

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: HOLLYWOOD HILLS ELEMENTARY SCHOOL**

**District Name: Broward**

**Principal: Vered Roberts**

**SAC Chair: Tamara Simkin Zaslow**

**Superintendent: James F. Notter**

**Date of School Board Approval: 12/1/09**

**Last Modified on: 09-24-2009**

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## VISION and MISSION STATEMENTS

**Vision:** The vision of the faculty and staff of Hollywood Hills Elementary School is to provide all students with the tools for a safe, cooperative learning environment. Through a dynamic partnership with our community and families we will work together to provide the necessary resources and support to produce a positive educational environment essential for learning.

**Mission:** We the Hollywood Hills Elementary School Family, are committed to providing all students with a quality education that enables them to reach their maximum potential in a safe and nurturing learning environment.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Hollywood Hills Elementary School (HHES) is located in the south area of the Broward County Public Schools with the demographics whose families likely fall into middle to lower-middle status. The enrollment at the school during the 2008-2009 was 780 students. It is a neighborhood school that has been in existence since 1959. In 2007, the school got a 28-classroom building that was a replacement to two original wings. In addition, the school got a new cafeteria. In the summer of 2009, all the portables were removed from the campus.

#### Unique School Strengths for Next Year

Hollywood Hills Elementary School is a neighborhood school with very strong parental involvement. HHES has maintained an "A" grade from the Florida Department of Education for the past eight years. The school was awarded the Five Star School Award for the past ten years and the Golden School Award for the past 34 years. Last year, the fourth and fifth grade teams yielded substantial gains in reading, math, science, and writing achievement scores. Several of our teachers were awarded grants that will be implemented in this upcoming school year.

#### Unique School Weaknesses for Next Year

Due to budget cuts, we are unable to continue a model where special teachers provide assistance in classrooms as a "push in" model during the school-wide reading block. Due to a reduction in staff, we are unable to have an uninterrupted school-wide reading block. Additionally, due to budget cuts we cannot afford to have a science special. Our SWD AYP subgroup did not meet AYP in math on the 2009 FCAT. The SWD AYP subgroup met AYP in reading because of Safe Harbor.

#### Student Demographics

**Student Demographics**  
The 2008 - 2009 school population fluctuated around 780 student in K through 5th grade. The school demographics for 2008-2009 were: 51.7% White, 12.9% Black, 26.9% Hispanic, 3.01% Asian, and 4.97% Multi. The school has 3.79% ELL students, 14.9% ESE students, and 31.8% of our population is eligible for the Free and Reduced Meal Program.

#### Student Attendance Rates

Hollywood Hills maintains an attendance rate at or above 94 percent based on a three-year analysis.

#### Student Mobility

Hollywood Hills maintains a mobility rate of about 10.8% based on a three-year analysis.

#### Student Suspension Rates

Our suspension rate in 2008 was 0.40% and in 2009 it was 0.10%.

#### Student Retention Rates

2007 - 2.22%  
2008 - 1.55%

#### Class Size

Our class size average for the past three years is as follows:

2007  
K-3 - 17.61  
4-5 - 19.6  
  
2008  
K-3 - 17.09  
4-5 - 18.08  
  
2009  
K-3 - 17.47  
4-5 - 18.84

#### Academic Performance of Feeder Pattern

The surrounding elementary schools in our innovation zone are all "A" schools based the State of Florida's grading system. Only one school in our zone met AYP in 2009. During the 2007-2008 school year, HHES was designated as a "choice school" under NCLB. Students from surrounding schools were able to choose to come to HHES due to its excellence.

#### Partnerships and Grants

The following local businesses are partners in education with our school: Publix, Memorial Regional, PAPA John's, Long Horn Steakhouse, Chili's, Hollywood Ale House, Rocco's Pizza, and Starbucks.  
Our most exciting partnership is called "Connecting for Kids." We were dealing with issues as a result of financial restraints: students who cannot afford field trips, students who do not bring lunch money to school, etc. For the past three years we reached out to resources in our community and developed this partnership. We approached community-oriented organizations asking for donations to help meet the economic, social, and emotional needs of a portion of our student population. We were able to get donations of \$250.00 from each community organization (temples, churches, Kiwanis Club, local dance studios, etc.). These funds all go towards meeting students' needs. What makes "Connecting for Kids" so unique and original is that we have established a reciprocal relationship with our partners. Each month, in exchange for the partner's financial support, our entire school contributes to a specific partner via a community service project. This partnership positively affects our students by buying them glasses, school supplies, class t-shirts, paying for field trips, and an occasional lunch. Our monthly involvement of collecting different items for our partners has established a culture of community engagement. Hopefully, this characteristic will be part of our students' foundation as they enter adulthood.

