

Broward County Public Schools

# Hollywood Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Hollywood Park Elementary School

901 N 69TH WAY, Hollywood, FL 33024

[ 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.

Hollywood Park Elementary School's mission is to provide an environment that is conducive to collaboration and reflection, in order for all students to thrive in a global society.

#### Provide the school's vision statement.

Hollywood Park Elementary School's vision is a community where all children feel loved, respected, and encouraged to develop to their fullest potential as lifelong learners.

### 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
Menendez, Maria	Principal	School Leader: Ensuring curriculum standards are met, communicate with families, monitor students and teachers for progress, coordinating school security, develop academic programs, hire personnel, prepare budget and annual reports, manage/oversee school logistics and budget, conduct evaluations of teaching staff, counsel and discipline students, data entry and management, managing staff, ensure compliance requirements.
Lindsay, Antonio	Assistant Principal	School Leader: Ensuring curriculum standards are met, communicate with families, monitor students and teachers for progress, coordinating school security, develop academic programs, hire personnel, prepare budget and annual reports, manage/oversee school logistics and budget, conduct evaluations of teaching staff, counsel and discipline students, data entry and management, managing staff, ensure compliance requirements.
Damas, Jennifer	Instructional Coach	Oversee instructional implementation, data analysis, lead the development and improvement for teachers in the building via training/observations, model lessons, feedback conversations, coordinating of interventions, analyze teachers' needs.

#### 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.

The creation of the School Improvement Plan for Hollywood Park Elementary includes the school leadership team, school staff and parents. The plan is developed with input from all stakeholders and shared at School Advisory Committee meetings for feedback.

### 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))

We also share progress on the School Improvement Plan throughout the year so that all stakeholders are well informed in the implementation of the plan, impacts and results. We meet in grade levels, as a leadership team to review data and make adjustments. The adjustments and results are always brought back to the parent groups for review on a monthly basis.

### Demographic Data

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	91%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	25	18	30	22	25	17	0	0	0	137	
One or more suspensions	0	0	0	1	3	4	0	0	0	8	
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	6	23	9	11	14	0	0	0	74	
Level 1 on statewide Math assessment	0	5	16	6	8	13	0	0	0	48	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	24	18	24	19	17	0	0	0	107	

**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	8	11	24	18	19	21	0	0	0	101

**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	5	8	11	3	7	0	0	0	34
Students retained two or more times	0	4	8	1	3	7	0	0	0	23

#### **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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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



Indicator	Grade Level	Total
Students with two or more indicators		
<b>The number of students identified retained:</b>		
Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**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 school days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	0	0	

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
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*	52	56	53	57	58	56	53		
ELA Learning Gains				69			37		
ELA Lowest 25th Percentile				64			27		
Math Achievement*	73	62	59	67	54	50	46		
Math Learning Gains				70			19		
Math Lowest 25th Percentile				63			0		
Science Achievement*	58	48	54	56	59	59	42		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	56	59	59	53			49		

\* 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)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62

**2021-22 ESSA Federal Index**

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	40	Yes	1	
ELL	54			
AMI				
ASN				
BLK	56			
HSP	57			
MUL				
PAC				
WHT	69			
FRL	53			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	44			
ELL	68			
AMI				
ASN	80			
BLK	59			
HSP	61			

**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				
PAC				
WHT	59			
FRL	62			

**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	52			73			58					56
SWD	44			57			29				5	38
ELL	45			70			65				5	56
AMI												
ASN												
BLK	50			72			60				4	
HSP	50			73			55				5	59
MUL												
PAC												
WHT	58			79							2	
FRL	48			70			50				5	50

**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	57	69	64	67	70	63	56					53
SWD	39	57		48	45		39					35
ELL	55	80	75	72	73	75	58					53
AMI												
ASN	70			90								

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	50	63		60	71		50					
HSP	59	71	56	72	70	50	59					48
MUL												
PAC												
WHT	63	55		58	58							
FRL	56	70	67	66	71	61	51					56

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	53	37	27	46	19	0	42					49
SWD	39	21		36	6		42					50
ELL	51	39		45	13		29					49
AMI												
ASN	82			50								42
BLK	39	29		42	21		40					
HSP	53	44	23	49	22	0	40					49
MUL												
PAC												
WHT	62			38								
FRL	49	34	31	40	18	0	40					47

### 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	51%	56%	-5%	54%	-3%
04	2023 - Spring	54%	61%	-7%	58%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	49%	53%	-4%	50%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	80%	62%	18%	59%	21%
04	2023 - Spring	76%	65%	11%	61%	15%
05	2023 - Spring	66%	58%	8%	55%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	46%	10%	51%	5%

### 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 2023 FAST ELA data, the lowest performing subgroup component at Hollywood Park Elementary was the ELL population. According to the data our ELL students demonstrated 13% proficiency. The contributing factors include an influx of students who are new to the country and lack the English language in addition to the having large deficits in their foundational reading skills.

