

Broward County Public Schools

Hollywood Hills High School



2020-21 Schoolwide Improvement Plan

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Hollywood Hills High School

5400 STIRLING RD, Hollywood, FL 33021

[no web address on file]

Demographics

Principal: Daniel Most

Start Date for this Principal: 9/20/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (52%) 2016-17: C (50%) 2015-16: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Hollywood Hills High School

5400 STIRLING RD, Hollywood, FL 33021

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Hollywood Hills High School is to meet the diversified educational needs of all students by actively engaging them in balanced programs offering academic, technological, vocational, and extracurricular activities while addressing their social and emotional needs. We strive to produce lifelong learners who will become responsible, contributing citizens.

Provide the school's vision statement.

Hollywood Hills High School is committed to graduating all students and strives to relate all curriculum and educational endeavors to the world beyond high school.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Most, Daniel	Principal	<p>INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP: 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 24. Serve as a coach/mentor to assistant principals or others who are preparing for School</p>

Name	Title	Job Duties and Responsibilities
		<p>Principal certification and/or are aspiring to leadership roles in the district. 25. Provide recognition and celebration for student, staff, and school accomplishments. 26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 28. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP: 29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. 30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board. 32. Administer negotiated employee contracts in the appropriate manner at the school site. 33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives. 35. Review current developments, literature and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures. 37. Follow Federal and State laws, as well as School Board policies. 38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.</p>
Perez, Angelica	Assistant Principal	<p>Curriculum Focus is English , JROTC and Physical Education Assist and monitor assigned teacher's PGP's and Marzano's Evaluation Collect, analyze and monitor assigned area teachers and students data Support 9th grade by assisting and monitoring students'achievement, attendance , and Rti progress</p> <p>LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.* 2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process.* 6. Use quality improvement principles and processes in daily administration of school.* 7. Anticipate difficult situations and develop plans to handle them.

Name	Title	Job Duties and Responsibilities
		<p>8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.</p> <p>9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.*</p> <p>10. Assist in providing leadership and direction for all aspects of the school's operation.</p> <p>11. Build teams to accomplish plans, goals and priorities.</p> <p>12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.</p> <p>13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.</p> <p>14. Assist in establishing and utilizing the Sterling process to ready the school and community for change.</p> <p>15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.*</p> <p>16. Maintain visibility and accessibility on the school campus and at school related activities and events.</p> <p>17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.</p> <p>18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>19. Assist in providing leadership to involve the school in quality initiatives.*</p> <p>20. Assist with aligning school initiatives with District, state, and school goals and objectives.</p> <p>21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.</p> <p>22. Communicate school information, goals, student learning and behavior expectations to all customer groups.*</p> <p>23. Use effective communication techniques with students, teachers, parents and stakeholders.</p> <p>24. Provide for the articulation of the school's instructional program among school personnel.</p> <p>25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.</p> <p>26. Communicate effectively both orally and in writing with supervisors, parents,</p>

Name	Title	Job Duties and Responsibilities
		<p>students, teachers and the community.</p> <p>27. Assist in the planning and implementation of initiatives in the Innovation Zone.</p> <p>INFORMATION & ANALYSIS:</p> <p>28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.*</p> <p>29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.</p> <p>30. Address the diverse needs of the school population consistent with the District's Strategic Plan.</p> <p>31. Analyze and use data for decision-making or to improve actions, plans and process.*</p> <p>32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.</p> <p>33. Access, analyze, interpret and use data in decision-making.</p> <p>34. Use benchmarks and comparison data in the analysis of results.*</p> <p>35. Make data accessible to all stakeholders.*</p> <p>STRATEGIC QUALITY PLANNING:</p> <p>36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.*</p> <p>37. Assist with facilitating and coordinating the development of the School's Improvement Plan.</p> <p>38. Set high goals and standards for self, others and the organization.</p> <p>39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.*</p> <p>40. Assist in the selection and acquisition of instructional materials and equipment.</p> <p>41. Collect input and analyze data to develop goals.</p> <p>42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.</p> <p>43. Develop the master schedule and assign teachers according to identified needs.</p> <p>44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.*</p> <p>45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.*</p> <p>46. Assist in establishing procedures to monitor processes, activities and</p>

