Broward County Public Schools

Hollywood Hills Elementary School

2022-23 Schoolwide Improvement Plan

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Hollywood Hills Elementary School

3501 TAFT ST, Hollywood, FL 33021

[no web address on file]

Demographics

Principal: John Fossas

Start Date for this Principal: 10/6/2015

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (58%) 2017-18: A (63%)
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.

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Hollywood Hills Elementary School

3501 TAFT ST, Hollywood, FL 33021

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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	No	69%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

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

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SIP Authority

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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 Elementary School is to provide a safe and creative learning environment for all students, thus encouraging them to reach their full potential. We shall involve our community and its resources, parents, and staff in our efforts to assist our students in becoming responsible and productive citizens of the 21st Century.

Provide the school's vision statement.

The vision of Hollywood Hills Elementary School is to promote a positive learning climate that produces an environment that is full of growth and success for every student.

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
Fossas, John	Principal	Maintain a safe and effective learning environment for all students, teachers, staff, and stakeholders which promotes equitable student achievement and growth.
Rivera, Gisela	Assistant Principal	Maintain a safe and effective learning environment for all students, teachers, staff, and stakeholders which promotes equitable student achievement and growth.

Demographic Information

Principal start date
Tuesday 10/6/2015, John Fossas

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.*
8

Total number of teacher positions allocated to the school
38

Total number of students enrolled at the school
698

Identify the number of instructional staff who left the school during the 2021-22 school year.
2

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	115	142	148	108	137	115	0	0	0	0	0	0	0	765
Attendance below 90 percent	31	30	44	17	23	24	0	0	0	0	0	0	0	169
One or more suspensions	0	3	1	3	0	2	0	0	0	0	0	0	0	9
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	17	19	29	0	0	0	0	0	0	0	65
Level 1 on 2022 statewide FSA Math assessment	0	0	0	17	36	34	0	0	0	0	0	0	0	87
Number of students with a substantial reading deficiency	9	19	20	23	25	19	0	0	0	0	0	0	0	115

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	4	15	10	19	32	20	0	0	0	0	0	0	0	100

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	0	12	5	4	0	0	0	0	0	0	0	0	0	21
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
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		
Number of sutdents with a substantial reading deficiency		

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		

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	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of sutdents 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	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	64%	58%	56%				68%	59%	57%
ELA Learning Gains	66%						55%	60%	58%
ELA Lowest 25th Percentile	50%						46%	54%	53%
Math Achievement	54%	54%	50%				71%	65%	63%
Math Learning Gains	56%						66%	66%	62%
Math Lowest 25th Percentile	36%						44%	53%	51%
Science Achievement	57%	59%	59%				55%	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	76%	60%	16%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	63%	62%	1%	58%	5%
Cohort Comparison		-76%				
05	2022					
	2019	62%	59%	3%	56%	6%
Cohort Comparison		-63%				

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	80%	65%	15%	62%	18%
Cohort Comparison		0%				
04	2022					
	2019	67%	67%	0%	64%	3%
Cohort Comparison		-80%				
05	2022					
	2019	63%	64%	-1%	60%	3%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	49%	5%	53%	1%
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	34	41	36	31	34	27	30				
ELL	44	59	44	35	45	35	52				
BLK	44	63	44	42	42	27	47				
HSP	65	67	58	52	60	46	53				
MUL	57	64		43	45						
WHT	73	64		64	58	27	74				
FRL	55	61	51	46	49	31	56				
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	43	33		32	37		42				
ELL	62	76	60	50	31		44				
BLK	50	50		39	40		53				
HSP	64	61	33	52	34	31	48				
MUL	36			36							

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
WHT	72	67		54	42		54				
FRL	58	57	47	45	32	18	45				
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	40	40	42	47	54	56	32				
ELL	54	46	36	68	56	36	33				
BLK	53	47	41	47	47	32	31				
HSP	69	56	43	71	64	48	52				
WHT	74	57	54	81	76		69				
FRL	58	50	43	61	55	42	42				

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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
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	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	58
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	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	60
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	51
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?

Based on the results from the Florida Standards Assessment 2021, the data revealed that over the past three years, our overall ELA achievement has remained steady while our math achievement has decreased. Furthermore, there was a 9% decrease in English Language Arts (ELA) and 1% decrease in Math proficiency for our subgroup, Students with Disabilities (SWD). There is also a notable achievement gap for SWD when compared to overall proficiency-30% difference in ELA and 20% difference in Math.

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

Based on the results from the Florida Standards Assessment 2021, the data revealed there was a 9% decrease in English Language Arts (ELA) and 1% decrease in Math proficiency for our subgroup, Students with Disabilities (SWD). There is also a notable achievement gap for SWD when compared to overall proficiency-30% difference in ELA and 20% difference in 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 pandemic has created a variety of barriers in regard to student achievement and success. While students were participating in virtual learning, they were not gaining the same degree of knowledge as they did in person in the classroom. This has resulted in a lack of prerequisite skills for many students which prohibits them from successfully mastering the new grade level standards. Students are in need of specific remediation and targeted instruction to address these deficiencies.

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

Based on the results from the Florida Standards Assessment 2021, the data revealed that ELA and Math Learning Gains for our Lowest 25th Percentile subgroups increased by 14% in both areas.

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

One of the contributing factors to this growth was the utilization of our two ESSER teachers targeting our struggling students and providing consistent interventions with fidelity. Hollywood Hills Elementary also provided extended learning opportunities for a variety of our students to assist in preparing them for academic success.

