

Hillsborough County Public Schools

Hospital/Homebound/ Homebased Programs



2021-22 Ungraded Schoolwide
Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	9
Planning for Improvement	15
R.A.I.S.E	0
Positive Culture & Environment	0

Hospital/Homebound/Homebased Programs

3993 E 21ST AVE, Tampa, FL 33605

[no web address on file]

Demographics

Principal: James P IR Otta

Start Date for this Principal: 7/1/2019

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
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)	28%
2020-21 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 Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Hillsborough 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.

Providing a quality education for students who are hospitalized or homebound, 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 or Homebound students to be college, career, and community ready for life.

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

The Hospitalized and Homebound Program create a temporary support for students who are in need of educational supports while being either Hospitalized or placed into their home for more than 15 days. The population that is educated through this program varies and is highly transient. Upon the direction of the medical physician or psychiatrist, the committee completes a plan that is specific to the nature and needs of each individual student at specified ranges of time. During the time that the student is participating in the program, their services are uniquely designed to mirror the educational needs of what the state expectation is for the grade level they require proficiency. The transient population may cause an influx of populations to either increase or decrease from day to day, and the program supports these needs of the students until they are transitioned back to their home zoned school or school of choice.

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
Peters, Cassandra	Principal	<p>Administrates and oversees the programmatic and district based initiatives for the students that require Hospitalized/Homebound services; Creates a positive environment where students are supported in their least restrictive environment; Supports staff developments based upon the needs of the students as well as the changing needs of the staff; Through the use of both informal and formal observations, this provides information to be able to assign the students with a quality of services based upon reflective practice; curriculum alignment for individual students for planning and intentional instructional delivery; programmatic planning and development of MOU/MOA agreements with community stakeholders to provide additional educational opportunities in other demographic areas throughout the district; frequented review of attendance through Student Intervention Teams to ensure that students remain on track for proficiency towards grade level expectations; review of the LEA profile to ensure that the staff and students are met with interventions for each students that are both preventative and relevant for the students" needs; ensuring a quality of services are developed and delivered through a facilitated leadership planning, child study teams as well as student intervention teams; ongoing and fluid review of the recurrent assessment data as well as lagging data that promote the planning for each student; creating systemic changes that require adoption of alternative ways to deliver instruction through face to face and digital platforms; implementing systems change for student platforms to be robust and task aligned to both state and district initiatives; provides professional development opportunities based upon role specific needs for teachers and staff in partnership with the district; cultivating the ongoing relationships that drive the instructional practices for students along with the students, staff and community stakeholders .</p>
Fowler, Angel	School Counselor	<p>Interprets school records relating to new student placement/enrollment; schedules students coursework based on supportive data and IEP needs; addresses individual student needs requiring special instructional consideration and refers to appropriate school personnel as needed; Confers with students and parents regrading the district promotion and retention leading to case discussion through the student intervention team platform; virtual coordination of school credits and services for students in partnership with district entities; 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, parents and students; serves as a member of the Student Intervention Team (SIT), Instructional Leadership team member (ILT), and Child Study Team (CST); provides information about appropriate community resources; supports attendance initiatives and works with families and students on attendance maintenance and attends group alike meetings for guidance counselors for integral updates for roles and responsibilities related to guidance counseling.</p>
Suarez, Jamie	School Counselor	<p>Interprets school records relating to new student placement/enrollment; schedules students coursework based on supportive data and IEP needs;</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 and retention leading to case discussion through the student intervention team platform; virtual coordination of school credits and services for students in partnership with district entities; 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, parents and students; serves as a member of the Student Intervention Team (SIT), Instructional Leadership team member (ILT), and Child Study Team (CST); provides information about appropriate community resources; supports attendance initiatives and works with families and students on attendance maintenance and attends group alike meetings for guidance counselors for integral updates for roles and responsibilities related to guidance counseling; coordinates the school-wide testing program</p>
Scott, Bea	Other	<p>Serves as liaison between the school, family, and community agencies. Consults with classroom teachers, administrators, and others to provide insight for students and understanding regarding a particular child's (or group of children's needs) behavior. Completes a comprehensive, diagnostic assessment of the child's social, emotional, and interpersonal relationships within the school, home, and community. Serves on the Child Study Team at each school to assist students experiencing attendance, academic, social, emotional, and/or health problems. Participates in staffings with local school personnel parents, and appropriate community agency staff to provide coordinated evaluation and planning. Advocates for children ensuring student's and families' rights are observed. Provides and participates in training programs. Coordinates services with other agencies to develop a comprehensive service and delivery system. Refers and helps families access community, medical, mental health, and social welfare services. Encourages an understanding of, and sensitivity to, multicultural values and traditions. Completes home visits to work with families on transition plans and interagency connections for students. Member of the Student Intervention Team and Instructional Leadership Team.</p>

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date

Monday 7/1/2019, James P IR Otta

Number of teachers with professional teaching certificates?