Name	Title	Job Duties and Responsibilities
		<p>responsibilities and respond to feedback.</p> <p>47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.</p> <p>49. Assist with providing recognition and celebration for student, staff, and school accomplishments.</p> <p>CUSTOMER FOCUS:</p> <p>50. Develop positive relationships with customers (students, parents, teachers, community, etc.).*</p> <p>51. Assist with facilitating a program of family and community involvement.</p> <p>52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statutes.</p> <p>53. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>54. Assist in promoting/marketing the school and its priorities to the community.</p> <p>55. Assist in establishing processes and methods to respond to valid customer requirements.*</p> <p>56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.</p> <p>57. Work with parents to resolve complaints or concerns.</p> <p>58. Interact with government and service agencies relative to student welfare.</p> <p>59. Assist in establishing processes to determine customer needs and level of satisfaction.*</p> <p>60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.</p> <p>61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized.</p> <p>62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.*</p> <p>63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community.</p> <p>64. Assist with the development of activities with business partners that</p>

Name	Title	Job Duties and Responsibilities
		<p>promote student achievement.</p> <p>HUMAN RESOURCES:</p> <p>65. Assist in analyzing data and information to plan staff development to accomplish school goals.*</p> <p>66. Assist with the completion of the annual Needs Assessment to determine staff development.</p> <p>67. Assist with providing staff development opportunities and feedback to personnel at the assigned school.</p> <p>68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*</p> <p>69. Assist with the development and implementation of an effective staff development program.</p> <p>70. Participate in District management meetings and other activities to enhance professional development.</p> <p>71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.</p> <p>72. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.*</p> <p>74. Delegate responsibilities to appropriate staff members.</p> <p>75. Consider data and results from action research when solving problems and improving processes.</p> <p>76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.*</p> <p>77. Assign tasks and supervise personnel in task accomplishment including special projects.</p> <p>78. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.*</p> <p>80. Assist with interviewing and selection of qualified personnel to be recommended for appointment.</p> <p>81. Assist with establishing job assignments and supervising of all assigned personnel,</p>

Name	Title	Job Duties and Responsibilities
		<p>conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board.</p> <p>82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.*</p> <p>MANAGEMENT OF PROCESSES:</p> <p>84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.*</p> <p>85. Access District and community resources to meet school needs.</p> <p>86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.</p> <p>87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.*</p> <p>88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.*</p> <p>89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*</p> <p>90. Assist with the implementation and administration of negotiated employee contracts at the school site.</p> <p>91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>OPERATIONAL RESULTS:</p> <p>92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.*</p> <p>93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> <p>94. Assist with establishing and managing student accounting and attendance procedures at the assigned school.</p> <p>95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines.</p> <p>96. Assist with the writing and dissemination of newsletters, memos, letters, press</p>

Name	Title	Job Duties and Responsibilities
		<p>releases, agendas, and other materials using proper grammar and punctuation.</p> <p>97. Provide leadership in the effective use of technology in the classroom and in school administration.</p> <p>98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>100. Assist with coordinating plant safety and facility inspections at the assigned school.</p> <p>101. Supervise transportation services at the assigned school.</p> <p>102. Assist with the supervision of all extracurricular programs at the assigned school.</p> <p>103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County.</p> <p>105. Ensure adherence to good safety procedures.</p> <p>106. Perform other incidental tasks consistent with the goals and objectives of this position.</p>

