

Broward County Public Schools

Hollywood Central Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Hollywood Central Elementary School

1700 MONROE ST, Hollywood, FL 33020

[no web address on file]

Demographics

Principal: Delicia Decembert

Start Date for this Principal: 9/16/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2021-22 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* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (41%) 2018-19: C (44%) 2017-18: 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	ATSI
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Hollywood Central Elementary School

1700 MONROE ST, Hollywood, FL 33020

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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<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 Central Elementary school and community is to deliver a quality education to all students by providing a safe, orderly, and caring environment, while offering well planned learning opportunities and stressing high but individualized expectations.

Provide the school's vision statement.

Hollywood Central Elementary School vision statement is aligned to the following guiding principles:

We believe every student has the right to a quality education.

We believe every student can learn, but in different ways and at different times.

We believe a safe, orderly, and caring environment is necessary for learning.

We believe every student has the right to be treated with respect.

We believe every student's achievement will rise to the level of expectation.

We believe quality education results from a partnership that is shared among the home, school, and community.

We believe the ultimate success of democracy is dependent upon the quality of public education.

We believe students should be taught to "learn how to learn."

We believe that to meet the challenges of change, risks must be taken.

We believe that all student and staff should have experiences that develop interpersonal skills and sensitivity in working with others of diverse backgrounds and abilities.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Decembert, Delicia	Principal	The job duties and responsibilities of the Principal of Hollywood Central Elementary School (Delicia Decembert) is established for the purpose of promoting and maintaining high student achievement by providing curricular and instructional leadership, maintaining overall school site operations; receiving, distributing and communicating information to enforce school, District and State policies, maintaining a safe school environment, coordinating site activities and communicating information to staff, students, parents, and community members.
Eutsey, Lisa	Instructional Coach	The Literacy Coach/Instructional Coach will support K-5 staff in the implementation of the site reading plan and program. The Literacy Coach will work directly with teachers at Hollywood Central by providing classroom-based demonstrations, collaborative, and one-on-one support, and facilitating teacher inquiry and related professional development. The Literacy Coach will also focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of leadership. Moreover, the Literacy Coach works with administrations and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.
Horowitz, Marc	Assistant Principal	The job duties and responsibilities of Assistant Principal (Marc Horowitz) of Hollywood Central Elementary is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff, and parents. This includes responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, child communications, supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents, and managing budget items.

Demographic Information

Principal start date

Friday 9/16/2022, Delicia Decembert

Number of teachers with a 2022 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 2022 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.*

3

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

346

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	53	62	73	71	59	59	0	0	0	0	0	0	0	377
Attendance below 90 percent	33	30	33	25	24	28	0	0	0	0	0	0	0	173
One or more suspensions	0	0	1	0	3	2	0	0	0	0	0	0	0	6
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 2022 statewide FSA ELA assessment	0	0	0	30	23	14	0	0	0	0	0	0	0	67
Level 1 on 2022 statewide FSA Math assessment	0	0	0	26	27	26	0	0	0	0	0	0	0	79
Number of students with a substantial reading deficiency	1	20	25	19	15	12	0	0	0	0	0	0	0	92

Using the table above, complete the table below with the number of students by current grade level who have 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	3	14	13	29	27	24	0	0	0	0	0	0	0	110

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	7	2	17	2	1	0	0	0	0	0	0	0	31
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

Thursday 9/1/2022

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	48	66	81	59	65	66	0	0	0	0	0	0	0	385
Attendance below 90 percent	23	21	30	20	29	16	0	0	0	0	0	0	0	139
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	3	16	19	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	16	18	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	4	7	18	15	14	14	72	0	0	0	0	0	0	144

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	0	0	

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	

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	48	66	81	59	65	66	0	0	0	0	0	0	0	385
Attendance below 90 percent	23	21	30	20	29	16	0	0	0	0	0	0	0	139
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	3	16	19	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	16	18	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	4	7	18	15	14	14	72	0	0	0	0	0	0	144

