Hollywood Hills High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Hollywood Hills High School

5400 STIRLING RD, 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 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, 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
Most, Daniel	Principal	INSTRUCTIONAL LEADERSHIP: 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. ORGANIZATIONAL LEADERSHIP: 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. 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

Name	Position Title	Job Duties and Responsibilities
		finance and financial reporting, and maintenance of the physical plant. 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 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. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 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. 25. Provide recognition and celebration for student, staff, and school accomplishments. 26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 28. Interact with government and service agencies relative to student welfare.
Espinosa, Luis	Assistant Principal	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 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

Name	Position Title	Job Duties and Responsibilities
		Tardy policy Testing ~ Monitor all Testing and Assessments Transportation ~ All Operations Vending Machines Monitoring and Operation 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 Twitter Underclassmen Awards Ceremony Programs Guidance Program Hispanic Unity Foundation 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

Name	Position Title	Job Duties and Responsibilities
		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 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 US History EOC Volunteer Coordinator

Name	Position Title	Job Duties and Responsibilities
		504 Plans Programs ESOL/ISA Academy TIER Program Mentoring Programs
Reid, Floydian	School Counselor	The Guidance Director in addition to regular duties as counselor shall 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. 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
Cerda, Lided	Behavior Specialist	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.

Name	Position Title	Job Duties and Responsibilities
		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. 14. follow federal and state laws as well, as School Board policies.
Delao, Diana	SAC Member	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.
Lamar-Dukes, Pamela	Other	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

Name	Position Title	Job Duties and Responsibilities
		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.

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 involved in the development of the SIP as members of the School Advisory Council as well as through their respective departments. The SIP is divided into several segments which are then split up for stakeholders to complete. Plans are emailed and shared for input and oftentimes voted on dependent on the nature of the plan.

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 is monitored by the leadership team. Various members of the leadership team are responsible for certain aspects of the plan. At our monthly SAC meetings it also monitored. The Quarterly Timelines that are provided by the district are followed in order to keep our meetings on track. At this time, different aspects of the plan are reviewed and addressed. Stakeholders are updated on the progress being made in the various areas and are offered an opportunity to voice their concerns and opinions as well as make any necessary revisions.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	91%
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)* Asian Students (ASN) 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: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

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	50	50	31	52	51	31		
ELA Learning Gains				38			34		
ELA Lowest 25th Percentile				32			32		
Math Achievement*	16	36	38	20	41	38	13		
Math Learning Gains				38			18		
Math Lowest 25th Percentile				45			26		
Science Achievement*	34	60	64	32	35	40	34		
Social Studies Achievement*	48	66	66	41	51	48	45		
Middle School Acceleration					50	44			
Graduation Rate	92	90	89	98	54	61	95		
College and Career Acceleration	49	61	65	48	66	67	57		
ELP Progress	31	50	45	56			36		

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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	92

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	11
Percent Tested	94
Graduation Rate	98

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	31	Yes	4	1
ELL	39	Yes	2	
AMI				
ASN	61			
BLK	44			
HSP	43			
MUL	41			
PAC				
WHT	48			
FRL	45			

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	34	Yes	3	
ELL	38	Yes	1	
AMI				
ASN	60			
BLK	41			
HSP	43			

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%**
MUL	50			
PAC				
WHT	48			
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			16			34	48		92	49	31
SWD	20			6			21	21		22	6	
ELL	24			13			25	37		69	7	31
AMI												
ASN	64			33			83	45		62	6	
BLK	27			9			31	51		51	6	
HSP	36			17			31	46		50	7	32
MUL	43			0				80			3	
PAC												
WHT	42			23			40	48		42	6	
FRL	35			14			31	45		49	6	

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	31	38	32	20	38	45	32	41		98	48	56
SWD	10	25	25	15	40	42	20	33		98	29	
ELL	13	35	29	10	36	44	27	18		99	56	56
AMI												
ASN	47	53		35	71					100	53	

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
BLK	27	35	30	18	37	45	27	38		99	53	
HSP	29	35	28	18	36	42	34	44		98	47	59
MUL	32	33		35	58					90		
PAC												
WHT	37	49	50	24	39	52	38	53		97	42	
FRL	28	35	30	18	36	42	31	43		99	47	50

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	31	34	32	13	18	26	34	45		95	57	36
SWD	9	20	21	7	16	18	22	25		91	41	
ELL	13	38	40	9	17	30	19	35		99	57	36
AMI												
ASN	44	44		33	19			64		100	42	40
BLK	26	26	19	8	16	27	35	47		97	52	
HSP	33	38	37	13	15	25	31	39		95	57	35
MUL	13	25		25	33		40					
PAC												
WHT	34	28	29	19	25	26	42	56		94	65	
FRL	30	35	36	12	19	28	34	43		95	55	38

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
10	2023 - Spring	37%	49%	-12%	50%	-13%
09	2023 - Spring	31%	49%	-18%	48%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	16%	48%	-32%	50%	-34%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	46%	-23%	48%	-25%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	34%	63%	-29%	63%	-29%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	62%	-15%	63%	-16%

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.

Math proficiency for the 2022-2023 school year was 19%. The math department lost a veteran teacher and did not get the benefit of using the program SAGA which was a full time professional tutoring service with certified instructors. These instructors would work closely with the low level and bubble students. Losing that resource impacted our math data significantly.

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

Our graduation rate decreased by 6%. During the pandemic and post Covid, the FLDOE waived the graduation testing requirements for seniors. However, the testing requirement was not waived for this year. Hence, the 6% decrease.

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.

