

Seminole County Public Schools

Hospital Homebound Program



2021-22 Ungraded Schoolwide
Improvement Plan

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Hospital Homebound Program

450 TECHNOLOGY PARK, Lake Mary, FL 32746

[no web address on file]

Demographics

Principal: Amy Elwood

Start Date for this Principal: 11/1/2014

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)	48%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities*
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Seminole 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.

To provide instruction to students who are unable to attend school due to medical conditions and keep them connected with the Seminole County Learning Community.

Provide the school's vision statement.

To provide instruction to students who are unable to attend school due to medical conditions and keep them connected with the Seminole County Learning Community.

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

Students come in and out of the Hospital Homebound program throughout the school year. They stay in the program from as little as four weeks to as long as a school year. Students are provided instruction based on the medical stamina on a weekly basis during the time in the program.

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
Elwood, Amy	Director of Intervention Services	Duties include monitoring of students being made eligible for program services and supervision of support necessary for educational continuity
McNamara, Suzanne		Duties include assisting in determining initial eligibility for the Hospital Homebound program, creating IEP for services, acting as liaison between zone school, parent and district, finding certified teachers to work with students in their homes or on a digital platform, assisting in the transition back to the zoned school for students. Enter data into Skyward. Track and submit staff hours and student attendance.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Seminole County Public Schools
 District teachers are paid through extended contract hours to work with students after their contractual work day.

Demographic Information

Principal start date

Saturday 11/1/2014, Amy Elwood

Number of teachers with professional teaching certificates?

37

Number of teachers with temporary teaching certificates?

2

Total number of teacher positions allocated to the school.

1

Total number of students enrolled at the school.

36

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

0

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

0

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	3	1	2	6	2	2	4	1	4	2	3	1	3	34
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	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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 9/16/2021

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	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	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 FSA ELA assessment	0	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	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	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	0
Students retained two or more times	0	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					77%	61%		78%	60%
ELA Learning Gains					65%	59%		62%	57%
ELA Lowest 25th Percentile					62%	54%		52%	52%
Math Achievement					81%	62%		79%	61%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					69%	59%		70%	58%
Math Lowest 25th Percentile					67%	52%		58%	52%
Science Achievement					76%	56%		72%	57%
Social Studies Achievement					86%	78%		94%	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%	67%	-67%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	65%	-65%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	64%	-64%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	60%	-60%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019	0%	61%	-61%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	61%	-61%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	61%	-61%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	71%	-71%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	72%	-72%	64%	-64%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	65%	-65%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	65%	-65%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019	0%	32%	-32%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	62%	-62%	53%	-53%
Cohort Comparison						
08	2021					
	2019	0%	57%	-57%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	71%	-71%	67%	-67%

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	0%	61%	-61%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	64%	-64%	57%	-57%

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
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	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

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?

I-Ready for K-5, I-Ready for 6-8 for students who demonstrate a need

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

N/A

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?

N/A

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

N/A

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

N/A

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.

Teachers working with students in the Hospital Homebound program are given the IEPs of students in the program so that instruction meets individual needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Improving Reading/ELA instruction for all students. FSA achievement data reflects that less than 50% of students scored a level 3 or above on the 2021 FSA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome will be an increase in the percentage of students scoring level 3 or above on the spring 2022 FSA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

I-Ready diagnostic results
Progress towards mastery of IEP goals

Person responsible for monitoring outcome:

Suzanne McNamara
(suzanne_mcnamara@scps.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Multisensory strategies in read at home plan for parent to use.
Parent will be given information the New World Reading Initiative from Florida Department of Education
Access to tumblebooks within Clever
Access to parent guides for ELA from Florida Department of Education.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The proposed multisensory strategies read at home plan because student spends majority of time at home with parent so teachers will support the strategies.

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.

Where appropriate given each student's individual needs:

Utilizing results of DRA and iReady diagnostics to design reading acceleration support for students.

Utilizing SCPS Early Warning/MTSS systems to support interventions.

Utilizing additional research-based intervention curriculum for tier 2 and 3 students.

Person Responsible

Suzanne McNamara
(suzanne_mcnamara@scps.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.

Hospital Homebound TOA collaborates with all support staff, district wide, including but not limited to teachers, social workers, therapists, counselors, nurses, and administrators. These multi-disciplinary teams focus on providing for the support of students physical, social-emotional, and educational well-being while in our program and in the transition back to the zone school.

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

Hospital Homebound TOA is the link between the family, the zone school and the district as a whole. Fostering those relationships provides positive environment for all stakeholders and a smooth transition when child is able to return to the zone school.