Hospital/Homebound/ Homebased Programs

2020-21 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: 6/9/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	28%
2019-20 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
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.](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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3993 E 21ST AVE, Tampa, FL 33605

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	%

School Grades History

Year

Grade

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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 hospitalized/ homebound and home based students to be college, career and community ready for life.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Suarez, Jamie	School Counselor	• 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	• 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	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;

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	The school psychologist provides comprehensive services to support students, parents, and staff. This includes, but is not limited to: • 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.

Demographic Information

Principal start date
Tuesday 6/9/2020, James P IR Otta

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

35

Demographic Data

2020-21 Status (per MSID File)	Active
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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](#).

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	12	8	9	5	10	7	14	11	10	19	11	8	25	149
Attendance below 90 percent	1	0	0	0	0	0	2	0	0	2	2	0	5	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	0	0	0	0	1	0	1	6	0	0	0	0	9
Course failure in Math	1	0	0	0	0	1	0	1	6	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	2	3	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	1	0	2	3

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	1	0	0	0	0	1	0	1	6	0	3	0	5	17

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 6/9/2020

Prior Year - As Reported

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	
Number of students enrolled	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	
One or more suspensions	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	
Level 1 on statewide assessment	0	0	0	1	3	5	0	2	5	8	3	8	2	37

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	4	7	7	4	10	6	14	8	10	11	14	12	21	128
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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**	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
	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					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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
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

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
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%	2
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%	0

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%	0

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%	0

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%	1

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%	2

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%	0

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%	0

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%	0

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%	2

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.

Due to the non traditional and uniqueness of the Hospitalized/Homebound Program, looking at data presented and collected from the reporting system, it would be the Algebra EOC where we scored at a 65% rate compared to the district data of 73%. With the presented lagging data from 2018, we decreased performance by 6%. We have a very transient population, and the needs of the students being primarily ESE students creates further gaps once they are determined eligible and the medical needs can contribute to the basis of both lost instruction and seat time for each student assigned to the program.

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

Again due to the transient population and the unique nature of the program, making use of the recent data it would demonstrate that Algebra EOC for students would be of the greatest decline at a -6% compared to previous school years date in 2018. In 2019, the percentage of passing rate is indicated as 25% and 2018 is indicated as 31%. The lack of instructional time along with the transient population makes it hard to demonstrate accurate depictions of student performance.

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.

Looking at the unique need of the program, it is evident that the Civics EOC data is at a negative 71 % which would be of definite concern. AS we progressed through this school year, it was comprised of two instructional days for students, whereas in a traditional brick and mortar school it would be at least five days per week. Prior to the second semester, the data was reviewed as attendance was a concern as well as instructional time so the increase to three days per week was designated to assess if a new change would occur. Again, the students are transient and this data may not be indicative of the students that ended up in the program at the end of the semester.

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

In the area of Biology, from 2018 at 0 % to 2019 at 54%, this increase would be due to the actual time of instruction and the attendance measures that were tracked frequently with the Student Intervention Team. Again, the transient population can attribute to the score as well since some come in with prior knowledge and the continuation of quality instruction was provided for our students with rigor and standards aligned to the end of year expectations.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our program is very transient and fluid, so when considering the EWS data, we have to focus on the need of the Exceptional Student Education needs as designated and delivered by our program. We will continue to monitor the attendance rate and instructional practices to increase participation through quality instruction for our students most current needs as designed through their IEP's to address educational, medical and social emotional needs.

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

1. Increase attendance and participation through frequent monitoring
2. Monitor the participation in the area of Civics EOC for SWD
3. Increase the number of students black students passing the FSA
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:	Based on the current data presented, the current rate of passing the Civics EOC is down by -69 % from 2018. Through the use of task alignment and use of the new instructional materials, the teacher can increase the participation through varied ways to engage students and continue to provide them access of the standards in unique ways due to the medical implications of our students. Also another way to increase student engagement and attendance is to increase the amount of instructional time within the schedule to embed natural opportunities for the students to be exposed to the standards expectations.
Measurable Outcome:	Given increased time for instructional engagement and by task alignment the performance of students by year end for the Civics EOC will increase 10% or more with monitoring of attendance and progress monitoring tools on a frequented basis. Due to the unique needs of the population we serve it will be contingent upon the enrollment within this subject area and when it is captured through out the year.
Person responsible for monitoring outcome:	Cassandra Peters (cassandra.peters@hcps.net)
Evidence-based Strategy:	Making use of the CPALMS as a guide for the teachers to make use of for instructional practices, the students will also be presented ways to access information through various modalities and platforms. Instructional methods will be tied to authentic and both formative/ summative means for assessment to ensure that quality of instruction has been provided with the designated supports as outlined in the students Individualized Educational Plan.
Rationale for Evidence-based Strategy:	

