Hollywood Park Elementary School

2021-22 Schoolwide Improvement Plan

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Hollywood Park Elementary School

901 N 69TH WAY, Hollywood, FL 33024

[no web address on file]

Demographics

Principal: Mari Menendez

Start Date for this Principal: 1/20/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: C (49%) 2016-17: C (48%)
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	
* 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 Park Elementary School

901 N 69TH WAY, Hollywood, FL 33024

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Hollywood Park Elementary School's mission is to provide an environment that is conducive to collaboration and reflection, in order for all students to thrive in a global society.

Provide the school's vision statement.

Hollywood Park Elementary School's vision is a community where all children feel loved, respected and encouraged to develop to their fullest potential as lifelong learners.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Menendez, Mari	Principal	Provides strategic direction related to process, policies and procedures in the school. Responsible for the safety and security of the campus including, monitoring the effective implementation of curriculum, student achievement and growth, hiring and retention of staff, balancing of school budget and overseeing the daily operations of the school.
Lindsay, Antonio	Assistant Principal	Assists principal in overseeing school campus and staff
Darley, Sara	Math Coach	Provides instructional support for teachers and students
Damas, Jennifer	Reading Coach	Provides instructional support for teachers and students

Demographic Information

Principal start date
Wednesday 1/20/2016, Mari Menendez

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.*
3

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.*
24

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

382

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	44	50	69	70	62	62	0	0	0	0	0	0	0	357
Attendance below 90 percent	15	16	20	13	12	11	0	0	0	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 FSA ELA assessment	0	0	0	10	11	16	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	12	16	28	0	0	0	0	0	0	0	56
Number of students with a substantial reading deficiency	0	10	38	43	31	31	0	0	0	0	0	0	0	153

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	10	11	16	0	0	0	0	0	0	0	37

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	0	0	0	0	

Date this data was collected or last updated

Friday 9/24/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	51	74	74	59	74	79	0	0	0	0	0	0	0	411
Attendance below 90 percent	18	20	25	16	18	15	0	0	0	0	0	0	0	112
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	2	6	1	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	1	5	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	1	6	9	2	8	13	0	0	0	0	0	0	0	39

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	2	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	59%	57%	47%	56%	56%
ELA Learning Gains				59%	60%	58%	40%	57%	55%
ELA Lowest 25th Percentile				49%	54%	53%	49%	51%	48%
Math Achievement				69%	65%	63%	59%	62%	62%
Math Learning Gains				71%	66%	62%	58%	60%	59%
Math Lowest 25th Percentile				58%	53%	51%	40%	47%	47%
Science Achievement				40%	46%	53%	51%	49%	55%

Grade Level Data Review - State Assessments
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
03	2021					
	2019	56%	60%	-4%	58%	-2%
Cohort Comparison						
04	2021					
	2019	65%	62%	3%	58%	7%
Cohort Comparison		-56%				
05	2021					
	2019	50%	59%	-9%	56%	-6%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	65%	13%	62%	16%
Cohort Comparison						
04	2021					
	2019	70%	67%	3%	64%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-78%				
05	2021					
	2019	62%	64%	-2%	60%	2%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	35%	49%	-14%	53%	-18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The I-Ready Diagnostic Assessment is the progress monitoring tool used for all grade levels for Reading and Math.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/23%	24/40%	31/49%
	Economically Disadvantaged	12/23%	19/36%	25/46%
	Students With Disabilities	2/15%	3/21%	5/33%
	English Language Learners	2/8%	5/22%	11/44%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/11%	18/29%	19/30%
	Economically Disadvantaged	8/15%	15/28%	15/28%
	Students With Disabilities	0/0%	1/6%	3/20%
	English Language Learners	1/5%	4/17%	7/28%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	62/26%	64/34%	63/45%
	Economically Disadvantaged	12/22%	18/33%	25/46%
	Students With Disabilities	3/18%	5/33%	25/46%
	English Language Learners	2/7%	3/11%	7/26%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	62/11%	64/15%	63/25%
	Economically Disadvantaged	5/9%	5/9%	10/18%
	Students With Disabilities	0%	2/13%	4/25%
	English Language Learners	3/11%	3/11%	6/21%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28/54%	26/50%	32/69%
	Economically Disadvantaged	17/42%	17/42%	21/72%
	Students With Disabilities	3/20%	4/25%	7/43%
	English Language Learners	6/22%	9/33%	14/50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/16%	17/32%	25/55%
	Economically Disadvantaged	3/8%	13/34%	11/41%
	Students With Disabilities	0/0%	1/8%	7/43%
	English Language Learners	3/10%	6/21%	12/42%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24/38%	26/42%	36/62%
	Economically Disadvantaged	17/30%	19/34%	28/56%
	Students With Disabilities	2/14%	3/23%	4/40%
	English Language Learners	3/17%	6/33%	9/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/23%	22/36%	39/67%
	Economically Disadvantaged	9/17%	16/29%	27/59%
	Students With Disabilities	1/7%	4/31%	4/36%
	English Language Learners	1/6%	4/23%	11/61%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23/34%	21/30%	36/54%
	Economically Disadvantaged	20/34%	18/31%	32/58%
	Students With Disabilities	5/23%	5/22%	6/32%
	English Language Learners	2/10%	3/15%	6/31%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/18%	22/32%	27/41%
	Economically Disadvantaged	10/18%	17/29%	21/44%
	Students With Disabilities	2/10%	4/18%	4/21%
	English Language Learners	1/5%	3/15%	4/21%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	39	21		36	6		42				
ELL	51	39		45	13		29				
ASN	82			50							
BLK	39	29		42	21		40				
HSP	53	44	23	49	22		40				
WHT	62			38							
FRL	49	34	31	40	18		40				