Grants: Several teachers are recipients of grants. Three teachers received the Impact II Grants for \$400 each. Two teachers were awarded a Target Grant for \$800 each. Five teachers were awarded grants from the City of Hollywood ranging from \$500 - \$1000 each.

#### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

#### HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Vered Roberts	B.S. - Elementary Education M.S. - Administration and Supervision K-12 Certification - Elementary Education, School Principal, ESOL	11	11	"A" school for 8 years in row. School did not meet AYP in 2004 and 2009.
		B.S - Elementary Education			

Assis Principal	Terry Burgess	M.A. - Educational Leadership Ph.D. - Education Leadership	23	At Dania, the school maintained an "A" grade for 3 years but did not meet AYP in 2008 and 2009.
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\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

**HIGHLY QUALIFIED INSTRUCTIONAL COACHES**

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Tamara Simkin Zaslow	B.A - Psychology M.S. - Early Childhood and Elementary Education	6	3	"A" school for 8 years in row. School did not meet AYP in 2004 and 2009.

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

**HIGHLY QUALIFIED TEACHERS**

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
The district's Human Resources and Staff Development departments, in collaboration with Hollywood Hills Elementary School only recruit and retain highly qualified teachers.	District Personnel Principal	June 2010	
All new teachers complete the district's induction program, the Educator Support Program. This school-site program provides each new teacher with a support team consisting of the New Educator Support System (NESS) school contact and a qualified mentor.	NESS Coach	June 2010	
Teachers new to a grade level are assigned a peer teacher as a mentor and partner.	Leadership Team	June 2010	
Staff development workshops are held in the area of reading, writing, math, and science in order to improve teacher content knowledge and support the implementation of effective strategies.	Leadership Team and Staff Development Team	June 2010	

**Non-Highly Qualified Instructors**

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

**Staff Demographics**

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
49	0	33	47	20	43	100	0	2	94

**Teacher Mentoring Program**

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Debbie Covard	Kelly Doyle	Teacher new to grade level	Meet twice a month to share strategies and lessons. Utilize release time for teacher observations.
Sarah Rosaler	Benovra Williams	Teacher new to grade level	Meet twice a month to share strategies and lessons. Utilize release time for teacher observations.
Laurie Kraus	Christina Murphy	Teacher new to grade level	Meet twice a month to share strategies and lessons. Utilize release time for teacher observations.
			Meet twice a month to

Tamara Zaslow	Rae Pufal	Teacher new to grade level	share strategies and lessons. Utilize release time for teacher observations.
Tanya Novelli	Amanda Hicks	Teacher new to grade level	Meet twice a month to share strategies and lessons. Utilize release time for teacher observations.
Ivette Cancio-Bello	Angela Rodgers	Teacher new to grade level	Meet twice a month to share strategies and lessons. Utilize release time for teacher observations.
Tamara Zaslow	Bethann Miller Nativ	Teacher new to grade level	Meet twice a month to share strategies and lessons. Utilize release time for teacher observations.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

The district provides assistance to our homeless students.

Supplemental Academic Instruction (SAI)

SAI funds are used to reduce class size in third grade.

Violence Prevention Programs

Violence Prevention Programs are incorporated into daily activities in classrooms and throughout the school as part of the district's anti-bullying policy. During the 2008-2009 school year, Women In Distress Organization conducted training in Getting Real About Violence and Hands are Not for Hitting for all K-5 students.

Nutrition Programs

Nutrition programs are incorporated into classroom activities as part of the science/health curriculum.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Hollywood Hills Elementary School students will have an opportunity to explore career options through participation in our annual Career Day event. Additionally, all fifth grade students will participate in the Junior Achievement curriculum which is a 20-hour economic curriculum focused on career opportunities.

## Job Training

N/A

## Other

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

**Principal:** Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

**Select General Education Teachers (Primary and Intermediate):** Provides information about core instruction, participates in student data collection.

**Exceptional Student Education (ESE) Teachers and ESE Specialist:** Participate in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through such activities as co-teaching.

