Pinellas County Schools

Hospital/Homebound

2022-23 Ungraded Schoolwide Improvement Plan

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Hospital/Homebound

2235 NE COACHMAN RD, Clearwater, FL 33765

http://it.pinellas.k12.fl.us/schools/homebound/

Demographics

Principal: Bonnie Solinsky

Start Date for this Principal: 8/18/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students Students With Disabilities White Students
School Improvement Rating History	2021-22: I 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: No Rating
DJJ Accountability Rating	2022-23: No Rating

School Board Approval

This plan is pending approval by the Pinellas 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.

Our mission is to educate and inspire all students to succeed.

Provide the school's vision statement.

100% student success.

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

The students in the Hospital Homebound school currently are unable to attend school in their zoned school due to a medical need that is confining them to their home or a hospital setting for more than 1 semester. These students have an illness that is more significant, which may require a full-time hospital setting for long periods of time or may require that they remain in their home with instruction being provided 1:1 in that home or hospital setting.

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	
Schannen, Andrea	Principal		Oversees the provision of Hospital Homebound Services. Ensures that students who need services are enrolled in the Hospital Homebound course and are actively provided with specially designed instruction for the minutes on the IEP.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Thursday 8/18/2022, Bonnie Solinsky

Total number of students enrolled at the school.
41

Total number of teacher positions allocated to the school.

11

Number of teachers with professional teaching certificates?

11

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

11

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

5

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

5

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	2	1	2	0	2	0	1	5	6	7	3	2	6	37
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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	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

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	4	5	1	4	2	4	6	4	3	7	8	6	13	67
Attendance below 90 percent	0	1	1	1	0	0	2	1	0	2	2	2	5	17
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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	4	6

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								70%	61%
ELA Learning Gains								63%	59%
ELA Lowest 25th Percentile								56%	54%
Math Achievement								72%	62%
Math Learning Gains								63%	59%
Math Lowest 25th Percentile								54%	52%
Science Achievement								64%	56%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement								81%	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%	56%	-56%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	56%	-56%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	51%	-51%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	51%	-51%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	70%	55%	15%	56%	14%
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	0%	62%	-62%	62%	-62%
Cohort Comparison		0%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
04	2022					
	2019	0%	64%	-64%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	60%	-60%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	44%	-44%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	60%	-60%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	62%	31%	31%	46%	16%
Cohort Comparison		0%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	0%	54%	-54%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	50%	51%	-1%	48%	2%
Cohort Comparison		0%				

		BIOLOGY EOC			
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	65%	62%	3%	67%	-2%

		CIVICS EOC			
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	50%	68%	-18%	71%	-21%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	70%	-11%	70%	-11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	55%	-22%	61%	-28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	32%	56%	-24%	57%	-25%

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			38							
WHT	20										
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	45			36			9				
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

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)	CS&I
OVERALL Federal Index – All Students	6
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	25

ESSA Federal Index	
Total Components for the Federal Index	4
Percent Tested	37%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American 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	20
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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?

The major area of focus for Hospital Homebound has been attendance. Due to students being in the home or hospital and due to the nature of their illnesses, students would miss instruction. The School Based Leadership Team met to discuss attendance on a regular basis and would call families, schedule conferences and where needed, send the social worker to the home to work with the family. All attempts to increase attendance were documented and monitored by the team.

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

Due to the small number of students in the sample size, data specific to progress monitoring, is based upon students that continue to receive Hospital Homebound services for more than one semester or year. As such, improved completion of course work and efforts towards better attendance show the greatest benefit to students. This resulted in a slightly improved ESE Subgroup percentage of points.

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?

Attendance, while improving, continues to affect student performance for certain students. Students that attend their services regularly, are showing progress towards standards. The data used is based upon district assessments and progress monitoring of IEP goals.

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

Because the number of students is so small, and some of the students are temporarily assigned to Hospital Homebound for services that are temporary, trends are difficult to identify in content areas, since the groups are so small.

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

Continued efforts through creative scheduling to ensure attendance for receipt of specially designed instruction and ensuring that students are completing coursework.

