Hospital Homebound

2021-22 Ungraded Schoolwide Improvement Plan

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Hospital Homebound

1250 REED CANAL RD, Port Orange, FL 32129

http://myvolusiaschools.org/hospital-homebound/pages/default.aspx

Demographics

Principal: Cassie Chandler C   Start Date for this Principal: 7/27/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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 technology, materials and specialized instruction necessary to support progress toward graduation requirements.

Provide the school's vision statement.

Hospital/Homebound will enable students with catastrophic and acute illness to achieve academic success through specialized instruction.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Chandler, Cassie	Program Specialist	The School Leader will identify program needs and resources (both material and personnel) that will best support students and teachers. The School Leader communicates a vision for student achievement and guides the team's instructional growth.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Monday 7/27/2020, Cassie Chandler C

Number of teachers with professional teaching certificates?
6

Number of teachers with temporary teaching certificates?
0

Total number of teacher positions allocated to the school.
6

Total number of students enrolled at the school.
25

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.
2

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	2	1	2	4	1	3	4	0	4	3	1	0	23	48
Attendance below 90 percent	0	0	1	3	0	0	0	0	1	0	1	0	5	11
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	1	1	1	0	2	1	1	0	10	17
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	1	1	0	2	1	0	0	6	12
Number of students with a substantial reading deficiency	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	0	0	0	0	0	0	1	0	0	0	1	2

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	2	2
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
Monday 10/4/2021

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	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	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	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	0	0	0	0	0	0	0	0	0	0	0	

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 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					54%	61%		57%	60%
ELA Learning Gains					53%	59%		56%	57%
ELA Lowest 25th Percentile					44%	54%		50%	52%
Math Achievement					55%	62%		54%	61%
Math Learning Gains					52%	59%		50%	58%
Math Lowest 25th Percentile					45%	52%		46%	52%
Science Achievement					61%	56%		64%	57%
Social Studies Achievement					72%	78%		75%	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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

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
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	50			45							
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	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	72
Total Components for the Federal Index	2
Percent Tested	75%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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

Native American Students	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

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%	0

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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

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%	0

Analysis

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Hospital/Homebound student testing was impacted by the COVID pandemic. The area of focus for the 2021 school year addressed testing 90% of the students enrolled in Hospital/Homebound at the time of testing. Progress monitoring was maintained throughout the year for each testing window by counting the number of students who took a standardized test who was eligible to do so.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Due to the COVID 19 pandemic, accurate data was not able to be obtained due to parents selecting the option to not have their student participate in standardized testing.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Due to the COVID 19 pandemic, areas of improvement were unable to be accurately identified due to parents choosing option to not have their child participate in standardized testing.

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

Due to the COVID 19 pandemic, trends across grade levels were unable to be determined due to parents choosing not to that their child participate in standardized testing.

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

Due to the COVID 19 pandemic, accurately identifying strategies to put in place to impact student learning related to participation in standardized testing is unable to be determined at this time.

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.

Hospital/Homebound will continue to train all instructional staff in approved methods to administer standardized testing to Hospital/Homebound students. Testing in the home is determined by the IEP committee. Students are encouraged to test at the zone school location to have the opportunity to test during the day. A significant number of Hospital/Homebound teachers work after hours, therefore, testing could be done in the late afternoon evening. At each parent orientation meeting, the parents are given a calendar of testing dates with contact information of each school's testing coordinator.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The criteria for parents obtaining medical waivers for standardized testing is very rigorous, however, there are many health-based reasons students are unable to participate in standardized testing on a daily basis. Based upon data, 25 of students enrolled in Hospital Homebound participated in testing. Participation in standardized testing is a requirement or a contributor for many actions including grade level promotions, course completions and graduation.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal for the 2021 school year is for 90% of Hospital Homebound students to participate in standardized testing.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	At the end of the school year, the number of students who are enrolled in Hospital/Homebound at the time that testing is offered, who completed at least 1 standardized test, will be tabulated. A comparison will be made between students who did complete standardized testing and those who did not to obtain a percentage.
Person responsible for monitoring outcome:	Cassie Chandler (cchandle@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our evidence based strategy is providing meaningful feedback. We will monitor through frequent contact with students and parents. 100% of students will receive information related to participating in state-required testing, including the FSA math, FSA-ELA, End of Course Exams, and FSAA. 90% of students in Hospital Homebound will participate in the referenced testing.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Feedback has an effect size of .75 according to J. Hattie. The use of feedback improves how well students do at school. In fact, research shows that feedback has double the impact that regular teaching strategies have on student achievement. Providing feedback means giving students an explanation of what they are doing correctly AND incorrectly, with the focus of the feedback on what the students is doing right. It is most productive to a student's learning when they are provided with an explanation as to what is accurate and inaccurate about their work. Participation in state testing is a requirements of all Florida public school students and Hospital Homebound students are not exempt. An improvement is needed in this area to increase the percentage of Hospital Homebound students who participate in testing.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Participate in district training related to standardized testing

Person Responsible	Cassie Chandler (cchandle@volusia.k12.fl.us)

Share information with parents on testing date, requirements for testing, accommodations that are available to individual students, and location of testing.

Person Responsible	Cassie Chandler (cchandle@volusia.k12.fl.us)

Communicate with zone schools and individual teachers responsible as test proctors in advance of testing.

Person Responsible Cassie Chandler (cchandle@volusia.k12.fl.us)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

The Hospital/Homebound program is divided into different instructional categories with specific job roles assigned to staff members based upon student's IEP. Consultation teachers meet parents at IEP eligibility meetings, however, research into the student's medical and educational background occur prior to the IEP meeting. This allows the staff to establish a commonality with the parents and student from the initial meeting. In home teachers work collaboratively with consultation teachers when scheduling instruction. Consultation teachers work collaboratively with virtual education teachers and make sure all student and parent contact information is shared. Parents have access to all teacher contact information via phone and computer. Parents are encouraged to communicate with all Hospital/Homebound staff.

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

Staff establishes a commonality with the parents and students to support student learning.
Consultation teachers support teachers through the IEP process.
Teachers work with consultation teachers to determine instructional supports.
Teachers make contact with parents and students to support learning and provide contact information for two-way communication to occur.