Espinosa, Luis	Assistant Principal	<p>Chief Assistant Principal</p> <p>Curriculum Focus is Science , World Languages and SWD Program</p> <p>Assist and monitor assigned teacher's PGP's and Marzano's Evaluation</p> <p>Collect, analyze and monitor assigned area teachers and students data</p> <p>Support 11th grade by assisting and monitoring students'achievement, attendance , and Rti progress</p> <p>LEADERSHIP:</p> <p>1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.*</p> <p>2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.</p> <p>3. Model and maintain high standards of professional conduct.</p> <p>4. Set high standards and expectations for self, others, and school.</p> <p>5. Maintain an active involvement in the school improvement planning process.*</p> <p>6. Use quality improvement principles and processes in daily administration of school.*</p> <p>7. Anticipate difficult situations and develop plans to handle them.</p> <p>8. Assist in the managing and developing the implementation and assessment of the</p>
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Name	Title	Job Duties and Responsibilities
		<p>instructional program at the assigned school so as to ensure all students the opportunity to learn.</p> <p>9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.*</p> <p>10. Assist in providing leadership and direction for all aspects of the school's operation.</p> <p>11. Build teams to accomplish plans, goals and priorities.</p> <p>12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.</p> <p>13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.</p> <p>14. Assist in establishing and utilizing the Sterling process to ready the school and community for change.</p> <p>15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.*</p> <p>16. Maintain visibility and accessibility on the school campus and at school related activities and events.</p> <p>17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.</p> <p>18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>19. Assist in providing leadership to involve the school in quality initiatives.*</p> <p>20. Assist with aligning school initiatives with District, state, and school goals and objectives.</p> <p>21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.</p> <p>22. Communicate school information, goals, student learning and behavior expectations to all customer groups.*</p> <p>23. Use effective communication techniques with students, teachers, parents and stakeholders.</p> <p>24. Provide for the articulation of the school's instructional program among school personnel.</p> <p>25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.</p> <p>26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.</p> <p>27. Assist in the planning and implementation of initiatives in the Innovation</p>

Name	Title	Job Duties and Responsibilities
		<p>Zone.</p> <p>INFORMATION & ANALYSIS:</p> <p>28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.*</p> <p>29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.</p> <p>30. Address the diverse needs of the school population consistent with the District's Strategic Plan.</p> <p>31. Analyze and use data for decision-making or to improve actions, plans and process.*</p> <p>32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.</p> <p>33. Access, analyze, interpret and use data in decision-making.</p> <p>34. Use benchmarks and comparison data in the analysis of results.*</p> <p>35. Make data accessible to all stakeholders.*</p> <p>STRATEGIC QUALITY PLANNING:</p> <p>36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.*</p> <p>37. Assist with facilitating and coordinating the development of the School's Improvement Plan.</p> <p>38. Set high goals and standards for self, others and the organization.</p> <p>39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.*</p> <p>40. Assist in the selection and acquisition of instructional materials and equipment.</p> <p>41. Collect input and analyze data to develop goals.</p> <p>42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.</p> <p>43. Develop the master schedule and assign teachers according to identified needs.</p> <p>44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.*</p> <p>45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.*</p> <p>46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback.</p> <p>47. Assist with establishing and coordinating procedures for student,</p>

Name	Title	Job Duties and Responsibilities
		<p>teacher, parent and community evaluation of curriculum.</p> <p>48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.</p> <p>49. Assist with providing recognition and celebration for student, staff, and school accomplishments.</p> <p>CUSTOMER FOCUS:</p> <p>50. Develop positive relationships with customers (students, parents, teachers, community, etc.).*</p> <p>51. Assist with facilitating a program of family and community involvement.</p> <p>52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statutes.</p> <p>53. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>54. Assist in promoting/marketing the school and its priorities to the community.</p> <p>55. Assist in establishing processes and methods to respond to valid customer requirements.*</p> <p>56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.</p> <p>57. Work with parents to resolve complaints or concerns.</p> <p>58. Interact with government and service agencies relative to student welfare.</p> <p>59. Assist in establishing processes to determine customer needs and level of satisfaction.*</p> <p>60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.</p> <p>61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized.</p> <p>62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.*</p> <p>63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community.</p> <p>64. Assist with the development of activities with business partners that promote student achievement.</p>

