

Broward County Public Schools

Hollywood Central Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	22
V. Reading Achievement Initiative for Scholastic Excellence	22
VI. Title I Requirements	24
VII. Budget to Support Areas of Focus	25

Hollywood Central Elementary School

1700 MONROE ST, Hollywood, FL 33020

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

Provide the school's vision statement.

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

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

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

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

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

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

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

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

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

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

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

School Leadership Team, 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
Decembert, Delicia	Principal	The job duties and responsibilities of the Principal of Hollywood Central Elementary School (Delicia Decembert) is established for the purpose of promoting and maintaining high student achievement by providing curricular and instructional leadership, maintaining overall school cite operations; receiving, distributing and communicating information to enforce school. District and State policies, maintaining a safe school environment, coordinating site activities and communicating information to staff, students, parents, and community members
Horowitz, Marc	Assistant Principal	The job duties and responsibilities of Assistant Principal (Marc Horowitz) of Hollywood Central Elementary is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff, and parents. This includes responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, child communications, supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents, and managing budget items.
Sears, Adrienne	Other	Adrienne Sears serves as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Coordinate required ESE meetings provide information to school-based personnel on policy changes. Assist educator to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. Communicate with parents regarding the education and needs of special education students. Meet with district personnel monthly with regard to curricula, related services and program delivery systems for students with disabilities.
Lubin, Fabrice	Teacher, ESE	Provides for collaborative planning, modeling, and coaching of effective strategies and implementation of accommodations to promote progress related to student's IEP goals

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 an essential component of the learning community and providing feedback towards the School Improvement Process (SIP). Their input is provided through the School Advisory Committee (SAC) where components of the SIP are shared along with data to support the decisions made for continuous improvement. During the SAC meetings, teachers, parents, students, and community business partners vote upon the components of the SIP and come to a consensus on additional action steps needed to support student achievement. Stakeholders are provided with a variety of surveys, typically through Microsoft forms involving issues that affect the school. Often times stakeholders are

asked to evaluate current procedures and operations at the school and based on the responses changes are typically made through a collaborative effort. The input of all stakeholders is considered and all changes are typically voted upon.

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 an on-going data disaggregation process with stakeholders and correlating the achievements or lack of to the action steps outlined on the SIP. This will be done through grade level meetings, data chats, and faculty meetings. To ensure continuous improvement, the plan will be revised through analyzing what the areas of concern are and developing new implementation steps that will be purposeful in targeting the areas of focus.

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	Yes
2022-23 Minority Rate	74%
2022-23 Economically Disadvantaged (FRL) Rate	95%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
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	28	26	27	23	25	21	0	0	0	150	
One or more suspensions	1	3	0	3	0	7	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	11	30	17	28	18	25	0	0	0	129	
Level 1 on statewide Math assessment	0	16	24	21	17	25	0	0	0	103	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	22	37	32	53	39	38	0	0	0	221	

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	19	36	30	41	34	34	0	0	0	194

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	2	1	4	24	5	11	0	0	0	47
Students retained two or more times	0	1	3	0	4	11	0	0	0	19

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	33	30	33	25	24	28	0	0	0	173	
One or more suspensions	0	0	1	0	3	2	0	0	0	6	
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	30	23	14	0	0	0	67	
Level 1 on statewide Math assessment	0	0	0	26	27	26	0	0	0	79	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	20	25	19	15	12	0	0	0	92	

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	3	14	13	29	27	24	0	0	0	110

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	7	2	17	2	1	0	0	0	31
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	33	30	33	25	24	28	0	0	0	173
One or more suspensions	0	0	1	0	3	2	0	0	0	6
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	30	23	14	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	26	27	26	0	0	0	79
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	20	25	19	15	12	0	0	0	92

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	3	14	13	29	27	24	0	0	0	110

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	7	2	17	2	1	0	0	0	31
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*	36	56	53	42	58	56	33		
ELA Learning Gains				55			30		
ELA Lowest 25th Percentile				40			21		
Math Achievement*	47	62	59	34	54	50	21		
Math Learning Gains				46			13		
Math Lowest 25th Percentile				37			0		
Science Achievement*	23	48	54	30	59	59	22		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	62	59	59	66			70		

