

Broward County Public Schools

Hollywood Hills High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	17
Planning for Improvement	21
Positive Culture & Environment	0
Budget to Support Goals	0

Hollywood Hills High School

5400 STIRLING RD, Hollywood, FL 33021

[no web address on file]

Demographics

Principal: Daniel Most

Start Date for this Principal: 5/20/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (43%) 2018-19: C (47%) 2017-18: C (52%)
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	17
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	0

Hollywood Hills High School

5400 STIRLING RD, Hollywood, FL 33021

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>91%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>85%</p>

School Grades History

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

School Board Approval

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SIP Authority

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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

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
Most, Daniel	Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District’s Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District’s mission and goals through active participation of stakeholders’ involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school’s student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 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.

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>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.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>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.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p>
Espinosa, Luis	Assistant Principal	<p>Math, Science and ELMA iObservation, PGP's Teacher and Student Data Operations Algebra and Geometry EOCs Attendance Plan Bell schedules/calendars Biology EOC Community School Liaison Discipline Plan/IS Procedures Facilities Related Functions Faculty Handbook Fire, Tornado, and Lockdown Drills</p>

Name	Position Title	Job Duties and Responsibilities
		FSSAT/SSRA ID Badges Key and Radio Distribution Magnet Open House Marquee message updates Morning, Hall, and After School Duties Parent Link Procedures and Messages Pro-Active/Positive Behavior Plan Safety and Security – SAFE Team Tardy policy Testing ~ Monitor all Testing and Assessments Transportation ~ All Operations Vending Machines Monitoring and Operation PASL Program ELMA Program

Pierce, Sara	Assistant Principal	Guidance and ESE iObservation, PGP's Teacher and Student Data Operations Advanced Placement Bullying, EEO, Health, and HIV Liaison Cambridge/Spartan Honors Academy Cohort and Graduation Rate Monitoring Credit Recovery Dual Enrollment Equipment Distribution and Organization Exam Exemptions FSAA Testing (SVE) Graduation Rate IMS and Registrar Operations Master Schedule and FTE Process Media Center Operations and Procedures Middle School Articulation and Registration Quarterly Village Days Property and Inventory Report Card and Interim Reports RTI Process and Implementation - Pierce SEL Senior Awards Ceremony Teacher/Employee of the Year Procedures Technology and Micro-Tech Specialist Underclassmen Awards Ceremony Programs Guidance Program Hispanic Unity Foundation
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Name	Position Title	Job Duties and Responsibilities
		Peers as Partners Program Spartan Honors Academy/Cambridge SVE/PASS Program
Ramos, Alexandra	Assistant Principal	CTE, JROTC, World Languages, Unified Arts and P.E. iObservation, PGP's Teacher and Student Data Operations Activities, Athletics and Leases Aspiring Leaders Bookkeeper and Internal Accounts Bulletin Boards Monitoring CLT and Admin Meeting Agendas and Minutes Coverage for Athletic Events and Club Activities Field Trips, Campus Activities, TDA's Graduation Coordinator Grants Junior Class Ring Ceremony New to Hills Orientation and Highlight on Hills Open House PA, Morning & Afternoon Announcements Planning Week Schedule Professional Development Activities/Calendar School Spirit Senior Students Programs and Activities Student Government Association/LIA Substitute Coordination Textbook procedures Website Weekly Newsletter – Spartan Scoop Yearbook Programs Athletics Program Band and Chorus Programs JFG JROTC Program Latinos In Action (LIA) Program
Fletcher, Tonyshia	Assistant Principal	ELA/Reading and Social Studies iObservation, PGP's Teacher and Student Data ACCESS ELL Testing Banner Program/Partnerships Cafeteria and FRL Clinic and Medication Procedures Coordinate Annual District Surveys Curriculum Guide/Marketing Materials Data Tracking/Data Binders

Name	Position Title	Job Duties and Responsibilities
		<p>ELO programs First Week Paperwork Forms FSA Reading Innovation Zone Liaison Pinnacle SAC, SAF, SIP Social Events – (Sunshine, Teacher Appreciation, etc.) Special Presentations: 9/11, Veteran’s Day, Black History Month, Hispanic History Month, etc Twitter US History EOC Volunteer Coordinator 504 Plans Programs ESOL/ISA Academy TIER Program Mentoring Programs</p>
<p>Cerda, Lided</p>	<p>Behavior Specialist</p>	<ol style="list-style-type: none"> 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.

