

Volusia County Schools

Hospital Homebound



2022-23 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: 8/12/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2021-22 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.

Students admitted to the Hospital Homebound program have been diagnosed with an acute and/or catastrophic illness that prevent them from attending a traditional brick and mortar school even with accommodations. Students in Hospital/Homebound can include those with cognitive disabilities, multiple congenital disabilities who will never be able to attend a traditional school setting based upon the fragility of their illness as well as students who are in the Gifted program who will only require Hospital/Homebound for a short-period of time due to a short-term medical condition. Both General Education and ACCESS level students are enrolled in Hospital/Homebound at any given time. All Hospital/Homebound teachers are certified in academics and Exceptional Student Education.

Due to the severity of their illness, the amount of instructional time provided to students is greatly reduced. A typical Hospital/Homebound student will receive 4 hours of direct instruction per week. Some students may be required to complete assignments on non-instructional days. It is possible that General Education students will complete their courses using an online model with weekly support from the teachers of record. All instructional models are determined by the Individual Education Plan committee and take into consideration physician input and student medical treatment plans.

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?

No

If yes, name of the contracted education provider.

NA

Demographic Information

Principal start date

Friday 8/12/2022, Cassie Chandler C

Total number of students enrolled at the school.

14

Total number of teacher positions allocated to the school.

7

Number of teachers with professional teaching certificates?

7

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

7

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

1

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

1

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	1	0	0	1	2	0	0	2	0	1	2	1	3	13
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	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
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	1	0	0	1	2	0	0	1	0	1	1	1	2	10

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	1	0	0	0	0	0	1

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

Thursday 8/18/2022

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	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 2019 statewide FSA ELA assessment	0	0	0	0	1	1	1	0	2	1	1	0	10	17	
Level 1 on 2019 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		

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		49%	55%					54%	61%
ELA Learning Gains								53%	59%
ELA Lowest 25th Percentile								44%	54%
Math Achievement		32%	42%					55%	62%
Math Learning Gains								52%	59%
Math Lowest 25th Percentile								45%	52%
Science Achievement		45%	54%					61%	56%
Social Studies Achievement		52%	59%					72%	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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
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					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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
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							

ESSA Data Review

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

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	

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?

Students participating in Hospital/Homebound who are typically in a General Education setting require specialized instruction for the duration of the Hospital/Homebound eligibility. The area of focus that was addressed in the previous school year was providing appropriate specialized instruction while maintaining the academic integrity of the student coursework. To this extent, monthly consultation meetings were scheduled with teachers of record to progress monitor student course completion, regularly scheduled student and parent communication was completed by Hospital/Homebound consultation teachers and academic progress reports were reviewed to identify students who struggled to complete courses.

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

The majority of students in the Hospital/Homebound program who participated in courses scheduled through the online learning platform, Edgenuity, earned passing grades based on quarter, semester and end of year grades in FOCUS. The Hospital/Homebound program did work to provide extensive support to teachers of record regarding providing accommodations to students in the Hospital/Homebound program.

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?

Students in the Hospital/Homebound program can be admitted and discharged throughout the school year. Students who are in General Education coursework through an online platform can have difficulty transitioning back to the brick and mortar setting. The pace of learning for a student can differ greatly from the progress of a traditional classroom setting. Students can be behind in pace from a class and in some instances, more advanced. This creates an unintended barrier for students returning to school.

from a significant medical illness. It is not uncommon for a student to return to school prior to the end of the school year which creates an impression that this student did not complete online coursework for the year. This information was obtained by monitoring student progress in the Edgenuity platform over the past several years related to student accountability methods.

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

Based upon a review of information, elementary students are consistently assigned a Hospital/Homebound instructor that meets with them weekly for an amount of time documented in the student's Individual Education Plan. The teacher creates lesson plans based upon curriculum maps for each academic area. Using prescribed accommodations, the teacher works to establish documentation of content mastery each instructional session. Using this weekly method of instruction versus a year-long content completion expectation for students has allowed elementary students to return to school during a school year without the learning gaps experienced with secondary students.

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

Following the established practice of using individual instructional sessions for elementary students in the Hospital/Homebound program, the instructional model for secondary students will include weekly instructional sessions with each teacher of record via the use of Teams. The objective of these instructional sessions will be to break down instruction into weekly segments of learning. Student will be responsible for completing assignments that follow school-based curriculum content to their greatest extent possible using student medical information and treatment plans as a guide. Teachers of record will keep attendance in FOCUS regarding student participation in the weekly instructional sessions following Hospital/Homebound guidelines. Consultation teachers will continue to provide support to academic teachers regarding appropriate use of student accommodations. Professional Learning opportunities will be scheduled in conjunction with academic teachers as needed to support student learning. Based upon a review of student progress, students who do not demonstrate adequate progress or who are unable to meet weekly with academic teachers will be reviewed through the IEP process for possible update to services.

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.

All fulltime teachers in the Hospital/Homebound program are ESE certified. Ongoing Professional Development in UNIQUE curriculum, Edgenuity courses, IReady assessment, developing appropriate IEPS and executive functioning workshops are provided throughout the school year. In addition, Professional Learning through FDLRS in Executive Functioning and through VCS for strategies for working with students with anxiety will be provided to teachers.

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.

Secondary students in the Hospital/Homebound program had greater difficulty transitioning back to a traditional brick and mortar school and completing online coursework compared to elementary students who have weekly instructional sessions. This includes students returning to brick and mortar setting with a grade of D or higher and are on- pace with the brick and mortar classroom.