Name	Title	Job Duties and Responsibilities
		<p>HUMAN RESOURCES:</p> <p>65. Assist in analyzing data and information to plan staff development to accomplish school goals.*</p> <p>66. Assist with the completion of the annual Needs Assessment to determine staff development.</p> <p>67. Assist with providing staff development opportunities and feedback to personnel at the assigned school.</p> <p>68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*</p> <p>69. Assist with the development and implementation of an effective staff development program.</p> <p>70. Participate in District management meetings and other activities to enhance professional development.</p> <p>71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.</p> <p>72. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.*</p> <p>74. Delegate responsibilities to appropriate staff members.</p> <p>75. Consider data and results from action research when solving problems and improving processes.</p> <p>76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.*</p> <p>77. Assign tasks and supervise personnel in task accomplishment including special projects.</p> <p>78. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.*</p> <p>80. Assist with interviewing and selection of qualified personnel to be recommended for appointment.</p> <p>81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for</p>

Name	Title	Job Duties and Responsibilities
		<p>appropriate employment actions according to School Board Policy and Procedures adopted by the School Board.</p> <p>82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.*</p> <p>MANAGEMENT OF PROCESSES:</p> <p>84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.*</p> <p>85. Access District and community resources to meet school needs.</p> <p>86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.</p> <p>87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.*</p> <p>88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.*</p> <p>89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*</p> <p>90. Assist with the implementation and administration of negotiated employee contracts at the school site.</p> <p>91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>OPERATIONAL RESULTS:</p> <p>92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.*</p> <p>93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> <p>94. Assist with establishing and managing student accounting and attendance procedures at the assigned school.</p> <p>95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines.</p> <p>96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.</p>

Name	Title	Job Duties and Responsibilities
		<p>97. Provide leadership in the effective use of technology in the classroom and in school administration.</p> <p>98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>100. Assist with coordinating plant safety and facility inspections at the assigned school.</p> <p>101. Supervise transportation services at the assigned school.</p> <p>102. Assist with the supervision of all extracurricular programs at the assigned school.</p> <p>103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County.</p> <p>105. Ensure adherence to good safety procedures.</p> <p>106. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Pierce, Sara	Assistant Principal	<p>Curriculum Focus is Social Studies and Guidance</p> <p>Assist and monitor assigned teacher's PGP's and Marzano's Evaluation</p> <p>Collect, analyze and monitor assigned area teachers and students data</p> <p>Support 12th grade by assisting and monitoring students' achievement, attendance , and Rti progress</p> <p>LEADERSHIP:</p> <p>1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.*</p> <p>2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.</p> <p>3. Model and maintain high standards of professional conduct.</p> <p>4. Set high standards and expectations for self, others, and school.</p> <p>5. Maintain an active involvement in the school improvement planning process.*</p> <p>6. Use quality improvement principles and processes in daily administration of school.*</p> <p>7. Anticipate difficult situations and develop plans to handle them.</p> <p>8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.</p> <p>9. Use collaborative leadership style and quality process to involve</p>

Name	Title	Job Duties and Responsibilities
		<p>stakeholders in establishing and achieving the school's mission and goals.*</p> <p>10. Assist in providing leadership and direction for all aspects of the school's operation.</p> <p>11. Build teams to accomplish plans, goals and priorities.</p> <p>12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.</p> <p>13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.</p> <p>14. Assist in establishing and utilizing the Sterling process to ready the school and community for change.</p> <p>15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.*</p> <p>16. Maintain visibility and accessibility on the school campus and at school related activities and events.</p> <p>17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.</p> <p>18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>19. Assist in providing leadership to involve the school in quality initiatives.*</p> <p>20. Assist with aligning school initiatives with District, state, and school goals and objectives.</p> <p>21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.</p> <p>22. Communicate school information, goals, student learning and behavior expectations to all customer groups.*</p> <p>23. Use effective communication techniques with students, teachers, parents and stakeholders.</p> <p>24. Provide for the articulation of the school's instructional program among school personnel.</p> <p>25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.</p> <p>26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.</p> <p>27. Assist in the planning and implementation of initiatives in the Innovation Zone.</p> <p>INFORMATION & ANALYSIS:</p> <p>28. Assist in collecting and maintaining information appropriate to the</p>

