Hollywood Hills High School

2021-22 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: 5/13/2020

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
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* 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%)
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 Hills High School

5400 STIRLING RD, Hollywood, FL 33021

[no web address on file]

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)
High School 9-12	No	64%

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	2020-21	2019-20	2018-19	2017-18
Grade		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	Position Title	Job Duties and Responsibilities
Most, Daniel	Principal	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. 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.

Name	Position Title	Job Duties and Responsibilities
		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 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.
Espinosa, Luis	Assistant Principal	Curriculum Focus o Science, ELMA, World Languages and Social Studies o iObservation, PGP's o Teacher and Student Data Operations o Advanced Placement o Attendance o Bell schedules/calendars o Biology EOC o Community School Liaison o Discipline Plan/IS o Facilities Related Functions o Faculty Handbook o Fire, Tornado, and Code Red Drills o ID Badges o Internal Suspension Procedures o Key and Radio Distribution o Magnet Open House o Marquee message updates o Morning, Hall, and After School Duties o Parent Link Procedures and Messages o Pro-Active/Positive Behavior Plan o Safety and Security – SAFE Team o Tardy policy o Testing ~ Monitor all Testing and Assessments o Transportation ~ All Operations

Name	Position Title	Job Duties and Responsibilities
		o US History EOC o Vending Machines Monitoring and Operation Programs o PASL Program o ELMA Program o Latinos In Action (LIA) Program
Johnson, Shamarli	Assistant Principal	Curriculum Focus Areas o ESE and CTE o iObservation, PGP's o Teacher and Student Data Operations o Aspiring Leaders o Banner Program/Partnerships o Cafeteria and FRL o Clinic and Medication Procedures o Curriculum Guide/Marketing Materials o Data Tracking/Data Binders o Emergency Contact/Code of Conduct Forms o Coordinate Annual District Surveys o ELO programs o Grants o Innovation Zone Liaison o Junior Class Ring Ceremony o Pinnacle o RtI Process and Implementation o SAC, SAF, SIP o SEL o Special Presentations: 9/11, Veteran's Day, Black History Month, Hispanic History Month, etc o Volunteer Coordinator o 504 Plans Programs o TIER Program o SVE/PASS Program o Peers as Partners Program o Mentoring Programs o JFG
Pierce, Sara	Assistant Principal	Curriculum Focus o Math, Unified Arts, and Guidance o iObservation, PGP's o Teacher and Student Data Operations o Algebra and Geometry EOCs o Bullying, EEO, Health, and HIV Liaison o Cambridge/Spartan Honors Academy

Name	Position Title	Job Duties and Responsibilities
		o Cohort and Graduation Rate Monitoring o Credit Recovery o Dual Enrollment o Equipment Distribution and Organization o Exam Exemptions o IMS and Registrar Operations o Master Schedule and FTE Process o Media Center Operations and Procedures o Middle School Articulation and Registration o Monthly Village Days o Property and Inventory o Report Card and Interim Reports o Senior Awards Ceremony o Teacher/Employee of the Year Procedures o Technology and Micro-Tech Specialist o Underclassmen Awards Ceremony Programs o Band and Chorus Programs o Guidance Program o Graduation o Hispanic Unity Foundation o Spartan Honors Academy/Cambridge
Ramos, Alexandra	Assistant Principal	Curriculum Focus Areas o English, JROTC, and P.E. o iObservation, PGP's o Teacher and Student Data Operations o Activities, Athletics and Leases o Bookkeeper and Internal Accounts o Bulletin Boards Monitoring o CLT and Admin Meeting Agendas and Minutes o Coverage for Athletic Events and Club Activities o Field Trips, Campus Activities, TDA's o FSA Reading o Graduation Coordinator o New to Hills Orientation and Highlight on Hills o Open House o PA, Morning & Afternoon Announcements o Planning Week Schedule o Professional Development Activities/Calendar o School Spirit o Senior Students Programs and Activities o Student Government Association o Substitute Coordination o Textbook procedures o Website/Social Media o Weekly Newsletter – Spartan Scoop

