

Hillsborough County Public Schools

# Hospital/Homebound/ Homebased Programs



2022-23 Ungraded Schoolwide  
Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the Ungraded SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>R.A.I.S.E</b>	<b>0</b>
<b>Positive Culture &amp; Environment</b>	<b>18</b>

## 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: 10/31/2022

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	ESE
<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>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	28%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Improvement Rating History</b>	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
<b>DJJ Accountability Rating</b>	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
Bryan, Wendy	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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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; 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.</p>
Flohr, Cheryl	Teacher, K-12	Teacher, SAC Chair

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

-

**Demographic Information****Principal start date**

Monday 10/31/2022, James P IR Otta

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

163

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

24

**Number of teachers with professional teaching certificates?**

23

**Number of teachers with temporary teaching certificates?**

0

**Number of teachers with ESE certification?**

23

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

4

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

2

### Demographic Data

## Early Warning Systems

### 2022-23

**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	12	5	12	7	12	6	12	10	17	12	17	27	156	
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 2022 statewide FSA ELA assessment	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		
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	
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	

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

Monday 8/22/2022

**2021-22 - 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	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		
One or more suspensions	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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	2	1	1	0	2	6	
Level 1 on 2019 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

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		51%	55%					57%	61%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains								56%	59%
ELA Lowest 25th Percentile								52%	54%
Math Achievement		41%	42%					55%	62%
Math Learning Gains								57%	59%
Math Lowest 25th Percentile								49%	52%
Science Achievement		48%	54%					50%	56%
Social Studies Achievement		57%	59%					77%	78%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	52%	-52%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	55%	-55%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	54%	-54%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	53%	-53%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	54%	-54%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	57%	-57%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	54%	-54%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	49%	-49%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	66%	-12%	67%	-13%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	73%	-8%	70%	-5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	63%	-38%	61%	-36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	17%	57%	-40%	57%	-40%

## Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	55		20	57		18	46			
HSP	41			28							
WHT	32			23	70						
FRL	36			31							
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											

**ESSA Data Review**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	193
Total Components for the Federal Index	6
Percent Tested	79%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
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
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
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	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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 related to the Areas of Focus?**

Data shows our students require reading comprehension interventions to help them achieve passing scores on district and state assessments. Progress monitoring occurs monthly as teachers and the student intervention team meet monthly to review data. Use of formative assessments, iReady, Achieve 3000, MyOn, Emergent Reading, DRA, ongoing fluency assessments, Easy CBM and iXL, and various other individual assessments, are administered as progress monitoring tools.

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

Improvement data is vague due to the transient population some of our students. Therefore the data is based on students that are with our program at assessment time. In addition, many of our students are medically intensive and require repetition and exposure to standards in varying ways. This requires differentiation to instructional frameworks in order for students to progress to proficiency.

**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?**

Student's reading comprehension skills are in need of improvement and impacts them across all subject area domains. If they struggle with comprehension, they will have a difficult time in mastering content presented. Teacher will emphasize the importance of reading comprehension across content areas and provide students with the tools needed to show individual understanding. Specially designed instructional frameworks are necessary for students to progress to proficiency.

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

When reviewing individual IEP goals, data shows that our students require additional supports in reading comprehension across all grade levels, subgroups and core content areas. In addition, Hospital/Homebound is unique in that our population can be very transient, so data trends may not be representative.

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

Actions we can take across all subject areas to accelerate learning is to emphasize the importance of reading comprehension and provide students with the needed tools to demonstrate their understanding (example working with speech pathologists to provide appropriate communication tools). Teachers embed standards into structured, intentional strategic lessons and utilize all available progress monitoring tools. Teachers will meet monthly with the Student Intervention Team to collaborate on use of supplemental interventions and materials. These interventions will be communicated as students transition to home schools.

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

Teachers will communicate their professional development needs based on data and the individual needs of students, and administration will provide such training. Speech Pathologist will provide a professional development in tools and receptive and expressive language strategies that are appropriate to help build communication and comprehension so teachers can get the best picture of students' capabilities. The ACAT team will provide a professional development to share resources that can be used to give students the opportunity to show their true abilities in expressing their knowledge and understanding.

## Areas of Focus:

**#1. Instructional Practice specifically relating to Differentiation****Area of Focus Description and Rationale:**

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

Every student in the Hospital Homebound program has an individual education plan and is extremely unique. To ensure their educational goals appropriate for their situation as a school we will analyze each students progress quarterly. With this data we will be able to correlate each child's academic success with their IEP goals.

