

***U.S. Department of Education***  
***2023 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I      [X] Charter      [ ] Magnet [ ] Choice

Name of Principal Ms. Johna Giordano  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hollywood Academy Of Arts And Science  
(As it should appear in the official records)

School Mailing Address 1705 Van Buren Street  
(If address is P.O. Box, also include street address.)

City Hollywood      State FL      Zip Code+4 (9 digits total) 33020-6829

County Broward County

Telephone (954) 925-6404      Fax (954) 925-8123

Web site/URL https://www.hollywoodcharter.org      E-mail JGiordano@hollywoodcharter.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\* Dr. Eddie Ruiz      E-mail eruiz@charterschoolsusa.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Broward      Tel. (754) 321-2135

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Ken Haiko  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## PART I – ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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**Data should be provided for the current school year (2022-2023) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 125 Elementary schools (includes K-8)
  - 43 Middle/Junior high schools
  - 37 High schools
  - 0 K-12 schools
- 205 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☒ Urban (city or town)  
☐ Suburban  
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	166
1	199
2	197
3	184
4	191
5	200
6	155
7	170
8	156
9	0
10	0
11	0
12 or higher	0
Total Students	1618

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 11 % Black or African American
  - 30 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 56 % White
  - 2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 5%

If the mobility rate is above 15%, please explain:

N/A

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	32
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	40
(3) Total of all transferred students [sum of rows (1) and (2)]	72
(4) Total number of students in the school as of October 1, 2021	1562
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):  
Russian, Spanish, Arabic, Haitian-Creole, Hungarian, Italian, Mandarin, Portuguese, Romanian, Turkish, Ukrainian, and Uzbek

English Language Learners (ELL) in the school: 19 %  
304 Total number ELL

7. Students eligible for free/reduced-priced meals: 53 %  
 Total number students who qualify: 855

8. Students receiving special education services with an IEP: 5 %  
Total number of students served 83

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>12</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>20</u> Other Health Impaired
<u>1</u> Developmental Delay	<u>24</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>58</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %  
Total number of students served: 26

10. Number of years the principal has been in the position at this school: 4

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	86
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	92%	97%	96%	94%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Hollywood Academy of Arts & Science (HAAS) is committed to educational excellence every time. HAAS is relentless in pursuing excellence in visual and performing arts and STEM education for our growing leaders. We put students first by providing a safe and secure environment where students are not afraid of taking risks and expressing their creativity. HAAS employs research and standards-based instruction, a continuous cycle of improvement, plenty of opportunities for parental involvement, and character education to build a culture of kindness and tolerance. Centered around inquiry and expression each of our Knights is challenged to connect their gift with their purpose.

17. Provide a URL link to the school's nondiscrimination policy.

[www.hollywoodcharter.org](http://www.hollywoodcharter.org)

Our nondiscrimination policy is posted on every page of our website.

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students are selected by a lottery process at our charter school.

## PART III – SCHOOL OVERVIEW

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Hollywood Academy of Arts & Science (HAAS) is a highly rated, tuition-free public charter school located in the artsy and eclectic downtown Hollywood beachside community. HAAS families, mostly Eastern European (Russian) and Hispanic, take great pride in their cultures and their involvement at the school. Many families exceed the minimum volunteer requirement and donate their time to the school on a regular basis.

The daily presence of our families creates a connected school community. Familiarly known as the "Castle" our Knights safeguard what is noble and what is right. Students feel a sense of belonging and collaboration when they see their parents on campus. Dedicated to excellence by the relentless pursuit of growth, the ambiance is vibrant and engaging. At HAAS we pride ourselves in never being complacent while creating opportunities for our students to highlight their many talents in arts and science. The visual arts program successfully draws out the talent in each student providing events, shows, and exhibitions which allow students to take great pride in their photography, drawings, paintings, graphic designs, sculptures, and many other visual art forms. Each floor on campus inspires students with murals, artwork, and photography and student-generated works in the arts. Students participate in Art and Science competitions on a monthly basis: building rocket launchers, virtual reality rooms, robotic arms, and even virtual art galleries. The arts and science are integrated together in competitions such as the National Radon Contest and SECME (Southeaster Consortium for Minorities in Engineering) competitions. Our main vision is to ensure students experience the many forms of expression and inquiry and to provide opportunities for their gifts to be appreciated. As a Title I school we opt for a holistic approach where the arts and science are prioritized at the same level as Math or Reading. We encourage our students to question, investigate, research, explore, and reject complacency. The same approach to wellness and continuous growth creates a collegiate atmosphere for staff. Faculty are challenged to pursue personal and professional growth regardless of their current achievements. Our PLC (Professional Learning Community) program features individualized professional development tailored to each staff member as well as teacher-led, small group PLCs. As an "Open Lab" teachers participate in Learning Walks and accept multiple classroom visits throughout the day all in the spirit of growth. Leader in Me practices such as setting goals, making time for goal pursuit daily, and monitoring goals are both part of the culture and the processes at the school. On any given day visitors can expect to see a plethora of student and staff incentive programs designed to promote growth above all other metrics, both personal and academic, plenty of science labs, argument driven inquiry and hand-on engaging lessons. The "Boys Knight In" and "Girls Knight Out" program allows students to see a vision of themselves in STEM careers by leveraging leaders in the community as role models in panel-based Zoom sessions. Daily academic competitions generate excitement and pride around campus. Daily incentives generate synergy and buy-in for the many online programs and competitions created to boost student engagement. Visitors can expect to see incentives granted for social-emotional goals as well as academic goals, raffles, giveaways, and positive behavioral intervention stores. Staff are recognized as motivational coaches for their students; and, each year the school theme sets the stage for building students up. Multi-tiered systems of intervention occur all day and provide students opportunities to access small groups and one-on-one services to remediate skill deficiencies in math, science, and reading. Daily interventions are paired with before and afterschool tutoring services, Saturday camps, and arrival and dismissal interventions to ensure students performing below grade level receive support to attain adequate yearly growth and catch up growth. The instructional leadership team meets weekly to monitor the progress, and adjust services for each student performing below grade level. Teachers own their student data and collaborate with families to create action plans for both home and school. The leadership team prioritizes data as the primary driver for schoolwide decisions. We welcome visitors to step into our castle of noble Knights!



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Reading/English language arts curriculum content, instruction, and assessment:**

The Reading and English Language Arts curriculum at Hollywood Academy of Arts & Science (HAAS) follows Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) standards and utilizes the My View literacy curriculum in grades K-5 and HMH (Houghton Mifflin Harcourt) Into Literature in grades 6-8. Each student's level of proficiency is measured across all of the benchmarks to ensure that standards are taught to the full rigor of their intention and to guarantee full coverage of the standards. As a high-achieving and high growth school, students are also provided with a wealth of opportunities to extend learning activities beyond the rigor of the standard. Content and instruction are delivered using a variety of high-yield strategies. Teachers model the think aloud process, draw comparisons and connections between texts, allow students time to practice, elaborate, and deepen their thinking. During the delivery of instruction, Marzano's instructional strategies and Schlechty's engagement strategies are used to engage students in the mastery of the standards. Close and Cloze reading strategies are embedded in lessons to allow students to interact with the text and monitor their comprehension. Visualization and annotation keep students engaged as they read. Students participate in discourse, hands-on learning, and project-based learning experiences. Students are given the opportunity to use critical thinking skills to develop a range of solutions. The goal is to provide student-centered learning activities, with the teacher as a facilitator. Students take formative and summative assessments as well as adaptive assessments to measure their growth. Students take the Northwest Evaluation Assessment Map Growth (NWEA) three times a year. The metrics are used in the fall for students and families to set goals on their personalized learning plans (PLPs). Families receive an individual profile report listing areas of strength and growth to better support their child's goal setting for the year. In Winter, results are used to determine growth from fall to winter, inform action plans and small group plans, and to make adjustments to PLPs and interventions. Prior to any unit being taught, students take a unit pretest. This allows teachers to target whole group instruction and small group instruction strategically and avoids wasting time on standards that students have already mastered. Formative assessment is also used as benchmarks are taught to inform daily, small group instruction. There are a variety of summative assessments used to gain insight on student achievement and progress. Performance tasks are used not only to provide an alternative way to show mastery, but to provide an opportunity for students to integrate rubric-based writing at the highest level. At the end of each unit, students take Unit Assessments on Progress Learning to check for mastery of standards taught. This data is used to re-teach or enrich previously taught standards. Student knowledge is checked weekly using progress checks provided throughout the curriculum.

#### **1b. Mathematics curriculum content, instruction, and assessment:**

At Hollywood Academy of Arts & Science (HAAS) students are exposed to a rigorous math curriculum without grade level boundaries. Students are placed in higher grade level math courses based on their data. Simply put, there are no barriers to any student accessing accelerated mathematics. Our instruction is delivered using many active learning strategies, which allow the students to show mastery through hands-on activities. Activities include cooperative grouping, capstone projects, and differentiated activities empowering students to become effective mathematicians. Within the classroom, students are not only interacting with the textbook, but they are visualizing the concepts by using hands-on manipulatives and online software applications to deepen their knowledge. Teachers are continually monitoring and providing opportunities for students to correct errors in their thinking. Accelerated students are held to high expectations and sometimes travel to other grade levels in person and on Zoom. HAAS Knights can access standards above their grade level; stage not age. Within our accelerated classrooms, students take ownership of their learning allowing the teacher to facilitate. With the use of real-world math experiences, students are exposed to unique learning opportunities to grasp and retain concepts that paper and pencil tasks cannot provide. Project-based learning like creating and sustaining a budget provide fun opportunities for students to engage with real world scenarios. Students use counters, they measure and tape floors, doors, and their surroundings and explain their mathematical reasoning. Knights experience math in music, dance, and

physical education. Similarly, students experience the arts in their math instruction in the way of data charts, probability, fractions, proportionality, unit rate, patterns, angles all with the real life application needed for the arts. Understanding of mathematical skills and concepts are measured through various formats. Students are either assessed through teacher-created assessments and/or curriculum checkpoints to aide in monitoring student progress and mastery of the state benchmarks three times per year. Math classrooms feature dry erase wall space to allow the students to tabulate and think freely. The fourth and fifth grade Knights compete in district-wide math competitions yearly. Each year, the school also competes in the Imagine Math Sweet 16. This is another great way for our students to take pride in their achievements and to continually push the bar in math to avoid complacency.

#### **1c. Science curriculum content, instruction, and assessment:**

Hollywood Academy of Arts & Science prides itself on its moniker. Being a premier school for excellence in Science is our identity. We follow the Next Generation Sunshine State Standards (NGSSS), which give equal emphasis to engineering design and scientific inquiry. Our science curriculum is based on hands-on experiments, literacy-rich activities and field trips, and interactive digital tools permitting students to think, read, write, and argue like actual scientists. In elementary grades students are taught basic concepts of life sciences, physical sciences, and earth and space sciences progressing across the grade levels. Lessons include creation of mousetrap cars, rollercoasters, simple machines, schoolwide and statewide science fairs and competitions, and family STEM and science nights. In grades 6-8 students study science in depth; science courses vary across grade levels. In grade six students study life science including cell differentiation and earth science. In grade seven students focus on genetics and the earth's formation. Students in grade eight are taught physics and earth space. STEM classes combine Science, Technology, Engineering, and Mathematics disciplines. The STEM program allows students to collaborate with one another while researching, problem-solving, and making connections to the outside world. These skills mold Knights into critical thinkers and play an important role in their lives aiding students in being college and career ready. Students are assessed using the Northwest Evaluation Assessment Map Growth (NWEA) three times per year. This allows science specific student placement in courses according to what students are ready to learn. Students in grades 5 and 8 (as well as some 4th graders and 7th graders placed in higher grade level science) are assessed at the end of the year in a state-wide summative assessment, the Florida Comprehensive Assessment Test (FCAT).

#### **1d. Social studies/history/civic learning curriculum content, instruction, and assessment:**

Civic literacy standards are embedded throughout the curriculum starting from Kindergarten and continue through eighth grade. Students begin learning about why rules exist, where the power to rule stems from in different places, and how governments are organized. Each grade level builds on student knowledge of their local region branching out each year and building upon their historical knowledge. Understanding the relevance of primary and secondary sources, how geography influences history and government, and how to be an active citizen are a just a few of the content topics students learn about. Students engage with classroom libraries, current events, and project-based learning focused on reenactments and performance tasks. Teacher use mock elections, debates, role-play, Socratic seminars, and document based questioning to deepen their ability to apply concepts in social studies. Service learning also adds to the holistic experience of students giving Knights a context to make deeper connections. Content is taught in both isolation and also as part of the integrated English Language Arts curriculum. Students identify historical context and significant contributions of individuals throughout history. We use innovative ways for students to learn about how the government works and the rationale for the existence of laws through simulations, project based learning, and healthy classroom debates. Students are assessed in primary grades using performance tasks and mastery assessments. In grade seven, all students take the Florida State Assessment for proficiency in Civic education.

#### **1e. For schools that serve grades 7-12:**

Hollywood Academy of Arts & Science offers courses to prepare students for college and career readiness. This is provided to 7th and 8th grade students. Each pathway is given through an elective. The pathways include industry certification exams that are related to the pathways' field of study which can be transferred

to Florida colleges. Pathways are facilitated by teachers with career experience and who can teach the content with a college and career mindset. Students learn the components of project-based learning and 21st century skills through civic and community duties such as providing equality and diversity to peers and members of the surrounding community. Students also maintain self-restraint and self-respect in their academic duties. The curriculum provides opportunities for students to learn entrepreneurship, informational technology, cybersecurity, coding, or Adobe creative cloud associate (visual web & video design). The curriculum ensures that all students meet the rigorous academic standards of each pathway. Through pathways, students are expected to read more complex text and participate in complex talk that reaches greater depths of knowledge than ever before. The curriculum exposes students to various career options. Students begin to think about their careers early. This provides students with an opportunity to see themselves in the real world. Students are provided academic, employability, technical, and job-specific skills to prepare for college and career readiness. These opportunities allow students to further develop and enhance skills as well as networking with people. By connecting students to what they are learning in the real world, they will be prepared and trained for entry-level jobs through in-field experience. Lastly, the curriculum supports college and career readiness by fostering independent learning. Students become independent learners and prepare for the rigors of college and/or career. Like all students, we strive to be life-long learners-which is essential for the rapidly growing workplace.

**1f. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

**2a. Arts (visual and/or performing)**

The Arts program at HAAS, known as "Renaissance," provides students with education in music, art, acting, Spanish, physical education, STEM, dance, musical theatre, and video production. The Renaissance courses allow students to attain essential knowledge as it relates to their academic base as well as their ability to perform in front of large audiences. The Renaissance curriculum deepens connections with school based on students' talents and gifts. This generates more interest in school and allows students to take pride in skills not typically celebrated in schools. Music classes promote the acquisition of knowledge in areas like reading, social studies, science, and math. Songs, musical experiments and history research take the students to another level of understanding of the Arts. Students in grades 3-8 perform for each Renaissance course twice annually. Audiences range from a couple of hundred to thousands of spectators at any given event at the Young Circle stage in Hollywood, Florida. Students display their artwork and perform in city parades and concerts regularly. After school enrichment programs complement day classes by offering other niche crafts and skills like culinary arts and various forms of dance. All of these opportunities keep students engaged and motivated to grow their artistic skills.

**2b. Physical education/health/nutrition**

Our program features year-round access to physical education with three teachers schoolwide. Students utilize our rooftop court, our two on campus dance studios, our downstairs play space, and our two multipurpose spaces. Students in K-5 receive 30 minutes of physical education daily; grades 6-8 receive 60 minutes daily focusing on physical activity and health maintenance. Through PE, students learn how to create and maintain healthy and active lifestyles by understanding the importance of a healthy body. The program provides for developmentally appropriate learning activities that will develop physical fitness, performance skills, and personalized values to provide for lifelong health and in moving such as fitness development and related skill such as balance, agility, power, coordination, and reaction time. While these skills are monitored and mastered, they are not used to measure proficiency. The physical education program also provides a variety of activities that incorporate technology and provides many ways for students to improve their mental and physical wellbeing. Students can collect data, communicate the data,

and use critical thinking skills to develop solutions. The equipment teachers and students use assists in being motivated to seek the healthy choices needed to lead a life of daily fitness.

## **2c. Foreign language(s), if offered (if not offered, leave blank)**

HAAS is home to one of the largest English Language Learning populations in our district. Currently, foreign language is offered as a Renaissance class in elementary grades for Spanish. In grades 6-8 Spanish is offered as a High School elective whereby students can earn one high school credit for enrollment in Spanish for two consecutive years. The Spanish program also features shows and performances highlighting the many Spanish cultures and dialects around the world. Students also have access to learn multiple languages and any language they would like to learn through our middle school access to Edmentum software. Future offerings include a Russian Immersion program, course in Portuguese, French, and American Sign Language.

## **2d. Technology/library/media**

HAAS is a 1-1 technology school that represents the creativity of the students in relation to the expressive arts, technology, and sciences. In technology, students express their creativity through coding, storytelling, digital arts, and 3-D design practices. Students have the chance to increase their knowledge of the world around them through lessons on robotics, space exploration, computer programming, and artificial intelligence and start to understand how the world is changing and how technology is advancing all the time. Students participate in coding challenges, robotic skill building, such as building robots and coding robots, digital art projects, and presentations facilitated through a MAC lab. The technology program is offered to grades K-8. Students in elementary grades have 45 minutes per week and middle school one hour daily to showcase what they have learned and mastered through an annual student-led presentation. Students work on mastering the 21st century skills such as communication, flexibility, collaboration, and technology literacy. These skills are intended to help students keep up with the lightning pace of today's modern markets. Each skill is unique in how it helps students, but they all have one quality in common which is essential to the development of future leaders.

## **2e. Any other interesting or innovative curriculum programs you would like to share**

# **3. Academic Supports**

## **3a. Students performing below grade level:**

Students who are performing below grade level receive various types of support in the form of intervention, tutoring, differentiated small group instruction, and Saturday school. Instruction is tailored to the needs of the students using data analysis to focus on areas of deficiency. Data from unit assessments, NWEA benchmark assessments, and FAST progress monitoring assessments are used to target the specific skills and standards students need to remediate. Alternative curriculum resources are used such as i-Ready. Intervention services are provided to students in the lowest quartile either two or three times a week depending on the tier they are on for RTI (Response to Intervention). The goal is to close the achievement gap and build a solid foundation for future learning. Benchmark assessments are adaptive and are used to collect data for students in RTI. They are tailored to each student's intervention goal. For example, interventions in reading fluency and reading comprehension. Student subgroups who exhibit significant performance gaps of 10 or more percentage points between test scores also receive push-in services from our instructional aides. This provides support in a smaller, more individual group setting. Our intervention services at HAAS provides an individual plan for each student. As students progress through the tiers and continue to show progress, they will be monitored by our interventionist and classroom teacher. HAAS did have the highest growth in the network based on our intervention data.

## **3b. Students performing above grade level:**

For students performing above grade level, we offer high achieving enriched and accelerated class placement, as well as gifted eligibility through our ESE department. Students in 2nd grade are screened each year for the gifted program using the CogAT; and, those students who achieve qualifying scores are recommended to be evaluated for the gifted program by the district. For students who are not in 2nd grade, teachers or parents can request a gifted screening at the school level, which is done using the KBIT (Kaufman Brief Intelligence Test); and, those students who achieve qualifying scores are also recommended for gifted evaluations by the district. Students who meet gifted criteria are automatically placed in high achieving classes within their grade level and with a gifted endorsed teacher. Our ESE Specialist meets with teachers to review individual gifted plans and provide strategies and resources they can use to enhance and differentiate curriculum. Gifted goals are developed based on the student's strengths and interests and they are individualized goals and project based. We group our students in a way that allows the "gifted" students to work and interact with all their peers. This allows them to peer teach with other students and reinforce their connections. As we know, the best way to learn is by teaching others. Additionally, within gifted high achieving classes, teachers use curriculum compacting to enrich and extend student learning. Data for students in high achieving classes is monitored every 4-6 weeks. If students show a decline in grades and/or progress, they can be removed from this class. This is the same for other classrooms as well. Students who have shown an increase in their data scores and grades can be moved into a high achieving class. Monitoring student data consistently is key for ensuring students are showing growth and reaching their maximum potential.

### **3c. Students with disabilities:**

Our service model at HAAS for students with disabilities is the Least Restrictive Environment (LRE). This includes push-in or pull-out services from a certified ESE teacher, based on their data, individual needs, and their ESE eligibility. Students also receive in-class and testing accommodations tailored to meet their specified needs. Data is collected and progress is monitored on a quarterly and annual basis using the DAR, KeyMath, NWEA, observations, informal assessments, and teacher and parent feedback. Curriculum resources used by ESE teachers vary depending on the student's Individualized Education Program (IEP) goals and current classroom instruction. Curriculum is designed using Universal Design for Learning (UDL) and is utilized to make instruction more accessible. Three primary ways UDL is implemented is through teaching content in different ways by designing the lesson with all students in mind, providing choices to sustain student engagement, and providing accommodations for all students. UDL allows instruction to be student-centered by creating a flexible classroom environment and a curriculum that is accessible to all students.

Training related to accommodations in the general education classroom is provided to teachers by the ESE Specialist and ESE team during RTO and professional development and on an as needed basis. BPIE (Best practices in Inclusive Education) initiatives at HAAS include using person first language, analyzing data to identify staff professional development needs related to inclusion, embedded professional development on inclusive practices for all school personnel, and developing and regularly monitoring progress for goals related to short-and long-term improvement efforts to improve inclusive educational practices.

### **3d. English Language Learners:**

HAAS has the largest population of ELL speaking students in the district with over 300 students ranging from Russian to Spanish speaking. With an increasingly diverse group of students at our school, we are consistently finding innovative ways to support our English Language Learners (ELLs). Students are identified for the ESOL program by administering the IPT (IDEA Proficiency Test) assessment at the beginning of the school year and determining if they qualify based on their score. This process involves conducting assessments to determine their English proficiency level and understand their cultural background. Teachers then use this information to develop culturally responsive instruction and interventions that support the unique learning needs of each student. Differentiated instruction is a key strategy for all our students but is especially important in planning instruction for our ELLs. Our teachers use a variety of methods such as visuals, graphic organizers and scaffolding to provide support for students at different English proficiency levels. In addition, incorporating real-life scenarios, cultural experiences, and students' interests into the curriculum helps make learning relevant and engaging. Interventions for our

ELLs include additional language support in a one-to-one or small group setting. Teachers also use technology, primarily Imagine Language & Literacy, to support language development and provide additional practice opportunities for these students. Assessment also plays a critical role in tailoring instruction to meet the needs for our ELLs. Performance based on tasks are also used as an assessment to determine if students can perform a task using the skills learned in class. It does differ from the traditional standardized and multiple-choice tests in which most students normally answer questions about how to do those skills instead of performing the task. This targeted support along with collaboration between teachers, specialists and families helps ensure that our ELLs are reaching their full academic and personal potential.

**3e. Other populations, if a special program or intervention is offered:**

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Hollywood Academy of Arts & Science (HAAS) school's culture provides a positive environment that supports scholars' academic, social, and emotional growth and college and career readiness development. Through the implementation of Franklin Covey – Leader In Me. Leader in Me which supports a whole school transformation process, by teaching 21st century leadership and life skills to students. It also creates a culture of student empowerment based on the ideas that every child can be a leader through the implementation of the 7 Habits of Highly Effective People. The 7 Habits is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration, and renewal, which are secular in nature and common to all people and cultures. Leader in Me is aligned with academic standards through the process that teaches students the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening, and speaking, self-directed learning, presentation-making, and the ability to work in groups. Students receive instruction in the 7 Habits daily at the start of each day. As a Leader in Me school, HAAS ensures that we teach skills needed to be successful in a global society such as: personal leadership – being accountable for actions and attitudes, initiative and self-discipline, making healthy choices, ability to work well with others, cross-culturally and in teams, effective communication and listening skills, ability to solve complex problems and creative thinking skills and inspires greater self-confidence with a belief that every child can be a “leader of their own life” has unique talents and can make a difference.

### **2. Engaging Families and Community:**

Hollywood Academy of Arts & Science (HAAS) implements strategies to support family engagement and collaborative decision-making. HAAS provides parents with opportunities to be involved through volunteering and through participating/attending monthly Title I meetings that include training on academics and social emotional learning. Parents are informed of the school's initiatives and student achievement goals. Parents are invited to attend summer Leader in Me Workshops that focuses on the 7 Habits of Highly Effective Families. Effective communication is the cornerstone of cultivating a positive school and home connection. Parents are oriented and contribute to the creation of the Title I -School Parent Compact, and Title I Parent & Family Engagement Plan. Parents receive weekly newsletter that include upcoming family engagement and community partnership events. School administrators host monthly events for parents, such as Live with Leadership to gather input and feedback towards school-wide initiatives and goals; and Coffee with Principal, Family Literacy Night, & STEM Night. During parent conferences and monthly meetings, parents are provided with resources and materials on a variety of helpful topics ranging from parenting skills, helping with homework, social emotional learning, students with disabilities, and English Language Learner resources. The school's website is fully functional and supports all state requirements for reporting and available in all native home languages. The website has links for: District Information, Schools, Parents and Students, and Community. Notification will be available and sent home regularly informing parents of district sponsored Literacy, Title I, and ESE support meetings and/or events. Brochures and parenting support information is available in the front office in multiple languages, multilingual staff is available to translate during conferences or meetings, registration and other forms are made available in other languages if requested, the web site can translate all text into multiple languages. Parents are provided opportunities to interact with teachers and meet required school volunteer hours. Parents are informed of school initiatives and student achievement goals. Information is disseminated on specific programs, school events and assessments.

### **3. Creating Professional Culture:**

People perform their best when they are happy. Appreciating and supporting staff is a key component of the culture at HAAS. Teachers feel valued at HAAS both because they are celebrated regularly and challenged daily. Our approach to professional development starts with our growth mindset. We frequently correct comments like, “I don't know that/how to do that” by adding the word YET to end of that sentence. Professional development is structured around collaboration and hands-on learning to prevent “sit and get”

and illustrate highly engaging strategies for learning. Each staff member crafts an individualized professional development plan (IPD). The IPD plan is reviewed, and input is provided to assist staff in performing at their highest potential. Staff share evidence via Padlet and those evidences remain active for other teachers to learn from and view. Teachers with “Highly Effective” ratings on areas of their evaluation are the facilitators of our Small Group PLC program. Faculty are challenged to present at National Conferences like ASCD, the Noble Education Institute, the National Science Teachers Association, and others. Teachers participate in “Learning Walks” where they visit other grade level classrooms and reflect on effective engagement strategies using Antonetti’s Engagement Cube. These non-evaluative learning walks contribute to the collegiate atmosphere by making the art and science of teaching part of their daily reflections and conversations. Book studies are often used in PLCs as well as school-to-school visits and national conferences. Gifts, contributions, growth, and achievements are celebrated in staff meetings, in the weekly newsletter, in email communication, in walkthroughs, and in person daily. Pouring love into the staff with small acts of kindness and recognition creates a culture of trust. In order to grow, staff must feel a deep sense of trust to try and fail. When they fail, how the leadership team encourages them will predict whether or not they want to try again. Recognizing that perfection does not exist, and that failure is only a means to access learning is part of our culture at HAAS. The staff feel comfortable sharing vulnerabilities because it is acceptable to do so. When action plans for students are created, teachers are always able to list what they need support with. Scheduled peer observations provide ways for teachers to learn on the job and not just by theory. Teachers are encouraged to practice whole wellness with access to mindfulness trainings, physical wellness and financial wellness.

#### **4. School Leadership:**

The leadership philosophy at Hollywood Academy of Arts & Science is based on relentless pursuit of growth: growth in students and growth within ourselves. Everyone is coachable and no one person has the same talents. Our gifts provide strength to each other, and we work transparently to ensure that trust, communication, and respect are placed at the forefront in every conversation and task. We put students first, and we promote practices to build students up positively. Our leadership team values collaboration and hands-on learning for staff development.

We maintain a strong structure by providing adequate support. The leadership team is comprised of (1) Principal, (1) Assistant Principal, (1) Dean of Curriculum, and (1) Dean of Students. The Instructional team is comprised of (1) Behavioral Interventionist, (3) Curriculum Resource Teachers, and 15 Team Leads. The leadership team ensures students, teachers, and parents uphold policies set by the school. Each week, a newsletter is emailed to all stakeholders providing reassurance and reminders of HAAS’ policies. Each month faculty and parents review policies. Each semester, a student success meeting is held for students to review expectations and to engage with schoolwide procedures. The leadership team ensures programs, such as parent action teams and intervention programs, are shared amongst all stakeholders. These programs ensure one voice is heard. The leadership team focuses on developing and maintaining strong relationships between parents, staff, and students. The team supports and assists grade levels in coordinating student-led conferences, community holiday events held inside and outside the school, and monthly parent academies. The leadership team focuses on having the appropriate resources for student achievement. Weekly professional development classes are organized for staff to ensure the proper methods and strategies are in place within the classroom. Daily walkthroughs are administered by the leadership team where immediate feedback is given to teachers to enhance instruction. The administrative and instructional team work together as one team to provide a positive workplace. The leadership team supports the instructional team (Curriculum Resource Teachers) with operational and professional development. The leadership team can build capacity in the next line of leaders within the building. In some instances, leadership and instructional team members have swapped roles to capitalize on talents. For example, where a leader is weak, an instructional team member may be strong – the team allows for development and voice to be heard and suggestions are taken. All in it creates a collaborative culture.

#### **5. Culturally Responsive Teaching and Learning:**

As a Title I School, HAAS serves many students and families with diverse needs and backgrounds. To ensure that equity is the cornerstone of the culture, all schoolwide processes are centered around creating a



positive school and classroom environment where learning thrives. At the start of the school year and at the beginning of each quarter students and staff attend Student Success meetings that focus on Positive Behavioral Intervention Support (PBIS). HAAS' implementation of PBIS supports, The Leader in Me, and the 7 Habits of Highly Effective People ensures that our students are taught behaviors that are positive and aligned with their personal success and cultural awareness. Hollywood Academy of Arts & Science (HAAS) addresses the diverse needs and backgrounds of students, families, and staff through the implementation of Leader in Me - The 7 Habits of Highly Effective People. The 7 Habits are based on principles of effectiveness for students, families, and staff. Implementing the Leader in Me program supports and strengthens our school community to promote diversity, equity, and inclusion. Habits like "Seek first to understand before being understood" reinforce the concept that we should listen more than we speak and allow others to be understood. Tolerance is a cornerstone of the curriculum. One critical goal, building a culture of belonging through educational equity, is at the core of creating a safe and accepting learning environment. Authentic relationships and staff who represent a variety of cultures and values to align with the student population strengthen students' sense of inclusion and belonging. To serve the many Russian and Spanish families in the school, Russian translation and Spanish translation services are provided as well as groups that families can connect with. Hispanic heritage night and access to specific activities like Salsa and Bachata dance provide avenues of cultural identification and pride that cross all demographic barriers. Another example of culturally responsive planning include our "Boys Knight In" and "Girls Knight Out" Zoom panel discussions where topics such as tolerance and self esteem, seeing a vision of all cultures in STEM careers, and practicing self love and sound decision making comprise just a few of the topics students learn about. Each year staff complete cultural awareness activities through book studies that we share and model for parents such as Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners.

## **PART VI - STRATEGY FOR EXCELLENCE**

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Though many programs contribute to making HAAS great, the one thing most positively impacting student growth and achievement at HAAS is not a program, but a growth-centered philosophy. Part and parcel of all initiatives at HAAS is the idea that no matter what we have, what we are born with, or what we already know, we should reject complacency in all its forms and instead base all that we do around growth. Everyone can grow if pride is placed to the side. By placing value on the journey opposed to the result, we encourage our students to struggle and to love struggle, for with no struggle there is no progress. From PLCs (Professional Learning Communities) dedicated to Dweck's growth mindset to student incentives, how we structure professional development, how interventions are adjusted, and even how we conduct day-to-day conversations growth is king. Each student develops their own personalized learning plan (PLP) using their data both formal and informal. Our incentive program rewards students based on their growth, not just their achievement. One example of this is our quarterly awards show. Previously known as "Honor Roll" we changed the name to "HAAS Awards" so that we could appreciate and recognize students based on their effort and growth in social emotional learning, reading, math, science, and online program usage. About four years ago we also started to reward students for growth on their NWEA (not their proficiency) with the idea that the importance of proficiency should be minimized in lieu of celebrating effort and growth. Students can attend a free field trip to an adventure action park to celebrate their growth. To date, this positively changed the school for the better as we realized that by focusing on growth, all students become proficient eventually. This same thread impacted how we structure professional development for teachers. We added the "HGH" (High Growth at HAAS) stipend which rewards the teachers with the highest growth. Winners of the HGH reward mentor staff the following year and facilitate peer-to-peer trainings. Best practices are shared in the whole group, small groups, and individual professional development sessions. Our PLCs focus on the three top areas of growth for each staff member. Small group PLCs group teachers of like growth areas together with a staff facilitator with the highest evaluative scores in that area. This growth-based culture influences every single program at HAAS.