**Reading Specialist:** Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of intervention plans.

**School Psychologist:** Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation.

**Speech Language Pathologist:** Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student needs with respect to language skills.

**Student Services Personnel:** Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

Leadership team has scheduled meetings every other week and as needed. Topics of discussion center around the SIP, appropriate instructional groups, data analysis, CPS strategies, response to interventions and articulation between grade levels. The entire team meets once a month for a full day.

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. In addition, the Leadership Team will observe, prescribe, model, review data, and re-observe interventions.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The Principal and SAC Chair facilitate SIP development, implementation, and monitoring. Team leaders spearhead the development with input from the team members who gather information. Information gathered from the teams is then brought to the SAC meeting for suggestions and revisions. Teams monitor student progress and analyze data from assessments to determine SIP revisions.

### RtI Implementation

Describe the data management system used to summarize tiered data.

Academic data that is collected throughout the year is used to drive instruction. Data is used to diagnose, plan, and

individualize instruction. All data drives school-wide curriculum and academic program decisions.

- Each student has a folder that holds his/her data (specific documents requested by administration). Those folders are collected at the end of each year and then redistributed to next year's teacher.
- Each student has a matriculation card that follows him/her from kindergarten to 5th grade. That card contains specific data which is added on from year to year and is used when making classes. It is then given to the classroom teacher at the beginning of the year.
- Administration and support staff meet with each teacher twice a year for formal data meetings. Teachers come to the meeting with specific data that is requested by administration (fluency, DAR levels, DRA scores, concepts of print, etc.).
- When BAT scores become available (September and December), administration meets with each 3-5 teacher to discuss results and a plan of action.

Baseline data: FAIR, Florida Comprehensive Assessment Test (FCAT), SAT, DRA levels, DAR scores.

Progress Monitoring: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading, Broward Benchmark Assessments (BATs), DRA, mini-bats, ORF.

End of year: FAIR, FCAT, District created assessment for primary students, DRA levels.

Describe the plan to train staff on RtI.

All staff members will receive staff development on the Response to Intervention model. Support will be provided throughout the year as team and students needs develop. In addition, guidance counselor, ESE Specialist and Reading Coach will be available to guide teachers through the RtI process.

## School Wide Florida's Continuous Improvement Model

### Plan

#### Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Fourth grade reading scores increased from 77% to 83% meeting proficiency. Fourth grade mathematics scores increased from 79% to 83% meeting proficiency. Fourth grade writing scores increased from 81% scoring 3.5 or above to 94% scoring 3.5 or above

Fifth grade reading scores increased from 69% to 82% meeting proficiency

Fifth grade mathematics scores increased from 73% to 81% meeting proficiency. Fifth grade science scores increased from 49% to 63% meeting proficiency.

Weaknesses: Third grade reading and math scores showed a slight decrease in 2009. Our SWD AYP subgroup did not meet AYP in the area of mathematics.

Mathematics Strands:

Strengths:

3rd grade - Number Sense, Measurement, Geometry

5th grade - Geometry, Algebraic Thinking, Data Analysis

Reading Strands:

Strengths:

3rd grade - Words/Phrases, Main Idea/Purpose, Comparisons

4th grade - Words/Phrases, Main Idea/Purpose, Comparisons

5th grade - Main Idea/Purpose, Comparisons

Weaknesses:

3rd - 5th: Reference/Research

Science Strands:

Strengths:

5th grade - Physical and Chemical Sciences, Earth and Space Sciences, Life and Environmental Sciences, Scientific Thinking

#### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The district's IFCs are used as a primary focus and secondary goals are based on our school's data. The IFCs were created in July

2009. The IFCs will be updated in October 2009 as determined by disaggregated data results from the September BAT, and again in January 2010 as determined by the disaggregated data results from the December BAT. The 2009 FCAT results were utilized to develop the IFCs. Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction. Benchmarks were selected as indicated by students' strengths and weaknesses, which

were measured by progress on class work assignments, assessments, and data results. Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFCs are being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFCs implementation. Teachers who are struggling with implementing the IFCs will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The school's reading specialist and/or grade chairs will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during weekly team meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

