math 68% of students making a year's worth of progress in math 	African American students in this school need improvement in Math.
Writing	<ul style="list-style-type: none"> 83% of students are meeting state standards in writing. 	All subgroups met this criteria
Possible Choice Options	<ul style="list-style-type: none"> Your child is not eligible for an opportunity scholarship under the A+ Plan. MCKEEL ELEMENTARY ACADEMY has not met federal adequate yearly progress under No Child Left Behind because it needs improvement in one or more areas. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind. Contact your district office at (863-534-0521) for other choice options available to you. 	

**Title I refers to the federal law that provides funding for low-income students. A school is considered Title I when at least: 35% (targeted assistance) or 50% (school wide) of its students are eligible for free or reduced-price lunch based on their families' income levels.

School Efficiency Indicator for 2001-02 relates money spent at the school-level with student performance at that school allowing users to evaluate the efficiency and effectiveness compared to other schools.

No ROI Data

page 2

State Law – Florida's A+ Plan, School Grades: School Grades are based on how well students have mastered the Sunshine State Standards – the skills Florida teachers determined our children must learn at each grade level – which are measured by the Florida Comprehensive Assessment Test (FCAT).



YOUR Florida Department of Education

Friday, January 27, 2006

21 Century Learning

Enter Keywords



Return to Summary Report | New query

2004 Adequate Yearly Progress (AYP) Report - Page 2		Polk, MCKEEL ELEMENTARY ACADEMY 1682																		
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)		203		2004 School Grade 1:		A		Did the School make Adequate Yearly Progress?		N										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).																				
Group	Tested 95% of the students?		31% Reading at or above grade level?		38% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Showed 10% improvement in Reading percent not above grade level?		Safe Harbor Reading		Showed 10% improvement in Math percent not above grade level?		Safe Harbor Math			
	2004	Y/N	2004	Y/N	2004	Y/N	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004		
TOTAL ⁴	100	Y	80	Y	70	Y				NA								30	NA	
White	100	Y	82	Y	78	Y				NA								22	NA	
African American	100	Y	59	Y	28	N				NA								41	72	N
Hispanic		NA		NA		NA				NA										NA
Asian		NA		NA		NA				NA										NA
American Indian		NA		NA		NA				NA										NA
Economically Disadvantaged	100	Y	72	Y	53	Y				NA								28	47	NA
Limited English Proficiency		NA		NA		NA				NA										NA
Students with Disabilities		NA		NA		NA				NA										NA



YOUR Florida Department of Education

Friday, January 27, 2006

21 Century Learning

Enter Keywords



[Return to Report Card | New AYP Query](#)

2004 Adequate Yearly Progress (AYP) Report - School Level -

Page 1

**POIK, MCKEEL ELEMENTARY
ACADEMY**

[Click here to see a detailed report](#)

Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 97 %	
Total Writing Proficiency Met:	YES	2004 School Grade:	A
Total Graduation Criterion Met:	NA	Reading Proficiency Met	
	95% Tested	Math Proficiency Met	
Total	YES	YES	YES
White	YES	YES	YES
African American	YES	YES	NO
Hispanic	NA	NA	NA
Asian	NA	NA	NA
American Indian	NA	NA	NA
Economically Disadvantaged	YES	YES	YES
Limited English Proficiency	NA	NA	NA
Students with Disabilities	NA	NA	NA

2004 Accountability Report Home
2004 Guide to Calculating Adequate Yearly Progress (AYP) Technical Assistance Paper (PDF)



Annual Report Card 2005

YOUR CHILD'S EDUCATION: IN FLORIDA, IT'S PERSONAL

Select Again

MCKEEL ELEMENTARY ACADEMY (1682), Polk (53)

411 N FLORIDA AVENUE, LAKE LAND, FL 33801

School Phone: 863-499-1287, Principal: JUDI . MORRIS

| Report Card Home Page | AYP Home Page |
 | School Grades Home Page | Return on Investment Home Page |
 | Last Year's Report Card |

Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	A This grade is calculated by adding points earned from each of the performance areas below.	100 % of criteria satisfied Yes This percent is based on a total of 30 criteria that every school must meet, if applicable.
Reading	<ul style="list-style-type: none"> • 83% of students reading at or above grade level • 70% of students making a year's worth of progress in reading • 66% of struggling students making a year's worth of progress in reading 	All subgroups met this criteria.
Math	<ul style="list-style-type: none"> • 72% of students at or above grade level in math • 75% of students making a year's worth of progress in math 	All subgroups met this criteria.
Writing	<ul style="list-style-type: none"> • 84% of students are meeting state standards in writing. 	All subgroups met this criteria
Possible Choice Options	<ul style="list-style-type: none"> • Your child is not eligible for an opportunity scholarship under the A+ Plan. • MCKEEL ELEMENTARY ACADEMY has met federal adequate yearly progress under No Child Left Behind. • Contact your district office at (863-534-0521) for other choice options available to you. 	

**Title I refers to the federal law that provides funding for low-income students. A school is considered Title I when at least: 35% (targeted assistance) or 40% (school wide) of its students are eligible for free or reduced-price lunch based on their families' income levels.

School Efficiency Indicator for 2003-04 relates money spent at the school-level with student performance at that school allowing users to evaluate the efficiency and effectiveness compared to other schools.

No ROI Data

page 2

State Law – Florida's A+ Plan, School Grades: School Grades are based on how well students have mastered the Sunshine State Standards – the skills Florida teachers determined our children must



YOUR Florida Department of Education

Friday, January 27, 2006

21 Century Learning

Enter Keywords



New AYP Query

2005 Adequate Yearly Progress (AYP) Report - School Level - Page 1

Polk, MCKEEL ELEMENTARY ACADEMY (1682)

Click here to see a **detailed report**

Did the School Make Adequate Yearly Progress?

YES

Percent of Criteria Met: 100 %

Total Writing Proficiency Met:

YES

2005 School Grade: **A**

Total Graduation Criterion Met:

NA

Total

95% Tested

Reading Proficiency Met

YES

Math Proficiency Met

White

YES

YES

African American

YES

YES

Hispanic

NA

YES

Asian

NA

NA

American Indian

NA

NA

Economically Disadvantaged

YES

NA

Limited English Proficiency

NA

YES

Students with Disabilities

NA

NA

2005 Accountability Report Home

2005 Guide to Calculating Adequate Yearly Progress (AYP) Technical Assistance Paper (PDF)



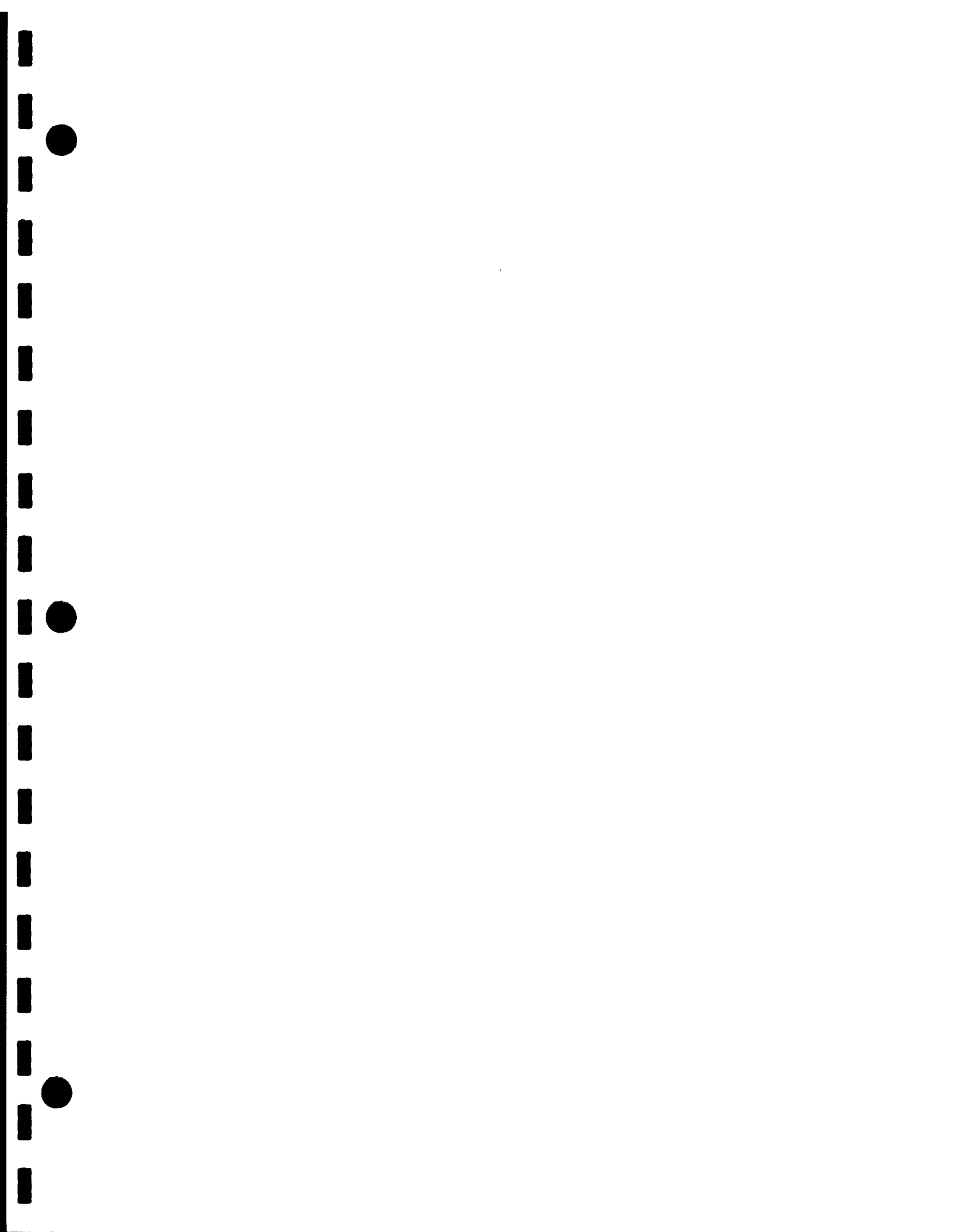
YOUR Florida Department of Education

Friday, January 27, 2006

21 Century Learning Enter Keywords

select d.distName as mydistrict, s.schl as school, s.clschl, s.schname as name from common.common.schoolnames s, common.common.lookupdistricts d where s.schl = 1682 and s.distNumber = 53 and s.distNumber = d.distNo
Return to Summary Report | New query

2005 Adequate Yearly Progress (AYP) Report - Page 2		Polk, MCKEEL ELEMENTARY ACADEMY 1682																	
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)		216		2005 School Grade ¹ :		A		Did the School make Adequate Yearly Progress? ⁵		Y									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).																			
Group	Tested 95% of the students?		37% scoring at or above grade level in Reading?		44% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Showed 10% improvement in Reading percent not above grade level?		Safe Harbor Reading		Showed 10% improvement in Math percent not above grade level?		Safe Harbor Math		
	2005	Y/N	2005	Y/N	2005	Y/N	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	
TOTAL ⁴	100	Y	81	Y	71	Y		94			NA	20	19	NA	30	29	NA	NA	
White	100	Y	84	Y	77	Y	94			NA	18	16	NA	22	23	NA	NA	NA	
African American	100	Y	69	Y	50	Y				NA	41	31	NA	72	50	NA	NA	NA	
Hispanic		NA		NA		NA				NA								NA	NA
Asian		NA		NA		NA				NA									NA
American Indian		NA		NA		NA				NA									NA
Economically Disadvantaged	100	Y	81	Y	65	Y				NA	28	19	NA	47	35	NA	NA	NA	NA
Limited English Proficiency		NA		NA		NA				NA									NA
Students with Disabilities		NA		NA		NA				NA									NA



McKeel Elementary Academy

Technology Curriculum Skills

Revisions for submittal with 2006 Renewal Document

Kindergarten

Word Processing Skills

1. **Open, view, and print documents**
2. **Use a word processor in real world context to write stories or poems**

Fundamental Computer Skills

1. **Use and understand basic computer related terms:**
 - a. *Login (log-in)
 - b. *Cursor
 - c. *Icon
 - d. *Scroll bar
 - e. *Hour glass/busy
 - f. *Word processor
 - g. *Internet
2. **Identify basic computer hardware components and peripheral devices:**
 - a. *Keyboard & mouse
 - b. *Monitor
 - c. *Printer
 - d. *Headphones/Speakers
 - e. *CD-ROM
3. **Care and appropriate use of hardware**
 - a. *Demonstrate appropriate care and use of keyboard & mouse
 - b. *Demonstrate appropriate care and use of computer disks
 - c. *Demonstrate appropriate care and use of CD-ROM
4. **Use basic computer management skills** - Demonstrate ability to access and exit software

SUGGESTED ACTIVITIES

- Teacher introduces technology with current examples of technology in the world (digital camera, computers, etc.) Students give examples to complete a thinking map.
- Teacher uses classroom workstation to introduce computer components, allowing students to handle keyboards and mouse
- Students identify computer components on SmartBoard as teacher names the parts
- Using basic graphics program, teacher introduces computer terminology such as desktop, icon, click, double-click, scroll
- Using KidPix, students learn to control the mouse and to navigate within a software application
- Students create simple projects using the graphics features of KidPix and learn about icons and their functions
- Students use KidPix to create an alphabet book and begin basic keyboarding
- Students use introductory keyboarding software to learn proper posture, hand position, and keyboarding
- Students are introduced to word processing applications and concepts such as formatting and printing
- Students learn about storage media such as diskettes and cd-roms

First Grade

Word Processing Skills

1. **Create and save a new document**
 - a. *Identify intended use
 - b. *Use save and save as
2. **Open, view, and print documents**
 - a. Print entire file
 - b. *Use print preview
3. **Format documents**
 - a. *Selecting font style & size
 - b. *Word spacing
 - c. *Indenting
4. **Use a word processor in real world context to write stories or poems**

Fundamental Computer Skills

1. **Use and understand basic computer related terms:**
 - a. Login (log-in)
 - b. Cursor
 - c. Icon
 - d. Scroll bar
 - e. Hour glass/busy
 - f. Word processor
 - g. Internet
 - h. *Minimize
 - i. *Maximize
 - j. *Network
 - k. *Directory
 - l. *Open File
2. **Identify basic computer hardware components and peripheral devices:**
 - a. Keyboard & mouse
 - b. Monitor
 - c. Printer
 - d. Headphones/Speakers
 - e. CD-ROM
 - f. *Hard drive
 - g. *Floppy drive
 - h. *Disk
 - i. *File server
3. **Care and appropriate use of hardware**
 - a. Demonstrate appropriate care and use of keyboard & mouse
 - b. Demonstrate appropriate care and use of computer disks
 - c. Demonstrate appropriate care and use of CD-ROM
 - d. Demonstrate ability to turn computer off/on independently
 - e. Demonstrate appropriate care and use of printer

- f. Demonstrate appropriate care and use of special keyboard keys (Shift key, arrow keys, spacebar, Backspace, Enter key)
 - g. *Demonstrate appropriate care and use of special keyboard keys (Ctrl, Alt, Delete, Tab, Esc)
4. **Identify the functions and advantages of computer productivity software**
 - a. *Word processing
 5. **Use basic computer management skills**
 - a. Demonstrate ability to access and exit software
 - b. *Demonstrate ability to manage files (saving, retrieving)

Computer Networking and Telecommunication Skills

1. **Use the network by:**
 - a. Demonstrating appropriate use of log-in numbers/names
 - b. *Demonstrating appropriate use of network printing
 - c. *Saving files to individual home directories
 - d. *Using multiple storage drives (A:\, G:\, and S:\)

SUGGESTED ACTIVITIES

- Students learn about storage media such as diskettes and cd-roms and use diskettes to save their work
- Students write poems, format them, and add clip art in a word processing program
- Students learn additional computer terminology and use share/pair activities to reinforce the new information
- Students use SmartBoard to create thinking maps and to demonstrate skills as requested
- Students learn to use backgrounds in KidPix and to add interactive components to graphics projects
- Students create simple presentations in PowerPoint for in-class presentations and electronic portfolios
- Students use introductory keyboarding software to learn proper posture, hand position, and keyboarding
- Students begin self-paced keyboarding practice using Ultra-Key as they increase their speed and accuracy
- Students are introduced to Internet-based resources such as Brain Pop and United Streaming and view various clips about real-life applications of technology

Second Grade

Word Processing Skills

1. **Create and save a new document**
 - a. Identify intended use
 - b. Use save and save as
2. **Open, view, and print documents**
 - a. Print entire file
 - b. Use print preview
 - c. *Print selected parts
3. **Format documents**
 - a. Selecting font style & size
 - b. Word spacing
 - c. Indenting
 - d. *Justifying text
4. **Edit text - Changing font style & size**
5. **Use desktop publishing techniques**
 - a. *Inserting graphics
 - b. *Sizing graphics
6. **Use a word processor in real world context to write stories or poems**

Fundamental Computer Skills

1. **Use and understand basic computer related terms:**
 - a. Login (log-in)
 - b. Cursor
 - c. Icon
 - d. Scroll bar
 - e. Hour glass/busy
 - f. Word processor
 - g. Internet
 - h. Minimize
 - i. Maximize
 - j. Network
 - k. Directory
 - l. Open File
 - m. *Edit
 - n. *Hardware
 - o. *Software
 - p. *Copyright
 - q. *Software piracy
 - r. *License agreement