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

The subgroup that showed the greatest decline in 2023 as compared to 2022 are our ELL students. According to the data, this subgroup declined by 42%. The contributing factors include a great deal of students that are new to the country and that were in the process of acquiring the language. These students lack all foundational skills in the English language and although they did demonstrate growth as measured by our school progress monitoring assessments, the growth was not enough to achieve proficiency on the state assessments.

**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.**

According to the state report data, the greatest gap that we identified were our ELL students. These students achieved 36% proficiency and Hollywood Park Elementary achieved 13% proficiency. This is a

difference of 23%. The contributing factors include an influx of students who are new to the country and lack the English language in addition to the foundational reading skills.

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

According to the state report data, the subgroup component that showed the greatest improvement in 2023 in comparison to 2022 is our Black subgroup. In 2022, Hollywood Park Elementary had 50% of Black students achieve proficiency. In 2023, that number increased by 2 percentage points. The actions taken to make this possible was implementing data driven research-based instruction using the BEST standards in addition to providing interventions to any students identified as having an academic gap.

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

According to the EWS data, Hollywood Park Elementary had 30 students in the second grade that had 10% or more days absent in 2023. This is an area of concern because students were missing valuable instruction that could be a contributing factor in students not achieving proficiency by the end of the school year.

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

To ensure that our students are successful, we will make the following our highest priority in the 2023-2024 school year:

1. Filling in instruction gaps by providing interventions to address the needs of our students;
2. Teacher training to ensure all teachers are providing students with data driven research-based instruction using the BEST standards, and;
3. Address any attendance issues to ensure all students are attending school to receive valuable instruction.

**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 English Language Learners****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.

Hollywood Park Elementary has identified our English Language Learners as being the lowest performing subgroup an an area that needs to be our area of focus.

**Measurable Outcome:**

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

For our plan to be successful, we will use the data from the state assessments (FAST & STAR) to guide our decision making. By 2024, 25% of our ELL students will score proficient on the state assessments demonstrating a 12% increase from the previous year.

**Monitoring:**

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

Hollywood Park Elementary will use iReady data (iReady diagnostic and Growth Monitoring) in addition to the STAR and FAST PM#1 & PM#2 to progress monitor our students and ensure we are meeting our instruction goal for our ELL students.

**Person responsible for monitoring outcome:**

Jennifer Damas (jennifer.damas@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.)

Hollywood Park Elementary is following the district recommended interventions based on the students' needs. Students are screened to determine their gap. Once the gap is identified, any intervention is prescribed. Interventions include SIPP's Phonics Interventions, Heggerty Phonological Awareness Intervention, Quick Reads Fluency Intervention, and Benchmark Advance Comprehension Intervention.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By targeting the area of need identified by the screener, students are able to receive intense instruction which will help close the academic gaps they may have. This will ensure that students are building the foundations skills needed to successfully acquire the English language.

**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.

ELL students will receive targeted instruction from our ESOL facilitator.

**Person Responsible:** Jennifer Damas (jennifer.damas@browardschools.com)

**By When:** This support will occur continuously throughout the year.

Progress monitoring our ELL students.



**Person Responsible:** Jennifer Damas (jennifer.damas@browardschools.com)

**By When:** Data chats will occur during PLCs, monthly.

Based on the data chats during PLCs, teachers will make adjustments to their instruction as needed (small/whole group).

**Person Responsible:** Jennifer Damas (jennifer.damas@browardschools.com)

**By When:** PLCs will occur monthly.

## 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

According to our data, the lowest performance at Hollywood Park Elementary in 2023 was our second-grade students. 55% percent of our students in second grade scored below the 40th percentile rank. To ensure that we decrease our percent of students that scored below the 40th percentile rank, we will make adjustments to the instructional plan and use data to guide our decision making. In addition to making data driven instructional practice adjustments, students will be screened to identify any deficiencies in each reading domain. If deficiencies are found, students will be given targeted intervention instruction to ensure that the academic gap is closed. All teachers will be trained in the most recent research based best practice (science of reading), to ensure that students are receiving the most effective instruction to meet our goal. We will use progress monitoring to make sure we are moving towards our goal.