**Measurable Outcome:**

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

Each Hospital Homebound teacher will complete a provided spread sheet with their students quarterly.. The teachers will check if a goal was mastered during the the marking period. They will also provide the level of support needed for each student. The data will be compiled quarterly for the entire Hospital Homebound program.

\*\*\*\*\*With interventions and best practice instruction in place 70% of students in hospital homebound will meet their reading comprehension IEP goal and/or objective at the participatory, support or independent level measured by teacher data collection over the course of an annual school year.

Each teacher will monitor and document each student's progress with their IEP goals.

**Monitoring:**

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

\*\*\*\* Each IEP Casemanager will collect data to determine if student is reaching their individualized reading comprehension goal/objective.

**Person responsible for monitoring outcome:**

Wendy Bryan (wendy.bryan@hcps.net)

**Evidence-based Strategy:**

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

Teacher will be utilizing District provided reading intervention and/ or curriculum programs that focus on reading comprehension.

**Rationale for Evidence-based Strategy:**

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

The district staff who have a lot of experience and knowledge have created and selected the most appropriate interventions and curriculum to help our students comprehend different topics and levels of text.

**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.

Teachers in all subject areas will emphasize reading comprehension and the strategies needed to ensure students are reading for meaning and truly getting a grasp of the content being presented through reading or someone orally reading it to them.

**Person Responsible**

[no one identified]

**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

Our subgroups are: Black, White, Hispanic, ESE and Economically Disadvantaged students in these specific grade levels to align with the reported data subgroups. Our population is very transient and the groups identified at this time may not be the ones that are tested at the time of the actual assessment window.



subgroups not meeting the 41% threshold according to the Federal Index.

## #2. 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.

Attendance and Student engagement is an ongoing area of concern due to the unique needs of the population and program needs. Frequent attendance and engagement checks are needed to ensure that students are responsive to the instruction delivered. This impacts all subgroups and requires support of Instructional Leadership Team.

### Measurable Outcome:

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

The Instructional Leadership Team will support and monitor attendance and student engagement through visits to ensure students are on task and completing instructional time as necessary to meet IEP's aligned with district policies and procedures. Students level of attendance and engagement will increase by 3% for the 21-22 school year.

### Monitoring:

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

Through bi-weekly meetings attendance will be reviewed and by observations of engagement, the Instructional Leadership Team (ILT) will collaborate with teachers students services staff and stakeholders to capture data and align district evidence based strategies to ensure that students remain on targeted track for attendance and engagement to increase by 3%.

### Person responsible for monitoring outcome:

Wendy Bryan (wendy.bryan@hcps.net)

### Evidence-based Strategy:

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

Frequent phone calls to families, individualized highly engaging lessons, positive individual incentives, observations and communication by administrator to support each student in their educational setting. Use of MTSS for students in tier 2 and 3 needing additional strategic supports.

### Rationale for Evidence-based Strategy:

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

The ILT needs to review data for early warning indicators and provide needed support. Teachers need to address the needs of students individually and through a solution-focused lens.

### 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.

ILT to meet bi-weekly to address specific student needs and review to check interventions are working. Administration, guidance and teachers to communication based on meeting to inform parents of students needing further assistance due to medical complications and possible further support.

### Person Responsible

Wendy Bryan (wendy.bryan@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 are: Black, White, Hispanic, ESE and Economically Disadvantaged students in these specific grade levels to align with the reported data subgroups. Our population is very transient and the groups identified at this time may not be the ones that are tested at the time of the actual assessment window.

## Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

Other

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Administer baseline survey to measure safety, teaching and learning, interpersonal relationships and institutional environment. This is to gain information on employees' perceptions and perspectives of the Hospital/Homebound program environment for staff. The survey will be used to address attitudes and concerns that will help the program work together to instill positive changes.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

Baseline survey will be sent out and results will be share in order to review current team climate. New administrator will communicate need for positive climate and culture within workplace. will establish bi-weekly staff meetings; weekly electronic communication; in-person dialog; set goals clearly and provide feedback; get to know everyone personally; empower staff; and celebrate achievements.

**Describe how implementation will be progress monitored.**

Implementation will be progress monitored in a variety of ways by administrator and other leaders: focus groups; observational methods; one-on-one discussions; department meetings; additional survey.

### 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.

Action Step	Person Responsible for Monitoring
New administrator will begin October 31.	Bryan, Wendy, wendy.bryan@hcps.net