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	0	0	

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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	58%	56%				43%	59%	57%
ELA Learning Gains	55%						59%	60%	58%
ELA Lowest 25th Percentile	40%						56%	54%	53%
Math Achievement	34%	54%	50%				39%	65%	63%
Math Learning Gains	46%						47%	66%	62%
Math Lowest 25th Percentile	37%						32%	53%	51%
Science Achievement	30%	59%	59%				31%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	37%	60%	-23%	58%	-21%
Cohort Comparison		0%				
04	2022					
	2019	44%	62%	-18%	58%	-14%
Cohort Comparison		-37%				
05	2022					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	31%	65%	-34%	62%	-31%
Cohort Comparison		0%				
04	2022					
	2019	38%	67%	-29%	64%	-26%
Cohort Comparison		-31%				
05	2022					
	2019	44%	64%	-20%	60%	-16%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	49%	-19%	53%	-23%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	38		32	44						
ELL	36	56	40	32	44		30				
BLK	30	33		27	33	20	20				
HSP	40	60	36	35	48		36				
WHT	57	64		45	62						
FRL	40	50	40	26	43	38	34				
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	19	27		28	19		25				
ELL	40	32		19	9		17				
BLK	30	42		16	15		31				
HSP	35	25		18	10		24				
WHT	31	31		24	8		15				
FRL	31	29	18	16	14		24				
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	15	56	57	28	36	9					
ELL	36	61	57	34	49	43	26				
BLK	26	39	50	10	31	25	6				
HSP	37	58	59	40	51	38	23				
WHT	70	76		60	56		65				
FRL	38	55	55	35	48	31	23				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	44
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	66
Total Points Earned for the Federal Index	350
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	35
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	43
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	45
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	57
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

In the content area of English Language Arts, 38.7% percent scored an achievement level 1 (Broward County- 23.3%, Statewide 24.6%), 19.7% scored an achievement level 2 (Broward County- 21.7%, Statewide 22.2%), 23.4% scored an achievement level 3 (Broward County- 24%, Statewide 23.7%), 11.7% scored an achievement level 4 (Broward County- 20.7%, Statewide 20%), and 6.6% scored an achievement level 5 (Broward County- 10.3%, Statewide- 9.5%).

In the content area of Mathematics, 43.5% percent scored an achievement level 1 (Broward County- 30.8%, Statewide 28.7%), 22.5% scored an achievement level 2 (Broward County- 18.2%, Statewide 18%), 19.6% scored an achievement level 3 (Broward County- 24.6%, Statewide 25.6%), 9.4% scored an achievement level 4 (Broward County- 16.4%, Statewide 17.3%), and 5.1% scored an achievement level 5 (Broward County- 10.2%, Statewide- 10.2%).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on data components from 2022 state assessments, the greatest need for improvement is in the content area of math.

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

The contributing factors to this need for improvement are the 2021-22 Florida Standards Assessment scores across grade levels. The STAR and FAST assessments will be implemented during this school year and progress will be monitored closely through the assessments. There are PLC's in place this year that focus specifically on math and interventions like success maker and touch mouth will be implemented this school year.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off the 2022 state assessment, mathematic learning gains showed the most improvement. Learning gains were at 12.5% during the 2020-21 school year and improved to 46.1% during the 2021-22 school year.

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

Contributing factors towards this improvement include PLC's that were dedicated to the content area of mathematics. The learning gains also increased when students were mandated to attend class in person. There was also the implementation of afterschool TEAMS that provided extra support in the content area.

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

Engagement from families and other stakeholders in an acceleration strategy. We will aim to provide meaningful tasks for parents that will help accelerate learning. Educators will be supported through professional learning opportunities, and resources. There will be a focus on positive language, engagement, and conceptual development.

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.

There will be professional learning opportunities provided in math strategies that will assist with the implementation of the new curriculum. PLC's will be held in respective grade levels that are aimed to produce greater achievement.

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

Students will have the opportunity to participate in afterschool programs like TEAMS that will provide them with enrichment opportunities. There will be opportunities for families to participate in afterschool events that will provide them with strategies that will accelerate student learning at home. Support staff will also circulate through grade levels providing additional supplemental support.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description
and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In analyzing the data, Black/African-American students performed well below other subgroups. Focusing on the instructional strategies, standards-based formatives, and consistent progress monitoring will support their learning gains.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By June 2023, 54% of students in Grades K-5 will be proficient or above grade level on the AP3 FAST ELA Assessment.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

This Area of Focus will be monitored by having frequent data chats that identifies Black/African-American students by monitoring their performance based on the formative assessments.