Name	Title	Job Duties and Responsibilities
		<p>continual monitoring of all Sterling Quality goals.*</p> <p>29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.</p> <p>30. Address the diverse needs of the school population consistent with the District's Strategic Plan.</p> <p>31. Analyze and use data for decision-making or to improve actions, plans and process.*</p> <p>32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.</p> <p>33. Access, analyze, interpret and use data in decision-making.</p> <p>34. Use benchmarks and comparison data in the analysis of results.*</p> <p>35. Make data accessible to all stakeholders.*</p> <p>STRATEGIC QUALITY PLANNING:</p> <p>36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.*</p> <p>37. Assist with facilitating and coordinating the development of the School's Improvement Plan.</p> <p>38. Set high goals and standards for self, others and the organization.</p> <p>39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.*</p> <p>40. Assist in the selection and acquisition of instructional materials and equipment.</p> <p>41. Collect input and analyze data to develop goals.</p> <p>42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.</p> <p>43. Develop the master schedule and assign teachers according to identified needs.</p> <p>44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.*</p> <p>45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.*</p> <p>46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback.</p> <p>47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>48. Assist with facilitating the horizontal and vertical articulation of</p>

Name	Title	Job Duties and Responsibilities
		<p>curriculum within the school as well as between the school and its feeder system.</p> <p>49. Assist with providing recognition and celebration for student, staff, and school accomplishments.</p> <p>CUSTOMER FOCUS:</p> <p>50. Develop positive relationships with customers (students, parents, teachers, community, etc.).*</p> <p>51. Assist with facilitating a program of family and community involvement.</p> <p>52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statutes.</p> <p>53. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>54. Assist in promoting/marketing the school and its priorities to the community.</p> <p>55. Assist in establishing processes and methods to respond to valid customer requirements.*</p> <p>56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.</p> <p>57. Work with parents to resolve complaints or concerns.</p> <p>58. Interact with government and service agencies relative to student welfare.</p> <p>59. Assist in establishing processes to determine customer needs and level of satisfaction.*</p> <p>60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.</p> <p>61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized.</p> <p>62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.*</p> <p>63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community.</p> <p>64. Assist with the development of activities with business partners that promote student achievement.</p> <p>HUMAN RESOURCES:</p> <p>65. Assist in analyzing data and information to plan staff development to accomplish school goals.*</p>

Name	Title	Job Duties and Responsibilities
		<p>66. Assist with the completion of the annual Needs Assessment to determine staff development.</p> <p>67. Assist with providing staff development opportunities and feedback to personnel at the assigned school.</p> <p>68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*</p> <p>69. Assist with the development and implementation of an effective staff development program.</p> <p>70. Participate in District management meetings and other activities to enhance professional development.</p> <p>71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.</p> <p>72. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.*</p> <p>74. Delegate responsibilities to appropriate staff members.</p> <p>75. Consider data and results from action research when solving problems and improving processes.</p> <p>76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.*</p> <p>77. Assign tasks and supervise personnel in task accomplishment including special projects.</p> <p>78. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.*</p> <p>80. Assist with interviewing and selection of qualified personnel to be recommended for appointment.</p> <p>81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board.</p>

Name	Title	Job Duties and Responsibilities
		<p>82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.*</p> <p>MANAGEMENT OF PROCESSES:</p> <p>84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.*</p> <p>85. Access District and community resources to meet school needs.</p> <p>86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.</p> <p>87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.*</p> <p>88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.*</p> <p>89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*</p> <p>90. Assist with the implementation and administration of negotiated employee contracts at the school site.</p> <p>91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>OPERATIONAL RESULTS:</p> <p>92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.*</p> <p>93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> <p>94. Assist with establishing and managing student accounting and attendance procedures at the assigned school.</p> <p>95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines.</p> <p>96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.</p> <p>97. Provide leadership in the effective use of technology in the classroom and in school administration.</p>

Name	Title	Job Duties and Responsibilities
		<p>98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>100. Assist with coordinating plant safety and facility inspections at the assigned school.</p> <p>101. Supervise transportation services at the assigned school.</p> <p>102. Assist with the supervision of all extracurricular programs at the assigned school.</p> <p>103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County.</p> <p>105. Ensure adherence to good safety procedures.</p> <p>106. Perform other incidental tasks consistent with the goals and objectives of this position.</p>

