

**HILLCREST ELEMENTARY
CHARTER RENEWAL APPLICATION 2007
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Hillcrest Elementary Charter Renewal Process

1. Is the academic program a success?

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

Our goal as a conversion charter was to obtain the highest achievement for our students while giving them an opportunity to study the arts. Due to our charter conversion we have had the freedom to enhance, challenge, and motivate students by non-conventional means. In our original charter application and Accountability plan we submitted objectives for Hillcrest to acquire.

Objectives

Hillcrest's measurable academic objectives as stated in the original charter application are:

1. To increase the number of students proficient in reading.
2. To increase the percentage of the lowest 25% making adequate progress in reading in grades 1-5 and close achievement gaps between black and white students.
3. To increase the percentage of students who are proficient in writing.
4. To link assessment to reading instruction and comply with the guidelines and specifications of the Reading First grant.
5. Provide an enrichment program of the visual arts and performing arts in dance, music, and drama.
6. Provide an innovative and rigorous standard-based curriculum to fully develop each student's learning potential.

Additional objectives listed in the Accountability Plan are:

- Students at Hillcrest Elementary will demonstrate continuous improvement of math skills.
7. Hillcrest Elementary will increase by 3% (9 students) the number of students in grades 3-5 scoring an achievement level of 3 or higher on FCAT Math SSS.
 8. 65% or more of students in grades 3-5 will make annual learning gains in the area of math as demonstrated on FCAT Math SSS.
 9. 60% or more of students in grades 1-5 will improve math skills as measured by ACHIEVE standardized assessment (beginning and end of year.)

Overall Hillcrest has increased state mean scores in four key subject areas-reading, math, writing and science. Increases in student academic successes are indicated by FCAT scores. Gains in knowledge and skills of the arts are based on the mastery of specific Sunshine State Standards. Becoming a conversion charter, Hillcrest has had the flexibility to reach its academic goals increasing the number of students proficient in reading, math, expository and narrative writing, in scientific knowledge and skills, and in the knowledge and skills of the arts due to our charter status.

Please see Table I

TABLE I

State Mean Scores														
Grade Level	Reading				Mathematics				Writing+		Science			
	2004	2005	2006	2007	2004	2005	2006	2007	2006	2007	2004	2005	2006	2007
3	303	305	313	309	310	317	324	328	NA	NA	NA	NA	NA	NA
4	318	319	314	316	312	312	318	319	296	302	NA	NA	NA	NA
5	294	303	304	310	322	329	329	332	NA	NA	286	296	299	306

Instructional Evaluation of Assessment Data

In order to assist in determining the extent to which Hillcrest has made progress in meeting educational goals during the term of its charter, Hillcrest's administrative staff involved the entire faculty in analyzing the disaggregated test data. On "Data Day," August 23, 2006, Hillcrest "Data Team," made up of administrators and grade-level chairs, used Polk County's IDEAS test report system to study the school's test data.

Teachers worked in cross-grade level and cross-curriculum groups to analyze the trends in student academic gains and deficiencies as measured by SAT 10 and FCAT tests. Quarterly Benchmark Assessments were implemented to provide further data for analyzing the needs of students. The staff also discussed and outlined specific ways to provide remediation for struggling students while challenging those who already have mastered specific skills. In addition to having access to students' data on IDEAS, teachers now had a data based plan of action as a result of the training.

As a result of Data Day tremendous gains were made on 2006-2007 FCAT in areas of reading, writing, science, and some areas of math.

Hillcrest and Comparable School Demographics

The Polk County School district identified several schools with "comparable student populations" with which our student performance was to be compared. The schools identified by the Polk County School district are not charter schools and do not provide an arts program. The schools are Dixieland Elementary, Griffin Elementary, Lake Shipp Elementary, Lime Street Elementary and Pinewood Elementary. In June, 2007, the Polk County School Board changed the list of comparable schools for Hillcrest-deleting Dixieland, Griffin, Lake Shipp and Pinewood, and adding Kathleen, North Land and Caldwell. Limestone was placed on both lists. Table II provides a comparison of the student demographics for these schools.

**TABLE II
2005-2006**

Demographic Information

Charter	School Name	f/r lunch %	ESE %	black %	Arts	LEP %
No	Dixieland Elementary	74.91	9.72	27.03	No	10.25
No	Griffin Elementary	75.32	6.01	26.90	No	6.80
Yes	Hillcrest Elementary	73.84	6.54	25.36	Yes	7.34
No	Lake Shipp Elementary	76.25	5.18	29.64	No	5.36
No	Lime Street Elementary	69.91	8.89	27.01	No	6.15
No	Pinewood Elementary	73.48	9.63	20.43	No	9.63

2006-2007

Demographic Information

Comparable schools were changed 6/13/07 by The Office of School Choice

Charter	School Name	f/r lunch %	ESE %	black %	Arts	LEP %
No	Kathleen Elementary	72.2	8.7	19.7	No	7.0
No	Lime Street Elementary	71.2	9.6	26.2	No	6.0
Yes	Hillcrest Elementary	71.8	7.0	23.0	Yes	9.0
No	North Lakeland Elementary	72.5	9.0	27.5	No	13.7
No	Walter Caldwell Elementary	67.8	7.2	22.1	No	9.6

KEY

Acronym	Definition
f/r lunch	Free and Reduced Lunch
ESE	Students with Disabilities
AF	Arts Focus
LEP	Limited English Proficiency

Hillcrest and Comparable School Test Scores

Table III shows the FCAT scores by grade level and FCAT score averages for the comparable schools. Table IV shows FCAT scores with the new list of comparable schools.