Person responsible for monitoring outcome:

[no one identified]

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Embedded High Quality Instruction-The goal or purpose of this best practice is to use student academic and/or behavior information to better identify students with learning disabilities or behavior needs in order to give students the necessary supportive interventions that will maximize their full potential and learning. Implementation of iReady for reading, Successmaker Math Program, Benchmark Advance, and Envision will provide common standards-based formative assessments. Students will participate in targeted reading interventions. School-wide PLC's focusing on the CARE (Curriculum, Assessment, Remediation, and Enrichment) while analyzing grade-level common assessments.

Rationale for Evidence-based

Classroom teachers can increase students' ELA/Math success throughout the primary and intermediate grades by implementing high-quality instruction. Which refers to the utilization of both research validated instructional practices and core reading and math

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

programs such as iReady for reading, Successmaker, Math Program, Benchmark Advance, and Envision evidence-based programs. Implementing high quality instructional allows teachers to rule inadequate instruction as a reason for poor performance.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Providing all students with differentiated instructional based on each students' learning needs.
2. Ensuring teachers are utilizing effective grouping procedures such as: small groups, paired instruction, independent work, and one-on-one instruction.
3. Monitoring school wide grade level common assessments K-5.
4. Identifying students with (SWD) that should not be on grade level standards based on previous formatives and summative assessments.
5. Ensuring all classroom teachers are given the opportunity to attend professional development that will strengthen TIER 1 instruction in all academic areas.

Person Responsible

Delicia Decembert (delicia.decembert@browardschools.com)

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In analyzing the data, students with disabilities performed well below other subgroups. Focusing on the instructional strategies, standards-based formative, and consistent progress monitoring will support their learning gains.

**Measurable
Outcome:**

State the specific measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

By June 2023, 54% of the Students with Disabilities subgroup in Grades K-5 will increase their performance by 10% or more on the FAST ELA progress monitoring Assessment.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

The area of focus will be monitored through analysis of student IEP goals and analysis of student FAST/STAR scores.

Person responsible for monitoring outcome:

Delicia Decembert (delicia.decembert@browardschools.com)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Embedded High Quality Instruction-The goal or purpose of this best practice is to use student academic and/or behavior information to better identify students with learning or behavior needs in order to give students the necessary supportive interventions that will maximize their full potential and learning. Implementation of School City/Benchmark Advance/ENvision Math/iReady will provide common standards-based formative assessments. Students will participate in walk to reading targeted interventions. School wide PLC focusing on CARE (Curriculum, Assessment, Remediation, and Enrichment) while analyzing grade-level common assessments.

**Rationale for Evidence-based Strategy:
Explain the rationale for**

Classroom Teachers can increase student's ELA/Math success throughout the primary and intermediate grades by implementing high-quality instruction which refers to the utilization of both research validated instructional practices and core reading and math programs such as Success maker, iReady and Envision math evidence-based programs. Implementing high-quality instruction allows teachers to rule out inadequate instruction as a reason for poor performance.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Providing all students with differentiated instructional based on each students' learning needs.
2. Ensuring teachers are utilizing effective grouping procedures such as: small groups, paired instruction, independent work, and one-on-one instruction.
3. Monitoring school wide grade level common assessments K-5.
4. Identifying students with disabilities (SWD) that should not be on grade level standards based on previous formative and summative assessments.
5. Ensuring all classroom teachers are given the opportunity to attend professional development that will strengthen TIER 1 instruction in all academic areas.

Person Responsible [no one identified]

#3. ESSA Subgroup specifically relating to Black/African-American**Area of Focus
Description
and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In analyzing the data, black students performed well below other subgroups. Focusing on the instructional strategies, standards-based formatives, and consistent progress monitoring will support their learning gains.

**Measurable
Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, 54% of Black/African subgroups in Grades K-5 will increase their performance by 10% or more on the FAST ELA progress monitoring Assessment.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

This area of focus will be monitored through FAST/STAR assessments.

Person responsible for monitoring outcome:

Delicia Decembert (delicia.decembert@browardschools.com)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Embedded High Quality Instruction-The goal or purpose of this best practice is to use student academic and/or behavior information to better identify students with learning or behavior needs in order to give students the necessary supportive interventions that will maximize their full potential and learning. Implementation of School Successmaker/iReady/Envision math/Touchmath will provide common standards-based formative assessments. Students will participate in walk to reading targeted interventions. School wide PLC focusing on CARE (Curriculum, Assessment, Remediation, and Enrichment) while analyzing grade-level common assessments.