We will continue to focus on all areas and all strands/clusters. Based on DART report, teachers will give priority to strands that were not higher than the district's average. Teachers and support staff will regularly collaborate to review student performance data and to adjust the instructional focus calendars. Teachers will prioritize and teach as well as subsequently reteach and reinforce the prioritized clusters and strands.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Students are periodically assessed using district mini-benchmark assessments. Based on a student's mastery of a skill, small group tutorial instruction will be given. Additionally, differentiated centers are created to enrich, maintain and reinforce skills. This will be monitored by the leadership team, who also will assist with small group intervention instruction. Academic coaches will model delivery of intervention, as well as enrichment activities. An analysis of learning gains allowed the strongest teachers to be paired with the weakest students.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Connections will be made through instruction. Teaching of math concepts through hands-on science experiments, enhancing vocabulary through art are some examples of how connections will be incorporated to show relationships between subjects.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

## DO

### Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

The district's IFCs are used as a primary focus and secondary goals are based on our school's data. Each grade level worked together to develop the school's secondary IFCs. Lesson plans will be created for differentiated instruction, providing lessons for all levels of students, below mastery, at mastery, and above mastery. Best practices are discussed and resources are shared. On alternating weeks, grade levels meet to share information so that instructional delivery is aligned. This assures that instructional delivery is aligned both by grade level and subject area.

How are instructional focus lessons developed and delivered?

Content area teachers begin each instructional block with focus skill instruction. Using the district's BEEP portal, lessons are selected and modified to meet student needs by teachers during a common planning time. Student data dictates which lessons will be targeted. Modes of presentation are discussed so that all modalities of learning can be addressed. Bloom's Taxonomy is addressed at these meetings so that higher-order questioning will be used by teachers to facilitate higher order thinking such as synthesis, analysis and evaluation. Teacher questioning will also incorporate Norman Web's levels of complexity. Questioning prompts are given to teachers to ensure quality of instruction.

How will instructional focus lessons be revised and monitored?

Frequent mini-assessments will determine how the focus lesson should be revised to meet each individual student's needs. Teachers will meet with leadership team to monitor student achievements. Additionally, the Broward Benchmark Assessment Test (BAT) is used to help revise and monitor instruction. Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from mini-assessments as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

## CHECK

### Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

The Benchmark Assessment Test (BAT) is administered twice before the FCAT. The BAT is a good predictor of how a student is progressing toward mastery of the Sunshine State Standards. Schools receive the data for individual students and then can tailor their instruction to meet the students' needs. Additionally, mini-BATs are administered on a regular basis. The data analysis is part of the discussions of the leadership team. Our data drives our instruction to allow each student to have his/her educational needs met.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Following the administration of each assessment, the classroom teacher will analyze the student performance data for strengths and weaknesses in the academic areas. The classroom teacher will use the data to target benchmarks that are areas of concern. The leadership team will support the teacher throughout the process of identifying students reaching mastery and those not reaching mastery.

### Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons that will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet weekly. The meetings will be facilitated by the team leader. A teacher will be designated to record notes from the meeting, and the notes will be submitted along with the weekly agenda to the administrative staff. Members of the administrative staff will attend meetings on a rotating basis.

### Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings (data chats), lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. The reading specialist will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction.

## ACT

### Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

The district mandates core instructional programs. Materials from the district's Struggling Reading and Struggling Math Charts are used for intensive instruction and interventions. Supplemental materials are used on an as needed basis to reinforce skills needed for FCAT.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from the state adopted textbooks that are designed for intensive instruction will be utilized. Computerized programs or instructional software (e.g. CompassLearning), in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized. Teachers will use instructional strategies and best practices discussed in Professional Learning Communities to provide different methods of instruction to students in non-mastered areas. Students consistently

demonstrating non-mastery may be invited to participate in tutorial sessions before or after school.

How does the school identify staff's professional development needs to improve their instructional strategies?

Common concerns in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, reading specialist, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. Students not demonstrating mastery will be offered after/before school tutoring if funds are available. Reading specialist as well as special area teachers, will also provide assistance during the regular school day.

How will the effectiveness of the interventions be measured throughout the year?

All personnel providing services to a student not demonstrating mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction. RtI procedures will be implemented.

**Enrichment**

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Classroom teachers will provide opportunities for students to participate in differentiated centers and enrichment in small groups instruction. Additionally, a gifted/high achieving model is implemented in 1st - 5th grade. Students in those classes are provided with enrichment in acceleration in all academic areas. Students also have an opportunity to participate in several after-school clubs.

Describe how students are identified for enrichment strategies.