TABLE III
2006-2007
Percent of Students in Grades 3, 4, &5
Scoring Level Three and Above on FCAT

Grade Level	Reading	Mathematics	Writing+ (3.5 and above)	Science
DIXIELAND ELEM				
3	65	77	NA	NA
4	57	47	91	NA
5	74	62	NA	37
GRIFFIN ELEM				
3	72	75	NA	NA
4	64	67	91	NA
5	53	38	NA	25
HILLCREST ELEM				
3	70	68	NA	NA
4	58	47	84	NA
5	63	54	NA	33
LAKE SHIPP ELEM				
3	67	77	NA	NA
4	66	63	95	NA
5	74	55	NA	32
LIME STREET ELEM				
3	70	77	NA	NA
4	74	73	90	NA
5	67	54	NA	32
PINEWOOD ELEM				
3	70	86	NA	NA
4	61	64	88	NA
5	68	49	NA	26



TABLE IV
2006-2007

Grade Level	Reading 2007	Mathematics 2007	Writing+ Essay (3.5 and above) 2007	Science 2007
Polk				
HILLCREST ELEMENTARY SCHOOL (1361)				
3	70	68	NA	NA
4	58	47	84	NA
5	63	54	NA	33
KATHLEEN ELEMENTARY SCHOOL (1221)				
3	69	79	NA	NA
4	65	60	99	NA
5	73	49	NA	38
LIME STREET ELEMENTARY SCHOOL (151)				
3	70	77	NA	NA
4	74	73	90	NA
5	67	54	NA	42
NORTH LAKELAND ELEMENTARY SCHOOL OF CHOICE (201)				
3	74	73	NA	NA
4	61	70	91	NA
5	74	59	NA	43
WALTER CALDWELL ELEMENTARY SCHOOL (861)				
3	76	75	NA	NA
4	56	65	81	NA
5	74	57	NA	45

When comparing average scores, the data shows that Hillcrest Elementary is competitive with the comparable schools selected by Polk County School Board. Hillcrest will carry on its mission to challenge students by placing a particular emphasis on reading, writing/math remediation, and science and arts enrichment this school year.

Hillcrest Assessment Data

Table V provides the percentage of students scoring 3 and above (3.5 and above for Writing+) on the FCAT Reading, Mathematics, Writing+ and Science in the past four years, including the last three as a conversion charter. Students who score in FCAT Achievement Levels 3, 4, and 5 in Reading or Mathematics are considered on grade level, proficient, or advanced.

TABLE V

**2004 through 2007
Percentage of Students Scoring Three and Above on FCAT**

Hillcrest Elementary														
Grade Level	Reading				Mathematics				Writing (3.5 and above)				Science	
	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2006	2007
3	54	53	69	70	61	57	64	68	NA	NA	NA	NA	NA	NA
4	65	69	52	58	59	63	61	47	59	70	67	84	NA	NA
5	48	61	56	63	37	51	57	54	NA	NA	NA	NA	23	33

Data analysis indicates in 3rd grade reading and mathematics gains were made every year from 2005-2007. A large increase in gains was seen in 4th grade writing and 5th grade science. In 2005-2006 there was a need to maintain the focus on reading, with the total population of Hillcrest scoring at a proficiency level of 62% (state proficiency level is 44%); for the white subgroup 75%; for the African American subgroup 42%; for the Hispanic subgroup 44%; and for the economically disadvantaged subgroup 52%. The students at Hillcrest did not demonstrate consistent progress in reading during the 2005-2006 school year. As Table V illustrates, as a result of our data specific action plans reading in 2006-2007 showed a significant increase. 3rd grade went from 69% to 70%, 4th grade went from 52% to 58%, and 5th grade went from 56% to 63%. In essence our program has been making progress since we became a conversion charter.

For 2005-2006 school term based on the No Child Left Behind Adequate Yearly Progress report for reading, the following subgroups met AYP: total group, White Hispanic, and Economically disadvantaged. The African American subgroup did not make AYP with only 42% scoring at or above grade level. In order to close the achievement gap will implement the Hawk Adventure after school program for those sub-groups in the lowest quartile.

Based on state-reported FCAT reading scores, Hillcrest maintained a “high performance” of 68% from 2005 to 2006. The ongoing Dynamic Indicators of Early Literacy Skills (DIBELS) assessments, when analyzed, also showed a need for an intensive reading focus in three of the six groups which is consistent with the State of Florida.

Data Based Action plan to address reading performance

In 2005-2006 Hillcrest needed to expand current strategies to show significant gains in reading scores. The use of an intensive reading intervention program such as *Read 180* or *SRA Reading Mastery* were considered for all students in K-5 who were performing below grade level. Hillcrest used IDEAS computer program to help teachers target these groups earlier in the year, direct instruction to individual needs and started the extended learning program three months earlier than prior years.

In 2005-2006 Hillcrest implemented the after-school program three months earlier to target students with the lowest quartile who needed remediation in reading skills. We reached our highest quartile with enrichment in reading through after-school book clubs. We will be working with an outside consultant to target lowest quartile students.

In 2006-2007 Hillcrest implemented additional vocabulary and critical thinking questions to supplement weak areas of student achievement. DIBELS was used as our in-house monitoring

tool for reading progress. We continued the before- and- after school programs. (Additionally, Hillcrest has applied for a 21st Century grant which should provide supplemental support in this area.)

For 2007-2008, Hillcrest has contracted the services of Dr. Richard Culyer using strategies that will improve weak areas of vocabulary and reading comprehension focusing on achievement for all students. During 2006-2007, the Principal and Assistant Principal worked closely to review academic instructional time for all teachers to assure that quality educational time is afforded for each teacher/student at Hillcrest.

Hillcrest is currently using “Spell, Pat, Read” as an intervention. As a Reading First school, we will consult with PCSB Reading Specialists to develop strategies to close the gap.

Math

Data analysis indicates gains in mathematics since our charter conversion; however, we will continue to maintain the focus on math. Hillcrest total population scored at proficiency level of 63% (state proficiency 50%); for the white subgroup 70%; for the African American subgroup 53%; for the Hispanic subgroup 52%; and for the economically disadvantaged subgroup 57%. Hillcrest met AYP in the area of math in 2005-2006.

Based on the AYP report for mathematics, the following subgroups met AYP: Total Group, White, African American, and Economically Disadvantaged. Based on state-reported FCAT scores, Hillcrest increased by 4 percentage points for students scoring a level 3 or above on the FCAT for 2005-2006. For 2006-2007 3rd grade made gains by 1 percentage point in overall math.

Based on state-reported scores on the FCAT, Hillcrest decreased 1 percentage point in regard to students making learning gains in mathematics. The ongoing assessments, when analyzed, show an overall increase in math scores since 2004.

Action plan to address math performance

All students are instructed in the Compass Lab daily and all receive teacher-directed math instruction in the classroom. We will continue to implement the state and PCSB approved Scott Foresman curriculum. We also will implement ACALETICS Renaissance Learning Math Facts in a Flash software program.

Hillcrest will offer an extended-learning early-morning program for the bottom 25%. In the after-school program, we are using GreatSource Math Club curriculum with our lower 35% math students. In addition, Hillcrest has started an after-school homework program.