Name	Position Title	Job Duties and Responsibilities
		o Yearbook Program Supervision o Athletics Program o ESOL/ISA Academy o JROTC Program
Cerda, Lided	Behavior Specialist	1. assist the administration and staff to develop and implement a school-wide behavior management system. 2. assist in the identification of students eligible for services provided by the Teacher, Behavioral Support. 3. assist in the development and implementation of individual student behavior plans. 4. provide affective support for students, parents, families and school staff. 5. coordinate the training in behavior management techniques for teachers, administrators, staff and parents through staff development strategies including modeling demonstration teaching, in coordination with Human Resource Development. 6. assist in the establishment and implementation of a specific behavior crisis plan. 7. serve as a member of the school's Child Support Team/At-Risk Advocacy Team. 8. disseminate resource materials related to individual and group behavior management. 9. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County. 10. participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment. 11. review current developments, literature and technical sources of information related to job responsibility. 12. ensure adherence to good safety procedures. 13. perform other duties as assigned by the Principal. 14. follow federal and state laws as well, as School Board policies.
Hernandez, Marion	Other	The Exceptional Student Education Specialist shall carry out the performance responsibilities listed below. Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. Coordinate required ESE meetings. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. Meet with ESE curriculum supervisors monthly with regard to curricula,

Name	Position Title	Job Duties and Responsibilities
		related services and program delivery systems for students with disabilities. Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. Shall report all compliance concerns directly to the school-based leadership. Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. Utilize the electronic management system to generate IEP documents. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. Review current developments, literature and technical sources of information related to job responsibilities. Ensure adherence to safety rules and procedures. Follow federal and state, as well as School Board policies. Perform other duties as assigned by the school principal.
Delao, Diana	SAC Member	The Co-Chairpersons shall preside at all meetings of the Council and will be an ex-ofcio member(s) of all committees except the nominating committee. The Co-Chairpersons will prepare an agenda at least 7 days in advance for all meetings. A copy of the agenda shall be provided to anyone who requests it. The Co-Chairpersons or designee shall represent SAC at Area Advisory meetings and as a voting member of the school's School Advisory Forum (SAF). The Co-Chairpersons will represent the SAC at District meetings and/or workshops and may choose a designee to attend as necessary. The SAC Co-Chairpersons will sign the school's annual budget (per District Budget Guidelines) as an indication of SAC participation in both processes.
Reid, Floydian	School Counselor	The Guidance Director in addition to regular duties as counselor shall 1. conduct weekly meetings with the guidance counselors and occupational specialists. 2. attend monthly guidance directors' meetings. 3. coordinate the school level pupil personnel services with community services. 4. coordinate the school standardized testing program, orientation program for new students, school surveys, graduation requirements and articulation programs. 5. administer evaluation instruments to research the effectiveness of an on-

Name	Position Title	Job Duties and Responsibilities
		going guidance program; administer a guidance counselor work schedule with facilitates parents, student and teacher conferences. 6. select, distribute and provide in-service materials to teachers and guidance counselors for use in group guidance activities. 7. act as a resource person to all curriculum areas, including career education and drug education. 8. organize a guidance counseling schedule which provides for educational counseling for course selection by students. 9. assemble and maintain up-to-date information concerning educational and occupational possibilities. 10. publish a curriculum guide for all students and parents on course selections. 11. administer the College Night Program (High Schools). 12. provide in-service training for the register. 13. coordinate the exceptional education program with regard to staffing and placement of students. 14. review current developments, literature and technical sources of information related to job responsibility. 15. ensure adherence to good safety procedures. 16. perform other duties as assigned by the Principal. 17. follow federal and state laws, as well as School Board policies.

Demographic Information

Principal start date
Wednesday 5/13/2020, 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.*
1

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.*
13

Total number of teacher positions allocated to the school
79

Total number of students enrolled at the school
1,749

Identify the number of instructional staff who left the school during the 2020-21 school year.
16

Identify the number of instructional staff who joined the school during the 2021-22 school year.
12

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	471	418	449	411	1749
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	149	175	161	176	661
One or more suspensions	0	0	0	0	0	0	0	0	0	23	31	11	6	71
Course failure in ELA	0	0	0	0	0	0	0	0	0	196	129	122	83	530
Course failure in Math	0	0	0	0	0	0	0	0	0	129	200	171	77	577
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	141	144	114	102	501
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	145	130	60	129	464
Number of students with a substantial reading deficiency	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	226	233	193	172	824

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	1	7	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	3	8	5	17

Date this data was collected or last updated
Tuesday 9/14/2021

2020-21 - 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	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

2020-21 - 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	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

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				45%	57%	56%	46%	58%	56%
ELA Learning Gains				45%	52%	51%	48%	54%	53%
ELA Lowest 25th Percentile				35%	45%	42%	30%	47%	44%
Math Achievement				34%	51%	51%	33%	49%	51%
Math Learning Gains				33%	44%	48%	48%	45%	48%
Math Lowest 25th Percentile				30%	43%	45%	36%	46%	45%
Science Achievement				47%	66%	68%	60%	64%	67%
Social Studies Achievement				63%	71%	73%	68%	70%	71%

