

Broward County Public Schools

Hollywood Hills Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Hollywood Hills Elementary School

3501 TAFT ST, Hollywood, FL 33021

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 development and success. We dedicate ourselves to meeting the diverse needs of every students as we continuously strive to promote growth and achievement for all students.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are a critical component of our learning community in providing feedback towards our School Improvement Plan (SIP). Input is collected through the monthly School Advisory Council (SAC) meetings where we share various components of our SIP including data to support the decisions made toward continuous improvement. During the SAC meetings, school leadership, teachers, staff, parents, and community business leaders vote upon the elements of our SIP until there is a consensus for the steps necessary to support student achievement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap by engaging in on-going data disaggregation processes with our stakeholders. Focus will be given to correlating the achievements and areas of improvement to the action steps outlined on the SIP. This will be done through Professional Learning Community (PLC) meetings, data chats, faculty meetings, and SAC meetings. To ensure continuous improvement, the plan will be analyzed, revised, and purposeful in targeting the focus areas.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	68%
2022-23 Economically Disadvantaged (FRL) Rate	69%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	27	31	27	31	15	27	0	0	0	158
One or more suspensions	0	0	1	10	0	3	0	0	0	14
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	5	33	19	20	26	25	0	0	0	128
Level 1 on statewide Math assessment	0	15	16	15	29	27	0	0	0	102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	34	31	30	38	38	0	0	0	186

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	33	25	29	30	33	0	0	0	159

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	3	0	2	0	0	0	0	9
Students retained two or more times	0	2	0	0	0	0	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	31	30	44	17	23	24	0	0	0	169
One or more suspensions	0	3	1	3	0	2	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	17	19	29	0	0	0	65
Level 1 on statewide Math assessment	0	0	0	17	36	34	0	0	0	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	19	20	23	25	19	0	0	0	115

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	15	10	19	32	20	0	0	0	100

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	12	5	4	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	31	30	44	17	23	24	0	0	0	169
One or more suspensions	0	3	1	3	0	2	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	17	19	29	0	0	0	65
Level 1 on statewide Math assessment	0	0	0	17	36	34	0	0	0	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	19	20	23	25	19	0	0	0	115

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	15	10	19	32	20	0	0	0	100

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	12	5	4	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	62	56	53	64	58	56	64		
ELA Learning Gains				66			62		
ELA Lowest 25th Percentile				50			36		
Math Achievement*	62	62	59	54	54	50	51		
Math Learning Gains				56			35		
Math Lowest 25th Percentile				36			22		
Science Achievement*	56	48	54	57	59	59	50		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	62	59	59	60			62		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	311
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	2	
ELL	51			
AMI				
ASN				
BLK	47			
HSP	64			
MUL				
PAC				
WHT	68			
FRL	54			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL	47			
AMI				
ASN				
BLK	44			
HSP	58			
MUL	52			
PAC				
WHT	60			
FRL	51			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	62			62			56					62
SWD	25			36			0				5	70
ELL	46			54			31				5	62
AMI												
ASN												
BLK	52			48			33				4	
HSP	60			63			61				5	67
MUL												
PAC												
WHT	69			67			63				4	
FRL	55			53			48				5	58

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	64	66	50	54	56	36	57					60
SWD	34	41	36	31	34	27	30					
ELL	44	59	44	35	45	35	52					60
AMI												
ASN												
BLK	44	63	44	42	42	27	47					
HSP	65	67	58	52	60	46	53					63
MUL	57	64		43	45							
PAC												
WHT	73	64		64	58	27	74					
FRL	55	61	51	46	49	31	56					57

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	64	62	36	51	35	22	50					62
SWD	43	33		32	37		42					
ELL	62	76	60	50	31		44					62
AMI												
ASN												
BLK	50	50		39	40		53					
HSP	64	61	33	52	34	31	48					64
MUL	36			36								
PAC												
WHT	72	67		54	42		54					
FRL	58	57	47	45	32	18	45					56

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	56%	6%	54%	8%
04	2023 - Spring	57%	61%	-4%	58%	-1%
03	2023 - Spring	65%	53%	12%	50%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	72%	62%	10%	59%	13%
04	2023 - Spring	50%	65%	-15%	61%	-11%
05	2023 - Spring	57%	58%	-1%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	46%	7%	51%	2%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the Grades 3-5 English Language Arts (ELA) PM3 FAST Assessment, 62% of the students overall scored at or above proficiency, however, only 25% of students in the subgroup SWD scored at or above proficiency in this category. This indicates that there is an achievement gap in need of a focused action plan to increase the proficiency of this subgroup of students. The contributing factors to last year's low performance in this subgroup were due to factors such as students entering below readiness levels, the need for clarification due to the complexity of the question strands, and new curriculum and standards for teachers.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