FCAT results, as well as BAT and mini-BAT assessment results that demonstrate consistent proficiency/mastery are used to determine which students need to receive enrichment strategies. Teacher recommendation is also taken into consideration. Parents are informed of enrichment opportunities during conferences. Students in the gifted/high achieving model are selected based on test scores, DRA scores and teacher recommendations.

**Professional Learning Communities**

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Reading Strategies	Reading Specialist	Once a month	Tuesdays after school	Analyze the effectiveness of the Reading IFC calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
Math Manipulatives	Math contact	once a month	Tuesdays after school	Analyze the effectiveness of the Math IFC calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
Expressive Writing	Fourth grade chairperson	Once a month	Tuesdays after school	Analyze the effectiveness of the Writing IFC calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
Scientific Process Skills	Science Contact	Once a month	Tuesdays after school	Analyze the effectiveness of the Science IFC calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
Promethean Board	Technology Specialist	Once a month	Second Wednesday of the month	Exploration of technology resources available for planning and delivering focus lessons.

**NCLB Public School Choice**

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
**No Attached Notification of (School in Need of Improvement) SINI Status**

- Public School Choice with Transportation (CWT) Notification  
**No Attached Public School Choice with Transportation (CWT) Notification**
- Notification of (School in Need of Improvement) SINI Status  
**No Attached Supplemental Educational Services (SES) Notification**

## Pre-School Transition

Neighborhood preschool students are invited to attend a spring kindergarten orientation. Parents and students receive information about the academic kindergarten program that they can expect at the school. Teachers share basic procedures with the students and parents. In addition, teachers share information regarding kindergarten expectations. Teacher give parents a list of resources and recommendations for activities to complete to prepare the students for kindergarten.

On the Friday before school starts, the school holds an additional kindergarten orientation for all incoming kindergarten students, their parents, and teachers. First the students are introduced to their teacher and then escorted to their new class. The students are given the opportunity to meet with their kindergarten teacher while engaging in a fun-filled learning activity. While the students are becoming acclimated to their new classroom environment and teacher, the parents remain in the cafeteria for informative information. School procedures and rules are shared with the parents for an easier transition to elementary school. PTA talks with the parents about the importance of school involvement. After the parent meeting, parents are then escorted to their child's classroom for additional information provided by the teacher. Teachers review classroom procedures and rules, methods of parent/teacher communication, and answer parent questions. To conclude the kindergarten orientation, teachers provide a tour of the school.

## Postsecondary Transition

**Note: Required for High School- Sec. 1008.37(4), F.S.**

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	Based on School Grade and Adequate Yearly Progress Data:  Did the total percent proficient increase or decrease? What is the percent change?  What clusters/strands, by grade level, showed decrease in proficiency?  Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?  Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?  Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 89% of students scored Level 3 or above on the 2009 FCAT Reading Assessment.		1. At least 92% of students will score Level 3 or above on the 2010 FCAT Reading Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement the district's IFC in reading	Administration and Reading Coach	Leadership team will be aware of the IFCs upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through data collected during CWT
2	Include higher order questions in lesson plans.	Administration and Leadership Team	Lesson plans will be reviewed during classroom walkthroughs and will be submitted to administration.	Focused Classroom walk-throughs to determine frequency of higher order questions.
3	All students will receive differentiated instruction in reading using appropriately-leveled materials based on formal assessments in a 90-minute uninterrupted reading block.	Administration and Reading Coach	Review pre, mid, post data to ensure teachers are differentiating instruction.	Formal and informal reading assessments: DRA, DAR, ORF, and mini-bats.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 69% of students in the bottom 25% demonstrated annual learning gains on the 2009 FCAT Reading Assessment.		2. At least 72% of students in the bottom 25% will demonstrate annual learning gains on the 2010 FCAT Reading Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement specific intervention for struggling readers in phonemic awareness, phonics, fluency, vocabulary, and comprehension	Reading Coach	Administer pre-mid-post test on intervention to measure students' progress	Pre-mid-and post tests