Math proficiency for the 2022-2023 school year was 19%. The math department lost a veteran teacher and did not get the benefit of using the program SAGA which was a full time professional tutoring service with certified instructors. These instructors would work closely with the low level and bubble students. Losing that resource impacted our math data significantly.

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

Both ELA & US History increased by 3%. ELA went from 31% to 34% and US History went from 44% to 47%. Both departments had a significant push with using literacy strategies. Additionally, the PM data provided from the various testing windows throughout the year and the BSA assessment provided by the district for US History, helped the department in making strategic changes to impact student learning and proficiency.

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

A potential area of concern are our students that were absent 10% or more school days. The data shows that 995 students, 54%, were absent 10% or more days across all grades.

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

Math - 562 students scored a Level 1 on the statewide Math assessment.
ELA - 385 students scored a Level 1 on the statewide ELA assessment.
Attendance - 54% of students across all grades were absent 10% or more days.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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.

Attendance data shows that 54% of students had 10% or more absences for the school year. Seeing that there is a high correlation between attendance and student achievement, on of our school's goals for this year is to increase attendance across all grade levels.

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

By June 2024, the percentage of students who attend school 90% of the days or more, will increase by 10% as measured by Early Warning Systems data.

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

- Monitor attendance date through ensuring that accurate attendance records are being documented.
- Engage with students and families to provide a more personalized approach.
- Recognize good and improved attendance to positively reinforce students behaviors.
- Provide personalized outreach through parental contact.

Person responsible for monitoring outcome:

Luis Espinosa (luis.espinosa@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.)

Successful Tier 1strategies rely on foundational supports and represent universal strategies intended to encourage good attendance for all students. Using the attendance initiative below can help prevent a student from falling into chronic absenteeism or help stabilize attendance.

School Wide Culture/Prevention to ensure that there are strategies that support attendance such as:
- positive messaging
- incentives
- anti-bullying programs
- life skills practices
- mental health support
- promoting a safe environment

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Implementing these initiatives will build a culture and environment that students would like to be a part of. Feeling connected to your school, whether it be solely through academics or through academics and extra-curriculars as well, helps students to feel that they belong. This will encourage students to attend school regularly and to be held accountable when they do not.

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.

- Review the non-attendance report from Opti-Spool every school week & notify at risk students.

·Determine if there is an extenuating circumstance with the family for appropriate interventions if needed for students with 5 unexcused absences within a 30-day period.

- Utilize "Attendance Success Plans" and "Attendance Contracts" for students with excessive absences (excused or unexcused).

- Contact the parents of the student by phone, email, or virtual meeting when there is a concern about the student's attendance. Communications with parents should be positive and supportive.

- Refer the student to appropriate supports as soon as possible when barriers are identified (homelessness, food scarcity, physical or mental health issues, illness of family member, etc.

- Routinely recognize good and improved attendance schoolwide.

- Involve public agencies, community partners, and resources as needed to address identified barriers.

Person Responsible: Luis Espinosa (luis.espinosa@browardschools.com)

By When: Quarterly thru June 2024

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

Per the data, math and ELA were identified as crucial areas:

>There was a 1% decrease in proficiency when comparing to 2021-2022 school year to the 2022-2023 school year for Math.

-# of Level 1s on statewide Math assessment - 562

>There was only a 3% increase in proficiency when comparing to 2021-2022 school year to the 2022-2023 school year for ELA.

- # of Level 1s on statewide ELA assessment - 385

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

- The percentage of students showing proficiency on the statewide ELA assessment will increase from 34% to 37% by June of 2024.

-The percentage of students showing proficiency on the statewide Math assessment will increase from 19% to 30% by June 2024.

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

Math and ELA proficiency will be monitored through the three (3) F.A.S.T Progress Monitoring Assessments administered throughout the year. Additionally, teachers will follow our districts scope and sequence quarterly to ensure that the data collected throughout the scheduled common formative assessments can be discussed and interpreted by teachers. Collaborating through PLCs will afford teachers the opportunity to remediate and enrich as needed.

Person responsible for monitoring outcome:

Tonyshia Fletcher (tonyshia.fletcher@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.)

SWD & ELL students will be identified for pull out groups in order to target their specific areas of need. ELLs will be targeted through our schools Language Enrichment Camp where they will receive support from instructors throughout the day to help close the achievement gap. The needs of our SWD students will be met through meeting with their support facilitator as well as through our school wide pull out initiative as a part of our extended learning opportunities. Math interventions will be provided through a math lab where the math coach will co-teach with the students teacher using a hands on approach.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students academic achievement increases when they leave the classroom setting to work in a smaller group with students who have similar capabilities. During this time, interventionist are able to tailor the curriculum to meet students specific needs through remediation or enrichment.

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.

Administer, collect, and review assessment data.

Person Responsible: Tonyshia Fletcher (tonyshia.fletcher@browardschools.com)

By When: After each benchmark assessment throughout the school year thru June 2024.

Provide math and ELA support and interventions. Adjust instruction to meet individual student needs.

Person Responsible: Tonyshia Fletcher (tonyshia.fletcher@browardschools.com)

By When: Ongoing thru 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).

The principal uses general school funds as well as school improvement funding to cover the cost of extended learning opportunities, supplemental programs such as IXL and Albert.io as well as additional testing opportunities to meet the states graduation requirements. For School Accountability Funds, a request is sent to be placed on the School Advisory Council (SAC) agenda for an upcoming meeting. During the meeting, the request is presented to the SAC to be reviewed and voted upon. A physical quorum is the minimum number of members who must be present at a meeting for business to be conducted and for voting to take place. Voting will be conducted orally by asking all in favor to say "Yea" and those opposed to say "Nay". All votes will become part of the minutes.