Name	Position Title	Job Duties and Responsibilities
Delao, Diana	SAC Member	<p>14. follow federal and state laws as well, as School Board policies.</p> <p>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-Chair persons 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.</p>
Reid, Floydian	School Counselor	<p>The Guidance Director in addition to regular duties as counselor shall</p> <ol style="list-style-type: none"> 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-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.

Name	Position Title	Job Duties and Responsibilities
		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

Lamar-Dukes, Pamela	Other	<p>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, 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 schoolbased 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.</p>
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Demographic Information

Principal start date

Wednesday 5/20/2020, Daniel Most

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.*

0

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.*

4

Total number of teacher positions allocated to the school

80

Total number of students enrolled at the school

1,708

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

7

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

8

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	0	0	0	0	0	0	0	0	0	423	469	399	417	1708
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	168	215	253	271	907
One or more suspensions	0	0	0	0	0	0	0	0	0	82	79	75	35	271
Course failure in ELA	0	0	0	0	0	0	0	0	0	169	75	67	61	372
Course failure in Math	0	0	0	0	0	0	0	0	0	155	146	199	75	575
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	163	185	167	154	669
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	168	190	116	75	549
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	2	0	0	0	2

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	0	0	0	0	0	0	0	0	0	270	197	196	135	798

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	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	0

Date this data was collected or last updated

Thursday 9/21/2023

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	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	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	226	233	193	172	824

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	1	7	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	3	8	5	17

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	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	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	226	233	193	172	824

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	1	7	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	3	8	5	17

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	31%	52%	51%				45%	57%	56%
ELA Learning Gains	38%						45%	52%	51%
ELA Lowest 25th Percentile	32%						35%	45%	42%
Math Achievement	20%	41%	38%				34%	51%	51%
Math Learning Gains	38%						33%	44%	48%
Math Lowest 25th Percentile	45%						30%	43%	45%
Science Achievement	33%	35%	40%				47%	66%	68%
Social Studies Achievement	44%	51%	48%				63%	71%	73%

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

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
2022					
2019	47%	67%	-20%	67%	-20%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	67%	-7%	70%	-10%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	61%	-23%	61%	-23%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	56%	-26%	57%	-27%

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	10	25	25	15	40	42	20	33		98	29
ELL	13	35	29	10	36	44	27	18		99	56
ASN	47	53		35	71					100	53
BLK	27	35	30	18	37	45	27	38		99	53
HSP	29	35	28	18	36	42	34	44		98	47
MUL	32	33		35	58					90	
WHT	37	49	50	24	39	52	38	53		97	42
FRL	28	35	30	18	36	42	31	43		99	47
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
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

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

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	60
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
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	50
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	48
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?

There has been a steady decrease across all subgroups and content areas for the past 5 years. English proficiency has decreased from 46% (2017-2018) to 30% (2021-2022). Math proficiency has decreased from 32% (2017-2018) to 20% (2021-2022). Social Studies proficiency has decreased from 67% (2017-2018) to 44% (2021-2022). Science proficiency has decreased from 60% (2017-2018) to 33% (2021-2022).

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

The data components that need the greatest improvement based on the decrease in proficiency is Math proficiency. However, the decrease in English proficiency is a major concern as well because it significantly impacts science & social studies proficiency.