We will use the Scotts Foresman Assessment with beginning/middle and end assessments. Teachers will integrate more math curriculum into the arts courses; lesson plans will reflect the integration of these additional math skills.

Our goal is that 60% or more of students in grades 1-5 will improve math skills as measured by Quarterly Benchmark Assessments, SRA, SRA 3-5 or DIBLES K-2 assessment beginning and end of year assessments.

Writing

Data analysis indicates gains in writing since our charter conversion; however, we will increase the focus on writing in 4th grade and improve on the success in other grade levels. From K-5, all teachers must use specific strategies in teaching writing.

Beginning in 2005 after charter conversion, Hillcrest had a Writing Resource Teacher who worked with 3rd and 4th grade students.. She also worked with instructional staff in grades K-5 presenting strategies for teaching writing in the classroom. In both 2004 and 2005, Hillcrest made AYP in writing. The writing scores increased from 59% of students scoring 3.5 and above in 2004, to 70% of students scoring 3.5 and above in 2005. In 2005, 87% of 4th graders tested in FCAT Writes improved performance by at least 1%.

In 2006, 82% of the 4th graders tested on FCAT Writes scored a 3.5 or above. We implemented the use of various sources to assist with writing. We added incentives for students who made 5 or above. In spring 2005, for instance, 27 students went on a field trip with Dr. Clint Wright, to Disney World. In spring 2006, 62 students attended. We continue to seek ways to motivate and reward students for their hard work in academics.

2007-2008 Action plan to address writing performance

This year particular emphasis is being placed on increasing writing performance. Hillcrest will increase writing performance by hiring a writing consultant to work with staff, reinstating the Writing Resource Teacher position, administering practice and mock FCAT testing, and by providing additional student time to practice writing skills.

During preplanning, Kathy Robinson, Write-Math Program owner and consultant, worked with the entire K-5 staff in an all-day workshop. Four additional days are scheduled for Kathy to work with the instructional staff.

All students, K-5, take a mock FCAT three times a year. One of these practice tests occurs on the same day the 4th grade takes the actual FCAT. A rubric is used to score 4th grade mock FCAT tests to produce similar scoring reports. After Winter Break, based on the most recent mock scores, 4th graders are grouped according to ability.

In addition, a “double dose” of writing for lower 30% and upper 25% of 4th grade students is provided. Four to five days a week, alternating instructors work with these student to provide remedial and enrichment writing activities. The variety of teachers and activities during this special writing time seems to motivate the students.

Science

Hillcrest has continued to make steady improvements in science with gains of 36 scale points over a three-year period since our charter conversion. In 2005-2006, our school’s mean scale

score went from 281 to 283, showing a 2 point increase. In 2006-2007 the mean scale score increased to 297 with an overall score of 33% in science.

Action plan to address science performance

Through Hillcrest's Science Lab, students can *experience* Science not just read about it. In the lab, students Kindergarten through 5th grade, conduct hands-on investigations on a daily basis. The science lab instructor brings the world around us into the classroom. The instructor arranges field trips that provide science-related experiences and opportunities. Our Rinker Team allowed students to give back to the Earth what we take from it. Students went on trips to the Rinker Sand Mines to plant shrubs, plants, and trees.

Last year, 3rd grade students planted and harvested cabbage from our Cabbage Patch. We hosted the Hillcrest Science Fair for 4th and 5th grade students. Six very bright 4th and 5th grade students continued on to the Polk County Science Fair after winning our school fair. Weekly, students go to the science lab for hands-on instruction. Teachers attend the lab classroom with students and take instructional strategies back to use in their classroom. The teachers meet frequently with the science lab instructor to align instruction.

All classroom teachers and the science lab instructor use the Scott Foresman Science text adopted by PCSB district and take advantage of PCSB district's on-line curriculum mapping.

A Progress Energy grant has enabled the purchase of ScienceSaurus handbooks and Science Brain Boosters for 4th and 5th grades. We have implemented a weekly science FCAT enhancement class. The Science Lab instructor has applied to Lowes and received funding for an Outdoor Classroom Culture Garden. This garden provides outdoor teaching and reading for students. It will be a place for instruction, learning, and reading to be enjoyed by the entire school.

We now are forming Future Scientists and Engineers of America (FSEA) Club for interested 4th and 5th grade students.

Visual and Performing Arts

The 3rd grade music test administered in 2007 revealed that the scores of Hillcrest Elementary students exceeded the scores of students' district wide by 4%. This was an improvement from the 2005-2006-school term. (See Table VII)

TABLE VII
2005 - 2007

Third Grade Music Test Scores

	2005	2006	2007
Hillcrest Elementary	87	87	91
Polk County Schools	85	91	87

Action plan to address visual and performing arts:

Hillcrest has hired a new music instructor who will introduce band courses and continue our musical success.

In 2006- 2007 Hillcrest included additional strings classes and beginners band.

For the 2007-2008 school year, Hillcrest plans to incorporate more arts in the after school program which will allow for more academic time during the school day.

Promotion and Retention Rates*TABLE VIII***2005-2006 promotions and retentions**

Grade	# of students	# repeating	# promoted	# of teachers	# of students in class
K	107	16	91	5	20
1	108	18	87	5	21
2	103	17	86	5	21
3	97	13	84	5	20
4	84	18	64	4	21
5	96	17	79	4	21

2006-2007 Promotion and Retention

Grade	# of students	# repeating	# promoted	# of teachers	# of students in class
K	105	12	93	5	21
1	100	11	89	5	20
2	108	16	92	5	22
3	106	10	94	5	21
4	96	6	90	4	24
5	71	2	69	4	17

Summary

For 2005-2006 although the state standards were raised each year, we were able to maintain a school grade of B. The first two years of our charter, we met AYP. In the third year of charter, we met provisional AYP. The area in which we did not reach the goal was the African American population in the bottom 25% in reading. We also did not reach the writing goal of a 1% increase in writing scores. Even though the state standards have been raised each year in reading and math, we were able to maintain a school grade of “B” and has increased its overall scores and is quickly approaching the grade of an “A”..

In 2006-2007 Hillcrest received the grade of “B “On hold until DOE issues AYP and school grades.