2. **Identify basic computer hardware components and peripheral devices:**
 - a. Keyboard & mouse
 - b. Monitor
 - c. Printer
 - d. Headphones/Speakers
 - e. CD-ROM
 - f. Hard drive
 - g. Floppy drive
 - h. Disk
 - i. File server
3. **Care and appropriate use of hardware**
 - a. Demonstrate appropriate care and use of keyboard & mouse
 - b. Demonstrate appropriate care and use of computer disks
 - c. Demonstrate appropriate care and use of CD-ROM
 - d. Demonstrate ability to turn computer off/on independently
 - e. Demonstrate appropriate care and use of printer
 - f. Demonstrate appropriate care and use of special keyboard keys (Shift key, arrow keys, spacebar, Backspace, Enter key)
 - g. Demonstrate appropriate care and use of special keyboard keys (Ctrl, Alt, Delete, Tab, Esc)
4. **Identify the functions and advantages of computer productivity software**
 - a. Word processing
5. **Use basic computer management skills**
 - a. Demonstrate ability to access and exit software
 - b. Demonstrate ability to manage files (saving, retrieving)

Computer Networking and Telecommunication Skills

1. **Use the network by:**
 - a. Demonstrating appropriate use of log-in numbers/names
 - b. Demonstrating appropriate use of network printing
 - c. Saving files to individual home directories
 - d. Using multiple storage drives (A:\, G:\, and S:\)

Legal/Ethical Skills

1. **Shows understanding of appropriate legal/ethical conduct by:**
 - a. Demonstrating appropriate use of computers
 - b. Demonstrating appropriate computer etiquette
 - c. Following school policy regarding technology resources
 - d. Respecting the privacy of all users through use of security rules
 - e. Obeying copyright laws

Information Management Skills

1. **Access/retrieve information:**
 - a. *Identify a need for information
 - b. *Identify appropriate resources

SUGGESTED ACTIVITIES

- Students use storage media such as diskettes and cd-roms
- Students use Word Art to create report covers and title pages in a word processing application
- Students learn additional computer terminology and use share/pair activities to reinforce the new information
- Students use SmartBoard to create thinking maps and to demonstrate skills as requested
- Students use the audio features of KidPix to record their own sounds and narratives for short presentations
- Students create presentations in PowerPoint for in-class presentations, (Presidents, States, etc.) and electronic portfolios
- Students continue self-paced keyboarding practice using Ultra-Key as they increase their speed and accuracy
- Students use Internet resources to gather information on a variety of topics and to import various media files into presentations
- Teacher introduces basic network concepts and shared resources such as network printers and servers

Third Grade

Word Processing Skills

Create and save a new document

- a. Identify intended use
- b. Use save and save as

2. Open, view, and print documents

- a. Print entire file
- b. Use print preview
- c. Print selected parts

3. Format documents

- a. Selecting font style & size
- b. Word spacing
- c. Indenting
- d. Justifying text

4. Edit text

- a. Changing font style & size
- b. *Cutting, copying, pasting, & deleting text
- c. *Using spell check

5. Use desktop publishing techniques

- a. Inserting graphics
- b. Sizing graphics

6. Use a word processor in real world context to:

- a. Write stories or poems
- b. *Type reports

Fundamental Computer Skills

Use and understand basic computer related terms:

- a. Login (log-in)
- b. Cursor
- c. Icon
- d. Scroll bar
- e. Hour glass/busy
- f. Word processor
- g. Internet
- h. Minimize
- i. Maximize
- j. Network
- k. Directory
- l. Open File
- m. Edit
- n. Hardware
- o. Software
- p. Copyright
- q. Software piracy

- r. License agreement
 - s. *Electronic mail (e-mail)
 - t. *Computer manual
 - u. *File
 - v. *Telecommunication
 - w. *Multimedia
2. **Identify basic computer hardware components and peripheral devices:**
 - a. Keyboard & mouse
 - b. Monitor
 - c. Printer
 - d. Headphones/Speakers
 - e. CD-ROM
 - f. Hard drive
 - g. Floppy drive
 - h. Disk
 3. **Care and appropriate use of hardware**
 - a. Demonstrate appropriate care and use of keyboard & mouse
 - b. Demonstrate appropriate care and use of computer disks
 - c. Demonstrate appropriate care and use of CD-ROM
 - d. Demonstrate ability to turn computer off/on independently
 - e. Demonstrate appropriate care and use of printer
 - f. Demonstrate appropriate care and use of special keyboard keys (Shift key, arrow keys, spacebar, Backspace, Enter key)
 - g. Demonstrate appropriate care and use of special keyboard keys (Ctrl, Alt, Delete, Tab, Esc)
 4. **Identify the functions and advantages of computer productivity software**
 - a. Word processing
 - b. *Telecommunications (E-mail & Internet)
 5. **Use basic computer management skills**
 - a. Demonstrate ability to access and exit software
 - b. Demonstrate ability to manage files (saving, retrieving)

Computer Networking and Telecommunication Skills

1. **Use the network by:**
 - a. Demonstrating appropriate use of log-in numbers/names
 - b. Demonstrating appropriate use of network printing
 - c. Saving files to individual home directories
 - d. Using multiple storage drives (A:\, G:\, and S:\)
 - e. *Accessing on-line information for research
 - f. *Accessing information from a directory

Legal/Ethical Skills

1. **Shows understanding of appropriate legal/ethical conduct by:**
 - a. Demonstrating appropriate use of computers
 - b. Demonstrating appropriate computer etiquette
 - c. Following school policy regarding technology resources
 - d. Respecting the privacy of all users through use of security rules
 - e. Obeying copyright laws

Information Management Skills

1. **Access/retrieve information:**
 - a. Identify a need for information
 - b. Identify appropriate resources
 - c. *Use of Internet

Multimedia Skills

1. **Prepare an electronic presentation**
 - a. *Create and edit slides/screens
 - b. *Add and edit text (font, size, color)
2. **Change the look of your presentation**
 - a. *Customize the background
 - b. *Arrange objects on the slide/screen
 - c. *Insert graphics, clip art, and/or digital pictures
3. **Save**
 - a. *Save a presentation as a new and/or existing presentation and close the file
 - b. *Save As presentation to a new location (shared directory for presentation)
4. **Present**
 - a. *Open an existing multi-media project
 - b. *Practice presentation skills for audience (use of microphone, posture, delivery skills)
 - c. *Deliver presentation using projection device

SUGGESTED ACTIVITIES

- Students use storage media such as diskettes and cd-roms
- Students create electronic portfolios including field trip summaries, journal entries, photos
- Students learn additional computer terminology and use share/pair activities to reinforce the new information
- Students use SmartBoard to create thinking maps and to demonstrate skills as requested
- Students use the Slide Show features of KidPix to create a short presentation using their original graphic artwork
- Students create presentations in PowerPoint for in-class presentations on the various topics such as the Solar System
- Students use web-quest activities to integrate reading and writing activities
- Students continue self-paced keyboarding practice using Ultra-Key as they increase their speed and accuracy
- Students use Internet resources to gather information on a variety of topics and to import various media files into presentations
- Students use more advanced features of the word processing program such as the Spelling & Grammar checker, paragraph formatting, bullets & numbering, and drawing tools
- Students access shared folders on the network server and print to network printers
- Students use graphic organizer software to enhance writing skills and utilize visual aides to create stories and reports

Fourth Grade

Word Processing Skills

1. **Create and save a new document**
 - a. Identify intended use
 - b. Use save and save as
2. **Open, view, and print documents**
 - a. Print entire file
 - b. Use print preview
 - c. Print selected parts
3. **Format documents**
 - a. Selecting font style & size
 - b. Word spacing
 - c. Indenting
 - d. Justifying text
 - e. *Line spacing
 - f. *Change case
4. **Edit text**
 - a. Changing font style & size
 - b. Cutting, copying, pasting, & deleting text
 - c. Using spell check
5. **Use desktop publishing techniques**
 - a. Inserting graphics
 - b. Sizing graphics
6. **Use a word processor in real world context to:**
 - a. Write stories or poems
 - b. Type reports
 - c. *Generate letters

Fundamental Computer Skills

1. **Use and understand basic computer related terms:**
 - a. Login (log-in)
 - b. Cursor
 - c. Icon
 - d. Scroll bar
 - e. Hour glass/busy
 - f. Word processor
 - g. Internet
 - h. Minimize
 - i. Maximize
 - j. Network
 - k. Directory