** 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)	TSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	205
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	350
Total Components for the Federal Index	8
Percent Tested	98
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	27	Yes	4	1
ELL	40	Yes	1	
AMI				
ASN				
BLK	30	Yes	4	3
HSP	40	Yes	1	
MUL	9	Yes	1	1
PAC				
WHT	55			
FRL	38	Yes	1	

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	35	Yes	3	
ELL	43			
AMI				
ASN				
BLK	27	Yes	3	2
HSP	45			
MUL				
PAC				
WHT	57			
FRL	42			

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	36			47			23					62
SWD	23			35			20				5	38
ELL	25			47							4	62
AMI												
ASN												
BLK	26			32			21				4	
HSP	33			55			8				5	71
MUL	9			9							2	
PAC												
WHT	55			61							3	
FRL	34			41			14				5	67

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	42	55	40	34	46	37	30					66
SWD	24	38		32	44							
ELL	36	56	40	32	44		30					66
AMI												
ASN												
BLK	30	33		27	33	20	20					
HSP	40	60	36	35	48		36					61
MUL												
PAC												
WHT	57	64		45	62							
FRL	40	50	40	26	43	38	34					62

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	33	30	21	21	13	0	22					70
SWD	19	27		28	19		25					
ELL	40	32		19	9		17					70
AMI												
ASN												
BLK	30	42		16	15		31					
HSP	35	25		18	10		24					66
MUL												
PAC												
WHT	31	31		24	8		15					
FRL	31	29	18	16	14		24					72

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	31%	56%	-25%	54%	-23%
04	2023 - Spring	49%	61%	-12%	58%	-9%
03	2023 - Spring	33%	53%	-20%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	62%	-6%	59%	-3%
04	2023 - Spring	51%	65%	-14%	61%	-10%
05	2023 - Spring	35%	58%	-23%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	24%	46%	-22%	51%	-27%

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.

The data component that showed the lowest performance was Grade 4 ELA proficiency of 31% compared to the district's proficiency percentage of 61% and the state's proficiency percentage of 58%. Several students are still reeling from the COVID-19 pandemic, the most notable are struggles with reading across genres and with vocabulary.

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

2022-23 was the first year of assessing students using the F.A.S.T assessments, the data component that showed the least amount of growth was Grade 5 mathematics from PM1 to PM3. Though there were gains made, math vocabulary and word problems are the the contributing factors.

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 data component that had the greatest gap when compared to the state average was Grade 4 ELA proficiency which was at 31% compared to the state's proficiency percentage of 58%. The most notable factors are struggles with reading across genres and with vocabulary.

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 from PM1 to PM3 was Grade 4 Mathematics. Moving from 4% proficiency to 53% proficiency. The school focused our PLC's for the year in the area of mathematics and collaborated on

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

The EWS data shows a need to improve the overall attendance percentage with a focus on students that have missed 10% or more of the calendar school days. The team must exhaust all strategies to improve attendance amongst our students.

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

The highest priorities for school improvement for the upcoming school year is ELA proficiency. The other focus will be to ensure there is a school wide focus on science so there is consistent science inquiry and investigations taking place from Kindergarten through fifth grade.

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 Black/African-American**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.

In analyzing the data, African American students continue to score well below other subgroups. The focus will be instructional strategies, standards-based formatives, project-based learning, and consistent progress monitoring to increase and support their learning gains.

Measurable Outcome:

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

By June of 2024, 55% of African American students in grades K-5 will increase their performance from the F.A.S.T PM1 to the F.A.S.T PM3 by 10% or more.

Monitoring:

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

The area of focused will be monitored through FAST/STAR/ assessments and iReady diagnostics.

Person responsible for monitoring outcome:

Delicia Decembert (delicia.decembert@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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

1. Providing all students with differentiated instructional based on each students' learning needs.
2. Ensuring teachers are utilizing effective grouping procedures such as: small groups, paired instruction,

independent work, and one-on-one instruction.

3. Monitoring school wide grade level common assessments K-5.

4. Identifying students with disabilities (SWD) that should not be on grade level standards based on previous formative and summative assessments.

5. Ensuring all classroom teachers are given the opportunity to attend professional development that will strengthen TIER 1 instruction in all academic areas.

Person Responsible: [no one identified]

By When: By June of 2024.

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

Include a rationale that explains how it was identified as a 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.

While analyzing the data, students with disabilities performed below other subgroups. These students' learning gains will be supported through increased focus on instructional strategies and consistent progress monitoring.