Vessosa, Nathalie	School Counselor	<p>Guidance Director</p> <p>1. meet with teachers to present and explain the results of various testing programs.</p> <p>2. assist teachers in effective utilization of test results.</p> <p>3. counsel students on personal, academic and vocational problems and notify parents as deemed necessary.</p> <p>4. establish small group counseling sessions.</p> <p>5. provide materials and suggestions for classroom oriented guidance activities.</p> <p>6. identify community and school system resources, and when advisable, refer student situations to the proper agencies.</p> <p>7. arrange student, parent and teacher conferences.</p> <p>8. keep records of conferences and send reports, within the limits of confidentiality, to the principal,</p> <p>9. provide educational counseling to students prior to the scheduling of classes.</p> <p>10. gather information from all faculty members having contact a student being considered for referral.</p> <p>11. assemble and maintain up-to-date information concerning educational and occupational possibilities.</p> <p>12. review current developments, literature and technical sources of information related to job responsibility.</p> <p>13. ensure adherence to good safety procedures.</p> <p>14. perform other duties as assigned by the Principal.</p> <p>15. follow federal and state laws, as well as School Board policies.</p>
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Name	Title	Job Duties and Responsibilities
Ramos, Alexandra	Instructional Coach	<p>Literacy Coach</p> <ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate Coach, Literacy (cont.) SBBC: KK-034 research based professional learning through the school's professional learning communities. 5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement. 8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required. 9. participate and engage in monthly content related professional learning and learning communities. 10. promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy

Name	Title	Job Duties and Responsibilities
		<p>learning.</p> <p>12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.</p> <p>13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl.</p> <p>14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities.</p> <p>15. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>17. ensure adherence to good safety procedures.</p> <p>18. follow federal and state laws, as well as School Board policies.</p> <p>19. perform other duties as assigned by the principal or designee.</p>

Hernandez, Marion	Teacher, ESE	<p>ESE Specialist</p> <p>1. provide instructional support, technical assistance and ongoing staff development for school-based ESE Specialist on policies, procedures, curricula and /or program organization.</p> <p>2. assist school-based ESE Specialist in reflecting on and analyzing their practice and reviewing data related to servicing students with disabilities.</p> <p>3. support school-based ESE Specialist in implementing explicit, systemic, and rigorous practices through collaborative planning, modeling and conferencing.</p> <p>4. build school-based ESE Specialist capacity for developing and implementing appropriate Individual Educational Plan (IEP) and programming for students with disabilities.</p> <p>5. model innovative methodologies and effective practices to ensure proper programming and compliance with IEP and implementation.</p> <p>6. support school-based ESE Specialist to effectively coordinate the development, implementation and evaluation of effective educational curriculum/services and/or programs which promote academic achievement for students with disabilities.</p> <p>7. identify issues which need to be addressed on a district-wide basis and plan strategies to improve curricula, services and programs that support students with disabilities</p> <p>8. provide support by use of modeling, coaching, facilitating, and other</p>
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Name	Title	Job Duties and Responsibilities
		<p>support strategies to enhance the learning environment for school-based ESE Specialists.</p> <p>9. participate in district planning to ensure quality and consistency in the development and implementation of curriculum, services and programs.</p> <p>10. work collaboratively in cross-functional teams and settings to provide direct/indirect support to school-based ESE Specialists.</p> <p>11. prepare reports to document progress and effectiveness of services.</p> <p>12. maintain records reflecting coaching activities and submit required follow-up documentation.</p> <p>13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</p> <p>14. participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities.</p> <p>15. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>16. ensure adherence to good safety procedures.</p> <p>17. follow federal and state laws, as well as School Board policies.</p> <p>18. perform other duties as assigned by the Director or designee.</p>
Delao, Diana	SAC Member	<p>Preside at all meetings of the Council and will be an ex-officio member of all committees except nominating committee.</p> <p>Prepare agendas at least 7 days in advance for all meetings.</p> <p>Represent SAC at Area Advisory meetings and as voting member of the SAF.</p> <p>Represent SAC at District meetings and/or workshops</p> <p>Sign the schools's annual budget per District Budget Guidelines as an indication of SAC participation in both processes.</p>
Johnson, Shamarli	Assistant Principal	

