Hillsborough County Public Schools

Hospital/Homebound/ Homebased Programs

2023-24

Schoolwide Improvement Plan (SIP)

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Hospital/Homebound/Homebased Programs

3993 E 21ST AVE, Tampa, FL 33605

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Hospital/Homebound is to provide 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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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	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 .
Fowler, Angel	School Counselor	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

Name	Position Title	Job Duties and Responsibilities
		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.
Suarez, Jamie	School Counselor	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.
Flohr, Cheryl	Teacher, ESE	Inform stakeholders of mission statement and goals. To create communicate of goal progress to all stakeholders. Collect goal data from the Hospital Homebound staff and publish the results. Advertise monthly meetings. Create agenda and inform members a week before the meeting.
Martin, Heidi	Other	Eligibility for program and compliance of student's Individual Education Plans.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SAC is made up of staff, parents and community and represents all required stakeholders. The meetings are open to all staff members and parents are invited to attend. Meetings are held the first Monday of each month at 5:30pm. The SIP is sent to all staff members and the plan is posted on our website. Plan is also discussed at all monthly stakeholder group meetings (Staff Meeting, Leadership, Team Leaders, and Problem Solving Leadership Team).

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

At the end of quarter 1, the leadership team and PSLT will collect and analyze individual student data to track progress against goals. The data will be provided to the teachers and analyzed within the team. Recommendations for revision will be discussed in leadership and PSLT and then presented to SAC.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	No
2022-23 Minority Rate	69%
2022-23 Economically Disadvantaged (FRL) Rate	28%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING

	2018-19: MAINTAINING
	2017-18: MAINTAINING
	2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	4	5
Course failure in Math	0	0	0	0	0	0	0	1	3	4
Level 1 on statewide ELA assessment	0	0	0	1	2	1	1	3	0	8
Level 1 on statewide Math assessment	0	0	0	1	2	1	2	0	5	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	2	1	1	3	0	7

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	2	4	2	4	6	3	21

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	0	0	0	3	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	1	4	4	9
Course failure in Math	0	0	0	0	0	0	1	3	2	6
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	3	2	5
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	5	2	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	1	1	0	3	2	9

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	2	1	1	0	3	2	9

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	0	0	0	3	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	13	51	53	23	51	55	26		
ELA Learning Gains				55			29		
ELA Lowest 25th Percentile									
Math Achievement*	6	50	55	14	41	42	24		
Math Learning Gains				57			36		
Math Lowest 25th Percentile									
Science Achievement*	29	48	52	15	48	54			
Social Studies Achievement*	33	65	68	29	57	59	55		
Middle School Acceleration		70	70		51	51			
Graduation Rate	23	83	74		44	50	0		
College and Career Acceleration		33	53		68	70			
ELP Progress		52	55		73	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	104
Total Components for the Federal Index	5
Percent Tested	74
Graduation Rate	23

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	193
Total Components for the Federal Index	6
Percent Tested	79
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	4	1
ELL				
AMI				
ASN				
BLK	4	Yes	1	1
HSP	17	Yes	4	1
MUL				
PAC				
WHT	17	Yes	1	1

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	17	Yes	4	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	3	
ELL				
AMI				
ASN				
BLK				
HSP	35	Yes	3	
MUL				
PAC				
WHT	42			
FRL	34	Yes	3	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	13			6			29	33		23		
SWD	18			8			29	33			5	
ELL												
AMI												
ASN												
BLK	8			0							2	
HSP	22			11							2	
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	22			12							2	
FRL	17										1	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	23	55		14	57		15	29				
SWD	29	55		20	57		18	46				
ELL												
AMI												
ASN												
BLK												
HSP	41			28								
MUL												
PAC												
WHT	32			23	70							
FRL	36			31								

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	26	29		24	36			55		0		
SWD	26	29		24	36			55		0		
ELL												
AMI												
ASN												
BLK												
HSP	45			43								
MUL												
PAC												
WHT												
FRL	20			18								

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	50%	*	50%	*
05	2023 - Spring	*	53%	*	54%	*
07	2023 - Spring	60%	47%	13%	47%	13%
08	2023 - Spring	*	44%	*	47%	*
09	2023 - Spring	42%	48%	-6%	48%	-6%
04	2023 - Spring	*	54%	*	58%	*
06	2023 - Spring	*	47%	*	47%	*
03	2023 - Spring	*	46%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	53%	*	54%	*
07	2023 - Spring	*	36%	*	48%	*
03	2023 - Spring	*	55%	*	59%	*
04	2023 - Spring	*	59%	*	61%	*
08	2023 - Spring	33%	57%	-24%	55%	-22%
05	2023 - Spring	*	53%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	41%	*	44%	*
05	2023 - Spring	*	47%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	55%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	27%	49%	-22%	48%	-21%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	64%	6%	66%	4%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	65%	-5%	63%	-3%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math showed the lowest performance and the greatest decline. Due to our transient population, and the medically intensive needs of our students, it is difficult to determine trends.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math performance decreased from 24 to 14. However, math learning gains went from 36 to 57. Heavy focus on monitoring reading comprehension and teacher need for increased mathematic instructional training, may have contributed to this decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Due to our sample size and transient population, it is difficult to determine a trends.