24

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

24

Total number of students enrolled at the school.

112

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

4

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	1	4	9	5	2	4	1	3	10	3	8	3	17	70
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	1	0	0	0	0	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	1	2	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	2	1	1	0	2	6
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	2	1	1	1	1	6
Number of students with a substantial reading deficiency	0	0	0	1	1	0	0	1	4	2	2	1	2	14

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	2	0	0	0	1	1	2	2	1	2	11

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	1	0	0	0	1	2	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/24/2021

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					57%	61%		59%	60%
ELA Learning Gains					56%	59%		56%	57%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Lowest 25th Percentile					52%	54%		49%	52%
Math Achievement					55%	62%		57%	61%
Math Learning Gains					57%	59%		53%	58%
Math Lowest 25th Percentile					49%	52%		47%	52%
Science Achievement					50%	56%		51%	57%
Social Studies Achievement					77%	78%		79%	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%	55%	-55%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	0%	54%	-54%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	53%	-53%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	27%	55%	-28%	55%	-28%
Cohort Comparison		0%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	54%	-54%	62%	-62%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	0%	57%	-57%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	54%	-54%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	49%	-49%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	31%	-31%	46%	-46%
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	54%	66%	-12%	67%	-13%

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	73%	-8%	70%	-5%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	25%	63%	-38%	61%	-36%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	17%	57%	-40%	57%	-40%

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
SWD	26	29		24	36			55			
HSP	45			43							
FRL	20			18							

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

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	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	170
Total Components for the Federal Index	6

ESSA Federal Index	
Percent Tested	52%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
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	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

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?

Every 4.5 weeks the Student Intervention Team would meet to review the interventions that were implemented by each teacher for the individual needs of students. Use of the FSA practice tests, iReady progress monitoring lessons, Achieve 3000, MyOn ongoing reading assessments, Emergent Reading, DRA, ongoing fluency assessments along with Easy CBM and iXL were administered to work with students in several areas to ensure that students were being progress monitored while they were her with us at Hospitalized/Homebound.

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

In the area of Civics, the scores increased due to scheduling adjustment from two days per week to three days per week with the students engaging in multiple platforms for instruction beyond just the instructional guides. They were exposed the Achieve 3000 lessons to assist with Tier 2 and Tier 3 intervention, and one to one instruction for some was provided. Due to the transient population some of our students are not with us all year, therefore this data reflects students that ended up with us during this moment in time, and that completed the assessment. Some of the students opted out to not participate in the EOC for Civics.

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?

Geometry is the greatest needs for our students as four out of the four students received a Level 1. The most problematic is Modeling with Geometry since three reported students received 0/9 and one student received 1/9. Many of our students are medically intensive and require repetition and

exposure to standards in varying ways. The extra practice that was given is not enough to allow for the students to capture the rigor necessary to pass this subject area, and so a change in how much time is designated along with use of the instructional frameworks is needed to progress to proficiency.

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

Hospitalized/Homebound is a unique site since the population is very transient, so the data is not representative of the students we have over long periods of time. We have students that ebb and flow in and out of the program, and so the inconsistency is within that. To indicate a trend would be highly unlikely since we do not keep the student in our program most of the time for an extended amount of time since it's a temporary placement due to medical implications.

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

In order for our students to be accelerated through learning, the teachers will need to review the data presented with the data analysis from the FSA results, and other progress monitoring tools to naturally embed the standards that need to be made proficient into structured, intentional and strategic learning lessons. Having frequented conversations through the Student Intervention Teams, as well as, making use of the supplemental materials and platforms from the district will allow for this to occur within an instructional period for our students. Keeping in mind, our students are often times here on a temporary basis then they transition back to their schools. We have requested district support to expand the support systems to create this for our students, staff and families so that acceleration can occur with them while they are at our site.

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.

Currently the teachers are receiving targeted professional development in a myriad of ways. They have access to the Teams expert to assist them in delivery of instructional models virtually as well as CANVAS to embed their instructional guides into the platform for students to create access for students on a frequented basis. Use of Virtual media professional development for teachers along with supports put into place for our families to navigate these varying platforms.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

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

Geometry is the greatest needs for our students as four out of the four students received a Level 1. The most problematic is Modeling with Geometry since three reported students received 0/9 and one student received 1/9. Many of our students are medically intensive and require repetition and exposure to standards in varying ways. The extra practice that was given is not enough to allow for the students to capture the rigor necessary to pass this subject area, and so a change in how much time is designated along with use of the instructional frameworks is needed to progress to proficiency.