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

According to our data, the lowest performance at Hollywood Park Elementary in 2023 was our second-grade students. 55% percent of our students in second grade scored below the 40th percentile rank. These students have now transitioned to 3rd grade. In order to close the instruction gap that these students have, our instructional practice is to identify the area of need in reading for each student. These areas will be identified through an intervention screener provided by the district. Once this screener is complete, students will receive interventions in the identified areas of need. The intervention will be provided by an Interventionist and ESE facilitator on campus. We will progress monitor our students' progress by monitoring FAST data as well as iReady diagnostic data.

## 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

For our plan to be successful, we will use the data from the state assessments (STAR) to guide our decision making. By 2024, 55% of our second-grade students will score above the 40th percentile rank. This will be a 10% increase from the previous year.

### Grades 3-5 Measurable Outcomes

For our plan to be successful, we will use the data from the state assessments (FAST) to guide our decision making. By 2024, 55% of our third grade students will score proficient on the state assessments demonstrating a 10% increase from the previous year.

## 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 Park Elementary will use iReady data (iReady diagnostic and Growth Monitoring) in addition to the STAR and FAST PM#1 & PM#2 to progress monitor our students and ensure we are meeting our instruction goal for our targeted students.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Menendez, Mari , mari.menendez@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 Park Elementary is following the district recommended interventions based on the students' needs. Students are screened to determine their gap. Once the gap is identified, any intervention is prescribed. Interventions include SIPP's Phonics Interventions, Heggerty Phonological Awareness Intervention, Quick Reads Fluency Intervention, and Benchmark Advance Comprehension Intervention.

**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 interventions used to address the areas of need are part of the district wide struggling reader's intervention plan. These evidence-based intervention programs are target/intense instruction that are made to close the gap in reading domain. These interventions are proven to help students close the academic gaps they may have that is impeding their achievement in reading.

**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
Literacy Coaching - The literacy coach will be supporting teachers to ensure that the instruction students are receiving is the most current research based effective instruction available. The literacy coach will do classroom walk through, schedule coaching cycles, provide feedback, and help teachers make data driven decisions for their students.	Damas, Jennifer, jennifer.damas@browardschools.com
Professional Learning- Teachers will attend professional development offered by the district to better their reading instruction. The literacy coach will discuss these practice in detail during PLCs and monitor teachers during the implementation of the new practice to ensure the implementation is done correctly and effectively. The literacy coach will also make teachers aware of other professional development opportunities offered through the district to help perfect their craft.	Damas, Jennifer, jennifer.damas@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.

Dissemination of the SIP is done at School Advisory Council Meetings each month. In addition, the meeting is posted on the school website and a copy is available in the front office for parents to view if they wish.

**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))

The school plans to build positive relationships with parents, families and other community stakeholders through family nights and various other activities to help open the lines of communication and increase parental engagement in the education of their child.

**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)**

Our school plans to strengthen the academic program at our school by planning instruction that is standards based and driven by individual student data in order to meet the needs of all students. Our subgroup with the greatest need is our ELL population and we have provided all ELL's in need of support

an intervention with our school based ESOL Resource teacher who will meet with them to help build their language acquisition needs as well as build their early literacy skills.

**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

### **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))**

Our school employs a full time school counselor who is available to talk to any students who are in need. Our guidance program also has social groups focusing on study skills, making friends, organization skills and anything else that our students may need in order to be successful at school. Our counselor is also available to meet with parents and connect them to any outside resources

**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))**

n/a

**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 who exhibit behavior concerns that are unable to be managed using Tier 1 classroom strategies are discussed in Child Problem Solving Team Meetings. The CPS Team consists of our school math & reading academic coaches, the ESE Specialist, Administration, the school counselor, social worker and the school psychologist. Together the team works with the teacher to develop a tiered plan. These meetings follow a continuous cycle of improvement, where the plan is implemented, data is collected and discussed with the team and tweaks are made if needed. Eventually, once the student achieves success, the plan is faded.

**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))**

This school year, all teachers will be trained in Science of Reading. This is a three day session. Additionally, all teachers participate in Professional Learning Communities focused on standards based instruction and using decisions to drive instruction.

**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))**

N/A