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

ELA learning gains showed the most improvement. Our focus was on reading comprehension interventions such as iReady, MyOn, Emergent Reading, DRA and ongoing fluency assessments.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our area of concern is attendance due to fragility of our student's health.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Unpacking standards for grade levels, both general and ACCESS.
2. Understanding specially designed instruction
3. Understanding IEP goals and aligning instruction
4. Data Analysis

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teachers need assistance using student data, and grade level standards to design and implement specially designed instruction to target the individual learning needs of each student in reading and math.

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

Using individual data (IEP, FSSA, FAST), teachers will plan and implement rigorous instruction so student data reflects learning gains across content as evidenced by increasing scores.

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

Administration will observe teachers once per quarter to gather data on trends. The PSLT will analyze data to determine gains or losses and need for targeted support.

Person responsible for monitoring outcome:

Wendy Bryan (wendy.bryan@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will use grade level standards to plan and implement specially designed instruction (differentiation). Instruction will be liked to individual student data and monitored on bi-weekly basis.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Due to the unique needs of our medically fragile students, specially designed instruction based on individual data, is needed to make gains.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Conduct visits/walkthroughs to gather data on program wide trends specifically targeting standards and specially designed instruction.

Person Responsible: Wendy Bryan (wendy.bryan@hcps.net)

By When: End of each quarter - October, December, March and May

Provide support for teachers aligning instruction with standards, IEP goals and specially designed instruction.

Person Responsible: Heidi Martin (heidi.martin@hcps.net)

By When: Continous

Collect student data, analyze with the PSLT to plan for targeted support and professional development.

Person Responsible: Jamie Suarez (jamie.suarez@hcps.net)

By When: Quarterly September - May

#2. -- Select below -- specifically relating to
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed.   One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
Tier of Evidence-based Intervention   (Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Establish a positive school culture and environment that attracts new teachers and retains current teachers in the Hospital/Homebound program.

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

Hospital/Homebound program will be a workplace that leads to high internal motivation, high-quality work performance and low absenteeism and turnover as measured by job satisfaction survey.

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

Monitored in a variety of ways by the administrator and other leaders by conducting focus groups, observations, one-on-one discussions, team meetings and staff surveys.

Person responsible for monitoring outcome:

Cheryl Flohr (cheryl.flohr@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Consistent communication through monthly staff meetings and team leaders; weekly electronic newsletter; in-person dialog; clearly set goals and timely feedback; leadership opportunities and celebrating successes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Sense of belonging and satisfaction comes from consistent communication, participation and leadership/ development opportunities within workplace.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Consistent weekly communication of calendar items; development of program process and procedures; clear expectations, tasks and district/program directives.

Person Responsible: Wendy Bryan (wendy.bryan@hcps.net)

By When: Weekly August 2023 - May 2024.

Staff satisfaction survey

Person Responsible: Cheryl Flohr (cheryl.flohr@hcps.net)

By When: December 2023 and May 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

An area of focus for K-2 will be meaningful and rigorous student tasks during ELA core instruction to include standards aligned instruction, integrating scaffolds and supports, and student engagement strategies; and increasing student performance with a focus on explicit, systematic foundational skills using UFLI. In addition, using data to support targeted interventions for tier 2/3 students.

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

An area of focus for 3-5 will be differentiation strategies delivered 1:1 based on data, Core will include standards aligned instruction, integrating scaffolds and support and engagement strategies.

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 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 Measurable Outcomes

Our proficiency in ELA will increase by 10% and bottom quartile by 15% as measured by FAST in May 2024.

Grades 3-5 Measurable Outcomes

Our proficiency in ELA will increase by 10% and bottom quartile by 15% as measured by FAST in May 2024.

Monitoring

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 impact student achievement outcomes.

Monitoring will occur through walkthroughs (visits) and individual data review with PSLT.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Bryan, Wendy, wendy.bryan@hcps.net

Evidence-based Practices/Programs

Description:
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. §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?

One on one instruction is in the district's evidence-based reading plan and teaching phonics and targeted foundational skills through use of UFLI aligns with the B.E.S.T. standards.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Research shows small group or 1:1 instruction provides students with differentiated and targeted instruction.

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
The first action step to be implemented is aggressive monitoring of student instruction and implementing a shift, if needed. The second action step to be implemented is for all K-2 teachers to be trained in UFLI in to provide explicit systematic foundational skills for core.	Bryan, Wendy, wendy.bryan@hcps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

N/A

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our Problem-Solving Leadership Team (PSLT) meets weekly to ensure our students receive targeted counseling, academic support, or other supports to improve skills outside of the academic subject areas.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

All deferred 12th grade ACCESS students participate in three transition classes for preparation of postsecondary opportunities.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The PSLT meets weekly to discuss individual students and follows a schoolwide tiered model of support.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

All teachers participate in district instructional trainings, preplanning training and have access to additional trainings based on individual/program needs.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our program follows all district plans for transition from PK to kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00

2	III.B.	Area of Focus: -- Select below --:	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No