In comparing the ELA and Math FAST Assessments from PM1 to PM3, there were no decreases shown in any grade level for any area.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap in data seen in comparison to the state average was in the area of 4th Grade Math. The factors that contributed to this gap include lack of foundational and readiness skills for incoming students and new math curriculum and standards being implemented last year.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was in the area of Mathematics proficiency. Overall student proficiency was 54% based on the 2022 FSA Mathematics Assessment, and increased to 62% proficiency based on the 2023 PM3 Fast Mathematics Assessment. Bi-monthly Professional Learning Community (PLC) meetings were dedicated to focusing on new standards and curriculum in math. Teachers were also provided with on-going professional development throughout the year to familiarize themselves with the curriculum and standards based planning.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The first area of concern is in the number of students with a substantial reading deficiency. The number of students in this category last year was 186 which demonstrates an increase from the prior year which was 115. The grade levels with the most students in this category are also concerning being that they are in our intermediate 4th and 5th grades. This shows that our older students are lacking foundational skills necessary to meet grade level expectations and success.

The second area of concern is in the number of students absent 10% or more days. Although we showed a slight decrease last year from 169 to 158, this is still a large number of students who are missing too many instructional days.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Hollywood Hills Elementary School's priorities for school improvement in the upcoming school year are as follows:

1. Increase the proficiency and close the achievement gap for students in the SWD category.
2. Provide remediation for students with a substantial reading deficiency to provide them the opportunity to meet success on grade level standards.
3. Increase student proficiency for our 4th Grade Students to meet or exceed the state average as measured by the FAST assessment.
4. Improve student attendance and decrease the number of students missing 10% or more school days.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the Grades 3-5 English Language Arts (ELA) PM3 FAST Assessment, 62% of the students overall scored at or above proficiency, however, only 25% of students in the subgroup SWD scored at or above proficiency in this category.

Measurable Outcome:

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

By May 2024, 41% of students in the category SWD will score at or above proficiency as measured by the PM3 FAST ELA Assessment.

Monitoring:

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

This Area of Focus will be monitored through ongoing progress monitoring assessments including PM1, PM2, I-Ready Diagnostics, and classroom assessment data.

Person responsible for monitoring outcome:

John Fossas (john.fossas@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this Area of Focus is ensuring that students have exposure to foundational skills needed for comprehension. Pull-out tutoring will be provided through our ESSER and resource teacher to meet the specific needs of individual students in this subgroup.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy is to provide students with a solid foundation for success in reading while also building the reading skills necessary to read fluently and comprehend the text being read.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The leadership team will meet to review the previous and current data in order to identify specific needs of students and create a plan to meet those individual needs.

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

By When: September, 2023

The resource and ESSER teacher will plan targeted instruction to meet the needs of individual student groups, monitor progress, and make adjustments as necessary.

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

By When: September, 2023 (ongoing)

Teachers and support staff will collaborate in monthly PLC meetings to analyze student data, plan and share best practices, and identify research based strategies to implement in the classroom to help support the needs of individual students through small group, differentiated instruction.

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

By When: September, 2023 (ongoing)

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The first area of concern is in the number of students with a substantial reading deficiency. The number of students in this category last year was 186 which demonstrates an increase from the prior year which was 115. The grade levels with the most students in this category are also concerning being that they are in our intermediate 4th and 5th grades. This shows that our older students are lacking foundational skills necessary to meet grade level expectations and success.

Measurable Outcome:

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

By May 2024, the amount of students with a substantial reading deficiency will decrease from 186 to 110 or less as measured by PM3 of the STAR and FAST Assessments in Reading.

Monitoring:

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

The leadership team and support staff will collaborate to review progress monitoring data throughout the year according to STAR, FAST, I-Ready, and classroom assessment data. This data will be reviewed with teachers through PLC meetings and data chats.

Person responsible for monitoring outcome:

John Fossas (john.fossas@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this Area of Focus is Data-Driven Decision Making. This is a systematic process embedded in the instructional planning of small group instruction. Multiple data reports from I-Ready, FAST, and classroom assessments are used at every level to make informed decisions for whole and small group instruction, intervention, and subgroups. This allows for all stakeholders to develop attainable goals and effectively group students and differentiate instruction to target identified needs in order to minimize the reading deficiencies and prepare students for success in reading.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy is that implementation of data-driven decision making for small group instruction will ensure that our student's diverse needs are being met across all learning modalities. The instructional plans for small group instruction will include explicit scaffolded lessons that will remediate and/or enhance the students' learning. Small group instruction will be implemented daily across all grade levels which will help eliminate the reading deficiencies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The leadership team will meet to review the previous and current data in order to identify specific needs of students and create a plan to meet those individual needs. This will be focused on our struggling readers in our intermediate grades.