TABLE VIII

<u>Grade</u>	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Points	% tested	<u>% Free and Reduced Lunch</u>	<u>Minority Rate</u>
B	71	64	84	41	78	57	72	45	512	100	72	48

As Hillcrest continues its goals for academic performance, we have initiated an aggressive strategy this year by starting the Extended Learning program three months earlier than last year’s date. We also are providing additional academic challenges to those students who are at or above the target area. In addition to this, during the school day we are working with students individually to improve individual areas of weakness.

As the Lake Wales Charter Schools’ elementary of the arts, we have focused on integrating the arts into a strong academic curriculum and have given students in Lake Wales opportunities that didn’t exist prior to our conversion to charter. Research proves that integration of the arts expands academic success. This is evident at Hillcrest Elementary.

Cultural Themes and activities for 2004-2005 included: Greece, Mexico, America, and China. Students were able to participate in the Greek “Summer Olympics” as the teachers explained, highlighted, and acted out Olympic events as they occurred. The Tres Amigos musical group performed along with the EPCOT Chinese performers.

The 2005-2006 themes included: Egypt, Germany, Italy, and the Caribbean. Students were visited by German performers from EPCOT, experienced a true Italian dinner, and learned about the Caribbean from nationally recognized folk artist Ruby Williams. The cultural themes for 2006-2007 were Japan, Brazil, Australia and Kenya. Our students travel the world without ever leaving their hometown.

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

Students Scoring at or above Grade Level

The following chart shows the percentage of students at or above grade level.

TABLE X
Percent of Students Scoring at or above Grade Level

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Reading	49%	63%	68%	68%	68%
Math	48%	61%	64%	69%	61%
Writing	88%	81%	72%	78%	57%

Internally, each grade level uses a variety of ongoing assessments through the Title 1 program in reading, writing, math and science. For example, some of the instruments used are informal and formal writing assessments, Florida Learning CKRS in Kindergarten, Scott Foresman math cumulative tests, DIBELS assessments, and BEAR inventory. These assessments have shown significant improvement by our students. In the external tests we have been able to meet provisional AYP and maintain a school grade of B.

Additional Assessments

Because assessments have changed each year, one goal is to use a consistent assessment in each subject to accurately gauge student improvement. We will continue to use those state- mandated assessments that are required to measure student gains. However, we will research curriculum supplements that will strengthen our overall student performance.

Table XI presents the SAT data for grades 1 and 2 for spring 2005,2006 and 2007.

TABLE XI
SAT 10 Data
Percentage of Students in National Quartile

	2005		2006		2007	
	1 st Grade (106)		1 st Grade (103)		1 st Grade (100)	
Scores	Reading Comp	Problem Solving	Reading Comp	Problem Solving	Reading Comp	Problem Solving
1-25	42%	42%	41%	34%	15%	22%
26-50	25%	19%	18%	17%	28%	18%
51-75	24%	20%	27%	33%	41%	28%
76-99	8%	19%	14%	17%	16%	32%

	2005		2006		2007	
	2 nd Grade (92)		2 nd Grade (103)		2 nd Grade (106)	
Scores	Reading Comp	Problem Solving	Reading Comp	Problem Solving	Reading Comp	Problem Solving
1-25	29%	23%	20%	20%	32%	24%
26-50	33%	32%	35%	41%	31%	37%
51-75	21%	32%	23%	22%	21%	23%
76-99	17%	14%	21%	17%	16%	17%

Based on table XI, the percentage of 1st grade students in the lower quartile in reading comprehension decreased by 1% from 2005 to 2006 and the percentage of 1st grade students in the lower quartile in problem solving decreased by 8% from 2005 to 2006.

The percentage of 1st grade students in the upper quartile (scores between 76 and 99), in reading comprehension increased by 6% from 2005 to 2006. The percentage of 1st grade students in the upper quartile in problem solving decreased by 2% from 2005 to 2006. The percentage of 2nd grade students in the lower quartile in reading comprehension decreased by 9% from 2005 to

2006. The percentage of 2nd graders in the lower quartile in problem -solving decreased by 3% from 2005 to 2006. The percentage of 2nd grade students in the upper quartile (scores between 76 and 99), in reading comprehension increased by 4% from 2005 to 2006. The percentage of 2nd grade students in the upper quartile in problem solving increased by 3% from 2005 to 2006. SAT 10 scores show improvement in 1st and 2nd grades. We will analyze each grade level's scores to support staff and students as specifically as possible.

For 2006-2007, Sat 10 scores indicated gains were made in first grade at all levels. We are still analyzing the mixed results from 2nd grade as table XII show the percentage of students showing learning gains.

**HILLCREST ELEMENTARY SCHOOL
TABLE XII
HILLCREST ELEMENTARY SCHOOL 1361
2006-2007 - Grade Level Details**

% Meeting High Standards	Grade 3	Grade 4	Grade 5
Reading	75%	62%	77%
Math	74%	51%	65%
Writing		84%	
Science			41%
% Making Learning Gains	Grade 3	Grade 4	Grade 5
Reading	***	50%	80%
Math	***	49%	65%
Lowest 25% in Reading	***	***	***
Lowest 25% in Math	***	***	***
Percent Tested	100%	100%	99%

*The data in this cell has been suppressed to protect student identification ***Too few scores to report

2005-2006 - Grade Level Details

	Grade 3	Grade 4	Grade 5
Reading	77%	63%	63%
Math	68%	73%	66%
Writing		78%	
% Making Learning Gains	Grade 3	Grade 4	Grade 5
Reading	***	46%	59%
Math	***	49%	71%
Lowest 25%	***	***	***
Percent Tested	100%	100%	100%

2004-2005 - Grade Level Details

% Meeting High Standards	Grade 3	Grade 4	Grade 5
Reading	61%	71%	71%

Math	64%	69%	59%
Writing		72%	
% Making Learning Gains	Grade 3	Grade 4	Grade 5
Reading	***	76%	55%
Math	***	65%	65%
Lowest 25%	***	***	***
Percent Tested	*	*	*

*The data in this cell has been suppressed to protect student identification ***Too few scores to report

2003-2004 - Grade Level Details

% Meeting High Standards	Grade 3	Grade 4	Grade 5
Reading	59%	76%	57%
Math	66%	69%	46%
Writing		81%	
% Making Learning Gains	Grade 3	Grade 4	Grade 5
Reading	***	80%	53%
Math	***	65%	63%
Lowest 25%	***	***	***
Percent Tested	98%	99%	99%

*The data in this cell has been suppressed to protect student identification

***Too few scores to report

2. *Is the school a viable organization?*

2A. *Is the school financially solvent and stable?*

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

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

A Central Administrative office provides certain management and administrative services to the charter schools. Even though there is only one corporate entity, each of the five public charter schools and the Central Administration function as if they are separate entities. The LWCS system operates with a small and efficient central administrative staff function for the benefit of the schools. An efficient administration works to the direct benefit of students because less time and money is required for fewer administrators to make well-informed decisions. This efficiency amounts to a transfer of funds from administration to instruction, and is every bit as good as an

increase in overall spending. In June of each year the school administration, CFO and Superintendent present a new fiscal operating budget to the LWCS Trustees for approval. After the October survey period, a budget revision is prepared to recognize changes in personnel and student FTE projections. The Superintendent and CFO provide the Trustees with a monthly income and expense statement showing budget to actual by charter school site and in a consolidated format. A fiscal year cash flow projection is provided as part of the monthly financial reporting to the Trustees.

