

Polk County Public Schools

# Hospital Homebound



2021-22 Schoolwide Improvement Plan

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# Hospital Homebound

1909 FLORAL AVE S, Bartow, FL 33830

[ no web address on file ]

## Demographics

**Principal: Lisa Carr**

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	0%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Polk 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](http://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

1909 FLORAL AVE S, Bartow, FL 33830

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School PK-12</p>	<p><b>2020-21 Title I School</b></p> <p>No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>Special Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>%</p>

## School Grades History

<p><b>Year</b></p>	<p><b>2020-21</b></p>	<p><b>2013-14</b></p>
<p><b>Grade</b></p>		<p> </p>

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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.**

The mission of the Hospital Homebound Program is to provide eligible students with the materials and specialized instruction necessary to support progress toward graduation requirements.

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

The vision of Hospital Homebound is to create an environment that establishes opportunities for 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	Position Title	Job Duties and Responsibilities
Carr, Lisa	Senior Manager	Senior Manager. Coordinates and oversees the operations of the Hospital Homebound Program including the 17 full time staff members and approximately 50 Part time teachers. Collaborates with families, Doctors, and school sites to place the student in the least restrictive setting allowing them to continue their education while enrolled in Hospital Homebound. Maintains open communication at all times between students, families, teachers and medical personnel. Develops an individual schedule for each student taking into account accommodations indicated on their IEP. Coordinates the school-wide testing program. Monitors and maintains grades and attendance for all enrolled students with a special focus on students with extra risk factors. Addresses individual student academic needs through virtual, teleclass or field teaching programs. Supports staff with ongoing Professional Development and implementation of new programs. Works with teachers on increasing the rigor in our classes and meeting the needs of all levels of learners.

### Demographic Information

**Principal start date**

Thursday 7/1/2021, Lisa Carr

**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.*

0

**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.*

0

**Total number of teacher positions allocated to the school**

17

**Total number of students enrolled at the school**

113

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

2

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

3

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	7	7	4	2	9	10	6	8	11	19	11	6	15	115
Attendance below 90 percent	2	4	2	1	0	7	2	2	2	10	6	4	10	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	4	3	0	0	7
Course failure in Math	0	0	0	0	0	0	0	0	0	7	4	0	5	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	3	2	3	2	3	0	1	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	3	3	3	2	6	0	4	22
Number of students with a substantial reading deficiency	0	0	0	0	4	0	0	0	1	0	0	0	0	5
	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	

**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	1	0	1	4	3	4	4	4	5	2	7	35

**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	1	0	1	1	0	0	3

**Date this data was collected or last updated**

Thursday 6/24/2021

**2020-21 - 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	6	2	2	6	9	3	10	10	22	13	11	13	9	116
Attendance below 90 percent	3	0	0	2	2	1	2	1	7	11	9	8	6	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	1	2	2	1	1	2	1	1	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	1	4	2	3	2	0	0	0	15

**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	1	2	0	2	1	3	3	3	0	1	16

**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	1	0	0	3	2	0	5	4	7	4	3	2	2	33
Students retained two or more times	0	0	0	0	0	0	1	0	1	2	0	1	0	5

**2020-21 - 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	6	2	2	6	9	3	10	10	22	13	11	13	9	116
Attendance below 90 percent	3	0	0	2	2	1	2	1	7	11	9	8	6	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	1	2	2	1	1	2	1	1	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	1	4	2	3	2	0	0	0	15

**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	1	2	0	2	1	3	3	3	0	1	16

**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	1	0	0	3	2	0	5	4	7	4	3	2	2	33
Students retained two or more times	0	0	0	0	0	0	1	0	1	2	0	1	0	5