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

By When: September, 2023

Student data will be analyzed from FAST, STAR, I-Ready, and classroom assessment data and reviewed with the leadership and MTSS team. Small group pull outs will be targeted by the resource and ESSER teacher to meet the needs of individual student groups, monitor progress, and make adjustments as necessary.

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

By When: September, 2023 (ongoing)

Teachers and support staff will collaborate in monthly PLC meetings to analyze student data, plan and share best practices, and identify research based strategies to implement in the classroom to help support the needs of individual students through small group, differentiated instruction.

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

By When: September, 2023 (ongoing)

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In order to review school improvement funding allocations and ensure resources are allocated based on needs, the leadership team, teachers, parents, stakeholders, and community members will meet monthly and to review, discuss, and modify the funding allocations as needed. At each of our monthly SAC meetings, we will discuss the amount of available accountability funds. If the school is proposing use of funding for a specific area, research and data will be provided to all stakeholders to support that use of funding. All stakeholders will have a chance to ask questions and provide input before the SAC committee members vote on the approval or denial of the funding use. If funding is approved, the school will monitor and provide an update on that area at subsequent SAC meetings to discuss the implementation and effectiveness of the use of the funding.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP is highlighted for all stakeholders during Hollywood Hills Elementary School's annual Title I meeting. The SIP and the SWP are reviewed during our monthly SAC meetings. They are also able to be accessed anytime online, and available in multiple languages.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Hollywood Hills Elementary establishes open and regular communication channels with parents, families and community stakeholders. This includes maintaining an updated school website, sending out communication via e-mail, phone messages, and texts through Parent Links. Teachers will schedule regular parent-teacher conferences to discuss student progress and concerns. HHE will host parent workshops to assist with higher level education readiness, academic support at home, and regular School Advisory Committee meetings providing parents, educators, administrators and community the opportunity to collaborate on input to school policies, programs, and initiatives.

The school's webpage where the school's Family Engagement Plan is made publicly can be accessed at: <https://www.browardschools.com/hollywoodhillselem>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Primary focus will be to provide additional support for our students in the subcategory SWD. Teachers will engage in PD focused on differentiating instruction and how to best meet the needs of this student population. The ESSER teacher and resource teacher will also be pulling groups including students from this category and focusing on specific skill interventions.

PLCs will collaborate to plan and adjust instruction & reteaching to specifically focus on intervention, enrichment, and acceleration of student achievement & mastery of the Florida Standards. There will also be an intense focus on ELA and Math Florida BEST standards alignment when developing targeted small group instructional plans and overall lesson plans.

Interventions will be provided through ESSER and resource teachers, and will be monitored and adjusted through RtI meetings.

Data chats will be implemented throughout the year to analyze, review, and create action plans to be implemented for specific school, grade level, and student needs.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Life Skills and Wellness (LSW) lessons will be provided to classes every two weeks from our school guidance counselor. Lessons will incorporate life skills that build confidence and support mental and

emotional health in the effort to enable students to overcome challenges and thrive as they prepare for success in a 21st-century global environment.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Hollywood Hills Elementary has revamped the classroom schedules to maximize instructional time by reducing transition time between locations, and placed resource teacher and curriculum facilitators nearest the students with whom they will be working. The schedule for out of classroom activities has been streamlined so that transition to and from classrooms is reduced. Interruptions to the classrooms have been minimized. In addition, dismissal procedures have been streamlined.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

In addition, students that excel will receive additional instruction designed for their ability levels using technology and digital resources. We have one to one technology at Hollywood Hills Elementary.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Students are referred to our RTI/MTSS facilitator when there are concerns in the areas of ELA or Math and behaviors. Our RTI/MTSS team meets regularly data analysis and discussions, with parents and classroom teachers, are used to determine the needs of each individual student. DATA analysis is used to identify the students that will visit our ESSER teacher, Curriculum facilitators and resource teacher for intensive instruction. The students' progress is revisited every 6 weeks and adjustments are made to their learning plans using individual data to insure effectiveness. We have incorporated an uninterrupted ELA and Math block. Students receive grade level specific instruction from our Science Curriculum facilitator weekly K to 4th grades and twice a week for 5th grade students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will receive additional Writing/ELA professional development in the months of September and October. Our teachers will participate in weekly PLCs to support their Professional development in the area of ELA.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We host a yearly "Kindergarten Roundup" to introduce the school and our programs to families in the area. This process helps with the transition into Kindergarten.