Measurable Outcome:

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

In the area of Geometry, the use of the data supported through the FSA Assessment portal will be targeted to align with the need to accelerate learning through intentional instruction relative to Modeling with Geometry. The students tested may be differing from this year, but the intended outcome would be to increase this area of performance in Geometry by 25 percent in order for the students to make the gains necessary to become proficient on their performance outcome the FSA Geometry assessment.

Monitoring:

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

Every 4.5 weeks the Student Intervention Team will met to confer on students on a frequented basis to look at progress monitoring and to assess when acceleration should be occurring. Through the use of backwards planning, the students should be specifically targeted to embed the standards to obtain proficiency in Modeling with Geometry to receive direct instruction daily versus 3 days in the Hospitalized/ Homebound Program.

Person responsible for monitoring outcome:

Cassandra Peters (cassandra.peters@hcps.net)

Evidence-based Strategy:

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

Make use of supplemental programs to accelerate students through the rigor of Geometry. For example, make use of iXL, Acceleration by identification of depleted skills, mini lessons for standards based instruction with the teacher and then use formative often to check for understanding prior to assessments occurring.

Rationale for Evidence-based Strategy:

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

Our students are transient and require additional supports beyond just the text due to ongoing medical needs.. Creating supplemental ways to make learning interactive and student focused will depend upon their response to the initial instruction along with the supplemental supports to ensure that they gain anticipated rigor through initial instructional as well as supplemental instruction.

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.

Make use frequented progress through the use of ongoing assessment and use of diagnostic information to create a road map for each student.

Identify the evidence and research based supports to instruct students intentionally through formatives, data points that guide the backwards planning, and item analysis to ensure spiraling of skills to actively engage students in the learning process.

Person Responsible

Cassandra Peters (cassandra.peters@hcps.net)

Monitoring ESSA Impact:

Through the use of accommodations as well as ELL strategies naturally embedded within the curriculum and delivery of services. Making use of

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.

the supports and additional layers for supplemental instruction which will target our Hispanic, White, Economically Disadvantaged, Black/African American and all of our Student With Disabilities.

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus

Description and Rationale:

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

Attendance is an ongoing area of concern due to the unique needs of the population and program needs. The data presented is fluid and the consistent checking in frequently to ensure that students are responsive to the instruction delivered. This impacts all subgroups and requires guidance through the Instructional Leadership Team on a regular basis.

Measurable Outcome:

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

Through the use of the Student Intervention Team, the Instructional Leadership Team will consistently visit attendance for all of the students in our program to ensure that each student is completing the instructional time necessary to meet Individualized Educational Plans aligned with the district policies and procedures. The students will increase the level of attendance by 3 percent for the school year of 2021-2022.

Monitoring:

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

Through biweekly meetings attendance will be reviewed and interventions delivered through evidenced based practices that will support the needs of the transient population at Hospital Homebound. The Student Intervention Team will collaborate with teachers, student services support staff and stakeholders to align evidence based practices. The Student Intervention Team will capture notes and align district based strategies to ensure that students remain on a targeted track for attendance to increase by three percent.

Person responsible for monitoring outcome:

Cassandra Peters (cassandra.peters@hcps.net)

Evidence-based Strategy:

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

Staff will engage in frequented phone calls to students, families and guardians to ensure that attendance is ongoing so that outcomes can be measured. They will provide incentives for students to regularly attend through their Individualized Educational Plans, PBIP's, and individual incentivized programs. The interventions that will be used will align with the district policies and procedures to support each student in their educational setting, and make use of the Multi Tiered Systems of Support for students in the program through Tier 1 instruction and additional strategic supports in Tier 2, then if applicable Tier 3 intervention with individual students on a frequented basis.

Rationale for Evidence-based Strategy:

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

The priority in making use of the Multi Tiered Systems is to create quality of instructional practices and active student engagement for the students in the Hospital Homebound Program. This will permit each teacher to address the needs of each student individually and through a solution focused lens that will progress them through the anticipated rigor with the individualized supports in place. Through the use of Early Warning Systems, we can track the students while they are at our site to ensure that instruction is delivered to them while they are in attendance.

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.

Meet on a frequented basis every 4 weeks to address specific student and group needs per classes. Reconvene to check and inspect that the interventions chosen are working. (Every 2-4 weeks as needed for each students which is under Child Study)
Provide communication to parents/students that may need furthering assistance to attend this program due to medical complications and furthering external support needs.