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					61%	61%		54%	60%
ELA Learning Gains					58%	59%		52%	57%
ELA Lowest 25th Percentile					49%	54%		46%	52%
Math Achievement					61%	62%		55%	61%
Math Learning Gains					56%	59%		54%	58%
Math Lowest 25th Percentile					52%	52%		51%	52%
Science Achievement					52%	56%		48%	57%
Social Studies Achievement					79%	78%		85%	77%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	0%	52%	-52%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	48%	-48%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	47%	-47%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	48%	-48%	54%	-54%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	0%	42%	-42%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	48%	-48%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	73%	45%	28%	55%	18%
Cohort Comparison		0%				
10	2021					
	2019	0%	42%	-42%	53%	-53%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	56%	-56%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	56%	-56%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	51%	-51%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	39%	-39%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	35%	-35%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	45%	-45%	53%	-53%
Cohort Comparison						
08	2021					
	2019	0%	41%	-41%	48%	-48%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	40%	54%	-14%	67%	-27%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	70%	-70%	71%	-71%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	57%	-57%	70%	-70%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	8%	50%	-42%	61%	-53%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	53%	-53%	57%	-57%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Effective Fall 2021 Hospital Homebound students will have access to STAR Reading and Math testing so that we can do Progress Monitoring Assessments. We will assess each student during the three windows if they are enrolled with us and medically able.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			



Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
WHT											

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	46	27		22							
HSP	50										
WHT	45			18							
FRL	40			27							
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

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	6
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	6
Total Components for the Federal Index	1
Percent Tested	

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	0
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	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Due to COVID there was not any Statewide testing data for 2019 and 2020.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Due to COVID there was not any Statewide testing data for 2019 and 2020. Historically reading is an area that many of our students are needing improvement.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Many Hospital Homebound Students enter our program academically behind due to their poor attendance records. In the fall of 2021 Hospital Homebound Students will have access to STAR as a progress monitoring tool to make predictions and identify needed areas of remediation for students.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Due to COVID there was not any Statewide testing data for 2019 and 2020.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

It is anticipated that we will show an improvement for next year by using STARS for progress monitoring in Math and Reading.

**What strategies will need to be implemented in order to accelerate learning?**

Teachers will need to consistently monitor student progress towards mastery of standards and reteach needed material.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teacher will be trained in how to interpret STARS Reading and Math results and ways to remediate students in their low areas.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Hospital Homebound students will be participating in STAR Assessments to provide data showing where remediation might be needed. Teachers will need to revise plans and target these areas of need to show improvement and prepare the students for FSA Exams. Case Conference will need to be held to inform all shareholders of the additional needs of the student and have the IEP Team implement the plan.

## Part III: Planning for Improvement

### Areas of Focus:

*No activities were entered for this section.*

### **Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Our program does not have any recorded data.**

### **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.**

Due to the nature of our program our students are confined to either their homes or the hospital because of their medical conditions. We accommodate the needs of each family and student through an open door policy. If Parents and Students are able to visit our office and meet Tele class teachers and attend meetings we highly encourage it .If we are not able to meet face to face we will meet via a virtual meeting platform. There is at least weekly communication between all students and teachers. All of our families are provided contact information and are welcome to reach out to Hospital Homebound Staff at anytime. The parents of all students are contacted at the interim reporting times and the end of each quarter regarding their student's progress. Each family has a teacher, staffing teacher and Senior Manager they can reach our to at anytime with questions.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Our program relies on many different medical providers that make referrals of students to our program. We work with the provider to find the best academic placement for the student based on their medical situation. Teachers from a student's home school, Speech Pathologists and other therapists along with parents are included with ESE professionals at an IEP Meeting to determine the best way to meet the student's needs and provide accommodations to enable them to progress academically. Each person is assigned tasks that they are responsible for and report progress or deficiencies on a regular basis. We can hold a case conference or IEP Meeting at anytime to address any new concerns. The student's IEP can be looked at as an individual progress monitoring plan for that student. If additional services are added then that related services provider is included in future meetings and decisions.



## Part V: Budget

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

Total:	\$11,400.00
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