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
09	2021					
	2019	43%	57%	-14%	55%	-12%
Cohort Comparison						
10	2021					
	2019	43%	53%	-10%	53%	-10%
Cohort Comparison		-43%				

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
2021					
2019	47%	67%	-20%	67%	-20%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	67%	-7%	70%	-10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	38%	61%	-23%	61%	-23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	30%	56%	-26%	57%	-27%

Grade Level Data Review - Progress Monitoring Assessments

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

The data used is from FSA and EOC state data.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	29
	Economically Disadvantaged	0	0	26
	Students With Disabilities	0	0	5
	English Language Learners	0	0	3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	37
	Economically Disadvantaged	0	0	31
	Students With Disabilities	0	0	6
	English Language Learners	0	0	9
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	53
	Economically Disadvantaged	0	0	54
	Students With Disabilities	0	0	43
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	32
	Economically Disadvantaged	0	0	34
	Students With Disabilities	0	0	8
	English Language Learners	0	0	8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	13
	Economically Disadvantaged	0	0	14
	Students With Disabilities	0	0	7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	27
	Economically Disadvantaged	0	0	29
	Students With Disabilities	0	0	21
	English Language Learners	0	0	14
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	73
	Economically Disadvantaged	0	0	56
	Students With Disabilities	0	0	50
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	
	Economically Disadvantaged	0	0	
	Students With Disabilities	0	0	
	English Language Learners	0	0	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	4
	Economically Disadvantaged	0	0	3
	Students With Disabilities	0	0	0
	English Language Learners	0	0	4
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	21
	Economically Disadvantaged	0	0	21
	Students With Disabilities	0	0	0
	English Language Learners	0	0	18
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	43
	Economically Disadvantaged	0	0	40
	Students With Disabilities	0	0	20
	English Language Learners	0	0	18

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	13
	Economically Disadvantaged	0	0	17
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	50
	Economically Disadvantaged	0	0	33
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	53
	Economically Disadvantaged	0	0	50
	Students With Disabilities	0	0	50
	English Language Learners	0	0	30

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	9	20	21	7	16	18	22	25		91	41
ELL	13	38	40	9	17	30	19	35		99	57
ASN	44	44		33	19			64		100	42
BLK	26	26	19	8	16	27	35	47		97	52
HSP	33	38	37	13	15	25	31	39		95	57

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
MUL	13	25		25	33		40				
WHT	34	28	29	19	25	26	42	56		94	65
FRL	30	35	36	12	19	28	34	43		95	55

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

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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	11
Percent Tested	77%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	36
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	48
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	35
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	38
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	27
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	42
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	39
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?

Across grade levels and subgroups there was a two year negative trend in Algebra, Geometry, and Biology. This trend was represented in two digit drop in scores at the school level as well as two digit score deficiency between the School versus District as well as School versus State performance. There was not any data reflecting a positive trend for the ESSA subgroup.

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

The data components that needs the greatest improvement is standards based instruction and fidelity in progress monitoring throughout the school year at strategic increments. The lack of data on the student performance and needs for remediation or enrichment was lacking for the 2020-21 school year.

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

Contributing factors that demonstrated the need for improving progress monitoring fidelity were low student achievement in three reporting categories which included Algebra, Geometry and Biology. The ability to collect accurate standards based data through the usage of formative and summative assessments was impeded by the migration between traditional and digital learning platforms, student engagement, as well as attendance. Establishing a clearly defined pacing and mapping for monitoring and assessing student achievement in alignment with Professional Learning Community data team goals are actionable steps towards improvement.

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

Data components that showed the most improvement in 2019 was seen in Social Studies. There was a decrease in the negative trend for this area as well as only a single digit divide between the school and district performance.

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

Contributing factors for the improvement in the Social Studies achievement were creative scheduling, the usage of supplemental instructional materials, and collaborative lesson planning and progress monitoring.

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

In order to accelerate learning, the following will need to be implemented: Scaffolding learning, prioritizing standards, and Diagnosing essential missing learning and critical content.

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.

Professional development opportunities that will provided at the school to support teachers and leaders are focused on Identifying critical content and Lesson Design.