Measurable Outcome:

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

85% of secondary students in Hospital/Homebound who participate in weekly instructional sessions through the LIVE instructional model will earn a passing grade of a D or higher in each scheduled course.

Monitoring:

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

Consultation teachers will schedule monthly meetings with all teachers of record. Weekly attendance will be taken by teachers of record. Quarter grades will be compiled each quarter to document student grades in each course subject.

Person responsible for monitoring outcome:

Wendy Sydeski (wnsydesk@volusia.k12.fl.us)

Evidence-based Strategy:

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

Based upon information provided from the Hospital/Homebound department of the Florida Department of Education in May 2022, students in the Hospital/Homebound program require individual, personalized instruction from teachers of record to adequately participate in a Hospital/Homebound program. Students in the Hospital/Homebound program are not virtual students and should not be considered such. Providing at least weekly scheduled instruction will provide required instructional support for students who have a documented need for intensive specialized instruction. This will also allow students to transition back to brick and mortar schools during the school year without the instructional gaps between virtual learning and brick and mortar classrooms.

Rationale for Evidence-based Strategy:

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

Moving away from a competency based program will allow students to transition back to classrooms with withdrawal grades and avoid having to make up missed work or repeat work that has already been completed. The weekly instructional sessions are only a minimum. Additional sessions can be scheduled by either the student or teacher. This will allow the student and teacher to more closely communicate with each other regarding student progress through the course.

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.

Hospital/Homebound staff, District Placement Specialists and academic teachers of record will receive training from the District Program Specialist and Hospital/Homebound Program Specialist in assigning and implementing scheduled weekly instructional sessions with secondary students based upon students Individual Education Plans.

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.

Student progress in the weekly instructional sessions will be monitored through attendance entries in FOCUS. At- least monthly communication between consultation teachers and academic teachers will document provision of student accommodations and student completion of assignments between weekly instructional sessions. Progress reports will be completed 8 times per year to document student performance in completing assignments and participation in weekly instructional sessions. IEP review meetings will be scheduled to discuss concerns with student participation in the weekly instructional sessions and/or student progress in academic content.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students eligible for the Hospital/Homebound program are both ESE and Gen Ed students, General Education and ACCESS level students. Present levels are developed based upon a review of the student's academic history, social emotional history, developmental abilities, communication abilities and medical information. Based upon the present levels for ELA, specific goals are developed for each student. Based upon the student's individualized goals, specific ELA curriculum is assigned to the student.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Students eligible for the Hospital/Homebound program are both ESE and Gen Ed students, General Education and ACCESS level students. Present levels are developed based upon a review of the

student's academic history, social emotional history, developmental abilities, communication abilities and medical information. Based upon the present levels for ELA, specific goals are developed for each student. Based upon the student's individualized goals, specific ELA curriculum is assigned to the student.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

At the time of eligibility for the Hospital/Homebound Program, each student has an Individual Education Plan developed. Based upon present levels in ELA, annual goals are developed for students in ELA. Students who are already identified as ESE prior to admission to the hospital program already have IEPs in place with measurable goals and objectives. Goals and objectives for all students are based upon a review of student academic history, testing history, curriculum-based assessments and student work product.

Grades 3-5: Measureable Outcome(s)

At the time of eligibility for the Hospital/Homebound Program, each student has an Individual Education Plan developed. Based upon present levels in ELA, annual goals are developed for students in ELA. Students who are already identified as ESE prior to admission to the hospital program already have IEPs in place with measurable goals and objectives. Goals and objectives for all students are based upon a review of student academic history, testing history, curriculum-based assessments and student work product.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Students in grades PreK- 5 have 1:1 instruction assigned and they will not participate in LIVE instructional sessions which is the area of focus.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Chandler, Cassie, cchandle@volusia.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Due to the medical complexities of students, their grade levels, ability levels and curriculum needs, all ELA curriculum is assigned to students based upon their present levels of performance and goals on the Individual Education Plan. Examples of ELA material assigned is UNIQUE, Mobymax, ABCya, Generation Genius and Learning A-Z

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Due to the medical complexities of students, their grade levels, ability levels and curriculum needs, all ELA curriculum is assigned to students based upon their present levels of performance and goals on the Individual Education Plan. Examples of ELA material assigned is UNIQUE, Mobymax, ABCya, Generation Genius and Learning A-Z. All ELA curriculum used in the Hospital/Homebound program is research based and appropriate for students in grades K-5.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Review student academic history to develop appropriate Individual Education Plans that include goals in ELA	Chandler, Cassie, cchandle@volusia.k12.fl.us

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.

Student Attendance

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

The amount of instructional time for students in the Hospital/Homebound program is greatly reduced due to their medical conditions. Students are not able to tolerate a typical school day. For this reason, attendance in scheduled instructional sessions is very important. Attendance will be monitored through time sheets, attendance sheets and FOCUS. Students who miss 2 consecutive sessions will need to provide a medical excuse if required.

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

All parents of students in the Hospital/Homebound program complete an orientation meeting with program guidelines and policies explained to them. Attendance policies are shared with parents at orientation meetings and a copy of signed policies by the parent is kept in the Hospital/Homebound office.

Describe how implementation will be progress monitored.

Weekly monitoring of student attendance through time sheets, attendance sheets, FOCUS and parent communication

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
Share student attendance policies at all orientation meetings for Hospital/Homebound	Chandler, Cassie, cchandle@volusia.k12.fl.us