Demographic Information

Principal start date

Sunday 9/20/2020, Daniel Most

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

85

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (52%) 2016-17: C (50%) 2015-16: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems**Current Year**

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	416	496	433	463	1808
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	95	108	106	117	426
One or more suspensions	0	0	0	0	0	0	0	0	0	4	5	1	3	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	146	146	0	1	293
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	139	122	0	0	261
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	1	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	5	6	14

Date this data was collected or last updated

Thursday 10/29/2020

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	262	275	299	89	925
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	32	54	34	88	208
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	1	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	223	166	121	0	510

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	34	70	54	0	158

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	5	8	2	19

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	262	275	299	89	925
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	32	54	34	88	208
One or more suspensions	0	0	0	0	0	0	0	0	0	91	102	77	54	324
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	223	166	121	0	510

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	1	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	5	8	2	19

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	57%	56%	37%	56%	53%
ELA Learning Gains	45%	52%	51%	38%	51%	49%
ELA Lowest 25th Percentile	35%	45%	42%	28%	43%	41%
Math Achievement	34%	51%	51%	45%	50%	49%
Math Learning Gains	33%	44%	48%	42%	43%	44%
Math Lowest 25th Percentile	30%	43%	45%	39%	38%	39%
Science Achievement	47%	66%	68%	74%	62%	65%
Social Studies Achievement	63%	71%	73%	51%	68%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	43%	57%	-14%	55%	-12%
	2018	47%	55%	-8%	53%	-6%
Same Grade Comparison		-4%				
Cohort Comparison						
10	2019	43%	53%	-10%	53%	-10%
	2018	39%	53%	-14%	53%	-14%
Same Grade Comparison		4%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	67%	-20%	67%	-20%
2018	57%	62%	-5%	65%	-8%
Compare		-10%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	67%	-7%	70%	-10%
2018	68%	66%	2%	68%	0%
Compare		-8%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	38%	61%	-23%	61%	-23%
2018	31%	63%	-32%	62%	-31%
Compare		7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	30%	56%	-26%	57%	-27%
2018	34%	51%	-17%	56%	-22%
Compare		-4%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	26	23	19	30	30	22	44		95	21
ELL	26	45	38	32	39	34	38	45		96	53
ASN	41	44	27	58	45			36		95	67
BLK	39	41	31	24	22	20	43	59		95	42
HSP	46	46	34	36	38	37	48	63		99	40
MUL	33	33		27				64			
WHT	52	48	48	42	39	39	50	75		98	34
FRL	41	42	33	32	31	28	43	60		98	38
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	28	20	15	50	44	44	44		86	37
ELL	19	44	36	24	40		32	25		88	30
AMI	36										
ASN	35	37		31						100	55
BLK	35	38	16	21	37	30	44	69		93	56
HSP	48	52	43	36	54	38	67	67		94	53
MUL	50	45		25						100	60
WHT	59	54	22	46	51	54	76	71		94	64
FRL	43	47	29	31	46	33	56	66		93	57

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	20	21	27	37	38		33		77	41
ELL	13	27	21	44	49	41	67	26		83	50
ASN	47	35		58	35			44		92	64
BLK	25	29	21	38	40	26	71	54		90	43
HSP	36	38	31	44	45	48	75	51		92	52
MUL	42	41		50	42		80			100	45
WHT	52	47	38	55	42	38	74	49		96	61
FRL	32	35	26	45	42	42	73	51		92	50