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

In order to accelerate learning, teachers and staff need to implement consistent progress monitoring, data analysis, research-based effective interventions, and targeted instruction. The ESSER teacher will assist in providing interventions and support to students identified in need of remediation. The members of the
Collaborative Problem Solving Team (CPST) will meet frequently to discuss students with academic concerns in order to achieve the goal of promoting student performance.

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.

Teachers will be offered professional development to fully implement new various curriculum and resources for ELA and Math. Professional Learning Communities (PLCs) will meet monthly by grade level to analyze and discuss data, monitor student progress, and collaboratively plan for student achievement.

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

As we make instructional improvements for this school year and the following school years, there will be a intense focus on increasing our shared understanding of the Florida B.E.S.T standards and new curriculum. We will continue to monitor data, identify areas of strength and areas of weakness, and collaboratively plan to meet the needs of all students in our school.

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

:

#1. 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.**	Based on the results from the Florida Standards Assessment 2021, the data revealed there was a 9% decrease in English Language Arts (ELA) and 1% decrease in Math proficiency for our subgroup, Students with Disabilities (SWD). There is also a notable achievement gap for SWD when compared to overall proficiency-30% difference in ELA and 20% difference in Math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, proficiency of students in the subgroup SWD will increase at minimum, from 34% to 42% in ELA and from 31% to 42% in Math according to the FAST.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Through monthly PLC meetings, teachers will analyze and discuss progress monitoring data and collaboratively plan to meet the needs of individual students. The ESSER teacher will also conduct pull out groups to provide remediation outside the classroom for identified students. The ESE teacher will use data and monitor students with disabilities, and update academic plans for those students.
Person responsible for monitoring outcome:	Gisela Rivera (gigi.rivera@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will implement continuous progress monitoring to track the development process, analyze data, and make decisions based on the data analysis.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Progress monitoring is a scientifically based practice used to assess students' academic progress and evaluate the effectiveness of instruction. It plays a vital role in continuous school improvement.

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.

PLC Meetings-teachers and faculty will collaborate monthly to review student achievement data, analyze and monitor student success, and plan for targeted instruction.

Person Responsible	John Fossas (john.fossas@browardschools.com)

Data Chats-teachers and administration will participate in data chats to track student achievement and monitor growth toward mastery of standards with a focus on students with disabilities.

Person Responsible	John Fossas (john.fossas@browardschools.com)

The CPST will meet twice monthly to discuss the progress of identified students using current data and create and modify academic plans to better serve the needs of all students.

Person Responsible Gisela Rivera (gigi.rivera@browardschools.com)

#2. 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.	Based on the results from the Florida Standards Assessment 2021, the data revealed there was a 4% decrease in English Language Arts (ELA).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, the proficiency of students in grades K - 5 will increase at minimum, from 64% to 75% in ELA on the FAST Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Through monthly PLC meetings, teachers will analyze and discuss progress monitoring data and collaboratively plan to meet the needs of individual students. The ESSER teacher will also conduct pull out groups to provide remediation outside the classroom for identified students.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will implement continuous progress monitoring to track the development process, analyze data, and make decisions based on the data analysis.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Progress monitoring is a scientifically based practice used to assess students' academic progress and evaluate the effectiveness of instruction. It plays a vital role in continuous school improvement.

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.

PLC Meetings-teachers and faculty will collaborate monthly to review student achievement data, analyze and monitor student success, and plan for targeted instruction.

Person Responsible John Fossas (john.fossas@browardschools.com)

Data Chats-teachers and administration will participate in data chats to track student achievement and monitor growth toward mastery of standards with a focus on students with disabilities.

Person Responsible Gisela Rivera (gigi.rivera@browardschools.com)

The CPST will meet twice monthly to discuss the progress of identified students using current data and create and modify academic plans to better serve the needs of all students.

Person Responsible Gisela Rivera (gigi.rivera@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.

At Hollywood Hills Elementary, faculty and staff work together to create a positive culture and environment for all stakeholders. Utilizing our Schoolwide Positive Behavior Plan, we encourage positive student behavior and celebrate students who demonstrate these behaviors at our monthly incentive parties. In the classrooms, teachers also utilize innovating behavior management strategies to create a positive climate that allows students to learn and grow. All staff at Hollywood Hills strive to create an equitable and inclusive environment for all students and families. We offer a variety of support to meet the various needs of our diverse population including accessibility, growth, prevention and intervention resources, academic opportunities, enrichment strategies, and extracurricular opportunities. We implement policies, practices, procedures, and teaching styles which promote confidence, equality, and support to all students-regardless of their cultural backgrounds and beliefs. Each student is provided with the necessary tools and support to maximize his or her abilities and potential throughout their journey at Hollywood Hills Elementary School, and in preparation for 21st Century Learning readiness once they leave our campus.

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

Administration at Hollywood Hills Elementary take an active, leading role in promoting the positive school culture and environment of our school, but it is made possible by the joint effort of all teachers, staff, and stakeholders. Through monthly SAC meetings, we collaborate with various stakeholders in an effort to make Hollywood Hills Elementary the best school environment for all of our students. We host multiple family engagement activities throughout the year such as Book Fairs, Trunk or Treat, Family Movie Nights, Talent Shows, Music Performances, and Informational Meeting Nights. With the commitment of all stakeholders, our HHE community fosters an extremely positive culture and environment for all.