**Rationale for Evidence-based Strategy:
Explain the rationale for**

Classroom Teachers can increase student's ELA/Math success throughout the primary and intermediate grades by implementing high-quality instruction which refers to the utilization of both research validated instructional practices and core reading and math programs such as successmaker/iready/touchmath evidence-based programs. Implementing high-quality instruction allows teachers to rule out inadequate instruction as a reason for poor performance.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Providing all students with differentiated instructional based on each students' learning needs.
2. Ensuring teachers are utilizing effective grouping procedures such as: small groups, paired instruction, independent work, and one-on-one instruction.
3. Monitoring school wide grade level common assessments K-5.
4. Identifying students with disabilities (SWD) that should not be on grade level standards based on previous formative and summative assessments.
5. Ensuring all classroom teachers are given the opportunity to attend professional development that will strengthen TIER 1 instruction in all academic areas.

Person Responsible [no one identified]

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The area of focus at Hollywood Central Elementary School will be Phonics. Student data demonstrates a need for targeted explicit instruction in the are of Phonics.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The area of focus at Hollywood Central Elementary School will be Reading Across Genres, Vocabulary, and Comprehension. Student data demonstrates a need for targeted practice in the area of Reading Across Genres, Vocabulary, and Comprehension.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June 2023, 54% of students in Kindergarten-Second Grade will be proficient in the area of Phonics and Comprehension as evident by the AP3 Star Early Literacy and STAR Reading Assessment.

Grades 3-5: Measureable Outcome(s)

By June 2023, 54% of students in Grades 3-5 will be proficient or above grade level on the AP3 FAST ELA Assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Hollywood Central Elementary School's area of focus will be monitored through the following assessments: Benchmark Advance Unit Assessments, Phonics Quick Checks, AP2 STAR Early/STAR Literacy Assessments, AP 3 STAR Early/STAR Literacy Assessments.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Decembert, Delicia, delicia.decembert@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Hollywood Central Elementary School is utilizing the Benchmark Advance Literacy Series that is a strong research evidence-based program that is aligned to the B.E.S.T ELA Standards and the BCPS K-12 Reading Plan.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidence-based program, Benchmark Advance Literacy series, addresses Hollywood Central Elementary identified needs and has proven record effectiveness for our target population.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The Literacy Leadership reviewed and analyzed data to determine the area of need and what interventions are needed to address the areas of need	Eutsey, Lisa, lisa.eutsey@browardschools.com
The Literacy Leadership Team will conduct daily walk-throughs during the ELA instructional block to view explicit instruction in the areas of Phonics, Vocabulary, and Comprehension for Grades K-5.	Eutsey, Lisa, lisa.eutsey@browardschools.com
The Literacy Coach will provide coaching and modeling in the areas of Phonics , Vocabulary, and Comprehension lessons as well as Reading Across Genres for grades K-5 for teachers who demonstrate that need.	Eutsey, Lisa, lisa.eutsey@browardschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Building a positive environment in individual classrooms throughout Hollywood Central is a matter of cultivating and maintaining positive relationships. It takes commitment and consistency from the whole team-administrators, teachers, and support staff.

1. Building Strong Relationships- Teachers needs to have the time to talk to their students in and out of the classroom. The goal should be for every adult in the building to maintain a high rate of positive interactions with students and to show genuine interest in their lives, their activities, their goals and their struggles.
2. Teach Social Skills- Behavior should treated like academics, and students should be taught the skills they need to executed desired behaviors. These behaviors and values include honest, sensitivity, concern and respect for others, a sense of humor, reliability, and so on. Together with the staff, teachers should identify the social skills you want your students to have and the step-by-step routines to teach them.
3. Clarify Classroom Rules-Classroom rules communicate your expectations to your students. They tell students this is the positive environment you deserve. This is the standard of behavior we know you can achieve.
4. Be Role Models-Observing the actions of others influences how they respond to their environment and cope with unfamiliar situations.

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

Stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members. The stakeholders play an important role in managing schools. They are the partners of the school leaders in making the schools conducive to teaching and learning. They are also responsible for the achievement of the learning outcomes through their active participation in school activities, programs and projects.