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	38	63	53	48	63	64	30				
ELL	53	65	50	68	71	65	33				
ASN	90			90							
BLK	40	42	50	59	69	50	24				
HSP	65	67	45	74	71	57	47				
WHT	46	56		58	56		27				
FRL	58	61	49	69	71	54	42				

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	37	41	35	40	51	35	52				
ELL	40	35	35	57	73	57	31				
ASN	92			83							
BLK	33	27	29	48	51	46	39				
HSP	52	44	52	62	59	26	58				
WHT	37	48		56	61		40				
FRL	46	39	48	58	56	38	49				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	273

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	58
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Historically, our subgroups such as Students with Disabilities and English Language Learners do not perform as well on progress monitoring assessments and the Florida Standards Assessment. In addition, our fifth graders struggle to perform above 50% proficiency on the Science Standards Assessment.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The areas in greatest need of improvement based on the 2019 FSA are ELA achievement, ELA lowest quartile learning gains, and Science achievement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some factors that contribute to the need for improvement include student attendance and parent involvement. To address these needs, we are developing interventions to address the alterable barriers such as implementing attendance incentive programs and implementing our Parent & Family Engagement Plan.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The areas that showed the most improvement on the 2019 assessments include Math achievement and Math learning gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors include conceptual-based instruction using manipulatives and student response boards. Our school facilitated various professional development opportunities to effectively implement these changes in instruction.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, teachers need to address unfinished learning due to the pandemic. In addition, teachers need to continue providing effective instruction and differentiating to meet students' individual needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Some professional development opportunities that will be provided including a FSA-based writing PD, using response boards to provide immediate and specific feedback, and effective standard-based instructional strategies. Additional professional development will be provided in the area of ELA & Math focused on the effective components of a Math block and quality small group reading instruction using our newly adopted series.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In addition to professional development, the instructional coaches will be modeling and providing support for all K-5 teachers, as well as facilitating PLCs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on 2020-2021 FSA data in English Language Arts our fifth-grade students performed the lowest. This grade level scored 47% proficient in ELA. This was the only grade level that scored below 50% proficiency.
Measurable Outcome:	By June 2022, our students in 5th grade will increase their reading proficiency from 47% to 55%, as measured by the FSA.
Monitoring:	To monitor this Area of Focus, we will use the I-Ready Diagnostic assessment 3 times throughout the year. In addition, we will use I-Ready Mastery Checks and standard-based assessments as more frequent formative assessments to monitor students' progress.
Person responsible for monitoring outcome:	Mari Menendez (mari.menendez@browardschools.com)
Evidence-based Strategy:	To address this Area of Focus, we are implementing PLCs to share best practices with fifth grade teachers, standard-based instruction, small-group guided reading, one-on-one conferencing and goal setting with students, backwards planning, and data analysis. We also service these students through our ESE Support Facilitator, who aligns IEP Goals with students' grade-level needs and implements standard-based instruction in both pull-out groups and push-in to team teach with teachers. In addition, students reading below grade level are placed in an intervention and receive LLI daily and their response to intervention is monitored throguh RtI.
Rationale for Evidence-based Strategy:	We chose these specific strategies because they have proven to be effective in the past. The year we were a B in 2019, these were the strategies that we implemented and saw success from in ELA.

Action Steps to Implement

Modeling best practices during PLCs
Backwards planning with instructional staff
One-on-one conferencing
Goal setting with students and teachers
Standards based professional learning and planning.

Person Responsible	Jennifer Damas (jennifer.damas@browardschools.com)

Facilitating data analysis during PLCs
Standard-based instruction through both pull-out and push-in groups.
Team teach with teachers.
Monitor and track student growth.

Person Responsible	Sara Darley (sara.darley@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Hollywood Park Elementary ranked #65 out of 116 elementary schools in Broward County and fell into the moderate category based on our number of incidents. Our incident data was lower than the state average. The school culture and environment will be monitored through our Schoolwide Positive Behavior Plan and implementation of CHAMPs to create a positive school culture.

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.

Hollywood Park Elementary builds a positive school culture and environment through our implementation of CHAMPs and our SPBP. This positive behavior system focuses on positive behaviors rather than negative. We use CHAMPs schoolwide, to minimize behavior incidents both in and out of the classroom. This is also a part of our Schoolwide Positive Behavior plan, which we develop with various stakeholders and share at School Advisory Council meetings. We also work with the Boys & Girls Club to maximize positive behaviors for our students who attend their afterschool program.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders primarily responsible for promoting a positive culture and environment at our school are our school staff. On a day-to-day basis, our school staff implements the components of our SPBP and CHAMPs. This helps to promote a positive school culture and minimize behavior incidents in and out of the classroom. In addition to our school staff, the parents and community partners are also a part of promoting a positive school culture, as they are a part of SAC and SAF meetings, as well as family events at the school.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$23,376.00

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	520-Textbooks	1761 - Hollywood Park Elementary School	Title, I Part A		$12,096.00
			Notes: I-Ready Math & Reading Standards Based Textbooks			
	5000	520-Textbooks	1761 - Hollywood Park Elementary School	Title, I Part A		$5,670.00
			Notes: Literacy Footprints - to be used for small group instruction.			
	5000	529-Technology-Related Textbooks	1761 - Hollywood Park Elementary School	Title, I Part A		$5,610.00
			Notes: I-Ready Toolbox for Reading and Writing			
					Total:	$23,376.00