- l. Open File
 - m. Edit
 - n. Hardware
 - o. Software
 - p. Copyright
 - q. Software piracy
 - r. License agreement
 - s. Electronic mail (e-mail)
 - t. Computer manual
 - u. File
 - v. Telecommunication
 - w. Multimedia
2. **Identify basic computer hardware components and peripheral devices:**
 - a. Keyboard & mouse
 - b. Monitor
 - c. Printer
 - d. Headphones/Speakers
 - e. CD-ROM
 - f. Hard drive
 - g. Floppy drive
 - h. Disk
 - i. File server
 3. **Care and appropriate use of hardware**
 - a. Demonstrate appropriate care and use of keyboard & mouse
 - b. Demonstrate appropriate care and use of computer disks
 - c. Demonstrate appropriate care and use of CD-ROM
 - d. Demonstrate ability to turn computer off/on independently
 - e. Demonstrate appropriate care and use of printer
 - f. Demonstrate appropriate care and use of special keyboard keys (Shift key, arrow keys, spacebar, Backspace, Enter key)
 - g. Demonstrate appropriate care and use of special keyboard keys (Ctrl, Alt, Delete, Tab, Esc)
 - h. *Demonstrate appropriate care and use of special keyboard keys (Home, End, Page Up, Page Down)
 4. **Identify the functions and advantages of computer productivity software**
 - a. Word processing
 - b. Telecommunications (E-mail & Internet)
 5. **Use basic computer management skills**
 - a. Demonstrate ability to access and exit software
 - b. Demonstrate ability to manage files (saving, retrieving)

Computer Networking and Telecommunication Skills

1. **Use the network by:**
 - a. Demonstrating appropriate use of log-in numbers/names
 - b. Demonstrating appropriate use of network printing

- c. Saving files to individual home directories
- d. Using multiple storage drives (A:\, G:\, and S:\)
- e. Accessing on-line information for research
- f. Accessing information from a directory

Legal/Ethical Skills

1. **Shows understanding of appropriate legal/ethical conduct by:**
 - a. Demonstrating appropriate use of computers
 - b. Demonstrating appropriate computer etiquette
 - c. Following school policy regarding technology resources
 - d. Respecting the privacy of all users through use of security rules
 - e. Obeying copyright laws

Information Management Skills

1. **Access/retrieve information:**
 - a. Identify a need for information
 - b. Identify appropriate resources
 - c. Use of Internet
 - d. Define search parameters
2. **Information organization:**
 - a. *Identify useful information from search
 - b. *Take notes/paraphrase from search

Multimedia Skills

1. **Prepare an electronic presentation**
 - a. Create and edit slides/screens
 - b. Add and edit text (font, size, color)
2. **Change the look of your presentation**
 - a. Customize the background
 - b. Arrange objects on the slide/screen
 - c. Insert graphics, clip art, and/or digital pictures
 - d. *Use Word Art to enhance titles or to create original art
3. **Customize**
 - a. *Add slide transitions to your slide show
4. **Save**
 - a. Save a presentation as a new and/or existing presentation and close the file
 - b. Save As presentation to a new location (shared directory for presentation)
5. **Present**
 - a. Open an existing multi-media project
 - b. Practice presentation skills for audience (use of microphone, posture, delivery skills)
 - c. Deliver presentation using projection device

SUGGESTED ACTIVITIES

- Computer ethics and etiquette are discussed
- Students create electronic portfolios including about their 4th grade year
- Students learn additional computer terminology and use share/pair activities to reinforce the new information
- Students use SmartBoard to create thinking maps and to demonstrate skills as requested
- Students use digital movie cameras and software to create short movies
- Students create presentations in PowerPoint for in-class presentations on the various topics
- Students continue self-paced keyboarding practice using Ultra-Key as they increase their speed and accuracy
- Students use and cite Internet resources
- Students use more advanced features of the word processing program such as the mail merge, tables & borders, and reviewing
- Students access shared folders on the network server and print to network printers
- Students use graphic organizer software to enhance writing skills and utilize visual aides to create stories and reports
- Students are introduced to spreadsheet applications and create spreadsheets to apply mathematics concepts such as order of operations

Fifth Grade

Word Processing Skills

1. **Create and save a new document**
 - a. Identify intended use
 - b. Use save and save as
2. **Open, view, and print documents**
 - a. Print entire file
 - b. Use print preview
 - c. Print selected parts
3. **Format documents**
 - a. Selecting font style & size
 - b. Word spacing
 - c. Indenting
 - d. Justifying text
 - e. Line spacing
 - f. Change case
4. **Edit text**
 - a. Changing font style & size
 - b. Cutting, copying, pasting, & deleting text
 - c. Using spell check
5. **Use desktop publishing techniques**
 - a. Inserting graphics
 - b. Sizing graphics
6. **Use a word processor in real world context to:**
 - a. Write stories or poems
 - b. Type reports
 - c. Generate letters

Fundamental Computer Skills

1. **Use and understand basic computer related terms:**
 - a. Login (log-in)
 - b. Cursor
 - c. Icon
 - d. Scroll bar
 - e. Hour glass/busy
 - f. Word processor
 - g. Internet
 - h. Minimize
 - i. Maximize
 - j. Network
 - k. Directory

- l. Open File
 - m. Edit
 - n. Hardware
 - o. Software
 - p. Copyright
 - q. Software piracy
 - r. License agreement
 - s. Electronic mail (e-mail)
 - t. Computer manual
 - u. File
 - v. Telecommunication
 - w. Multimedia
 - x. *Desktop publishing
2. **Identify basic computer hardware components and peripheral devices:**
 - a. Keyboard & mouse
 - b. Monitor
 - c. Printer
 - d. Headphones/Speakers
 - e. CD-ROM
 - f. Hard drive
 - g. Floppy drive
 - h. Disk
 - i. File server
 3. **Care and appropriate use of hardware**
 - a. Demonstrate appropriate care and use of keyboard & mouse
 - b. Demonstrate appropriate care and use of computer disks
 - c. Demonstrate appropriate care and use of CD-ROM
 - d. Demonstrate ability to turn computer off/on independently
 - e. Demonstrate appropriate care and use of printer
 - f. Demonstrate appropriate care and use of special keyboard keys (Shift key, arrow keys, spacebar, Backspace, Enter key)
 - g. Demonstrate appropriate care and use of special keyboard keys (Ctrl, Alt, Delete, Tab, Esc)
 - h. Demonstrate appropriate care and use of special keyboard keys (Home, End, Page Up, Page Down)
 4. **Identify the functions and advantages of computer productivity software**
 - a. Word processing
 - b. Telecommunications (E-mail & Internet)
 5. **Use basic computer management skills**
 - a. Demonstrate ability to access and exit software
 - b. Demonstrate ability to manage files (saving, retrieving)

Computer Networking and Telecommunication Skills

1. **Use the network by:**
 - a. Demonstrating appropriate use of log-in numbers/names
 - b. Demonstrating appropriate use of network printing
 - c. Saving files to individual home directories
 - d. Using multiple storage drives (A:\, G:\, and S:\)
 - e. Accessing on-line information for research
 - f. Accessing information from a directory
 - g. *Sending and receiving electronic mail

Legal/Ethical Skills

1. **Shows understanding of appropriate legal/ethical conduct by:**
 - a. Demonstrating appropriate use of computers
 - b. Demonstrating appropriate computer etiquette
 - c. Following school policy regarding technology resources
 - d. Respecting the privacy of all users through use of security rules
 - e. Obeying copyright laws

Information Management Skills

1. **Access/retrieve information:**
 - a. Identify a need for information
 - b. Identify appropriate resources
 - c. Use of Internet
 - d. Define search parameters
2. **Information organization:**
 - a. Identify useful information from search
 - b. Take notes/paraphrase from search
 - c. *Cite electronic sources for bibliography