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, the following percent of students scored Level 3 or above on the 2009 FCAT Reading Assessment in each AYP Subgroup: Total - 82% White - 88% Hispanic - 77% Economically Disadvantaged - 69% SWD - 57%		3. For 2009-10, the SWD AYP Subgroup must have at least 72 % of students scoring Level 3 or above on the FCAT Reading Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	The Florida Continuous Improvement Model, will be implemented school-wide to analyze data, focus instruction and monitor progress.	Principal	CWT and data chats	Administration will conduct data talks with teachers regarding to student achievement data.
2	Instruction will be aligned with the Sunshine State Standards and access points will be utilized as needed.	Leadership Team	CWT Lesson Plans	SAT/FCAT
3	Teachers will collaborate with ESE support personnel to develop strategies and interventions that are differentiated for the needs of their ESE students.	ESE Specialist RTI team	IEP progress reports	Annual IEP goal review
4	Teachers will utilize Read Aloud, Shared Reading, Independent Reading, and Guided Comprehension to develop individual reading skills in the six areas of reading.	Classroom Teacher	Assessments	Mini Benchmark Assessments
5	Student data chats will be conducted following assessments (BAT, FAIR, mini-bats).	Leadership Team	Leadership Team will review student achievement records in student data folders during CWT.	Administrators will discuss progress with students to determine if data chats are successful.

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
At least 72% of students will score Level 3 or above on the 2010 FCAT Reading Assessment.	At least 95% of teachers teaching reading will demonstrate proficiency in implementation of intervention programs by 50% of intervention group showing learning gains in mid and post test of intervention.	Reading Resource Specialist	Ongoing	Observe an intervention lesson being taught along with review of pre-test/placement of intervention	Administration, Reading Resource Specialist, & Leadership Team
Reading	Treasures/Harcourt	District	June, July and August	District follow-up activity	Reading Coach/ Team Leaders
Reading Professional Learning Community	Reading Effective Practices and Differentiating Instruction	School-based facilitator	Ongoing	CWT	Reading Coach
ESE Reading	ESE Strategies and Interventions	ESE Specialist	October and ongoing	Lesson plans reflecting differentiation	ESE Specialist

**For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher**

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Phonics for Reading Program	School Budget	\$500.00
<b>Total: \$500.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader	PTA	\$3,500.00
<b>Total: \$3,500.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

<b>Total: \$0.00</b>		
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$4,000.00</b>		

*End of Reading Goal*

## Mathematics Goal

**Needs Assessment:** Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 88% of students scored Level 3 or above on the 2009 FCAT Math Assessment.		1. At least 91% of students will score Level 3 or above on the 2010 FCAT Math Assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Identify students in the core curriculum needing intervention and enrichment.	Grade chairperson	Review on-going student assessments and grouping charts frequently to ensure groups are redesigned to target the need of students.	Progress of all students on assessment (QBATS, mini-bats).
2	Teachers will provide mathematics instruction using Harcourt Math Basal Series. Teachers will differentiate instructions for enrichment, on-level, and struggling students.	Administration	Lesson plans, CWT, ongoing assessments.	Reports generated from CWT and QBATS/mini-bats.
3	Teachers will follow monthly district's IFCs which identify specific grade level skills for daily instruction.	Administration	CWT, ongoing assessments.	Reports generated from CWT and QBATS/mini-bats.
4	FCAT/SAT Dailies and Math Problem of the Day will be used in 1-5 to provide practice with math benchmarks.	Administration	CWT, ongoing assessments.	Reports generated from CWT and QBATS/mini-bats.

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 63% of students in the bottom 25% demonstrated annual learning gains on the 2009 FCAT Math Assessment.		2. At least 74% of students in the bottom 25% will demonstrate annual learning gains on the 2010 FCAT Math Assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Administration	Math Contact will introduce and model effective hands-on activities and administration will ensure activities are implemented.	Reports generated from walkthroughs.
2	Identify and	Administration	Maintain a record of	Increased

closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.		strategies and interventions utilized with the lowest 25 percentile.	achievement between assessments.
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, the following percent of students scored Level 3 or above on the 2009 FCAT Math Assessment in each AYP Subgroup: Total - 83% White - 87% Hispanic - 82% Economically Disadvantaged - 68% SWD - 61%		3. For 2009-10, the SWD AYP Subgroup must have at least 74 % of students scoring Level 3 or above on the FCAT Math Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase the use of differentiated learning centers	Administration	Math Contact will assist teachers in the creation of centers and administration will ensure activities are implemented.	Reports generated from walkthroughs.
2	Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks.	ESE Specialist	Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	Mini-benchmark assessments
3	Appropriate strategies will be used as directed by each student's IEP with a focus on the use of manipulatives.	ESE Specialist	CWT	CWT Reports