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 receive training to effectively deliver specially designed instruction that is reasonably calculated to ensure that students are able to keep up with coursework and curriculum content while ill.

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This ESSA subgroup did not meet requirements. The students in this subgroup either didn't participate in the state assessments or didn't perform proficiently on the state assessments.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students in the Students with Disabilities subgroup will perform with 41% proficiency or higher across all tested subject areas.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Percent of students testing will be carefully monitored to ensure that all students participate in the statewide assessments. Student attendance will be closely monitored - (monthly) to ensure that students are attending during their specially designed instruction as well as ensuring that all assigned standards-based work is completed successfully. Teachers will progress monitor student performance on IEP goals as they directly relate to the unique needs of the student to be successful while

receiving Hospital Homebound services.

Person responsible for monitoring outcome:

[no one identified]

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

Teachers will engage in explicit, systematic instruction on IEP goals, to support student completion of coursework. Proficiency on goals will be tracked and student will engage (where appropriate) in self-monitoring of progress.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

This strategy was selected due to the unique nature of Hospital Homebound service provision and the need for students to complete much of their coursework independently. By teachers engaging in explicit, systematic instruction on IEP goals and students' engaging in selfmonitoring, student success towards proficiency on the state assessments.

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.

Monitor state assessment calendars, create schedule with zoned school for Hospital Homebound students to take assessments in safe way on campus or for Hospital Homebound teacher to administer assessments in the home or hospital.

Person Responsible   [no one identified]

Monitor student progress reports quarterly, tracking that students participated in instruction and progressing towards goals.

Person Responsible   [no one identified]

Directly observe Hospital Homebound teachers with students, ensuring they are using explicit, systematic teaching practices and students are self-monitoring (where appropriate).

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

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

Hospital Homebound is a service, not a school, and therefore, students will be provided with Specially Designed Instruction to meet their unique needs. These services may or may not include reading instruction depending on the student.

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

Hospital Homebound is a service, not a school, and therefore, students will be provided with Specially Designed Instruction to meet their unique needs. These services may or may not include reading instruction depending on 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)

Hospital Homebound is a service, not a school, and therefore, students will be provided with Specially Designed Instruction to meet their unique needs. These services may or may not include reading instruction depending on the student.

Grades 3-5: Measureable Outcome(s)

Hospital Homebound is a service, not a school, and therefore, students will be provided with Specially Designed Instruction to meet their unique needs. These services may or may not include reading instruction depending on the student.

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.

Hospital Homebound is a service, not a school, and therefore, students will be provided with Specially Designed Instruction to meet their unique needs. These services may or may not include reading instruction depending on the student.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Schannen, Andrea, schannenledsingea@pcsb.org

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. §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?

Hospital Homebound is a service, not a school, and therefore, students will be provided with Specially Designed Instruction to meet their unique needs. These services may or may not include reading instruction depending on the student.

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?

Hospital Homebound is a service, not a school, and therefore, students will be provided with Specially Designed Instruction to meet their unique needs. These services may or may not include reading instruction depending on the student.

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
Hospital Homebound is a service, not a school, and therefore, students will be provided with Specially Designed Instruction to meet their unique needs. These services may or may not include reading instruction depending on the student.	Schannen, Andrea, schannenledsingea@pcsb.org

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.

Since students in Hospital Homebound receive Specially Designed Instruction in the Home and/or Hospital, the services are often temporary in nature. It is difficult to collect data as the student enrollment is often changing.

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

Since students in Hospital Homebound receive Specially Designed Instruction in the Home and/or Hospital, the services are often temporary in nature. It is difficult to collect data as the student enrollment is often changing.

Describe how implementation will be progress monitored.

Since students in Hospital Homebound receive Specially Designed Instruction in the Home and/or Hospital, the services are often temporary in nature. It is difficult to collect data as the student enrollment is often changing.

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
Teachers will regularly communicate with families, medical providers, teachers, students and additional stakeholders on student progress. Teachers will create IEP goals that are designed specifically for the individual student and allows them to progress in their studies while at home or hospitalized due to illness.	Schannen, Andrea, schannenledsingea@pcsb.org