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

Staff members are encouraged to utilize the district supported continuous learning platform Learning Across Broward (LAB) to enroll in professional development that is relevant to the specific needs of their growth.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The area of focus is the ESSA subgroup Students with Disabilities will be in the area of mathematics Algebra and Geometry. The focus is to utilize strategies of increased scaffolded instruction and prioritizing standards.
Measurable Outcome:	By the Spring of 2022, 90% of instructors will effectively design and implement scaffolded instruction and have continuous progress monitoring of priority standards as evidenced in Common Formative Assessments , SAT data and Pacing Guides.
Monitoring:	The areas of outcomes will be monitored through classroom observations cycles, Curriculum maps, data chats, and Student CFA data review.
Person responsible for monitoring outcome:	Daniel Most (daniel.most@browardschools.com)
Evidence-based Strategy:	Scaffolded instruction is providing students with digestible bites of learning with continuous support and gradual opportunities for success with difficult task.
Rationale for Evidence-based Strategy:	The rationale for selecting scaffolded instructional strategy is the challenges that students are having with mathematics with missing essential learning in the priority standards in previous grade levels while attempting to learn current course materials. It is impossible for the current teacher to cover their curriculum and previous course concurrently, therefore Scaffolded Instruction allows students to grapple with difficult on grade level learning in a supportive environment.

Action Steps to Implement

Administer, collect, and review assessment data with Math and ESE team.

Person Responsible	Shamarli Johnson (shamarli.johnson@browardschools.com)

Identify and Provide training needed for teachers and staff

Person Responsible	Alexandra Ramos (alexandra.ramos@browardschools.com)

Work with teachers and support staff to revise the Curriculum map and review assessment data

Person Responsible	Sara Pierce (sara.pierce@browardschools.com)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	B.E.S.T. Standards: State Board of Education (SBE) adopted Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for ELA and Mathematics.
Measurable Outcome:	The B.E.S.T. Standards will be fully implemented in the 2022-2023 school year along with aligned instructional materials and statewide assessments.
Monitoring:	Monitoring of BEST implementation through Lesson plans and classroom observations.
Person responsible for monitoring outcome:	Daniel Most (daniel.most@browardschools.com)
Evidence-based Strategy:	Scaffolded instruction is providing students with digestible bites of learning with continuous support and gradual opportunities for success with difficult task.
Rationale for Evidence-based Strategy:	The rationale for selecting scaffolded instructional strategy is the challenges that students are having with mathematics with missing essential learning in the priority standards in previous grade levels while attempting to learn current course materials. It is impossible for the current teacher to cover their curriculum and previous course concurrently, therefore Scaffolded Instruction allows students to grapple with difficult on grade level learning in a supportive environment.

Action Steps to Implement

No action steps were entered for this area of focus

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.

A primary area of concern based on the discipline data is Property incidents which was rated as high and Drug/ Public order incidents as secondary with a ranking of middle. In order to monitor the school culture and environment, the behavior team will meet quarterly to identify trends to determine what additional resources may need to be implemented to reduce occurrences of behaviors.

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.

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.

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

Stakeholder include staff, parents, students, and community partners. Each stakeholder has the role of promoting a positive culture through recognition, celebration, support, and resource allocation. Community Involvement: Partnerships with surrounding businesses, volunteers, nonprofits, and stakeholders to bring positive, measurable change to the school.
Discipline: Actions taken when student behavior disrupts the ongoing educational activity or breaks the student code of conduct.
Early Warning Systems: Research-based indicators to identify students to identify students who need additional support to improve academic performance and stay engaged in school.
Equity and Diversity: Practices that develop awareness, understanding, respect, and a valuing of differences in our society and provision of resources needed for all individuals to achieve success.
Parental Involvement: Establishing practices to increase participation of student families/ guardians in regular, two-way and meaningful communications with school staff to address learning and increase engagement in school activities.
Positive Behavior Intervention and Support: Improve and integrate data, systems, and practices to affect positive student outcomes.
School Safety: Support in providing a safe learning environment for students and staff.
Social & Emotional Learning: Acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others,

establish and maintain positive relationships, and make responsible decisions.

Student Attendance: Implementation of processes to collect, review and create strategic action steps to improve student academic performance by supporting increased student attendance in school.

Teacher Attendance: Implementation of processes to collect, review and create strategic action steps to improve
student academic performance by supporting increased teacher attendance in school.

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				$7,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	1661 - Hollywood Hills High School	School Improvement Funds		$7,800.00
			Notes: SAC has allocated $7800 of accountability to pay for the College Board SAT test for students who have not graduation testing requirements.			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$0.00
					Total:	$7,800.00