Measurable Outcome:

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

By June 2024, 55% of students within the disability's subgroup in grades K-5 will increase their performance from the ELA F.A.S.T PM1 to the F.A.S.T PM3 by 10% or more.

Monitoring:

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

The area of focus will be monitored through the analysis of student IEP goals and analysis of student F.A.S.T, S.T.A.R, and I-Ready Diagnostic scores.

Person responsible for monitoring outcome:

Delicia Decembert (delicia.decembert@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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

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

Person Responsible: Delicia Decembert (delicia.decembert@browardschools.com)

By When: June 2024

#3. 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.

According to the 2022-2023 Student Attendance report, 173 students in grades K-5 were absent 10% or more days.. Based on the data and the identified contributing factors of parents not understanding the importance of attendance correlation to academic success, we will implement a school wide attendance incentive program.

Measurable Outcome:

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

By June 2024, Hollywood Central Elementary will decrease the percentage of students in grades K-5 with 10% or more absences by at least 5%.

Monitoring:

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

This Area of Focus will be monitored for the desired outcome by having a designated committee to monitor student attendance reports on a weekly basis to provide early interventions so students do not accumulate excessive absences.

Person responsible for monitoring outcome:

Fabrice Lubin (fabrice.lubin@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 to have the designated committee pull attendance reports and begin meeting with parents whose children have accumulated 3 total absences to identify problems and provide possible resources to parents to ensure students are in attendance daily.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is so parents can be provided with the necessary resources so their children can attend school daily to obtain a quality education.

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.

1. Identify individuals which will serve on the Attendance Review Committee. Based on this, the committee will be able to closely monitor student attendance and develop attendance incentive programs.
2. Develop a school-wide attendance incentive plan. Based on the incentive plan, students will be motivated to attend school daily and will be rewarded for their attendance.

Person Responsible: Adrienne Sears (adrienne.sears@browardschools.com)

By When: By June 2024

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)).

School improvement funding allocations will be reviewed by the school leadership team and School Advisory Council.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

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

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

The area of focus at Hollywood Central Elementary School will be vocabulary and comprehension. Student data demonstrates a need for targeted practice in the area of vocabulary and reading comprehension

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

By June 2024, 55% of students in Kindergarten-Second Grade will be proficient in the area of Phonics and Comprehension as evident by the PM3 Star Early Literacy and STAR Reading Assessment.

Grades 3-5 Measurable Outcomes

By June 2024, 55% of students in Grades 3-5 will be proficient or above grade level on the PM3 FAST ELA Assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Hollywood Central Elementary's area of focus will be monitored through the following assessments: Benchmark Advance Unit Assessments, Phonics Quick Checks, PM3 STAR Early/STAR Literacy Assessment, PM3 STAR Reading Assessment, and PM3 FAST ELA assessment.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Decembert, Delicia, delicia.decembert@browardschools.com

Evidence-based Practices/Programs

Description:

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

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

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

Rationale:

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

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

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

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The Literacy Leadership reviewed and analyzed data to determine the area of need and what interventions are needed to address the areas of need.	Lubin, Fabrice, fabrice.lubin@browardschools.com

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.

Hollywood Central will disseminate the school-wide plan through Title I Annual Meeting, School Advisory Council Meeting, Parent and Family Engagement meetings and workshops, along with other informational sessions. <https://www.browardschools.com/Page/65262>

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 Central's plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students is by building on parenting strengths and helping families improve parenting skills by offering informative parent trainings throughout the school year. Hollywood Central's staff works diligently to invite parent participation in a variety of activities at the school such as PTA, SAF/SAC, Open House, and family night events. By facilitating support systems and networks at Hollywood Central which will enable families to effectively nurture their children while also promoting student academic success. Parents are kept up-to-date about their child's progress through ongoing communication between the parent and the teacher including phone calls, emails, written notices through the agenda/planner, and conferences. Moreover, Hollywood Central also plan on promoting a clear two-way communication between the school and families regarding critical school programs and children's progress. Additionally, parents learn new information regarding expectations and standards for student learning through our family night events.
<https://www.browardschools.com/Page/65262>

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)

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 by having focused collaborative planning sessions that focus on how to maximize the instructional time and addresses the diverse needs of the learners. Additionally, intervention and tutorial programs will be developed and offered to students needing remediation or enrichment.

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))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No