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	51
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our school's area of lowest performance was the Math Lowest 25th Percentile. Factors that contributed to this year's low performance include changes in the scheduling progression for mathematics, infrequent common formative assessments, and instructional practices that focused on progressing through the entire the instructional focus calendar.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Learning gains showed the greatest decline with a change from 48% in 2018 to 33% in 2019 or a 15% decline in one school year. Factors that contributed to this decline were course progression model and deficits in foundational knowledge of Algebra.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average is Geometry EOC with a score difference of -27 percentage points. The 2019 school data was 30% compared to the state data of 57%. Some factors that contribute to this gap include deficits in foundational algebraic skills as well as reading deficiencies ELA FSA, as well as unconventional course progression.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement from the 2018- 2019 school year was in grade 10 FSA ELA. The student data reflected a +4% change from 39% in 2018 to 43% in 2019. Actions that contributed to this change include implementation of school wide vocabulary initiative through vocabulary.com, usage USA test prep for common formative assessments, Newsela weekly literacy selections through all non ELA courses.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on the EWS data, one potential area for concern is the attendance below 90%. There are 426 students with at risk attendance concerns, grade 12 has 112, grade 11 has 106, grade 10 has 108 and grade 9 has 95 students who fall within this range. The implementation of the school wide attendance plan for monitoring and tracking attendance concerns as well as the implementation of attendance reinforcement through a multi-tiered student engagement committee rather than punishment have been identified to reduce this risk factor.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase our overall performance for our SWD subgroup in mathematics and ELA.
2. Increase our overall performance for our multicultural subgroup in mathematics and ELA.
3. Decrease percentage of at risk students attendance.

Part III: Planning for Improvement

Areas of Focus:**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

Students in this subgroups have reported achievement levels in English Language Arts below 25% for two consecutive years.

Measurable Outcome:

SWD subgroup will increase achievement in ELA to 25% and learning gains to 30%.

Person responsible for monitoring outcome:

Shamarli Johnson (shamarli.johnson@browardschools.com)

Evidence-based Strategy:

Teachers have opportunities to consult with special education facilitators to implement literacy strategies that support the learning of all SWD in their classes. All instructional and special education facilitators will use formative assessment tools to gather, analyze and evaluate effective instruction and interventions for all students.

Rationale for Evidence-based Strategy:

The collaboration of teachers and special education facilitators will increase the opportunities for success in the classroom as effective instructional literacy strategies and intervention are implemented with support.

Action Steps to Implement

To support our ESE students in the area of literacy, teachers will start by identifying our ESE population within their classrooms using our data demographics sheet. After identifying students with learning disabilities, our teachers will review their IEPs to ensure they are delivering the proper accommodations to support their students. Using the data from the FSA ELA and FAIR assessments, the teachers will analyze the data and identify the areas of weakness for our ESE students. In addition to differentiated instruction, the teachers will ensure they are providing intervention strategies to engage and encourage student achievement. In order to further support our ESE students, our ESE Support Specialists will assist the ESE students through push-ins in our English classes and pullouts for our level ones ESE students. Place all ESE on a reading progress monitoring plan to track student progress towards success.

Person Responsible

Alexandra Ramos (alexandra.ramos@browardschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team will address the school-wide priority for reducing at-risk attendance through the implementation of a students engagement team.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The primary mission of Hollywood Hills High School is the education of disciplined, knowledgeable and curious young people. Because of our enthusiasm for learning and rigorous instruction, the entire formative process takes place in a climate of respect, hope, and devotion to our students and the educational process. A sincere and deep sense of commitment is expressed and understood through the content of the academic curriculum and in every other dimension of school life. Hollywood Hills High School recognizes that it is the primary right and responsibility of parents to educate their children. It recognizes the obligation of our school to fulfill through education, the mission entrusted to it by our students, school community, and nation. Hollywood Hills High strives to develop within students not only wonder, knowledge and discovery, but a sense of respect for education, for themselves, their community, their country, and society; and the responsibilities which accompany these freedoms. Ultimately, in the process of education, Hollywood Hills High School strives to relate all curriculum and educational endeavors to the world beyond high school, giving the contemporary world men and women of knowledge, integrity, leadership and substance.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$15,407.75
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3361		1661 - Hollywood Hills High School	School Improvement Funds		\$7,407.75
			<i>Notes: USA test prep subscription</i>			
	3374		1661 - Hollywood Hills High School	School Improvement Funds		\$8,000.00
			<i>Notes: Math Enrichment Camp</i>			
Total:						\$15,407.75