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Math Professional Learning Community	Math Effective Practices and Differentiating Instruction	School-based facilitators	Ongoing	CWT	Administration
ESE Math	ESE Strategies and Interventions	ESE Specialist	Ongoing	Lesson plan reflecting differentiation	ESE Specialist
ESE Math	ESE Strategies and Interventions	HRD	Ongoing	Administrators will be inserviced on ESE Strategies for CWT	Administration

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Other		

Description of Resources	Funding Source	Available Amount
FCAT Camp tutoring	Accountability	\$4,000.00
		<b>Total: \$4,000.00</b>
		<b>Final Total: \$4,000.00</b>

End of **Mathematics** Goal

## Science Goal

**Needs Assessment:** Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
63% of fifth graders scored level 3 or above on the 2009 FCAT Science Assessment.			At least 66% of the fifth grade students will score level 3 or above on the 2010 Science FCAT.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Classroom teachers will conduct daily science lessons utilizing the Broward County Elementary Science Benchmark Curriculum Map as a guide.	Science Contact and 5th grade chairperson	CWT	Pre and Post tests FCAT Practice tests Mini-benchmark assessment tests Harcourt practice tests
2	Teachers will integrate hands-on science lessons as required in the Delta Science Kits.	Team Leaders	CWT Lesson Plans	Science Mini Bats
3	Science Contact will collaborate with teams to embed effective science instructional strategies.	Science Contact	Team Meetings	Science Mini Bats

### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Science	Integrating science into the curriculum	Science Contact	October and ongoing	CWT	Administration
Science Learning Community	Science effective practices and differentiating instruction	School-based facilitator	ongoing	CWT	Administration

### Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Replacement of consumables from Delta Kits	District	\$2,000.00
		<b>Total: \$2,000.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$2,000.00</b>

End of **Science** Goal

## Writing Goal

**Needs Assessment:** Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
90% of fourth graders scored level 3.5 or above on the 2009 FCAT Writes.		By June 2010, 95% of the fourth grade students will score level 3.5 or above on the 2010 FCAT Writes.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Grades 3-5 will use BEEP lessons and curriculum maps to guide instruction.	Reading Coach	CWT Lesson Plans	Writing samples and CWT

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Writing	Writing Professional Learning Community	School-based facilitator	Ongoing	CWT	Reading Coach
Writing	Expository and Narrative	School-based facilitator	Ongoing	Reading Coach and teachers will monitor and assess student writing as a group for mastery of rubric	Reading Coach

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

End of **Science** Goal

## Parent Involvement Goal

**Needs Assessment:** Based on information from School Grade and Adequate Yearly Progress Data:  
 Were parent involvement activities and strategies targeted to areas of academic need?  
 Based on information from surveys, evaluations, agendas, or sign-ins:  
 Was the percent of parent participation in school activities maintained or increased from the prior year?  
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on collected data, an average percentage of 77% of parents participated in Meet the Teachers Day and Open House. An average of 10% attended Family FCAT Night and Parent Training Night.		By June 2010, 25% of parents will participate in parent training opportunities.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide parent training opportunities based on the needs of the parents.	Administration and Reading Coach	Surveys	Attendance at meetings

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010 Family Nights will be conducted to assist parents in strategies to effectively work with their children	Math Science Reading Writing	Teacher Leaders	Ongoing	Parent Surveys	Administration

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

# Other Goals

No Other Goals were submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Phonics for Reading Program	School Budget	\$500.00
Science	Replacement of consumables from Delta Kits	District	\$2,000.00
			<b>Total: \$2,500.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	PTA	\$3,500.00
			<b>Total: \$3,500.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	FCAT Camp tutoring	Accountability	\$4,000.00
			<b>Total: \$4,000.00</b>
			<b>Final Total: \$10,000.00</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
Materials and teacher salaries for FCAT Tutorial Camp	5000

Describe the Activities of the School Advisory Council for the Upcoming Year

Team Building for SAC team members  
 Review of student achievement data  
 Review of school objectives and action steps  
 Determine parent training components  
 Monitoring of action steps of SIP  
 Aligning action steps based upon student needs