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

Lack of progress monitoring was a contributing factor. The ability to collect accurate data through the usage of aligned formative and summative assessments are needed. Alignment of assessments and content through Professional Learning Communities will help to paint an accurate picture of where our students are at a point in time and what they need across the board. Additionally, poor attendance school wide played a contributing factor in our schools performance as well. Providing clear school wide expectations for Professional Learning Communities, professional development and attendance incentives will help to address the areas that need improvement.

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

Math learning gains increased from 17.5% (2020-2021) to 38.2% (2021-2022).

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

Our school used a program called Saga to focus on the lowest 25% of students in Mathematics. Everyday, remediation was offered to students on concepts that were previously taught. There was a 1 to 5 ratio of tutor to student. In addition, students also received support through Khan Academy as well as through ESSER pull outs during their study hall class. Afterschool, there were various tutoring opportunities provided. Some in particular was, Unity for Teens, SAT & ACT prep as well as different tutoring sessions hosted by various math teachers.

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. Additionally, teachers need to use the data in order to make decisions for their classroom. Using the data to drive instruction allows teachers to meet students where they are which, in return will help to accelerate learning.

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 will include but not be limited to literacy strategies that can be used school wide, ESOL and ESE trainings to help provide strategies to meet students where they are as well as how to effectively offer accommodations. Additionally, teachers will be offered trainings on data tracking platforms and resources,

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. Additionally, strategic scheduling to allow common planning as well as Professional Learning Communities (PLC) will allow teachers the opportunity to review data and share best practices.
SA

Areas of Focus

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

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#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

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

There was only a .3% increase in a proficiency when comparing to 2020-2021 school year to the 2021-2022 school year.

Measurable Outcome:

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

By the Spring of 2023, there will be a 5% increase in ELL ELA proficiency from 13% to 18%.

Monitoring:

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

Monitoring will take place during Professional Learning Communities (PLCs) as well as through the F.A.S.T Progress Monitoring Assessments.

Person responsible for monitoring outcome:

Tonyshia Fletcher (tonyshia.fletcher@browardschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

District aligned curriculum such as iLit, as well as 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:

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

The iLit platform is evidence based and has been proven to impact academic achievement for English Language Learner students. Scaffolding affords students the opportunity to remediate prior skills while attempting to learn current course materials.

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.

Administer, collect, and review assessment data.

Person Responsible

Tonyshia Fletcher (tonyshia.fletcher@browardschools.com)

Identify and provide training to teachers.

Person Responsible

Lided Cerda (lided.cerda@browardschools.com)

#2. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:

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

Teacher effectiveness within Professional Learning Communities significantly impacts students academic achievement.

Measurable Outcome:

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

By the spring of 2023, 100% of PLCs will develop a universal system to track and analyze data.

Monitoring:

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

Administrators will collect data from their respective departments after the completion of scheduled common formative assessments. Through this data collection, teachers and administrators will know where our students are and where they need to go.

Person responsible for monitoring outcome:

Alexandra Ramos (alexandra.ramos@browardschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will use the platform Mastery Connect to gather test data to be analyzed during PLCs.

Rationale for Evidence-based Strategy:

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

Mastery Connect allows teachers the opportunity to identify levels of understanding, the students in need of intervention, and how to move forward with their instruction in terms of remediation and enrichment. Consequently, this will allot teachers more time to teach and give students have more time to learn.

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.

Inform departments of the Mastery Connect requirement.

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

Set Professional Learning Communities Meeting Dates.

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

Collect data from various departments.

Person Responsible Tonyshia Fletcher (tonyshia.fletcher@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.

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 school culture and environment.

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.

- Teachers - remaining experts in their content, striving towards building the academic as well as social and emotional well being of all students.
- Parents - raising their children, being their advocate, continuing learning at home and helping them to reach their greatest potential.
- Students - attending school everyday with a growth mindset, extending compassion and empathy towards their peers and speaking up when something is wrong.
- Community Partners - support the school in reaching its goals by providing resources and as well as mentorship for all students.