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

Hillcrest Elementary along with the other LWCS started operations on July 1, 2004 without a reserve balance. As a conversion charter school Hillcrest Elementary ended its first year of operations in a deficit position totaling (\$250,273). The Trustees and administration were committed in the second year of operations to creating a self-supporting financial program at Hillcrest through enrollment management, a disciplined budget and funds redirected from Lake Wales High School. The results were a surplus of nearly \$125,000 as of June 30, 2006. The administration and the Board of Trustees continued its budgetary strategy in the 2007 budget, resulting in positive financial position of \$406,000 at June 30, 2007 to meet an emergency or operating deficit situation.

At the end of fiscal year 2006, Hillcrest had invested \$140,000 in capital assets, consisting primarily of computer and other electronic equipment. The approved budget spending plan for fiscal year 2008, projects an operating surplus of \$41,000, increasing the unreserved fund balance at Hillcrest Elementary to exceed 11.0% of expenditures. Selected financial information is shown in Table 1.

Table 1 – Hillcrest Elementary

	FY05	FY06	FY07
FTE Funded Enrollment	593	602	618
Staffing FTE	63.0	62.0	60.0
Net Change in Unreserved Fund Balance	(\$250,273)	\$375,190	\$281,000
Unrestricted Fund Balance, 6/30	(\$250,273)	\$124,917	\$406,000
Total GF Expenditures	\$3,342,492	\$3,182,964	\$3,421,000
Fund Balance as a % of Expenditures	-	3.9%	11.8%

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

- Over \$70,000/annually for a Kindergarten support unit at Hillcrest Elementary
- \$25,000 in funding for a Science Lab at Hillcrest Elementary
- \$2,800 in support of instructional field trips

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

2B. Is enrollment stable and near capacity?

Yes. The community of Lake Wales is in a continuous growth mode. Because of its proximity to the Orlando area, the “Ridge” is seeing thousands of new family homes springing up. Lake Wales has only five (5) elementary schools and four of them are operating at full capacity with multiple portables on their campuses. Since 2004, Hillcrest has been the only elementary school in the area that provides the visual and performing arts curriculum paired with strong academics. Hillcrest’s enrollment has increased annually. Keeping up with the growth is a constant dilemma. At the end of last year, the projection for 2006-2007 enrollment was 591; Hillcrest actually enrolled 629 students. Due to increased enrollment and insufficient classroom space, we are referring some students to other Lake Wales Charter Schools.

The 2007-2008 school year will start out with a waiting list of **44** students ranging from kindergarten through 5th grade.

**2006-2007
Membership Tally Percentages**

Grade	Race White	Race Black	Race Hispanic	Race Asian	Race Indian	Race Mixed	Grand Total
01	54.1	23.	20.2		.9	.9	109
02	48.2	30.4	19.6			.9	112
03	55.1	28	15.9			.9	107
04	65	18	17				100
05	60	20	20			3.8	80
KG	46.2	24.5	24.5			4.7	106
PK	50	11.1	33.3			5.6	18
TOTAL	54.3	24.1	19.9		.2	1.6	632

Free and reduced lunch rates hover between 71% and 77%; overall ESOL population increased from 19.2 to 19.9. Our mobility rate is 5.7%. This can be attributed partially to our migrant population and the low socioeconomic status. This high mobility rate within our community results in fluctuation of enrollment numbers of some students in charter schools.

During 2006-2007 our African American population has decreased by 3% while our Hispanic population continues to increase. As one of its required local goals, the Even Start Family Literacy Program has committed to provide parenting nights and Hispanic activities to qualified applicants. Schools are reaping the benefits of the adult and early childhood education classes provided for Even Start enrollees. The kindergarten students, who were previously enrolled in

Even Start speaking no English, entered kindergarten at Hillcrest showing no need for ESOL services. Although the Even Start Family Literacy Grant ends July 30, 2007, provisions are being made to keep a part-time program going using PCSB as a partnership. This working relationship benefits all of the families in Polk County.

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

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

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

Hillcrest Elementary has an active PTO and SAC committee. At the first meeting of the school year, Hillcrest had a record turnout. The SAC committee oversees the budget and expenditures. Annually, Hillcrest completes a teacher and parent survey to receive input. The results of these surveys are reviewed by the SAC committee as well as the Board of Trustees and Superintendent. Procedures are in place to address the issues raised through this survey.

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

Yes. The staff at Hillcrest Elementary is committed to our mission, philosophy and to providing services in a family-friendly atmosphere. We have a dedicated staff of 68 including teachers, paraprofessionals, guidance counselor, physical and speech therapists, system-wide registered nurse, ESE coordinator, secretaries, principal, and assistant principal.

Administration

Damien Moses, Principal, received his Bachelor of Science Degree in Physical Education from South Carolina State University. His Master's of Science Degree in Sports Health Science from Life University and his Educational Specialist Degree in Educational Leadership from Nova Southeastern University. Mr. Moses has over 10 years experience in educational instruction and administration supported by ongoing staff development, certification and current trend seminars. Throughout his career, he has emphasized involvement among low socio-economic families, thereby raising the academic achievement of low performing students.

Debbie Hunt, Assistant Principal of Hillcrest Elementary School, has been an administrator for three years serving as Executive Director of the Even Start Family Literacy Program. She has served as an educator for the past 16 years working in public, private, and charter school systems. Mrs. Hunt is a graduate of Florida Southern College and earned her Master's Degree in Educational Leadership at Nova University. Mrs. Hunt has been recognized for increasing

student achievement in running the top family literacy program in the State of Florida raising student achievement in low socio-economic families.