Action Steps to Implement

No action steps were entered for this area of focus

#2. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	Attendance is an ongoing area of concern due to the unique needs of the program. Often the students that begin are not the ones that remain, so keeping direct conversations through the use of the Leadership Team and Student Intervention Teams permits us to have frequented conversations surrounding the needs of our students proactively before the gap continues to ensue. After review of the data, our attendance has increased to nearly almost 2% increase from 2018 to 2019. Continuing to monitor students engagement through monitoring of attendance will permit the program to flourish and have sustainable growth even with the transient populations we provide services
Measurable Outcome:	Through the structured use of the Leadership Team, the team will align attendance meetings biweekly so that the teachers are able to continue to provide quality instruction and deliver interventions through the use of the Student Intervention Team. The program increased attendance through the frequented meetings by almost 2% in 2019, and would like to continue to increase at another 3% for this upcoming school year.
Person responsible for monitoring outcome:	Cassandra Peters (cassandra.peters@hcps.net)
Evidence-based Strategy:	Once the students have been identified, the Leadership Team will conduct meetings to address the multi tiered levels of support that the student has responded through via the teacher. After Tier 1 has been delivered, the Leadership Team will address the concerns via referral that are provided from the teachers tot he guidance team at the Hospitalized/ Homebound Program. Once the referrals are submitted, the referrals will be placed into an agenda where each teachers will be invited to produce documents and supporting evidence that Tiered supports have been provided for the student(s) to gain active engagement in classes. Once the teacher has reviewed the interventions, the Student Intervention Team will address and problem solve for next steps for each students current and most relevant needs to also include medical concerns or changes. After the intervention has been developed with the team, implementation has occurred , then follow up would occur no later than four weeks after the intervention was implemented.
Rationale for Evidence-based Strategy:	The priority of making use of the MTSS model of support is to create quality instruction with the evidenced based models of support. This provides the teachers and the students a ways to have the needs addressed most readily and according to the most current needs of each individual student. The resources to be used would be the Leadership Team which encompasses: School Social Worker, School Nurse, Guidance, ESE Specialist, Site Administrator and Staffing Specialist.
Action Steps to Implement	

No action steps were entered for this area of focus

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Based upon the lagging data in the area of FSA Math(2018/19), and students achievement in Level 3, Hospital Homebound students have made no progress according to the ESSA dat sheet of performance that indicates a 0.
Measurable Outcome:	Hospital/Homebound students will increase the pass rate for FSA Math by 2% in order to achieve the results necessary to move towards mastery of skills needed to graduate with the components for graduation.
Person responsible for monitoring outcome:	Jamie Suarez (jamie.suarez@hcps.net)
Evidence-based Strategy:	Every 4.5 weeks the Problem Solving Leadership Team will review the interventions that are being implemented by the teachers to progress monitor the students progression through the standards for Math. This will include all of the students, specifically identifying the students not responding to instruction, and ensuring that intensive supports are being provided in order for the students to achieve Level 3. Currently, some of the students receive 1:1 instruction beyond the school day with the teacher of Math. Other contributing factors are the low socioeconomic status of some of the students, and making use of evidence based practices to reinforce necessary skills is occurring through supplemental programs designed for individual students.
Rationale for Evidence-based Strategy:	Based upon student performance, the resources being used with Hospital Homebound students is making use of the supplemental programs that identify the problematic areas to support the students progression through the rigor of the Math standards. Every 4.5 weeks, the Problem Solving Leadership Team will review with the teacher of Math, the data, and then provide access to the Junior FSA and Senior FSA classes/iXL assigned to provide the additional support necessary to address the standards through task analysis methods.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The Leadership Team will continue to maintain completion of attendance monitoring so that the deliberate review of attendance can ascertain if the students are receiving the necessary instruction to perform adequately with mastery for the Civics EOC. Through the use of backwards design, the students will be expected to have the understanding of what the EOC will bring in advance so when instructional delivery is being completed, they will know through the varied ways of assessment what is to come. The Leadership Team will continuously meet at least every two weeks to assess the needs of the students to address the needs proactively prior to the completion of the course.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Within the Hospitalized/Homebound and Home Based Programs, the environment is student centered as well as student driven. Within the positive conditions of ongoing positive engagement, the active engagement between both the students and the families is coherent and seamless. The Hospitalized/Homebound and Home Based Programs embrace fluid communication between families, staff and students to honor the best practices that Hillsborough County School is designed to deliver. We have various community partnerships with mental health provides, churches, families and organizations throughout the Hillsborough County area. Our teachers and staff are communicative partners with families weekly and provide feedback often so that are families are always included in the decision making process that manifests into specially designed instructional practices that are well suited for each of our students' needs. Parent Family Nights are established to create an environment where any and all stakeholders are apprised of the happenings in the Hospitalized/Homebound and Home Based programs during the nights of festivities. Throughout the year, several ongoing professional interactions to work with any and all district level personnel to create quality of instruction as well as the correct materials necessary to generate the most sound instruction for each students' individualized needs as guided by the IDEA provision for students with disabilities. Part of the ongoing positive culture is to create a platform of both voice and choice for our students, families and the staff so that through every need we are all part of a student centered solution.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
2	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00