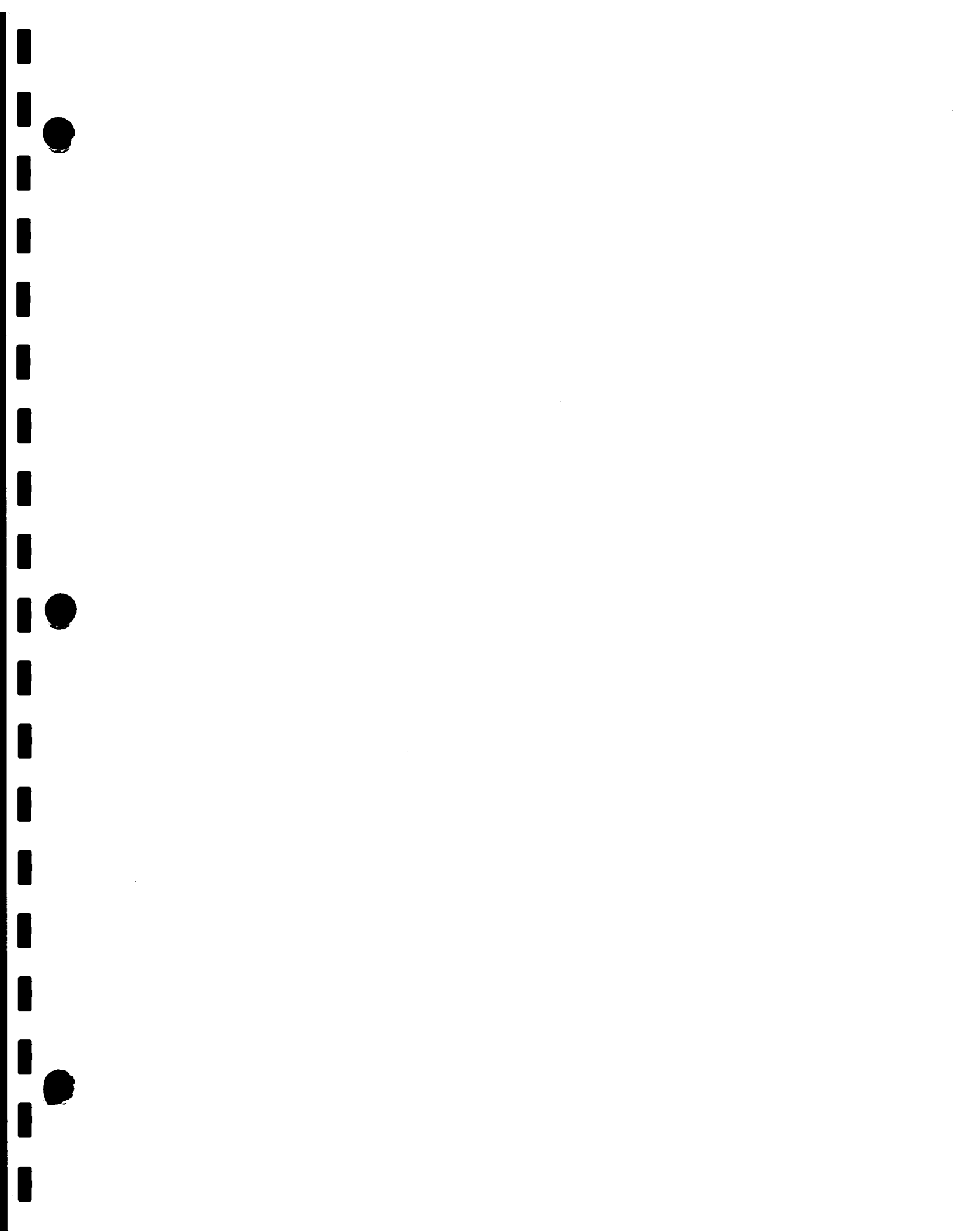
Multimedia Skills

1. **Prepare an electronic presentation**
 - a. Create and edit slides/screens
 - b. Add and edit text (font, size, color)
2. **Change the look of your presentation**

- a. Customize the background
 - b. Arrange objects on the slide/screen
 - c. Insert graphics, clip art, and/or digital pictures
 - d. Use Word Art to enhance titles or to create original art
3. **Customize**
 - a. Add slide transitions to your slide show
 4. **Save**
 - a. Save a presentation as a new and/or existing presentation and close the file
 - b. Save As presentation to a new location (shared directory for presentation)
 5. **Present**
 - a. Open an existing multi-media project
 - b. Practice presentation skills for audience (use of microphone, posture, delivery skills)
 - c. Deliver presentation using projection device

SUGGESTED ACTIVITIES

- Computer copyright and piracy are discussed
- Students create electronic portfolios including about their 5th grade year
- Students learn additional computer terminology and use share/pair activities to reinforce the new information
- Students use SmartBoard to create thinking maps and to demonstrate skills as requested
- Students use various applications to prepare for their Science Fair entries
- Students use digital cameras and use photos in electronic projects
- Students create presentations in PowerPoint for in-class presentations on the various topics
- Students continue self-paced keyboarding practice using Ultra-Key as they increase their speed and accuracy
- Students use and cite Internet resources
- Students use more advanced features of the word processing program such as the graphing tools, hyperlinks, and diagrams
- Students access shared folders on the network server and print to network printers
- Students use graphic organizer software to enhance writing skills and utilize visual aides to create stories and reports
- Students use spreadsheet applications and learn about linking worksheets



**McKeel Elementary Academy
411 North Florida Avenue
Lakeland, FL 33801**

**Charter School Accountability Plan
June 2004
(Data collected from 2004-2005 added for
submission with charter renewal)**

BOARD OF DIRECTORS

**Susan Clayton, Chairman
Mark Brafford
Rebecca Ham
Carolyn Jackson
Deanna Macon
Seth McKeel
Cathy Reigner
Lawrence Ross
John Small
Reggie Webb**

**Director, Harold Maready
Principal, Judi Morris**

**McKeel Elementary Academy
Accountability Plan
June 2004**

Mission Statement

McKeel Elementary Academy recognizes each child's individual needs and abilities. The school is dedicated to providing a nurturing, safe environment in which students achieve academic success and receive a strong foundation to prepare them to confidently succeed in the future.

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.

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

McKeel Elementary Academy, a charter school located in Lakeland, Florida, serves 396 students in kindergarten through fifth grade. The school opened in August 2003 in response to parent and community request for a more comprehensive feeder program for McKeel Academy of Technology, a highly successful sixth through twelfth grade school. This provides a seamless K-12 educational experience for students who desire to be part of McKeel Academy.

The school is located in downtown Lakeland at 411 N. Florida Avenue in a building formerly used by the First Baptist Church of Lakeland as a Christian Youth Center. It was purchased and renovated to include 19 classrooms, a media center, technology lab, office area, and food service area. The building contains a full sized gymnasium. The downtown location provides unique opportunities for the school to interact with the community. The school is a member of the Lakeland Downtown Partnership and the Lakeland Chamber of Commerce.

Teachers were hired in the spring of 2003, 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 TradeWinds resort at St. Petersburg Beach to better prepare for the opening of the school. The school has a staff of 20 teachers, guidance counselor, principal, and 4 support staff members. Teachers have an average of 6 years experience and 15 % of teachers hold a master's degree. All teachers hold a valid Florida teaching certificate.

The school has made use of volunteers in the office, classrooms, and for assisting teachers with special activities and class parties as well as chaperoning field trips. A PTO was formed in the spring of 2003 and has been of great value to the school. They have sponsored several successful fundraising events which have benefited students and teachers.

Goals

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

Indicators of Progress:

1. McKeel Elementary Academy students will perform at or above the district level on the FCAT SSS in Reading and Mathematics in grades 3-5.

Baseline data 2004

Percentage of Students Scoring at Level 3 or above FCAT SSS 2004

3rd Grade	Reading	Math
McKeel Elementary	76%	69%
Polk County	63%	60%
Florida	66%	64%
4th Grade		
McKeel Elementary	86%	71%
Polk County	64%	55%
Florida	70%	64%
5th Grade		
McKeel Elementary	76%	65%
Polk County	55%	46%
Florida	59%	52%
Average		
McKeel Elementary	79%	68%
Polk County	61%	54%

Test data 2005

Percentage of Students Scoring at Level 3 or above FCAT SSS 2005

3rd Grade	Reading	Math
McKeel Elementary	78%	61%
Polk County	64%	63%
Florida	67%	68%
4th Grade		
McKeel Elementary	83%	70%
Polk County	66%	58%
Florida	71%	64%
5th Grade		
McKeel Elementary	83%	83%
Polk County	59%	50%
Florida	66%	57%
Average		
McKeel Elementary	81%	71%
Polk County	63%	57%

2. McKeel Elementary Academy students will perform at or above the district level as demonstrated by their National Percentile Rank (NPR) achievement on the FCAT NRT in Reading and Mathematics in grades 3-5.

Baseline data 2004:

Average NPR for FCAT NRT 2004

3rd Grade	Reading	Math
McKeel Elementary	71	72
Polk County	59	66
Florida	62	68
4th Grade		
McKeel Elementary	72	74
Polk County	58	65
Florida	63	70
5th Grade		
McKeel Elementary	66	77
Polk County	51	59
Florida	56	63

Test data 2005:

Average NPR for FCAT NRT 2005

3rd Grade	Reading	Math
McKeel Elementary	57	58
Polk County	46	57
Florida	50	62
4th Grade		
McKeel Elementary	63	63
Polk County	51	57
Florida	55	63
5th Grade		
McKeel Elementary	75	79
Polk County	54	58
Florida	61	64

3. At least 95% of all students will participate in the Accelerated Reader (AR) program. **No baseline data.** AR to be implemented during the 2004-2005 school year. **2004-2005:** AR was begun on a very limited basis due to extensive problems with the software and our server.

2005-2006: 100% of students are participating in AR. In order to solve the problems from last year, Renaissance Learning now hosts the web based AR program for the school.

4. Students will show improvement in reading skills through use of DIBELS in grades K-3 and Harcourt *Trophies* in grades 4 - 5 beginning of year and end of year assessments. There will be a school wide average decrease in the number of students in the DIBELS high-risk category from the beginning to the end of the year. *Trophies* assessments will show at least 70% of students improving from the beginning to the end of the year.

No baseline data 2004: DIBELS new for 2004-2005 as well as changes in *Trophies* assessment for grades 4 and 5.

2005 data: Grades K-3

DIBELS INSTRUCTIONAL LEVEL REPORT 2004 - 2005

	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	7.45%	9.85%	21.1%	21.3%	51.9%	68.8%

Grades 4 & 5: 98% of the 4th and 5th grade students showed improvement from the beginning of the year to the end of the year according to *Trophies* assessments.

5. At least 95 % of students in grades 2-5 will participate in the school's "Math Facts" program. 80% will meet established grade level expectations as submitted to the Office of School Choice according to teacher documentation.

No baseline data 2004. "Math Facts" program to be implemented during the 2004-2005 school year.

2005:

100% of students in grades 2-5 participated in the school's "Math Facts: program. 81% met established grade level expectations.

6. At least 70% 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.

No baseline data 2004. Scott-Foresman math series to be implemented during the 2004-2005 school year.

2005: 93% of students showed improvement through the use of beginning and end of the year assessments.

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

Indicators of progress:

1. McKeel Elementary Academy 4th grade students will perform at or above the district level as demonstrated by their scores on the FCAT Writing Assessment.

Baseline data 2004:

Average Score for FCAT Writing 4th Grade 2004

McKeel Elementary	3.8
Polk County	3.6
Florida	3.7

Test data 2005:

Average Score for FCAT Writing 4th Grade 2005

McKeel Elementary	3.8
Polk County	3.8
Florida	3.7

2. At least 95 % of students at grades K-5 will participate in the school's writing program. 70% of students will improve writing skills as demonstrated by beginning and end of year assessments.

No baseline data 2004: New school-wide writing plan (*Write from the Beginning*) to be implemented during the 2004-2005 school year.

2005: 100% of students participated in the school's writing program. (*Write from the Beginning*). 93% of students demonstrated improvement at the end of the year.

Goal Three: 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. Student enrollment will remain within 5% of the level agreed upon by the School and Sponsor at the beginning of each school year.

Baseline Data 2004: Enrollment for October 2004 FTE was 398 and for February 2004 it was 395.

2005: Enrollment for October FTE was 393.

2. The school will maintain waiting list denoting black and nonblack students.

Baseline Data 2004: The waiting list in August 2003 at the beginning of the school was 355 (42 black and 313 nonblack) and on June 1, 2004 it was 502(88 black and 414 nonblack).

2005: 862 students (158 black and 704 nonblack) were on the waiting list in November 2005.

3. Parent surveys will show that parents are satisfied with the school.

Baseline Data 2004: The spring 2004 survey (PCSB Annual School Survey of Attitudes) results show 98.4 % of parents gave an overall school rating of excellent (66.1%) or good (32.3%). Areas of highest satisfaction are: “student achievement expected by staff”, “staff believes that all can learn”, and “student responsibility and leadership expected by staff”.

For 2004 – 2005 a school based parent survey will be administered.

2005: A school developed survey used in 2005 shows 94% of parents stating they agree or strongly agree with survey items to demonstrate satisfaction with the school.

4. Teacher surveys will show that teachers are satisfied with the school.

Baseline Data 2004: The spring 2004 survey (PCSB Annual School Survey of Attitudes) results show 93.3% of parents gave an overall school rating of excellent. Areas of highest satisfaction are: “staff believe all can learn”, “student achievement expected by staff”, and “needed extra help given to students”.

For 2004 – 2005 a school based teacher survey will be administered.

2005: A school developed survey used in 2005 shows 96% of teachers stating they agree or strongly agree with survey items to demonstrate satisfaction with the school.

5. Average daily student attendance will meet or exceed the average daily attendance in the district. Attendance will be taken daily.

Baseline Data 2004: Average daily attendance was 96.7%.

2005: Average daily attendance was 96.5 %.

6. At least 80% of students will maintain a positive balance using the school’s economy system.

Baseline Data 2004: All students participated in the school behavior management system based on the economy system that is used at McKeel Academy. Grades K-2 have classroom programs that develop the program while grades 3-5 follow the same specifics. At all levels the students 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 lunch at Munn Park with a teacher and group of classmates.

2005: All students participated in the school economy system. 99% maintained a positive balance.

Goal Four: McKeel Elementary Academy students will become technologically proficient.

Indicators of Progress:

1. At least 95% of students in all grade levels will participate in regularly scheduled technology classes.
Baseline data 2004: All students attended a class in the computer lab twice weekly (40 minutes weekly for grades K-2, 60 minutes for grades 3-5).
2005: All students participated in a regularly scheduled weekly (40 minutes) technology class.
2. At least 70% of students will meet grade level competency skills as submitted to the Office of School Choice according to teacher documentation.
No baseline data. Competency skills will be developed for use during 2004-2005 school year.
2005: 93% of students met at least 70% of the competency skills

Goal Five: 100 % of McKeel Elementary Academy students will be provided with enrichment activities.

Indicators of Progress:

1. Each grade level will participate in field trips that enhance the curriculum. Trips that take advantage of the school's unique downtown location will also be planned.
Baseline Data 2004: Field trips for the 2003-2004 school year included trips such as the following:
 - Kindergarten: Downtown Fire Station, Post Office, Green Meadows Farm, Florida Aquarium
 - First Grade: Lakeland Regional Airport, Lake Bonny, Carey's Dairy Farm
 - Second Grade: Lake Mirror Center Wildlife Exhibition, City Hall
 - Third Grade: Pottery in the Park, Bead Shop, Arabian Nights (after reading *The Black Stallion*), Mikasa Japanese Restaurant (after reading *Sadako and the Thousand Paper Cranes*), PEER Center
 - Fourth Grade: AgriFest, Kissimmee Cow Camp
 - Fifth Grade: Florida Aquarium, visit to downtown businesses, Just Say No Rally
 - Multi grades: Explorations V Children's Museum, Polk Museum of Art; Lakeland Public Library, Trolley Rides, Munn Park, Tiger Stadium, First United Methodist Church Pumpkin Patch, McKeel Academy drama production, chorus and band concert; Polk Theater productions, Lakeland Center productions, Sun 'N Fun Fly-In.Similar activities will be provided in subsequent years.

2005: Field trips for the 2004-2005 school year included trips such as the following:

- Kindergarten: Downtown Fire Station, Polk Theater, Green Meadows Farm, Explorations V Museum, Lakeland Public Library
- First Grade: Museum of Science & Industry (MOSI), Explorations V Museum, Dobbins Park
- Second Grade: Polk Museum of Art, Fantasy of Flight
- Third Grade: Polk County Landfill, Mikasa Japanese Restaurant, PEER Center, Joker Marchant Stadium, Polk Theater, Dobbins Park, Winn-Dixie
- Fourth Grade: City Hall, Bartow Ag-Center, Polk Theater, Cracker Storytelling Festival
- Fifth Grade: Florida Aquarium, visit to downtown businesses, Just Say No Rally, Lake Parker, McKeel Academy

2. Special presentations and activities will be planned to provide additional activities for students.

Baseline Data 2004: Activities for 2003-2004 included Florida Dance Theatre presentation and dance enrichment during all PE classes, visit by the "World's Smallest Dog", COW (Cultures of the World) Week with different guest presentations each day, McKeel Academy Show Choir, Red Ribbon Week Kick-off for the City of Lakeland, Book Week "Hat Day" Contest, Lakeland Firefighters and Police Department, Holiday Gingerbread Shop, and a school-wide Talent Show. Many special visitors came to the school for a specific class or grade level. For example, third grade students studied "Careers from A to Z" with a variety of guests from an author to a tree farmer to a well driller. Other grades had parents visit and share their careers. After-school clubs included Art Club, Book Club, and Chess. Similar activities will be provided in subsequent years.

2005: Activities for 2004-2005 included: Lakeland Fire Department's Fire Safety House, Lakeland Police Department DARE for 5th graders and Gang Resistance Education and Training (GREAT) for 4th graders, Girls Invent the Future sponsored by Girl Scouts for all 5th grade girls, Red Ribbon Week Activities, Holiday Secret Santa Shop, Book Fairs, and a school-wide Talent Show. After-school clubs included Art Club, Book Club, and Chess.

3. Opportunities for family involvement will be scheduled.

Baseline Data 2004: The PTO was involved in the following activities during the 2003-2004 school year: Cook out and fall book fair evening event, Fall Festival, Skate Nights, Bowling Event, Father-Daughter Valentine's Day, Mother-Son Spring Luncheon, Family Night at the Lakeland Loggerheads, Pizza Dinner and family activity during spring book fair. Similar activities will be provided in subsequent years.

2005: The PTO was involved in the following activities during the 2004-2005 school year: Fall and spring book fair evening events, Fall Festival, Skate Nights, Father-Daughter Valentine's Day, Mother-Son Spring Luncheon, Presentations/performances by students during PTO meetings.

4. Students are recognized for academic success.

Baseline Data 2004: Students who earned all A's on report cards were invited to "Pizza with the Principal", and students who had all A's and B's were treated to "Cookies and Milk with the Principal" or "Popsicles in the Park". Students also received pencils, certificates, and ribbons. A formal end of the year awards ceremony was held to recognize all 5th graders.

Similar activities will be provided in subsequent years.

2005: Students who earned all A's on report cards were invited to "Lunch with the Principal". These student as well as students who had all A's and B's received pencils, certificates, and ribbons. A formal end of the year awards ceremony was held to recognize all 5th graders.

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

Indicators of Progress:

1. The school will strive to have a reserve of 1% of generated funds by the end of the second year of operation (June 2005)

Baseline Data 2004: The results of the independent audit show that the school has a reserve exceeding 1%.

2005: The results of the independent audit show that the school has a reserve exceeding 1%.

2. The results of an independent audit will show that the school is operating with a positive fund balance.

Baseline Data 2004: The results of the independent audit show the school operating with a positive balance fund.

2005: The results of the independent audit show the school operating with a positive balance fund.

3. The board of directors will hold a minimum of four meetings per year.

Baseline Data 2004: Minutes from those four board meetings.

2005: Minutes from those four board meetings.

McKeel Elementary Academy
"Math Facts Program"
Grade Level Expectations
Grades 2-5

2nd Grade – 95 % mastery

8 minutes to complete 100 addition facts

10 minutes to complete 100 subtraction facts

3rd Grade – 95 % mastery

5 minutes to complete 100 addition facts

5 minutes to complete 100 subtraction facts

8 minutes to complete 100 multiplication facts

4th Grade – 98 % 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 – 100 % 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

McKeel Elementary
Technology Competency Skills

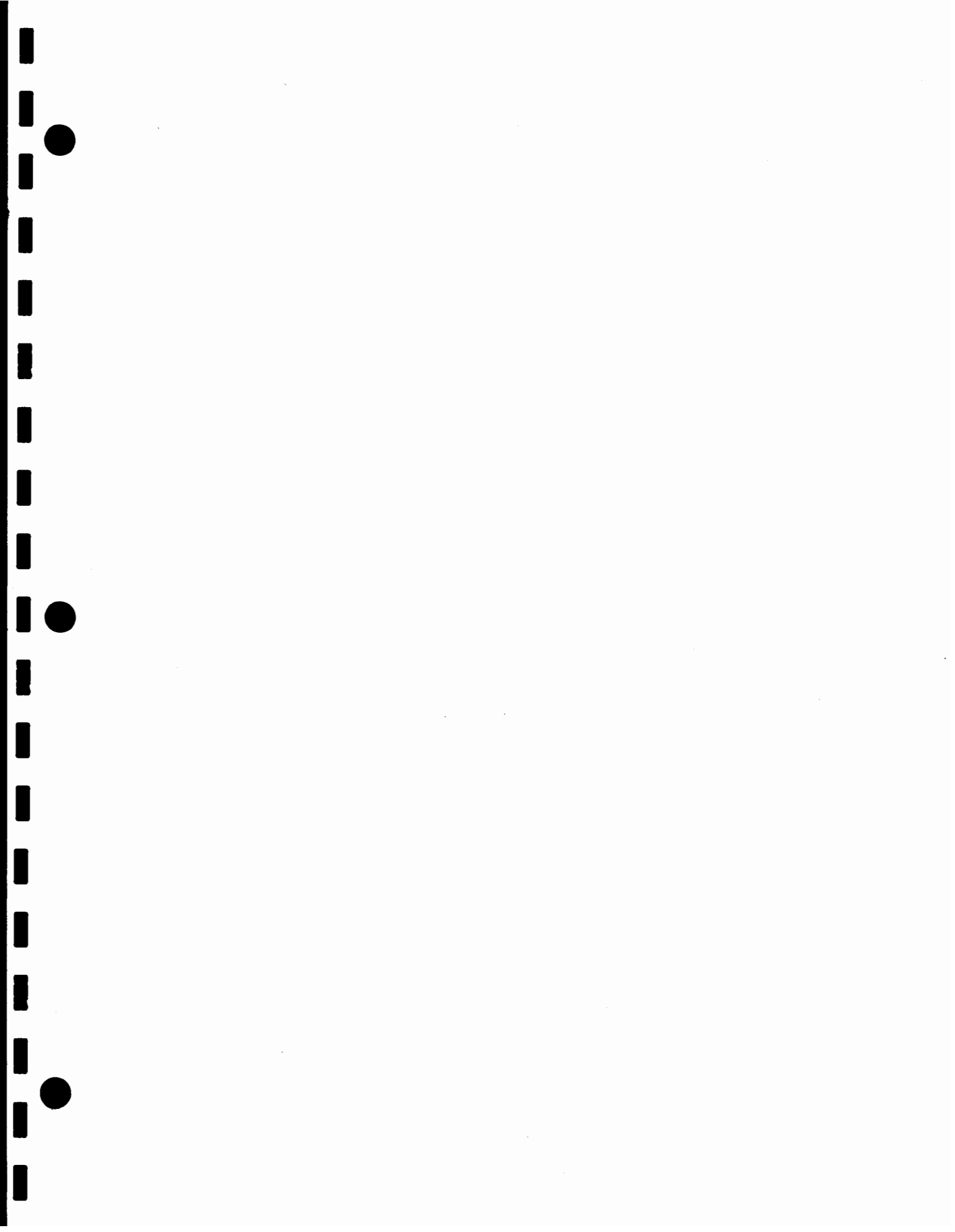
Skill	Grade Level					
	Kindergarten	First	Second	Third	Fourth	Fifth
General Technological Awareness						
<i>The student:</i>						
Uses and understands basic computer terms.	I-R	R	R	R	IU	IU
Can identify basic computer hardware components and peripheral devices	I-R	R	R	R	IU	IU
Demonstrates proper use 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						
<i>The student:</i>						
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

I = Introduce R = Reinforce IU = Independent User

McKeel Elementary
Technology Competency Skills

Skill	Grade Level					
	Kindergarten	First	Second	Third	Fourth	Fifth
Computer Networking & Telecommunication Skills						
<i>Use the network by:</i>						
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-lin information				I	R	R
Accessing information from a directory				I	R	R
Sending and receiving electronic mail						I
Information Management Skills						
<i>Access/retrieve information</i>						
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
Refine search parameters				I	R	R
Use of commercial database				I	R	R
<i>Information Organization</i>						
Identify useful information from search					I	R
Take notes/paraphrase from search					I	R
Cite electronic sources for bibliography						I
Multimedia Skills						
<i>Prepare an electronic presentation</i>						
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
<i>Customize</i>						
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

I = Introduce R = Reinforce IU = Independent User



**McKeel Elementary Academy
411 North Florida Avenue
Lakeland, FL 33801**

**Charter School Accountability Plan
January 2006**

BOARD OF DIRECTORS

**Susan Clayton
Jennifer Elrod
Carolyn Jackson
Jeanna Kerchner
Seth McKeel
Lawrence Ross
John Small
Mark Thompson
Reggie Webb
Wendy Wiggs**

**Director, Harold Maready
Principal, Judi Morris
Assistant Principal, Steve Viers**

**McKeel Elementary Academy
Accountability Plan
November 2005**

Mission Statement

McKeel Elementary Academy recognizes each child's individual needs and abilities. The school is dedicated to providing a nurturing, safe environment in which students achieve academic success and receive a strong foundation to prepare them to confidently succeed in the future.

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.

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

McKeel Elementary Academy, a charter school located in Lakeland, Florida, serves 393 students in kindergarten through fifth grade. The school opened in August 2003 in response to parent and community request for a more comprehensive feeder program for McKeel Academy of Technology, a highly successful sixth through twelfth grade school. This provides a seamless K-12 educational experience for students who desire to be part of McKeel Academy.

The school population is made up of approximately 70 % white, 22% African American, and 8% Hispanic students. Currently 46 % of students are male and 54% are female. About 35% of students receive free or reduced lunch. 10% of students receive ESE services, including gifted.

The school provides a challenging curriculum emphasizing the foundations of reading, writing, and mathematics. The school has achieved a school grade of A in accordance with the state's A+ Plan for the first two years of operation, and the school made Annual Yearly Progress (AYP) under the standards of the No Child Left Behind act (NCLB) during the 2004-2005 school year. There is a school wide focus on technology with a SMART Board in each classroom as well as computers for student use.

The school is located in downtown Lakeland at 411 N. Florida Avenue in a building formerly used by the First Baptist Church of Lakeland as a Christian Youth Center. It was purchased and renovated to include 19 classrooms, a media center, technology lab, office area, and food service area. The school and PTO have worked together on an outdoor beautification project including the addition of trees, plants, and a fence. The building contains a full sized gymnasium. The downtown location provides unique opportunities for the school to interact with the community. The school is a member of the Lakeland Downtown Partnership and the Lakeland Chamber of Commerce.

Teachers were hired in the spring of 2003, 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 TradeWinds resort at St. Petersburg Beach to better prepare for the opening of the school. The school has a staff of 21 teachers, guidance counselor, principal, assistant principal and 5 support staff members. Teachers have an average of 6 years experience and 19 % of teachers hold a master's degree. All teachers hold a valid Florida teaching certificate.

The school has made use of volunteers in the office, classrooms, and for assisting teachers with special activities and class parties as well as chaperoning field trips. A PTO was formed in the spring of 2003 before the school opened and has been of great value to the school. They have sponsored several successful fundraising events which have benefited students and teachers.

Goals

The academic goals do not address subgroups as the school did make AYP under the standards of NCLB in 2005.

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

Indicators of Progress:

1. McKeel Elementary will strive to 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 2005:

83% of students in grades 3-5 scored at level 3 or above.

2. At least 95% of all students in grades 1-5 will participate in the Accelerated Reader (AR) program. Data will be collected by classroom teachers to document participation by points earned according to books read and quizzes completed.

No baseline data 2005:

AR was begun on a very limited basis due to extensive problems with the software and our server. However, to solve the problem, Renaissance Learning now hosts the web based AR program for the school.

January 2006: All students in grades 1-5 are participating in AR

3. McKeel Elementary will strive to show a school wide decrease of 1% in the number of K -3 students in the high risk category from the beginning to the end of the year through the use of DIBELS

Baseline data 2005:

DIBELS INSTRUCTIONAL LEVEL REPORT 2004 - 2005

	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	7.45%	9.85%	21.1%	21.3%	51.9%	68.8%

There was an increase of 2.4 % of students in the high risk group at the end of the year.

4. 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 2005: no data as this is a new goal

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

Indicators of progress:

1. McKeel Elementary will strive to 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 2005:

72% of students in grades 3-5 scored at level 3 or above.

2. At least 95 % of students in grades 2-5 will participate in the school's "Math Facts" program. The school will strive to have at least a 1% increase each year in the number of students who meet established grade level expectations as attached to this plan.

Baseline data 2005:

100% of students in grades 2-5 participated in the school "Math Facts" program. 81% met established grade level expectations.

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 80% on the end of the year assessment.

Baseline data 2005:

New higher goal established. (2005 data was collected based on the percentage of students who scored at least 70% on the end of year test. There were 93% of the students who met that goal.)

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

Indicators of progress:

1. As indicated by their scores on the FCAT Writing Assessment, McKeel Elementary Academy 4th grade students will strive to increase by 1% each year the number of students scoring 4.0 or above.

Baseline data 2005: 60% of students scored 4.0 or above

2. At least 95 % of students at grades K-5 will participate in the school's writing program (*Write from the Beginning*) as documented by classroom teacher assessments.

Baseline data 2005:

100 % of students participated in the school's writing program (*Write from the Beginning*).

3. At least 90% of students will show improvement in writing skills as demonstrated by beginning and end of year assessments using grade level rubrics from *Write from the Beginning* (school writing program).

Baseline data 2005:

93% of students demonstrated improvement at the end of the year.

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

Indicators of progress:

1. As indicated by FCAT scores for 5th graders, the students of McKeel Elementary will strive to meet or exceed the district average each year.

Baseline data 2005:

The state has not yet established achievement levels for FCAT Science.

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

Indicators of Progress:

1. At least 95% of students in all grade levels will have the opportunity to participate in regularly scheduled technology classes as demonstrated by the school master schedule.

Baseline data 2005:

All classes are scheduled for a weekly 40 minute computer class.

2. 85% of students in grades K-5 will master at least 80% of grade level technology competency skills as documented by the technology teacher. Copy of skills attached.

Baseline data 2005:

New goal for 2005-2006. Previous goal was lower. (93% of students met at least 70% of the competency skills in 2005)

Goal Six: 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. 90% of parents will state strongly agree or agree on the annual Parent Survey to demonstrate satisfaction with the school.

Baseline Data 2005:

A school developed survey used in 2005 shows 94% of parents stating they agree or strongly agree with survey items to demonstrate satisfaction with the school.

2. 90% of teachers will state strongly agree or agree on the annual Teacher Survey to demonstrate satisfaction with the school.

Baseline Data 2005:

A school developed survey used in 2005 shows 96% of teachers stating they agree or strongly agree with survey items to demonstrate satisfaction with the school.

3. At least 95% of students will maintain a positive balance using the school's economy system.
Grades K-2 have classroom programs that develop the program while grades 3-5 follow a more complex program. At all levels the students 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 lunch at Munn Park with a teacher and group of classmates.

Baseline Data 2005: All students participated in the school economy system. 99% maintained a positive balance.

Goal Seven: 100% of McKeel Elementary students will be provided the opportunity to participate in enrichment activities.

Indicators of Progress:

1. 100% of students will be provided the opportunity to participate in field trips that enhance the curriculum as documented through the use of Field Trip Request forms.

Baseline Data 2005: Field trips for the 2004-2005 school year included trips such as the following:

- Kindergarten: Downtown Fire Station, Polk Theater, Green Meadows Farm, Explorations V Museum, Lakeland Public Library
 - First Grade: Museum of Science & Industry (MOSI), Explorations V Museum, Dobbins Park
 - Second Grade: Polk Museum of Art, Fantasy of Flight
 - Third Grade: Polk County Landfill, Mikasa Japanese Restaurant, PEER Center, Joker Marchant Stadium, Polk Theater, Dobbins Park, Winn-Dixie
 - Fourth Grade: City Hall, Bartow Ag-Center, Polk Theater, Cracker Storytelling Festival
 - Fifth Grade: Florida Aquarium, visit to downtown businesses, Just Say No Rally, Lake Parker, McKeel Academy
- Similar activities will be provided in subsequent years.

2. 100% of students will be provided the opportunity to participate in special presentations and activities. These will be documented through the use of an office calendar and copies of notices, if available.

Baseline Data 2005:

Activities for 2004-2005 included: Lakeland Fire Department's Fire Safety House, Lakeland Police Department DARE for 5th graders and Gang Resistance Education and Training (GREAT) for 4th graders, Girls Invent the Future sponsored by Girl Scouts for all 5th grade girls, Red Ribbon Week Activities, Holiday Secret Santa Shop, Book Fairs, and a school-wide Talent Show. After-school clubs included Art Club, Book Club, and Chess. Similar activities will be provided in subsequent years.

3. 100% of students will be provided the opportunity to participate in family involvement activities. These will be documented through the use of an office calendar and copies of notices, if available.

Baseline Data 2005:

The PTO was involved in the following activities during the 2004-2005 school year: Fall and spring book fair evening events, Fall Festival, Skate Nights, Father-Daughter Valentine's Day, Mother-Son Spring Luncheon, Presentations/performances by students during PTO meetings. Similar activities will be provided in subsequent years.

4. 100% of students who earn A's and B's will be provided the opportunity for recognition for academic success. These activities will be documented through the use of an office calendar and copies of notices, if available.

Baseline Data 2005:

Students who earned all A's on report cards were invited to "Lunch with the Principal". These student as well as students who had all A's and B's received pencils, certificates, and ribbons. A formal end of the year awards ceremony was

held to recognize all 5th graders. Similar activities will be provided in subsequent years.

Goal Eight: 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 independent audit will show that the school is operating with a positive fund balance.

Baseline Data 2005:

The results of the independent audit show the school operating with a positive balance fund.

2. The board of directors will hold a minimum of four meetings per year with at least five members present.

Baseline Data 2005:

Minutes from those four board meetings.

McKeel Elementary Academy
"Math Facts Program"
Grade Level Expectations – January 2006
Grades 2-5

2nd Grade – 95 % mastery

8 minutes to complete 100 addition facts

10 minutes to complete 100 subtraction facts

3rd Grade – 95 % mastery

5 minutes to complete 100 addition facts

5 minutes to complete 100 subtraction facts

8 minutes to complete 100 multiplication facts

4th Grade – 98 % 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 – 98 % 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

McKeel Elementary
Technology Competency Skills

Skill	Grade Level					
	Kindergarten	First	Second	Third	Fourth	Fifth
Computer Networking & Telecommunication Skills						
<i>Use the network by:</i>						
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-lin information				I	R	R
Accessing information from a directory				I	R	R
Sending and receiving electronic mail						I
Information Management Skills						
<i>Access/retrieve information</i>						
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
Refine search parameters				I	R	R
Use of commercial database				I	R	R
<i>Information Organization</i>						
Identify useful information from search					I	R
Take notes/paraphrase from search					I	R
Cite electronic sources for bibliography						I
Multimedia Skills						
<i>Prepare an electronic presentation</i>						
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
<i>Customize</i>						
Add slide transitions to your slide show				I	R	R
<i>Save</i>						
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

I = Introduce R = Reinforce IU = Independent User

McKeel Elementary
Technology Competency Skills

Skill	Grade Level					
	Kindergarten	First	Second	Third	Fourth	Fifth
General Technological Awareness						
<i>The student:</i>						
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						
<i>The student:</i>						
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

I = Introduce R = Reinforce IU = Independent User