Person Responsible

Cassandra Peters (cassandra.peters@hcps.net)

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.

When looking at the data presented regarding attendance, the Student Intervention Team will align the needs of the Hispanic population and White population so that strategies that are evidence based and unbiased can be implemented for positive trends in attendance to occur. Making use of the EWS platform will allow for us to track and guide us in the decision making process for our students. This will capture our Economically Disadvantaged, Black/African American and our Students with Disabilities who require intensive levels of specialized support which is directly tied to attendance.

#3. 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.

Due to the low scores in ELA for both Grades 4 and 5 on the FSA, this will be our area of focus related to making use of strategies for our students to have both access and exposure to standards aligned to the core.

Measurable Outcome:

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

Students in 4th and 5th grade will receive core instruction through the use of the grade level standards. Making use of the current baseline for each student, tiered interventions will be delivered through their specially designed instructional methods per their specific IEP goals. Each student will increase by at least 10 percent for the school year to demonstrate gains and growth towards expected outcomes.

Monitoring:

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

Each student will participate in diagnostic measures to align with backwards design planning, ongoing progress monitoring will be delivered as well as frequent formatives to assess knowledge towards mastery of standards and skills. Included will also be summative evaluations that incorporate the spiraling of skills aligned to the intended outcomes.

Person responsible for monitoring outcome:

Jamie Suarez (jamie.suarez@hcps.net)

Evidence-based Strategy:

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

Through frequent Student Intervention Team meeting, the team will review the frequent data collection aligned with this goal to ensure that each student received core instruction with imbedded tiered instruction. The resources that will be used will be the LAFS materials, SIPPS, Journeys, Early Intervention for Reading and other direct instructional methods that align with their specific needs and literacy development.

Rationale for Evidence-based Strategy:

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

Making use of the instructional guide will align us with what each grade level expectation is, and create a pathway for each student to be successful. The resources are board approved, evidence based, and peer reviewed and align with what each student will be required to master throughout 4th and 5th grade.

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.

Identify students in need by progress monitoring every four and half weeks to gauge who requires the additional assistance. Making use of a multitude of measures such as : performance based, standards aligned, task related and formative/summative measures to make informed instructional decisions for each student in need. Again our population is very transient and this is very strategic as we may have students from short term to long term.

Person Responsible

Cassandra Peters (cassandra.peters@hcps.net)

Ensuring that each teacher has the most up to date materials that are aligned to the anticipated rigor and expected outcomes to show both growth as well as gains for each student.

Person Responsible

Cassandra Peters (cassandra.peters@hcps.net)

Continuous use of strategies that are student focused will be monitored by the Student Intervention Team and teachers to ensure that Tier 2 and Tier 3 provisions for students in need are provided in a timely

fashion. Meeting frequently every four and a half weeks will engage teachers to collect accurate data to assist student throughout the standards progression.

Person Responsible

Jamie Suarez (jamie.suarez@hcps.net)

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.

Our subgroups to be included would be : White, Black, Hispanic, ESE and Economically Disadvantaged students in these specific grade levels to align with the reported data subgroups. This population is very transient and the groups identified now may not be the ones that are tested during the actual data gathering window.

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.

Within the Hospitalized/Homebound Program, the environment is student centered and focused. Through the use of ongoing positive engagement with families and students we make use of a collaborative model of support for academics that are aligned to standards as well as integration of social emotional awareness of each student' needs. Through fluid conversations with staff, parents, administration and support staff, Hospitalized/Homebound provides open communication that allows Hillsborough County to deliver a quality of services for the students we serve. Our teachers pride themselves on being communicative and collaborative partners with families and guardians to permit cohesive educational planning for our most medially fragile students. Through each decision making process all stakeholders are included and each decision is focused on outcomes for students.

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

We have varying stakeholders that support our students along with our staff to create a cohesive structure for Hospitalized/Homebound students. Through the Memorandums of Understanding with Tampa General Hospital and Pediatric Health Choice, we have common alignment to create an educational platform for our most critical students on a day to day basis within their facilities. Through a concerted effort we have created a new partnership with 1 Voice Academy to support our students that require services in a co-enrollment capacity to suit the children that they work with on a frequented basis. Along with these external partnerships, Bayhope Church works endlessly to appreciate all that our teaches do and support staff

throughout the year. Through all of these innerworkings, our building supports all of the needs of the most critical students at Hospitalized/Homebound and continue to work towards formulating more stakeholders through this critical year. Also the district supports staff is visible and supports the the needs of Hospitalized/Homebound Program regularly with monthly meetings to triage any additional supports our site may need.