## SAC Members

### Members

1) Vered Roberts, Principal

- 2) Tamara Simkin Zaslow, SAC Chair
- 3) Amanda Hicks, Teacher
- 4) Debbie Covard, Teacher
- 5) Angela Senghor, Business Member
- 6) Tom Grizzle, Parent
- 7) Laurie Hartman, Parent
- 8) Jill Martinez, Parent
- 9) Gary Newman, Parent
- 10) Gus Zambrano, Parent
- 11) Michelle Firth, Parent
- 12) Maria Babich, School Support Personnel
- 13) Benovra Williams, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward HOLLYWOOD HILLS ELEMENTARY SCHOOL 0111																			
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 387 Math: 387		2008-2009 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? NO															
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.													
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math				
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	
TOTAL <sup>4</sup>	100	Y	100	Y	82	Y	83	Y	93		Y				NA	23	18	NA	19	17	NA	83	NA	77	NA							
WHITE	100	Y	100	Y	88	Y	87	Y			Y				NA	17	12	NA	14	13	NA	84	NA	78	NA							
BLACK	100	Y	100	Y		NA		NA			NA				NA			NA		NA												
HISPANIC	100	Y	100	Y	77	Y	82	Y			Y				NA	26	23	NA	19	18	NA	85	NA	80	NA							
ASIAN		NA		NA		NA		NA			NA				NA			NA		NA												
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA		NA												
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	69	Y	68	Y	87		Y				NA	34	31	NA	34	32	NA	76	NA	72	NA							
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA			NA		NA												
STUDENTS WITH DISABILITIES	99	Y	99	Y	57	N	61	N			NA				NA	53	43	Y	38	39	N	65	NA	62	N							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward HOLLYWOOD HILLS ELEMENTARY SCHOOL 0111																			
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 428 Math: 428		2007-2008 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? YES															
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.													
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math				
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	
TOTAL <sup>4</sup>	100	Y	100	Y	77	Y	81	Y			Y				NA	25	23	NA	22	19	NA	73	NA	81	NA							
WHITE	100	Y	100	Y	83	Y	86	Y			Y				NA	18	17	NA	19	14	NA	77	NA	87	NA							
BLACK	100	Y	100	Y		NA		NA			NA				NA			NA		NA												
HISPANIC	100	Y	100	Y	74	Y	81	Y			NA				NA	29	26	NA	21	19	NA	70	NA	79	NA							
ASIAN		NA		NA		NA		NA			NA				NA			NA		NA												
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA		NA												
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	66	Y	66	Y	94	87	N				NA	39	34	NA	31	34	NA	64	NA	66	NA							
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA		NA												
STUDENTS WITH DISABILITIES	99	Y	99	Y	47	Y	62	Y			NA				NA	49	53	N	39	38	NA	54	N	59	NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward HOLLYWOOD HILLS ELEMENTARY SCHOOL 0111																			
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 434 Math: 434		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? YES															
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.													
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math				
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	
TOTAL <sup>4</sup>	100	Y	100	Y	75	Y	78	Y	93		Y				NA	29	26	NA	23	22	NA	70	NA	75	NA							
WHITE	100	Y	100	Y	82	Y	81	Y			Y				NA	22	19	NA	16	19	NA	76	NA	75	NA							
BLACK	100	Y	100	Y		NA		NA			NA				NA			NA		NA												
HISPANIC	100	Y	100	Y	71	Y	79	Y	88		Y				NA	38	29	NA	25	21	NA	67	NA	74	NA							
ASIAN		NA		NA		NA		NA			NA				NA			NA		NA												
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA		NA												
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	61	Y	69	Y	90	94	Y				NA	37	39	NA	35	31	NA	55	NA	68	NA							
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA		NA												
STUDENTS WITH DISABILITIES	100	Y	100	Y	51	Y	61	Y			NA				NA			47	NA	27	39	NA	45	NA	56	NA						

## SCHOOL GRADE DATA

Broward School District HOLLYWOOD HILLS ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	89%	88%	95%	71%	343
<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
<b>% of Students Making Learning Gains</b>	80%	69%			149
3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>					

						1 or 2
<b>Adequate Progress of Lowest 25% in the School?</b>	69% (YES)	63% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					624	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

Broward School District HOLLYWOOD HILLS ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	85%	86%	89%	53%	313	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	68%	78%			146	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	64% (YES)	63% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					586	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

Broward School District HOLLYWOOD HILLS ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	81%	84%	90%	52%	307	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	68%	73%			141	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	54% (YES)	81% (YES)			135	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					583	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested