

Hillsborough County Public Schools

Hospital/Homebound/ Homebased Programs



2019-20 Schoolwide Improvement Plan

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Hospital/Homebound/Homebased Programs

3993 E 21ST AVE, Tampa, FL 33605

[no web address on file]

Demographics

Principal: James P IR Otta

Start Date for this Principal: 7/16/2019

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School PK-12 |
| Primary Service Type (per MSID File) | Special Education |
| 2018-19 Title I School | No |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 28% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students* |
| School Grades History | 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | CS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Hospital/Homebound/Homebased Programs

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[no web address on file]

School Demographics

| | | |
|---|--|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-12</p> | <p>2018-19 Title I School</p> <p>No</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>Special Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>%</p> |

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Providing a quality education for students who are homebound or hospitalized and home based, who have a medically diagnosed physical or psychiatric condition, which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem through the use of a fluid continuum of services that creates a learning environment for students to be successful for a lifetime.

Provide the school's vision statement.

Creating an environment that establishes opportunities for hospital or homebound and home based students to be college, career and community ready for life.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

| Name | Title | Job Duties and Responsibilities |
|-------------------|------------------|--|
| Suarez, Jamie | School Counselor | <ul style="list-style-type: none"> • Interprets school records relating to new student placement decisions. • Schedules student coursework based on supportive data. • Addresses individual student needs requiring special instructional consideration and refers to appropriate school personnel as needed. • Confers with students and parents regarding the district promotion policy in relation to individual progress. • Coordinates promotion/retention paperwork leading to case discussion with parents and students regarding administrative promotion options and all related documentation. • Coordination of virtual school credit transfers and enrollment activities. • Coordinates the school-wide testing program. • Provides advisement to students and families in the areas of academic progression, career awareness and social/personal growth. • Completes articulation tasks and consults with administrators, guidance counselors and parents. • Serves as committee member of Child Study Team (CST). • Serves as committee member of Student Intervention Team (SIT). • Provides information about appropriate community resources. • Attendance at district counselor workshops for district updates and related inservicing to program faculty. |
| Fowler, Angel | School Counselor | <ul style="list-style-type: none"> • Interprets school records relating to new student placement decisions. • Schedules student coursework based on supportive data. • Addresses individual student needs requiring special instructional consideration and refers to appropriate school personnel as needed. • Confers with students and parents regarding the district promotion policy in relation to individual progress. • Coordinates promotion/retention paperwork leading to case discussion with parents and students regarding administrative promotion options and all related documentation. • Coordination of virtual school credit transfers and enrollment activities. • Coordinates the school-wide testing program. • Provides advisement to students and families in the areas of academic progression, career awareness and social/personal growth. • Completes articulation tasks and consults with administrators, guidance counselors and parents. • Serves as committee member of Child Study Team (CST). • Serves as committee member of Student Intervention Team (SIT). • Provides information about appropriate community resources. • Attendance at district counselor workshops for district updates and related inservicing to program faculty. |
| Peters, Cassandra | Principal | <p>Coordinates and oversees the programmatic and school based initiatives for students that require Hospital Homebound services and creating a positive environment where students are supported in their least restrictive environment; supporting staff development and creating opportunities for staff to provide quality of services for students; observation and evaluation of staff to ascertain quality of services for students; curriculum alignment for students and planning for intentional service delivery for students;</p> |

| Name | Title | Job Duties and Responsibilities |
|------|-------|---------------------------------|
|------|-------|---------------------------------|

programmatic planning with community stakeholders; task alignment with teachers and lessons for students based on need and their current IEP; review of attendance and cumulative data to conduct student intervention planning surrounding best practices for students; review of the LEA profile to ensure that staff and students are met with appropriate intervention that are preventative and relevant for their needs; ensuring quality of services are developed and delivered through facilitating leadership planning, child study teams and student intervention teams; ongoing fluid review of recurrent and lagging data to inform and guide staff to goals and objectives; lesson plan development with staff to ensure standards and rigor are met for individual students; creating positive culture for systemic changes through the use of district supports and professional development opportunities; implementing systems change through digitized means of operational learning online versus paper pencil; ongoing coaching to allow for staff to embed their needs throughout to drive the professional practices goals of adult learning and creating and fostering rapport and relationships with all stakeholder(i.e. parents, staff, district, site based administrators, and community partnerships).

| | | |
|------------------|--------------|---|
| Preston, JoEllen | Psychologist | <p>The school psychologist provides comprehensive services to support students, parents, and staff. This includes, but is not limited to:</p> <ul style="list-style-type: none"> • Individualized comprehensive psychoeducational evaluations and behavioral assessments for students, resulting in recommendations for appropriate instruction, intervention, and services. • Consultation with teachers, parents, school personnel, and community providers to support student progress. • Facilitation of the problem-solving process at both an individual student and program level – Member of Child Study Team, Co-facilitator of Student Intervention Team. • Leadership in data-based decision making with regard to student achievement and progress, through analysis of individual student and program-wide data. • Collaboration with school sites to assist in student transition back to school. • Leadership in crisis response follow-up and coordination with needed community services. • Training/support for teachers on a variety of topics related to student/program needs. • Participation in district Psychological Services meetings and training, for district updates and professional development to support student needs. |
|------------------|--------------|---|

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 1 | 3 | 5 | 0 | 2 | 5 | 8 | 3 | 8 | 2 | 37 |
| Not Recorded | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 2 | 4 | 3 | 0 | 0 | 13 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 2 | 0 | 0 | 5 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FTE units allocated to school (total number of teacher units)

35

Date this data was collected or last updated

Monday 9/30/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | Total |
|---------------------------------|-------------|-------|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|----|---|----|---|----|----|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 4 | 7 | 7 | 4 | 10 | 6 | 14 | 8 | 10 | 11 | 14 | 12 | 21 | 128 |
| One or more suspensions | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | 4 | 4 | 16 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 4 | 6 | 10 | 7 | 2 | 39 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 1 | 3 | 5 | 0 | 2 | 5 | 8 | 3 | 2 | 29 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 2 | 0 | 5 |

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 0% | 57% | 61% | 0% | 60% | 57% |
| ELA Learning Gains | 0% | 56% | 59% | 0% | 60% | 57% |
| ELA Lowest 25th Percentile | 0% | 52% | 54% | 0% | 53% | 51% |
| Math Achievement | 0% | 55% | 62% | 0% | 60% | 58% |
| Math Learning Gains | 0% | 57% | 59% | 0% | 60% | 56% |
| Math Lowest 25th Percentile | 0% | 49% | 52% | 0% | 54% | 50% |
| Science Achievement | 0% | 50% | 56% | 0% | 54% | 53% |
| Social Studies Achievement | 0% | 77% | 78% | 0% | 78% | 75% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | | | | | Total | | |
|---------------------------------|-----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 | |
| Number of students enrolled | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Attendance below 90 percent | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| One or more suspensions | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 1 (0) | 3 (0) | 5 (0) | 0 (0) | 2 (0) | 5 (0) | 8 (0) | 3 (0) | 8 (0) | 2 (0) | 37 (0) | |
| Not Recorded | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 1 (0) | 1 (0) | 2 (0) | 2 (0) | 4 (0) | 3 (0) | 0 (0) | 0 (0) | 13 (0) | |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 0% | 52% | -52% | 58% | -58% |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 0% | 55% | -55% | 58% | -58% |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2019 | 0% | 54% | -54% | 56% | -56% |
| | 2018 | 0% | 51% | -51% | 55% | -55% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2019 | 0% | 53% | -53% | 54% | -54% |
| | 2018 | 0% | 52% | -52% | 52% | -52% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2019 | 0% | 54% | -54% | 52% | -52% |
| | 2018 | 0% | 52% | -52% | 51% | -51% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | 0% | 53% | -53% | 56% | -56% |
| | 2018 | 0% | 54% | -54% | 58% | -58% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 09 | 2019 | 27% | 55% | -28% | 55% | -28% |
| | 2018 | 0% | 53% | -53% | 53% | -53% |
| Same Grade Comparison | | 27% | | | | |
| Cohort Comparison | | 27% | | | | |
| 10 | 2019 | 0% | 53% | -53% | 53% | -53% |
| | 2018 | 50% | 52% | -2% | 53% | -3% |
| Same Grade Comparison | | -50% | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 0% | 54% | -54% | 62% | -62% |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 0% | 57% | -57% | 64% | -64% |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2019 | 0% | 54% | -54% | 60% | -60% |
| | 2018 | 0% | 54% | -54% | 61% | -61% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2019 | 0% | 49% | -49% | 55% | -55% |
| | 2018 | 0% | 48% | -48% | 52% | -52% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2019 | 0% | 62% | -62% | 54% | -54% |
| | 2018 | 0% | 61% | -61% | 54% | -54% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | 0% | 31% | -31% | 46% | -46% |
| | 2018 | 0% | 29% | -29% | 45% | -45% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 54% | 66% | -12% | 67% | -13% |
| 2018 | 0% | 62% | -62% | 65% | -65% |
| Compare | | 54% | | | |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 67% | -67% | 71% | -71% |
| 2018 | 69% | 65% | 4% | 71% | -2% |
| Compare | | -69% | | | |

| HISTORY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 65% | 73% | -8% | 70% | -5% |
| 2018 | 67% | 70% | -3% | 68% | -1% |
| Compare | | -2% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 25% | 63% | -38% | 61% | -36% |
| 2018 | 31% | 63% | -32% | 62% | -31% |
| Compare | | -6% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 17% | 57% | -40% | 57% | -40% |
| 2018 | 15% | 56% | -41% | 56% | -41% |
| Compare | | 2% | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 19 | 32 | | 11 | 30 | | 22 | 64 | | | |
| BLK | | | | | | | | | | | |
| HSP | 6 | 27 | | 6 | | | 20 | | | | |
| WHT | 50 | | | 30 | | | | | | | |
| FRL | | | | | | | | | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | | | | | | | | | | | |
| BLK | | | | | | | | | | | |
| HSP | | | | | | | | | | | |
| WHT | | | | | | | | | | | |
| FRL | | | | | | | | | | | |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | | | | | | | | | | | |
| BLK | | | | | | | | | | | |
| HSP | | | | | | | | | | | |
| WHT | | | | | | | | | | | |
| FRL | | | | | | | | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|--|------|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index – All Students | 20 |
| OVERALL Federal Index Below 41% All Students | YES |

| ESSA Federal Index | |
|---|-----|
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 142 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 78% |

| Subgroup Data | |
|----------------------|--|
|----------------------|--|

| Students With Disabilities | |
|-----------------------------------|--|
|-----------------------------------|--|

| | |
|---|-----|
| Federal Index - Students With Disabilities | 30 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |

| English Language Learners | |
|----------------------------------|--|
|----------------------------------|--|

| | |
|--|-----|
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

| Native American Students | |
|---------------------------------|--|
|---------------------------------|--|

| | |
|---|-----|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |

| Asian Students | |
|-----------------------|--|
|-----------------------|--|

| | |
|---|-----|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |

| Black/African American Students | |
|--|--|
|--|--|

| | |
|--|-----|
| Federal Index - Black/African American Students | 0 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |

| Hispanic Students | |
|--------------------------|--|
|--------------------------|--|

| | |
|--|-----|
| Federal Index - Hispanic Students | 15 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |

| Multiracial Students | |
|--|-----|
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 40 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 0 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

In 9th grade the ELA data seemed to be consistently lower creating the need to have more intensity of instructional practices. The trend from the year before is not applicable for any of the subgroups since this would be the year of baseline for the SIP.

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

This past year would be the baseline since there was not a SIP in previous years. However the lagging date appears to be lower in: 9th grade ELA; Biology EOC; Civics EOC. The task alignment would be a problem identification that should be considered when designing a lesson plan with the end in mind with intentional planning on the FSA requirements/standards mastery.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The Algebra EOC seems to demonstrate a -6% compared from 2018-2019. The district has adopted a new Math Curriculum to address student needs so intentional planning and intensity of rigor plus

the application of task alignment would be a solution to the identified problem of need to close this gap.

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

The Biology EOC increased by 4% but there was not a trend to credit this positive increase. This year and last will serve as the baseline to project for further outcomes based upon task alignment and intensity of instructional practices.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

I do not have Title 1 at my site.

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

1. Task alignment
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

| | |
|---|---|
| #1 | |
| Title | Task alignment |
| Rationale | Based upon the lagging data, the Algebra 1 EOC results indicate a need to identify the specific tasks that are most relevant to standards mastery of FSA outcomes. District adoption of the the new Algebra 1 text will align with the standards necessary for intentional instruction with the task alignment to plan for student outcomes. |
| State the measurable outcome the school plans to achieve | Through the use task alignment, targeting the area of Statistics and the Number Systems, the students performance on the Algebra 1 EOC will increase by 40 percent after exposure and ongoing progress monitoring of task alignment has been completed. This will increase the exposure to the standards, but also increase mastery to a level of performance for students to pass the Algebra 1 EOC's. |
| Person responsible for monitoring outcome | Cassandra Peters (cassandra.peters@hcps.net) |
| Evidence-based Strategy | Based upon the students success rate, the differentiated instruction component of the newly adopted curriculum will assist with the task alignment for students to increase perform to mastery of the standards. |
| Rationale for Evidence-based Strategy | Based on the progress monitoring tools that are embedded in the newly adopted curriculum, the projection of how the students respond to the core instruction will designate how the student perform on the EOC . |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Differentiated instructional practices 2. Task alignment 3. 4. 5. |
| Person Responsible | Cassandra Peters (cassandra.peters@hcps.net) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Even though Hospital/Homebound/ Home Based student do not receive Title 1 funding as a source, however, two designated nights (Parent Nights) are established to conference with the students and families along with community stakeholders and partners invited to attend. Every one of the families conferences with the teachers on a frequented basis above and beyond just designated parental nights.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Hospital/Homebound/Home Based makes use of the board adopted curriculum for elementary through secondary students that require social emotional instruction that is tied to their IEP's for delivery of skills necessary for mastery.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Through the use of the transitional team for the district, professional development has been established to inform staff about transition access and processes to make the systems here at Hospital/Homebound/ Home Based more fluid and meet the expectations to create college, career and community ready students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The district has aligned curriculum for all populations for Hospital/Homebound/Home Based programs to create and foster inclusive practices and expectations of FAPE. Continuous communication between the Area Superintendent and the General Director are ongoing to capture the needs of the site and needs of the students we serve. The Home Based students are provided instruction on their level of social emotional development and run concurrent with what skills they need to ascertain prior to return to their home zoned schools. The leadership team has planned various meeting to address the lagging data and the need to address attendance for all students that require our services as a district. Leadership meetings are held once per week and the student intervention meetings are held weekly as well. The child study teams are held once per month, and more frequently should the need arise.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Hospital/ Homebound/ Home Based is working on establishing community partnerships and is embedding this through our Family Friendly Parent nights working conjointly with Transition Services, APD, SEDNET, FDLRS and other statewide projects that can assist our families with planning.

Part V: Budget

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

| | | | |
|---------------|--------|--------------------------------|---------------|
| 1 | III.A. | Areas of Focus: Task alignment | \$0.00 |
| Total: | | | \$0.00 |