Teachers

Hillcrest uses various means to attract and hire highly qualified teachers. We work with local colleges and universities, attend various job fairs, post openings and receive applications through the *TeachinFlorida.com* website. To retain highly qualified teachers Hillcrest participates in STAR, National Board certification, and Masters Degree programs (see table XIV).

This table shows the percentage of instructional staff and school based administrators each degree level see table XV.

**Table XV
Percentage of Teachers by Degree Level**

		% Bachelor's	% Master's	% Specialist	% Doctorate
2004-2005	School	90.2%	9.8	0.0	0.0
	District	77.4	21.5	0.6	0.4
	State	65.2	32.1	1.7	1.0
2005-2006	School	94.3	5.7	0.0	0.0
	District	77.3	21.6	0.6	0.5
	State	65.7	31.5	1.9	0.9
2006-2007	School District State	83.7	14.9	2.1	0.0

In 2006-2007, Hillcrest has 47 instructional staff and school based administrators. This includes 2 administrators, 28 regular classroom teachers, 2 ESE teachers, 1 P.E. teacher, 1 Media Specialist, 1 Guidance Counselor, 1 Title 1 Resource Specialist, 1 Behavior Specialist, and 10 resource and “specials” teachers. (This list does not include the 15 paraprofessionals or 3 secretaries.) The instructional staff holding Master’s and Specialist Degrees has increased significantly. Three teachers are working on their Master’s Degrees. One teacher holds National Board Certification and one is working towards the certification.

Of this staff, 11 teachers are new to Hillcrest and they have brought terrific energy and creativity to our team. Seven are beginning teachers, 5 have taught from 1 to 15 years elsewhere. There are 14 teachers with 15 + years of experience.

**Core Academic Classes
(percentage being taught by in-field/out-of-field teachers)**

		% of classes with teachers teaching in-field	% of classes with teachers teaching out-of-field
2004-2005	School	90.2	9.8
	District	80.0	20.0

	State	94.5	5.5
2005-2006	School	69.2	30.8
	District	78.6	21.4
	State	92.6	7.4
2006-2007	School	95.5	4.5

This school year, 42 of 45 instructional staff are teaching in field. Two out-of-field instructors are actually substitutes. Once these two positions are filled, Hillcrest expects to have 100% of the teachers teaching in-field. Several teachers are completing ESOL endorsement.

In order to promote employee retention, we are working toward more open communication, site-based decision making, stakeholder input, beginning teacher program, and other retention activities. Staff turnover is expected to improve by the use of the newly implemented Superintendents Advisory Committee. This committee was formed to help address areas of concern for teachers.

Teachers are required to complete a minimum amount of 120 hours of in-service training per five years. This can be acquired through college credit classes in a related field, continuing education courses, in-house trainings or local, state or national conferences/workshops. These include but are not limited to: Love & Logic, PBS, Kagan training, Reading First Academy, and Kathy Robinson writing. There are other in-house trainings that include technology, math and reading strategies.

3. Is the school faithful to the terms of its charter?

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

The administration and staff of Hillcrest have adopted the "no excuses" vision was established by the Lake Wales community when the LWCS system was created. By integrating the visual and performing arts into a rigorous curriculum the students of Hillcrest Elementary will learn and grow academically and leave with an appreciation of the visual and performing arts from around the world.

We believe that all students, given the opportunity, can learn and thrive. Introducing students to the visual and performing arts contributes to the academic growth and potential for lifelong learning in our school. By maintaining a Five Star School status we also believe it continues to establishes strong volunteer and parent participation within the school that is so crucial to the educational community.

All of these beliefs and visions were established directly with the original charter. We work diligently to keep them alive at Hillcrest Elementary and believe that the data shows that we have been successful.

Measurable Objectives:

1. To increase the number of students proficient in reading.

2. To increase the percentage of the lowest 25% making adequate progress in reading in grades 1-5 and close achievement gaps between black and white students.
3. To increase the percentage of students who are proficient in writing.
4. To link assessment to reading instruction and comply with the guidelines and specifications of the Reading First grant.
5. Provide an enrichment program for the development of the visual arts and performing arts in dance, music, and drama. With these tools, we will encourage creativity, imagination, and self-expression.
6. Provide an innovative and rigorous standard-based curriculum to fully develop each student's learning potential.
7. Increase student success by increasing parent participation through better communication, conferences, training, and other opportunities for involvement.

The status of each objective has been addressed in previously.

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

- **Meeting the needs of disabled students enrolled at Hillcrest**

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

For the past three years, including this school year, Hillcrest Elementary has provided extra support to the ESE students using a variety of models such as Consultative, Inclusion, Resource model, & Separate Class. These models are based upon their Least Restrictive Environment (LRE).The majority of our students are served either through the inclusion model or a resource model. In the future we would like to serve as many students as possible in the Inclusion Model. Because we now are a conversion charter, Hillcrest has been able to successfully offer the inclusion model to students based on the fact that we have extra support staff, which includes an ESE para, and a Math Resource Teacher.

- **Information regarding special education staffing~**

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

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

School Year	Number of ESE Students	ESE Instructional Staff	ESE Non-Instructional Staff
2004-2005	85	1-Resource/Inclusion 1- EMH/TMH Self-contained 1- Gifted Part-Time	1 ESE VE Para 1 ESE Self-contained Para
2005-2006	69	1-Resource/Inclusion 1- VE Self-contained 1 – Gifted Itinerant	1 ESE VE Para 1 ESE Self-contained Para
2006-2007	76	1-Resource/Inclusion 1- VE Self-Contained 1 – Gifted Itinerant	1 ESE VE Para 1 ESE Self-contained Para

- **The number of special education students that have left the school and reason for leaving~**
None
- **Compliance Documentation~**
October FTE, 2006: All IEPs were in compliance.
State program review audits~
None.
- **Complaints which have been filed against the school with regard to ESE and their findings~**
There have been no Complaints filed against Hillcrest Elementary with regard to ESE.
- **Proposed Expansion or modification of ESE programs and services/future plans for ESE students~**
Hillcrest Elementary will be receiving the Educable Mentally Handicapped/Trainable Mentally Handicapped Unit which has previously been housed at Dale R. Fair Babson Park Elementary.

Limited English Proficiency

All teachers working with LEP students are either certified in English Speakers of Other Languages (ESOL) or are working on their endorsement. A home language survey is sent home at the beginning of the school year. With this survey, the students who are found to be limited English proficient are assessed for the ESOL program. Students identified in this program are given extra support throughout the school year. Even Start Family Literacy program participates in all parent nights providing activities for ESOL families. Even Start graduates who have children at Hillcrest, serve as interpreters for parent night.

Student Learning Time

LWCS follows the Polk County School Board calendar. Students attend school for 180 days for six and a half hours each day. Attendance is taken daily and recorded in the Elegrade system. We have an extended-learning program during the school year. We also offer summer learning opportunities such as an introduction to kindergarten and first grade. The biggest concern with the extended learning program is limited space to accommodate students in need. A group of

Hillcrest students, scoring at the bottom 25%, go to the computer lab before school starts for remediation activities.

Activities are provided for families during the time students are out of school. Brain booster sheets which include activities and suggestions of learning extensions that can be done at home are distributed. They contain actual learning activities and a book list students can use during their break.

In addition to third grade summer school, LWCS added summer school for grades 1-5. This was a community effort by *L.E.A.P.* Lake Wales Summer Youth Academic and Recreation Program, to enhance academic performance among students with in the Lake Wales area.

State Testing Requirements June 2007

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

Student Discipline

We use the Polk County School District's Code of Conduct. This is given to parents at the beginning of each school year. Each student, parent, and teacher sign a compact stating that they will abide by school guidelines. When a student has a behavior problem, we work with the classroom teacher, student and the family in changing inappropriate behavior. If the behavior persists, we follow the school wide discipline program. The Positive Behavior System (PBS) and Love and Logic are two programs Hillcrest uses to work with students on improving and maintaining appropriate behavior. The discipline specialist works with teachers on an individual basis to improve skills. Future plans are in process for an arts therapy center in conjunction with a community partnership subject to grant approval. This endeavor will further support both the arts and student discipline.

Health and Safety

As a conversion charter school we are housed in the Sponsor's facility and therefore those inspections are completed by the district's Facilities Department. Reports are on file within that department.

We complete monthly fire, tornado drills, and other emergency drills. Fire drill maps are located in each room noting the route for each classroom to take. Fire extinguishers are centrally located. Staff members have also received disaster plans and emergency bags that contain pertinent information needed in the event of a real emergency.

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

Legal

- Legal

There are no pending or threatened legal actions involving Hillcrest Elementary School.

- Miscellaneous

Occasionally, we are served with subpoenas and/or **subpoenas duces tecum**, in person or by mail, or both. In the event we are served, subpoenas in person or by mail, we follow specific procedures. The subpoena is date stamped and forwarded both our principal and to the Charter School Lawyer immediately. The Charter School Lawyer is immediately called to be made aware of the subpoena and that it has been sent to the Central Office for his prompt attention. The principal or his/her designee discuss the request, determine what needs to be done to effect compliance, and action is undertaken to comply with the request. If clarification is necessary, the Lawyer makes telephonic inquiry. The purpose of the procedure is to assure timely and thorough compliance, whether the subpoena is to secure information from an employee or in the form of documents to be transmitted. If the employee is no longer a charter employee, such immediate response is provided, with an indication of any known new address. If portions of the information cannot be provided because it is in some way protected, documents are sent with the inappropriate information redacted. Following this procedure to date has resulted in complete satisfaction of every subpoena request.

Discrimination-free atmosphere is LWCS policy. LWCS maintains an education system free from discrimination on the basis of race, sex, religion, marital status or any other proscribed basis under state and federal laws. Our contracts, dealings with personnel methods of operation, codes, and policies all guarantee our employees and the public that we operate discrimination-free.

Miscellaneous

1) Hillcrest Elementary Kindergarten Resource Program

The Hillcrest Kindergarten Resource program is an intervention program designed to help children who are “at-risk” of school failure in the Kindergarten curriculum. The students receive direct initial instruction from the classroom teacher. The high-risk group (Group A) is pulled for 2 hours each day to receive direct instruction. The block consists of phonemic awareness activities, phonics instruction, developmental reading lessons, Peabody Vocabulary Development, letter review, fluency skills, comprehension strategies, and concepts of print. Lessons are designed to meet the needs of individual groups. We also address social and emotional developmental needs of students.

We currently have 42 students who receive additional daily instruction (Group A=18, Group B=24) our recent DIBELS score show that students receiving this extra intervention are making significant progress.

ECHO status results

student total #	status %	CD	EP	ND	NP
109		11%	42%	22%	25%

KEY

Acronym	Definition
CD	Consistently Demonstrating
EP	Emerging/Progressing
ND	Not yet Demonstrating
NP	Non-Participation

A larger classroom has allowed the program to add literacy centers to the daily routine. These centers reinforce literacy skills in the areas of listening, speaking, reading, and writing.

Hillcrest has had seven family night programs, averaging approximately 8-12 students. The 06-07 Kindergarten Parent Night was the largest that K-Support has encountered, with 48 parents attending. In addition, six Hispanic families came wanting to learn English.

We continue to explore options for attracting more participation. Hillcrest realizes that parent involvement is critical to the success of our students. Activity packets have been developed for parents to take home, so they can provide additional reinforcement of skills at home. Hispanic parents have special packets which include books in both Spanish and English. Kindergarten teachers have been very supportive and positive about the program. It has given teachers time to give more one-on-one instruction to students remaining in the regular classroom.

Of the 23 students in the kindergarten study group that were promoted to first grade, two have moved, and 2 have been referred for testing. Three students made the A/B honor roll for the first nine-week grading period. Three will most likely be marked possible retention next grading period. The remaining received A's B's and C's on their report card. Of the 21 students currently at Hillcrest, 10 continue to need additional support in order to be successful with the first grade curriculum. That number includes the two students who have been referred for possible learning disabilities. We have two paraprofessionals who go to first grade for approximately 45minutes each morning for support.

Media Information

Fourth and fifth grade students visit the Media Center each week for media/research skills lessons and activities. Students have been working on understanding and using the county-wide web-based circulation system called Destiny. Students will also study different types of reference books.

Kindergarten through third grade attends the library each week. Classes provide an opportunity to enrich our students' lives by making literature come alive. During the study of Japan, students took off their shoes, sat on grass mats and drank green tea. For a manners unit, the local antique

store loaned various pieces of silverware no longer used today. Dillard's department store provided silverware to enhance the literature on manners. Activities included decorating German cookies to blowing bubbles because you can meet anyone you please, travel anywhere you like, and do it all among the pages of a book.

Visual Arts

The Visual Arts classes at Hillcrest Elementary School are taught in a Discipline Based Arts Education model. At the beginning of each lesson children learn art appreciation and art history before producing their own art. The origins of the art on the prints are correlated to the particular culture of the country that receives the focus from the whole school for that 9 week period. Thus, the project that the children create is inspired by the viewing of art from other cultures.

For a culminating field trip for the art majors spring 2006, after studying the rich Egyptian culture for 9 weeks, students visited the Ft Lauderdale Museum of Art to view the Treasures of King Tut's Tomb.

In the Media Arts major, students learn many technology skills that they will integrate throughout their learning career. Students learn typing skills, basic computer skills, Microsoft Word, Microsoft PowerPoint, Microsoft Publisher and Internet research skills.

Drama

This is our first year implementing the Drama Program at Hillcrest for Fourth and fifth Grade students. We are working to build background in all aspects of the Theatre Arts within the drama unit. Other areas of investigation include: pantomime, monologs, auditioning, reader's theater, imaginative narratives, blocking, direction, plays, and a myriad of various theater games. These games help to build relationships in the learning environment, gain confidence, and help to perfect their acting skills and content knowledge.

In the area of field trips we are looking forward to a visit to The Lake Wales Little Theater this year to explore the theater experience within our own community.

2) Integration of Technology throughout the Curriculum:

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

Hillcrest has a Graphic Arts lab and Compass Lab which allows students to have additional time on the computers. Promethean Boards are being placed in each classroom at grade level, and eventually in each classroom. Outdated computers are being replaced as funds are available. Graphic Arts and Media Arts majors are available to 4th and 5th grade students. Fifth grade students are part of the Interactive Television program.

3) Positive Behavior Support

PBS is a Positive Behavior Support system that addresses the needs of all students and gives aid to the staff, students and parents in a school setting. It is a behavior program that focuses on a random reward system that recognizes students who exhibit desirable behaviors.

The aim of the program is to build an optimistic environment in which positive behavior is more effective than problem behavior. The goal is that the students will adhere to the expectations.

The theme for the 2004-2005 school year was FISH: *“Fresh Ideas Start Here.”* As a result, the rewards program was built around this theme. All staff members were provided with multi-colored paper fish to give out to students who were “caught being good.” When a student received a fish, they wrote their name and grade level on it and put it in the gigantic fish net that was hanging in the cafeteria. The net was a great visual that children were able to see on a daily basis when they were eating lunch. The cafeteria was the perfect place for the net because every student on campus was in the cafeteria everyday to drop in their fish. Therefore, time on task or instructional time is not taken away from the classroom.

Then, the character of “Fishing Frita” who was clad in her crazy fish attire, would go fishing and draw fish out of the net as students watched on “Hawk Talk” the video production news show.

Rewards varied in order to keep students interested. If a child receives a “Science Fun Button,” they might get the opportunity to come into the Science Lab for a special experiment or they may get to work with the talking microscopes and telescopes. A variety of other “activity buttons” are also used. When a student gets a “Hawk Talk Button,” they get to be a guest anchor on our morning show. They may choose to be on camera or working behind the scenes. A “Uniform Free Button,” means they get to dress out-of-uniform for one day. If the student receives a “Lunch-with-a-Character Button,” they can choose to have lunch with Mathematical Mabel, Vocal Vera, or The Reading Professor, just to name a few of our educational characters created by our faculty. If a child receives a “Field Trip Button,” they may visit one of our local business partners to learn more about a profession. On one occasion, we took a group of children “caught being good” to Taylor Made Pets in Dundee to select some saltwater fish for our aquarium in the library. We also got to stop at the Dairy Queen for a delicious treat.

We have also worked hand in hand with Lake Wales High School on a couple of projects. In one instance, the physics class built a rocket. When it was finished, a group of our students “caught being good” had the opportunity to travel to the high school where we had a lesson on Force of Motion and then we all got to watch the rocket being shot off. This behavior program inspires students to always be their best.

Positive Behavior Support is a valuable tool for teachers and students. When students are behaving, the learning environment is preserved and time on task is increased.

In order to keep the excitement alive, each year we focus on a different theme for Hillcrest. In the year 2005-2006, we used “Sportin’ Good Behavior,” as our theme and for 2006-2007 we are following our cultural studies of Japan, Australia, Kenya and Brazil with, “Adventures in Learning.” What a rewarding adventure!

Individual Positive Behavior Support Plans are designed for a target group of students who don't respond to the behavior plan. They are students who need extra support in order to be successful in the classroom environment. The plan is individualized according to the needs of the student. In order for the plan to be successful, the student, a parent, the classroom teacher, and another member of the staff must be committed to the plan. These plans have proven to be very successful for our first year of implementation.

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

4A. Please describe how your founding charter has served the school during its initial contract term.

It has been a tremendous learning experience. We have been able to identify both strengths and challenges for both students and staff. The strengths include the ability to determine how funds are spent in order to better meet the needs of the student population. Our staff has a positive interaction with the students, parents, and community members. Staff actively participates in activities that enhance parent and student involvement. We have been able to combine our Charter and School Improvement Plan to provide an efficient way to measure our accountability.

Some of the challenges are expanding staff training, promoting more parent involvement, enhancing our arts to better serve our students, and working with scheduling and the classroom space deficit.

As previously mentioned in 1A. Hillcrest, made gains and will continue to concentrate in the areas of reading, writing, science and math. Hillcrest will implement the strategies as stated in the action plans and work toward making AYP each year.

4B. Please attach an accountability plan that defines the school's student and school performance objectives for its next charter term. Describe how these objectives are aligned with the current state curriculum frameworks.

See Appendix 1 A

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

Annual reports and academic reports will be shared with the Polk County School System and the LWCS System.

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

We will continue to use existing facilities in Lake Wales. These facilities were code compliant as we previously had contracts with the State of Florida that require this compliance.

Four new classrooms are in the process of construction and will be finished in July, 07. If enrollment continues on the current upward trend, Hillcrest will need more additional classroom space.

5. Attach Independent Review Results

Hillcrest Elementary has been a 5 star school for the past seven years. Attached are the.....